DESIGNING A SET OF WRITING MATERIALS USING EGRA TECHNIQUE FOR THE EIGHTH-GRADE STUDENTS OF SMPN 15 YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

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

By
Christianus Belita Nau Tonga
Student Number: 121214047

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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Rohandi, Ph.D.
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Yogyakarta, September 6, 2016

The Writer

Christianus Belita Nau Tonga
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Pada tanggal 12 Agustus 2016
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Christanus Belita Nau Tonga
ABSTRACT


Nowadays, English becomes a language that can give a significant impact in many aspects such as health, occupation, education, and communication. Therefore, people are demanded to master this language including students. In the school, for example, students are drilled on and on in order to be able to master productive and receptive skills in the form of four language skills: listening, speaking, reading, and writing. Dealing with the writing skill, many students face difficulties to write English correctly. Based on the researcher’s findings at class VIII of SMPN 15 Yogyakarta, many students faced the problem. Therefore, the researcher is going to design a set of instructional writing materials using EGRA technique for the eighth-grade students of SMPN 15 Yogyakarta to help the students solve the problem. Tomlison (1990) states that EGRA is an effective technique to teach grammar in writing sentences. The letter stands for Exposure/Experience, Generalization, Reinforcement, and Application.

This research aimed to answer two research questions: (1) how is a set of instructional writing materials for the eighth-grade students of SMPN 15 Yogyakarta designed? And (2) how does a set of instructional writing materials for the eighth-grade students of SMPN 15 Yogyakarta look like?

In this research, the researcher used the model of development of Borg and Gall (1983) that was combined to Kemp’s (1997). The researcher only used some stages of the models because of time limitation. The stages used were (1) data collecting, (2) planning, (3) developing preliminary form of product, (4) preliminary field testing, and (5) main product revision. In gathering data, the researcher used the interview and classroom observation for data collecting. The questionnaires were distributed in the preliminary field testing. At this part, the researcher distributed the questionnaires to the experts to get feedback to the designed materials.

Based on the result of the evaluation of the experts, there were two aspects that needed to be revised and one aspect to be added. The researcher had to revise some grammatical mistakes and some unclear instructions and to add sources for pictures used in the designed materials. Therefore, the final version of the designed materials consisted of three units. They were descriptive text, recount text, and narrative text. In each unit, there were two topics provided. In each topic, there were four sections provided. They were Exposure, Training, Grammar, and Writing.

Keywords: Writing skills, EGRA technique, Designed materials
ABSTRAK


Studi ini bertujuan untuk menjawab dua rumusan masalah, yakni (1) bagaimana seperangkat materi menulis Bahasa Inggris yang menggunakan teknik EGRA untuk murid kelas VIII SMPN 15 Yogyakarta didesain? Dan (2) bagaimanakah tampilan dari rancangan seperangkat materi menulis Bahasa Inggris yang menggunakan teknik EGRA untuk murid kelas VIII SMPN 15 Yogyakarta?


Kata kunci: Writing skills, EGRA technique, Designed materials
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Christianus Belita Nau Tonga
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CHAPTER I
INTRODUCTION

This study aims to design a set of writing materials for the eighth-grade students of SMPN 15 Yogyakarta. For this chapter, there are six parts. They are research background, problem limitation, research problems, research objectives, research benefits, and definition of the terms.

A. Research Background

English is a global language that acts as a “lingua franca”. In this case, English becomes a common language that enables people from different backgrounds and ethnicities to communicate with each other. Consequently, almost all aspects of life demand people to master English, such as education, health, occupation, and communication. Therefore, nowadays, many people motivate themselves to learn English, including students. In the school, for example, students are drilled on and on in order to develop their communicative competencies. In this case, they need to be able to master productive and receptive skills in the form of four language skills: listening, speaking, reading, and writing.

In this research, the researcher focuses on writing skill since based on the researcher’s observation, students were still difficult to write grammatically correct sentences. The students here referred to the eighth-grade students of SMPN 15 Yogyakarta. At this grade, the students still faced difficulties to write grammatically correct sentences. One of the examples was many of them still used “to be” (am, is, are) and verbs in the past form in one sentence.
Referring to the situation, basically, making grammatical mistakes in writing English is inevitable. Aitken (1992) states that:

Some of these problems are probably inevitable. Students of a foreign language have many things to remember at once, and mistakes are almost bound to occur, especially where the mother tongue leads the learner to expect something else. Some of the mistakes, however, are undoubtedly caused by the teacher, sometimes by his failure to understand fully the nature of the tense he is teaching, where the pitfalls are, how it differs from the mother tongue, why an English speaker selects one tense rather than another and how to choose examples and illustrations which help rather than hinder understanding (p. 5).

Explicitly, the statements above want to show that the factors which can influence students to be able to write grammatically correct sentences are teachers and students. In this case, the teachers have to be able to create interesting learning activities so that students can follow and enjoy the learning process while students have to increase their motivation in learning English. For teachers, teaching nowadays’ students is not a simple thing to do.

Teaching digital natives’ students demands many things from teachers. Teachers must improve deep qualifications before teaching (Center on Education Policy, 2007, p. 6). These qualifications are very important in order that the teachers become familiar with the teaching methods that are good for the students’ characteristics and learn how to make the most effective instructional activities. The existence of these qualifications is also supposed to be the solution for nowadays’ students in having an effective learning. However, it is inevitable that many of nowadays’ teachers still use the conventional methods in teaching their students. Prensky (2009) says that most of today’s teachers use direct instruction; teachers are lecturing while students are only listening, taking notes, reading, and
memorizing. Consequently, the method then becomes a strong reason for students not to enjoy the class; they feel bored and not enthusiastic. What is suggested by Prensky (2009) here is that the teachers have to adapt to the characteristics of students; they must be able to design the instructional activities that can make students comfortable to learn.

In this research, the researcher is going to design a set of English instructional writing materials. The instructional materials designed are interesting for students to learn. Students are given many chances to learn how to make good sentences and practice to make their own writing. Besides, the instructional materials focus on developing students’ grammar and vocabulary mastery.

In designing these instructional materials, the researcher uses EGRA technique. Tomlison (1990) states that EGRA stands for Experience/Exposure, Generalization, Reinforcement, and Application. EGRA’s steps have some objectives. Experience aims to exposure a particular structure item in use. The objective of Generalization is that learners will be better to remember a conclusion about forms and functions they make by themselves. Adrian (1998) says that Reinforcement helps the students to check or revise their Generalization and Application is to apply the structure items learned in the previous stage to communicate information or messages. By using this technique, the students are given chances to find out the forms and functions of the sentences by themselves. Brown (1994) says that the intrinsic motivation will be built by allowing the students to discover rules rather than telling them (p. 351). Therefore, since the mastery of grammar is very important in writing English, the researcher is going to
design a set of English instructional writing materials that focuses on grammar using EGRA technique for the eighth-grade students of SMPN 15 Yogyakarta.

B. Research Limitation

This research is limited to design suitable materials for the eighth-grade of students of SMPN 15 Yogyakarta. As mentioned above, the researcher designs a set of instructional writing materials based on the students’ needs and the importance of writing skill. The students here refer to the eighth-grade students of SMPN 15 Yogyakarta. In designing these instructional materials, the researcher uses EGRA technique that provides many opportunities for students to focus on grammar when they are writing. Moreover, this set of instructional materials is designed in support of curriculum 2013 so that at the end of the study, students will have competencies.

C. Research Formulations

The research problems that are investigated in this research are formulated as follows:

1. How is a set of instructional writing materials for the eighth grade students of SMPN 15 Yogyakarta designed?

2. How does a set of instructional writing materials for the eighth grade students of SMPN 15 Yogyakarta look like?
D. Research Objectives

In line with the formulation of the problems, the objectives of this study are as follows:

1. To design a set of instructional writing materials for the eighth grade students of SMPN 15
2. To present a set of instructional writing materials for the eighth grade students of SMPN 15

E. Research Benefits

The result of this study will be valuable for those who concern in teaching-learning process of English language. The following are people who might be the beneficiary of this research.

1. English Teacher

This set of instructional writing materials is expected to be used by the teachers as the materials to teach writing. It is also expected to inspire and motivate the teachers to be more creative and innovative in developing interesting and effective instructional materials to teach English. Moreover, this product is expected to help them to improve their techniques and strategies in designing materials.

2. The Students of Class VIII SMPN 15 Yogyakarta

The product of this research is expected to develop students’ writing skills. Moreover, the activities provided are expected to make students enthusiastic to join
the learning class. Besides, the product is expected to give more chances for students to learn how to make good sentences.

3. The researcher

This research is important for the researcher as the evaluation whether the product is applicable or not and whether the goal and objectives are achievable or not so the researcher can provide a set of instructional materials that is proper for the eighth-grade students of SMPN 15 Yogyakarta.

F. Definition of Terms

1. EGRA Technique

EGRA stands for Exposure, Generalization, Reinforcement, and Application. Tomlinson (1990) states that EGRA is a method used by high school teachers of English participating in the PKG (Permamantapan Kerja Guru: Strengthening of the Work of Teachers) Project in Indonesia. In addition, Widiati and Cahyono (2006) state that EGRA is an example of the grammar presentation technique that suggests a sequence of instructions, moving from giving Example in Exposure section, drawing Generalization, providing Reinforcement, and assigning tasks to students for Application (p. 77-101). In this research, the researcher adapts the steps of the technique to design a set of writing materials for the eighth-grade students of SMPN 15 Yogyakarta.

2. Genre-based approach

According to Lin (2006), “Teaching and learning in genre-based approach focuses on the understanding and production of selected genres of texts”. This
approach may help students get closer to the topic of the teaching and learning activities. The students learn in a simpler way to identify kinds of texts and the structure of the texts. Besides, they learn to retell the texts using their own words in the simple form. In this research, the researcher only uses three texts, namely descriptive, recount, and narrative, since there are only those texts taught for the eighth grade of Junior High School based on the syllabus of Curriculum 2013.

3. Writing

Writing is one of the skills taught in the school. Jacob (1981) states that in the school, students’ writing ability refers to the students’ competence in applying the components of writing including content, organization, vocabulary, language use (grammar), and mechanism (p. 60). In this case, since grammar becomes an important aspect for students to require when writing sentences, the researcher gave more focus on the grammatical aspect in designing the materials.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the theoretical reviews that are used to design the set of instructional writing materials. There are some parts that are presented at this chapter. They are Instructional design model, the nature of writing, genre-based approach, and EGRA technique.

A. Theoretical Description

In this part, the researcher uses two models of instructional design. They are the model of Kemp (1977) and the model of Borg and Gall (1983). Those models are explained as follows.

1. Instructional Design Models

a. Kemp (1977)

In this research, the researcher used Instructional Design Model (IDM) of Kemp (1977) to be combined to Borg and Gall’s model. Kemp (1977) states that the design model has interrelationship stages to simplify the process of design. Kemp (1977) adds that the design process includes “the development of an overall plan incorporating the interrelated parts of an instructional process in a sequential pattern” (p. 6). In this case, the process is to examine the problems and needs, set the procedure, and evaluate the results for revising it. The designer is going to choose the possible part which is acceptable to be done first. Because of the flexible parts, every part does not operate in order.
1) **Step 1: Identifying Goal, Topics, and General Purposes**

The first step that has to be done is recognizing the broad goal of the school system. Basically, a school must have a goal. Kemps (1977) states that there are three considerations why the school has the goal. They are the societies, students, and subject areas. According to Kemp (1977), to identify the goal, the planner should consider either the changes of the students’ needs and interests or the changes of the societies.

2) **Step 2: Identifying Students’ Characteristic**

The second step is identifying students’ characteristic. Kemp (1977) states that there are several factors which diverge the students’ characteristics which are the academic factors (academic background), social backgrounds (age and socioeconomic situation), learners’ learning conditions, and the learning styles. Kemp (1977) adds that the planner can decide topics and a level at which topics are introduced, specify learning objectives, and select learning activities by identifying the students’ characteristics.

3) **Step 3: Specifying Learning Objectives**

The third step is specifying learning objectives. In this case, to promote learning, the objectives are written in the activities. Furthermore, Kemp (1977) states that the learning objectives have to be measureable.

4) **Step 4: Listing Subject Contents**

The subject contents aim to empower the formulation of learning objectives. In other words, the learning objectives are what you want the subject contents to do. The subject contents are organized into specific knowledge (facts and
information), skills (procedural and conditional), and requirements.

5) Step 5: Developing Pre-assessment

The next step is developing pre-assessment. This step is very important to maintain the plan for activities. The pre-assessment helps the planner to plan activities for the students and ensure that the students follow the activities efficiently.

6) Step 6: Selecting Learning Activities and Resources

The next step is to select supporting materials. Kemp (1977) states that the resources refer to printed materials, audiovisual media, and other items for a group and individual uses (p. 73). Kemp (1977) adds that there are three forms of media which are “visual forms, audio form, and audiovisual form” (p. 77).

7) Step 7: Coordinating Support Services

The next step is coordinating support services. At this step, there are some points that have to be required by the planner. They are funds, facilities, equipment, and personnel time to finish the whole process of instructional design. Kemp (1977) states that thinking about the funds or facilities limits the program severely.

8) Step 8: Evaluation

The last step of this process is evaluating. Kemp (1977) states that the evaluation stands for self-evaluation from the teachers or experts to determine the suitability of the learning objectives, subject contents, learning method, and learning media. Furthermore, self-evaluation (formative evaluation) gives chance to determine any weakness in the design product which needs to be improved for the final product.
b. **Borg and Gall**

In this research, the researcher also used research and development approach by adapting Borg and Gall’s model of development. According to Borg and Gall (1983), educational research and development is “a process used to develop and validate educational products” (p. 772). The steps of this process refer to R & D cycle.

According to Borg and Gall (1983), there are ten major steps in R & D (p. 775). The first step involves research and information collecting or needs analysis. It includes a review of literature, classroom observations, and preparation of report of state of the art. The second and third steps consist of planning and developing preliminary form of product. Planning includes defining skills, stating objectives, determining course sequence, and making small scale feasibility testing. Developing preliminary form of product includes the preparation of instructional materials, handbooks, and evaluating devices. Then, the fourth step involves preliminary field testing. It includes the interview and questionnaires. The fifth and sixth steps conduct main product revision and main field testing. Main product revision uses quantitative data on subjects’ course as the evaluation. Operational product revision is done in the seventh step. It is the revision of product as suggested by main field-test result. Next, the eighth and ninth steps involve operational field testing and final product revision. The last step involves dissemination and implementation. It is a report of product at professional meeting and journals.
2. The Nature of Writing

a. Definition of Writing

Writing is one of the skills that has to be mastered in learning languages, including English. Harmer (2004) states that writing is a mental and learning process (p. 5). Jacob (1981) specifies that in the school, students’ writing ability refers to the students’ competence in applying the components of writing including content, organization, vocabulary, language use (grammar), and mechanism (p. 60). In other words, writing skill is the ability to discover and organize ideas into written form arranged in a particular order and linked together in certain ways by using appropriate conventions including content, organization, vocabulary, language use (grammar), and mechanics.

In addition, Tiedt (1981) states that “Writing is a method of expressing ideas about any subject content” (p. 1). Writing is an interesting activity where someone
will be more freely to express their thoughts about something. Writing helps someone to discover what he or she thinks and feels. In writing, some people use written symbol to express their ideas and thoughts about something.

b. The Benefits of Writing

According to Akhadiah (1993), there are some benefits of writing. The first is by writing, someone is able to discover what he or she thinks (p. 1). Many people try to write many things in a particular time in order to have an opportunity to learn more about herself or himself and the world. The second benefit is to help someone to be more skillful in writing (p. 1). This benefit would like to help the students much in doing their job. The last benefit is that by writing precisely what someone intends, he or she greatly enhances the possibility of being understood because he or she is able to transform the information clearly in the written form (p. 1).

3. EGRA Technique

a. Definition

Tomlinson (1990) states that EGRA is one of the classroom methodologies used by high school teachers of English participating in the PKG (Permantapan Kerja Guru/ Strengthening of the Work of Teachers) Project in Indonesia. The letters stand for Experience, Generalization, Reinforcement, and Application. Widiati and Cahyono (2006) add that EGRA is an example of grammar presentation technique that suggests a sequence of instructions, moving from giving examples in Exposure, drawing Generalization, providing Reinforcement, and assigning tasks to students for Application (77-101).

Based on those definitions, EGRA can be defined as an example of grammar
presentation technique that suggests a sequence of instructions, moving from giving Example, drawing Generalization, providing Reinforcement, and assigning tasks to students for Application.

b. Steps of Teaching

EGRA is a technique that views language to communicate so that the activities of language learning have to guide students to communicate. It refers to Experience, Generalization, Reinforcement, and Application. The detail explanations of the steps are as follows:

1) Experience

Experience is the first section of this technique. At this section, the students are provided with activities that explore their knowledge. Besides, the section will be the main gate for the students’ understanding about correct grammar structure. Wernon (1980) states that activities that involve direct experiences is highly inquiry-oriented. Therefore, the students here act as active participants in the class. In this step, the teacher can also give leading questions related to the material that will be taught to the students. The activities of this step can be conducted in showing pictures, giving songs, giving keywords, giving brainstorming, and reading sentences or a text.

2) Generalization

The next section is Generalization. In this section, the students are led through tasks to discover forms, meanings, and functions of the structures they have been exposed to. The students will get experience about the structure rules by themselves. Harmer (1991) states that the best way to ensure learning is for the
students to work out the rule themselves (p. 113). In addition, Ramirez (1995) says that this stage focuses on grammatical items (p. 22). At this section, the students will focus on the rules of the structure rather than concentrate the language context. The activities which can be done in this step are:

a) The teacher asks the students to make groups that consist of 4/5 person.
b) The teacher gives tasks which aim to lead the students to find the functions and forms of sentence structure that will be taught.
c) The teacher asks the students to discuss the answers in groups.
d) The teacher guides the students to discuss the answers.
e) The teacher writes the answers of the students on the whiteboard.
f) The teacher gives compliment to the students for their hard work in answering questions.
g) The teacher gives examples of the correct pronunciation of the students’ answers on the whiteboard.

3) **Reinforcement**

The next section is Reinforcement. It is a phase where the students are provided with correct and conscious knowledge of the forms and functions of the structure items that they have been exposed to. It aims to help the students check or revise their Generalization. In this section, the teacher gives feedback to the students’ work so that they get reinforcement. Thomas (1984) states that reinforcement sharpens the individual’s attention or concentration for the second task (p. 81). The activities in this section are:

a) The teacher discusses again the students’ answers on the whiteboard.
b) The teacher provides an explanation to reinforce the functions and forms of language structures they had worked before.

c) The teacher gives some examples of sentences as the model.

d) The teacher repeats the pronunciation of sentences correctly.

e) The teacher asks the students to work in pairs.

4) Application

The last section of this technique is Application. It is the learning stage when students are given opportunities to use or apply the structure items that they have learned to communicate, either receptively or productively. Kenneth (1976) states that the objective of the application is to determine whether the students know how to apply grammatical forms that have previously been presented (p. 83). The activities that can be done are:

a) The students are instructed to work individually.

b) The teacher gives the students the task cards/pictures that contain the Situation/Case.

c) The students are required to make their own writing based on the situations/cases provided.

d) The teacher gives the students homework to discuss in the future learning.

4. Genre-Based Approach

According to Lin (2006), teaching and learning in genre-based approach focus on the understanding and production of selected genres of texts. This approach may help students get closer to the topic of the teaching and learning activities. The students learn in a simpler way to identify kinds of texts and the
structure of the texts. Besides, they learn to retell the texts using their own words in the simple form.

This approach is used since the researcher uses some genres of texts to design the materials which are suitable with the syllabus of the school. Based on the syllabus that is used by the teachers, there are three kinds of texts that are taught to the eighth grade of Junior High School. They are recount text, narrative text, and descriptive text.

a. Kinds of Genre Texts Used for the Eighth Grade of Junior High School

1) Recount Text

Recount is a text which retells events or experiences in the past. The purpose is to inform and entertain the audience. The generic structures of the text are orientation, series of event, and reorientation. The characteristics of recount text are using simple past tense, chronological connection, and linking verbs. Here is the example of recount text:

![Figure 2.2. An Example of A Recount Text](image)
2) **Descriptive Text**

Descriptive text is a kind of text with a purpose which is to give information. The context of this text is the description of a particular thing, animal, person, or others. Gerot and Wignell (1994) state that the social function of descriptive text is to describe a particular person, place, or thing (p. 165). Besides, the generic structure of descriptive text consists of identification and description. Hammond (1992) states that identification identifies phenomenon to be described while description describes parts, qualities, characteristics, etc.

<table>
<thead>
<tr>
<th>Identification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safari Park or Taman Safari is a quite unique zoo.</td>
<td>It lies about 90 kilometers from Jakarta. It lies in Cisarua, Bogor, about two kilometers from Puncak. This zoo reminds us of the similar park in Kenya, Africa. Although it is not as large as the one in Kenya, we can still enjoy the park which is about one hundred hectares. In conventional zoos, the animals are in cages, but not in the Safari Park; they wander freely. Visitors are in buses or cars. They are not allowed to get off the cars or buses. Visitors who don't have cars can use the touring buses available at the park.</td>
</tr>
</tbody>
</table>

**Figure 2.3. An Example of A Descriptive Text**

3) **Narrative Text**

Narrative text is one of the texts that is taught in the eighth-grade of Junior High School. Narrative text is a text that tells a story. It aims to entertain the readers and educate them with the moral values. The generic structures that can be found in this text are orientation, complication, and resolution. The characteristics that can
be found in this kind of text are using past tense, having moral values in the text, and telling the fictive stories. Charles et al (1985) states:

A narrative is a story; a narrative writing is writing that tells about a story. We use narrative writing when we tell a friend about something interesting that happened to you at work or in school, when you tell someone a joke, or if you write about the events of the day in the privacy of a diary or journal (p. 129).

Figure 2.4. An Example of A Narrative Text

B. Conceptual framework

After discussing instructional design models, the framework of EGRA technique, and the nature of writing, the researcher would like to discuss the relationship among the theories. In this research, the researcher uses the theory of model of development as the major basic of the designing procedure. It is used to create the steps to design a set of English writing materials. The theory of model of development used here is the combination between the first five steps of Borg and
Gall (1983) and some steps of Kemp (1997). The researcher cannot use all the steps because of the time limitation. Therefore, the steps used by the researcher to design instructional materials are as follows.

1. **Research and Information Collecting**

   In this step, the researcher tries to find the needs of teachers and students, problems, and solutions for both of them. At first, the researcher has to observe the situation of the classes so that the researcher can get the information dealing with the characteristics of the students, problems faced, and the needs. This observation is conducted in the very beginning before running the other steps of this research. Furthermore, the researcher interviews two English teachers to get more information dealing with the students’ characteristics and needs in learning.

2. **Planning**

   After collecting the data, the next step is planning. In this step, the researcher formulates the lesson plan and learning materials and makes small scale feasibility test. Besides, in this stage, the researcher also states topic and objectives and defines skill for the module.

3. **Developing Preliminary Form of Product**

   After the initial planning has been completed, the next major step in the R & D cycle is to develop preliminary form of product. In designing the product, the researcher also uses EGRA technique. In this stage, the researcher lists subject contents and makes instructional activities.
4. **Preliminary Field Testing**

The next step is preliminary field testing. In this step, the researcher distributes the questionnaires to the experts to get the revision of the product. There are three experts who will evaluate the designed materials.

5. **Main Revision**

Main revision indicates that data from the previous step has been collected. In this step, the researcher revises the product based on the experts’ evaluation. It aims to make the product better and applicable.

**Table 2.1. The Researcher’s Model of Development**

<table>
<thead>
<tr>
<th>R and D Cycle</th>
<th>Instructional Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Information Collecting</td>
<td>Getting information dealing with syllabus used</td>
</tr>
<tr>
<td></td>
<td>Interviewing English teachers</td>
</tr>
<tr>
<td></td>
<td>Observing classes</td>
</tr>
<tr>
<td>Planning</td>
<td>Stating units and topics</td>
</tr>
<tr>
<td></td>
<td>Stating learning objectives</td>
</tr>
<tr>
<td></td>
<td>Making lesson plan</td>
</tr>
<tr>
<td></td>
<td>Defining skill</td>
</tr>
<tr>
<td></td>
<td>Making small scale feasibility test</td>
</tr>
<tr>
<td>Develop Preliminary Form of product</td>
<td>Listing subject contents</td>
</tr>
<tr>
<td></td>
<td>Selecting instructional activities</td>
</tr>
<tr>
<td>Preliminary Field Testing</td>
<td>Conducting materials evaluation from experts</td>
</tr>
<tr>
<td>Main Product</td>
<td>Revising the designed material</td>
</tr>
</tbody>
</table>
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the research methodology. There are seven parts. They are research method, research participants, setting of the study, the research instruments, data gathering technique, data analysis technique, and research procedure.

A. Research Method

In this research, there are two objectives that were formulated in the research objectives. The first objective was to design a set of instructional writing materials for the eighth-grade students of SMPN 15 Yogyakarta. The second objective was to present a set of instructional writing materials for the eighth-grade students of SMPN 15 Yogyakarta.

The research of this study was conducted by using Research and Development (R & D). In this case, the researcher used Research and Development approach by adapting Borg and Gall’s model of development. According to Borg and Gall (1983), educational research and development (R & D) is “a process used to develop and validate educational products” (p. 772). The steps of this process are usually referred to as the R & D cycle. Borg and Gall (1983) say that there are ten major steps in R & D (p. 775). They are research and information collecting, planning, develop preliminary for of product, main field testing, main product revision, preliminary field testing, revision of product, operational field testing, final product, and dissemination and implementation.
In this research, the researcher did not use the whole steps as shown above. The researcher reduced the steps to be only five steps and combined the steps with the steps of Kemp (1997). The researcher adapted the process based on the situation.

Table 3.1 The Steps Used in the Research

<table>
<thead>
<tr>
<th>R and D Cycle</th>
<th>Instructional Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Information Collecting</td>
<td>Getting information dealing with syllabus used</td>
</tr>
<tr>
<td></td>
<td>Observing class</td>
</tr>
<tr>
<td></td>
<td>Interviewing the teachers</td>
</tr>
<tr>
<td>Planning</td>
<td>Stating units and topics</td>
</tr>
<tr>
<td></td>
<td>Stating learning objectives</td>
</tr>
<tr>
<td></td>
<td>Making lesson plan</td>
</tr>
<tr>
<td></td>
<td>Defining skill</td>
</tr>
<tr>
<td></td>
<td>Making small scale feasibility test</td>
</tr>
<tr>
<td>Develop Preliminary Form of product</td>
<td>Listing subject contents</td>
</tr>
<tr>
<td></td>
<td>Selecting instructional activities</td>
</tr>
<tr>
<td>Preliminary Field Testing</td>
<td>Conducting materials evaluation from experts</td>
</tr>
<tr>
<td>Main Product</td>
<td>Revising the designed material</td>
</tr>
</tbody>
</table>

1. **Research and Information Collecting**

Borg and Gall (1983) state that the main concern of this stage is to provide the foundation to design the instructional product. Therefore, in getting the
foundation, there must be instruments used, such as observation, interview, and questionnaires. Moreover, this stage is relevant to the stage of Kemp (1997), identifying students’ characteristics.

In this stage, the researcher had to observe the class activities so that the researcher could know the students’ characteristics and problems faced. This observation was conducted before doing the other steps of this research. Besides, the researcher also interviewed two English teachers to get more information dealing with the students’ needs and characteristics and to support the result of the observation.

2. **Planning**

Borg and Gall (1983) state that, “...a research-based education product is the statement of the specific objective to be achieved by the product” (p. 779). The objective provides a base for an instructional program. This stage is relevant to the stages of Kemp (1997), identifying goal and topics and specifying learning objectives stage to formulate the behavioral objectives.

In this step, the researcher formulated the units, topics, and learning objectives. Besides, the researcher made lesson plan, course sequence, and small scale feasibility test. Moreover, in this stage, the researcher also defined the skill for the module.

3. **Developing Preliminary Form of Product**

Borg and Gall (1983) state that the main concern is “to build a preliminary form of the educational product that can be field tested”. The educational products are available to be implemented and evaluated by the experts. In addition, “the developer must expect many false starts and setbacks in developing new
educational products” (Borg & Gall, 1983, p. 178).

This stage relates to Kemp’s (1977) listing subject contents and selecting learning activities and resources stages. The subject contents were listed to support sequencing contents. The researcher made the materials based on the units and arrange the materials from the simple to the complex one.

The researcher applied EGRA technique and used authentic printed picture for the resources in selecting activities and resources. Tomlison (1990) states EGRA technique is a technique that is very effective to teach grammar through activities provided. EGRA stands for Exposure/Experience, Generalization, Reinforcement, and Application. Then, to select the resources, Kemp (1977) makes a diagram for media selection showing the type of media or instructional media. The researcher used the authentic pictures for the instructional media.

4. Preliminary Field Testing

Borg and Gall (1983) state that preliminary field testing obtains an initial qualitative evaluation of a new educational product. To evaluate the product, the teachers or experts give feedback through critiques and suggestions for the product revision. As Borg and Gall (1983) add that:

In the preliminary field test, the feedback from a teacher is necessary to help the educational product designer in developing and improving the educational product. This step is expected to get many specific criticisms and suggestions toward the educational product (p. 783).

This step is relevant to the stage of Kemp (1997), namely evaluation. This step is to get teachers or experts’ feedback to make the product applicable. In this step, the researcher distributed the questionnaires to three experts to get the revision of the
designed materials. The experts were one English teacher from SMPN 15 Yogyakarta and two ELESP lectures from Sanata Dharma University.

5. Main Revision

According to Borg and Gall (1983), after conducting the preliminary field testing, all the data were compiled and analyzed. Main product revision includes the revision of the products suggested by the preliminary test result. Main revision indicates that the data in the previous stage had been collected. In this stage, the researcher revised the product based on the revision in the preliminary field testing stage. Besides, the researcher added some new things to make the designed materials better and applicable.

B. Research Participants

In this research, there were two participants, namely the participants of research and information collecting and the participants of preliminary field testing.

1. The Participants of Research and Information Collecting

The participants of research and information collecting were two English teachers from SMPN 15 Yogyakarta. In this case, the researcher conducted an interview with the teachers. The significance of conducting the interview was to get further information that could support the researcher’s observation. In this interview, the researcher was to get the information about students’ characteristic, the level of difficulty in designing materials, and the methods used in teaching.
2. The participants of Preliminary Field Testing

The participants of preliminary field testing were an English teacher of SMPN 15 Yogyakarta and two lecturers of English Education Study Program of Sanata Dharma University. The designed materials were evaluated by these experts so the researcher could improve parts that needed to be improved. Table 3.1 presented the description of the respondents.

<table>
<thead>
<tr>
<th>Group of Respondents</th>
<th>Female/ Male</th>
<th>Educational Background</th>
<th>Teaching Experience (year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>S1</td>
</tr>
<tr>
<td>English Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Lectures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Research Setting

This research took place in SMPN 15 Yogyakarta. It was located Jl Tegal Lempuyangan No. 61 Yogyakarta 55211. The data collection was done at SMPN 15 Yogyakarta and Sanata Dharma University.

D. Research Instruments

In this research, the researcher used three instruments to collect data. The instruments were an interview, observation, and questionnaires. The interview and observation were used for data collecting while the questionnaires were used for the evaluation of the designed materials.

1. Instruments for Research and Information collecting step

For the research and information collecting, the researcher used interview and classroom observation. For the interview, the researcher interviewed two
English teachers, while the researcher observed two classes for the classroom observation. The interview and classroom observation helped the researcher obtain information dealing with students' needs which were important to design good materials of writing using EGRA technique for the eighth-grade students of SMPN 15 Yogyakarta.

2. **Instrument for Preliminary Field Testing Step**

   For the preliminary field testing, the researcher used questionnaires to collect comments and feedback related to the designed materials. The researcher used both close and open questionnaires. The questionnaires were distributed to the experts to get feedbacks and suggestions to the designed materials. The questionnaires used for expert validation were divided into two parts.

   First, the researcher used Likert Scale for each statement. There were four degrees of agreement, such as strongly agree, agree, disagree, and strongly disagree. The researcher did not use undecided since the researcher wanted to know the strength or weakness in each statement. Second, the researcher provided spaces for experts to give suggestions and comments in order to improve the designed materials.

E. **Data Gathering Technique**

   This research was conducted in the second semester which was within March 2016 at SMPN 15 Yogyakarta. It was done by conducting the interview and observation and distributing questionnaires. For the research and information collecting, the researcher observed the class. The importance of doing observation
was that the researcher wanted to identify the characteristics of the class, students’ difficulties, and the students’ needs. Furthermore, the researcher also interviewed two English teachers for class VIII to get more information to help the researcher in designing the materials.

After the researcher gathered the data from the observation and interview, the researcher continued to design the writing materials. After designing the materials, especially in the preliminary field testing, the researcher distributed the questionnaires to the one English teacher SMPN 15 Yogyakarta and two lecturers of English Education Study Program of Sanata Dharma University.

F. Data Analysis Technique

The interview data that had been collected were translated into written paragraphs. Besides, the questionnaire data were analyzed by using several steps. Firstly, the researcher recapitulated the data in the table. After that, the researcher calculated for each response. The result was obtained by dividing the number of students who chose certain answers with the total number of the students. Then, the result was multiplied by 100%. The data collected were calculated by using a formula as follows.

$$\frac{\sum n}{N} \times 100\%$$

Note: $\sum n$ : the total number of students who chose certain answers.

$N$ : the total number of students.

The researcher made a table which was used to present the result of the
data. After that, the researcher made the interpretation of the result in the form of paragraph.

**Table 3.3 The Result of the Questionnaire**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
</table>

In analyzing the model of design that had been made, the researcher used Likert scale. It aimed to support the process of modifying the instructional writing English material using EGRA technique. The researcher gave four options to present the respondents’ agreement and disagreement for each statement. The options were presented in Table 3.4.

**Table 3.4 Degrees of Agreement**

<table>
<thead>
<tr>
<th>Point of Agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Absolutely disagree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Absolutely agree</td>
</tr>
</tbody>
</table>

In calculating the data of this questionnaire, the researcher used descriptive statistics. In this case, the researcher used the questionnaire data to find the number of case and the mean. The researcher made a table of the central tendency of the respondents on the designed materials.

**Table 3.5 The Description of the Evaluation of Design Material Participants**

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents’ Opinion</th>
<th>Frequency Point of Agreement</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Best (1970) stated, “the average points are divided from 1 up to 5” (p. 179). The interpretations of the average points were presented in Table 3.6.
Table 3.6 Interpretations of the Average Points

<table>
<thead>
<tr>
<th>Range</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 – 1.99</td>
<td>Replace the rejected part of the design</td>
</tr>
<tr>
<td>2.00 – 2.99</td>
<td>Add more part or modify part of the design based on the lack on the statement</td>
</tr>
<tr>
<td>3.00 – 3.99</td>
<td>Conduct more exploration on the existing part of the design based on the statement</td>
</tr>
<tr>
<td>4.00 – 5.00</td>
<td>No revision</td>
</tr>
</tbody>
</table>

Then, the researcher made the improvement of the design based on the data. The result of the design evaluation of the designed materials became the significant main sources in this process. It contained feedback and evaluation from the experts.

G. Research Procedures

In order to have valid and reliable data for the instructional design of writing materials for the eighth-grade students of SMPN 15 Yogyakarta, the researcher made the steps in the certain ways. The steps were arranged and carried through, so later those steps helped the writer to collect the data. The procedures were explained as follows.

The first step is research and information collecting. In this step, the researcher gathered the information dealing with syllabus used. Besides, the researcher collected the base information of this step from the observation of teaching-learning process in the classroom. The researcher also got the information from the interview with two English teachers from the school. After the researcher gathered the result of research and information collecting, the researcher started to state units, topics, and objectives, define skill, make lesson plan and small scale feasibility test, and determine sequence. The next stage is developing preliminary field test. In this stage, the researcher started to design the
materials using EGRA technique. In this stage, the researcher listed the subject contents and made the instructional materials. In the next stage, the researcher conducted an evaluation of the materials by distributing the questionnaires to an English teacher of SMPN 15 Yogyakarta and to two lecturers of Sanata Dharma University in the English Language Education Study Program. For the last step, the researcher made the better materials based on the feedbacks and suggestions. The result of the questionnaires was used to make a better designed materials for the eighth-grade students of SMPN 15 Yogyakarta.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

In this chapter, the researcher presents the result of what had been planned in Chapter III. It contains the research findings and discussion of each step in designing instructional writing materials using EGRA technique for the eighth-grade students of SMPN 15 Yogyakarta. This chapter answers the research question based on the findings and discussion.

A. Research and Information Collecting

In this step, the researcher needed to collect the information related to the materials used, activities in the classroom, and the characteristics of the classes that were taught. The importance of this step was to identify the materials and activities in the classes and also the students’ needs, interests, and characteristics. In this part, the researcher also provided the information dealing with the syllabus used, the result of the interview with the English teachers, and the classroom observations.

1. The Syllabus of English Subject for Class VIII

The syllabus was used based on curriculum 2013. In the syllabus, the researcher got the information related to the indicators, learning materials, activities in the classroom, assessments, time allocation, and learning sources. In this research, the researcher used the syllabus as the reference to design this set of writing materials that focused on grammar.
2. The Result of Observation

a. Class VIII J

The observation was conducted on Tuesday, 8th March 2016. The class was started at 7.30-8.50. The result of the observation was described as follows. In the beginning of the class, the teacher opened the class with greetings. Then, the teacher asked about the previous materials whether the students still remembered or not. After that, the teacher distributed the handout. Then, the teacher asked the students to read a text given. After that, the teacher asked the students to read loudly. Then, the teacher gave a chance for the students who wanted to ask something related to the text. Next, the students were given tasks to be done. The task was to write down some sentences in the past form. At this time, the researcher was asked to guide the students. When the researcher saw their works, the researcher found so many grammatical mistakes they made. Most of them used “to be” (am, is, are) before verbs in the past form. They were confused when they had to use “to be” or verb in the past form. Besides, they also did not know simple words so they asked us.

Based on the researcher’s observation to this class learning, the researcher found that English writing skill of the students in class H of SMPN 15 should be improved. They made mistakes even in making a simple sentence. Besides, their vocabulary mastery was also low. Therefore, at this research, the researcher was going to design the instructional writing materials that were appropriate to the students’ needs and easy to follow.
b. Class VIII I

The second observation was conducted on 11th March 2016. The class was started at 7.30-8.50. The result of the observation was described as follows. The teacher opened the class by giving a song to the students. Then, the students were to fill in the blanks in the worksheet given. Then, they were given a text to read together. After that, they were to work on some exercises. After working on the exercises, the students were given a chance to write. After writing, some of the students asked the researcher for help to check whether their writings were good or not. At this time, the researcher found so many grammatical mistakes in their writings. When the researcher said they had to change the sentences, they only said like this, “we are confused, Sir.” From this experience, the researcher found that it was important to design instructional materials that could put a strong basic of grammar to the students.

3. Interview

a. The result of the interview with the English teachers for class VIII

1) The first teacher

The researcher conducted the interview with the first teacher on Tuesday, 28th April 2016. This interview aimed to get the information dealing with the level of difficulty in designing materials, methods used, and activities in the class. Furthermore, the researcher also got the information about the situation of the class and the characteristics of the students. This information became a guideline for the researcher in designing the instructional materials.
From the interview, the researcher got the information related to the level of difficulty in designing materials. The teacher stated that the level of difficulty in designing materials for students in class VIII should be low since the students still had difficulties in learning English. Referring to the writing skill, the teacher said that many students of this class had not been able to write a good sentence. Even, many of them still did not know simple vocabularies. Consequently, the learning process would be inhibited if the materials given were difficult for them.

The researcher also found out the information about methods used and activities in class. The teacher stated that these two aspects would give a big effect to the learning environment or the classroom situation. Therefore, in teaching this class, the teacher suggested using interesting methods in order that students could engage in the learning process. Hence, the activities in the classroom became various. In addition, the teacher added that the teacher had to focus on the students’ engagement in the learning process by implementing an interesting learning.

In this interview, the researcher also found out about the situation of the class. The teacher stated that students of class VIII were very "special" and "energetic". The students in this class were very pleased to learn while playing. If the learning was delivered monotonously, the situation of this would change automatically; Most of the students would not join and engage in the learning process. Instead of that, they would only focus on their own activities like sleeping, working another subject task, or talking with their friends next to them.

From this interview, the researcher got two aspects to do in designing the materials. Firstly, the researcher had to create interesting activities in the designed
materials to draw students’ attention to learn. Second, the researcher had to create activities that could increase the students’ mastery of grammar and vocabulary.

2) The Second Teacher

The researcher conducted the interview with the second teacher on Wednesday, 29th April 2016. This interview aimed to get the information dealing with the level of difficulty in designing materials, methods used, and activities in the class. Furthermore, the researcher also got the information about the situation of the class, and the characteristics of the students.

From this interview, the researcher found out the information dealing with the level of difficulty in designing materials. The teacher stated that in designing materials for the students class VIII, she always tried to make them simple to be learnt since most of the students in this class did not have English basic knowledge and motivation to learn English. Nevertheless, she found that most students were difficult to follow the learning process. After being reflected, she realized that during the teaching at this class, she merely used the conventional approach. Consequently, the classroom sometimes could not be managed well. Therefore, she suggested that the teachers had to be innovative when teaching the classes.

In this interview, the researcher also got the information related to the activities in the classes. The teacher used three big activities. There were pre-activity, main activity, and post-activity. While for the method used, the teacher stated that she often used conventional method. In this case, she became the center of the learning process. The percentage when she talked was higher than the students’. Dealing with the characteristic of the students, the teacher said that
actually, the English ability of the students of this class was still low. She gave the example from the writing aspect. When the students were given chances to make sentences, there would be many grammatical errors in the sentences.

In the interview, the researcher also got the information saying that most of the students in class VIII were not happy if there were many tasks given and if they felt the tasks were difficult for them. Consequently, they would not do the task. Therefore, the teacher suggested to the researcher to make simple instructional activities. The most important here was that they could enjoy work on them and learn something from the learning.

From the interview above, the researcher got two important aspects to design the materials. First, the researcher had to create interesting and various activities so that the students were not bored. Second, the researcher should design simple instructional activities that were easy to follow.

B. Planning

The second step after collecting information was planning. In this step, the researcher used the data from research and information collecting step as the basic. There were four parts in this step. They were defining skills, stating objectives, determining course sequence, and small scale feasibility testing.

1. Defining Skills

In this research, the researcher focused on writing skill which is a part of language basic skills. It was chosen since the ability of the eighth-grade students of SMPN 15 to write good English sentences was fairly poor. Furthermore, the writing
materials were the solution for the problem they faced since there were easy and interesting activities provided for students to follow. Besides, the students had many chances to learn how to make good sentences and practice to make their own writing in a simple way.

2. **Stating Objectives**

   After defining the skills, the researcher needed to provide the objectives to be achieved in the learning model. Objectives were very important since they became a guide to achieve the success in learning using this product. The general objective of the designed materials was to improve students’ writing ability, especially in grammatical rules. The researcher also provided the objectives which were related to the material designed. The objectives were elaborated in the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Topic</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Recount Text</td>
<td>The students that were given recount texts were able to:</td>
</tr>
</tbody>
</table>
<pre><code>   |             | 1. Identify the social function of the texts correctly                     |
   |             | 2. Identify the language features and generic structure correctly           |
   |             | 3. Identify to be which were used in the text.                             |
   |             | 4. Identify the pattern of sentences that was used in the text.             |
   |             | 5. Conclude the pattern of sentences used in the text.                      |
   |             | 6. Use the correct verb to fill in the blank spaces.                        |
   |             | 7. Write sentences for making a simple recount text correctly.              |
</code></pre>
<p>| 2  | Narrative Text| The students that were given recount texts were able to:                   |
|             | 1. Identify the social function of the texts correctly                     |
|             | 2. Identify the language features and generic structure correctly           |
|             | 3. Identify to be which were used in the text.                             |
|             | 4. Identify the tense that was used in the text.                           |
|             | 5. Write sentences for making a simple narrative text correctly.            |
| 3  | Descriptive Text| The students that were given recount texts were able to:                  |
|             | 1. Identify the social function of the texts correctly                     |</p>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Identify the language features and generic structure correctly</td>
</tr>
<tr>
<td>3.</td>
<td>Identify the tense that was used in the text.</td>
</tr>
<tr>
<td>4.</td>
<td>Identify the pattern of sentences that was used in the text.</td>
</tr>
<tr>
<td>5.</td>
<td>Conclude the pattern of sentences used in the text.</td>
</tr>
<tr>
<td>6.</td>
<td>Write sentences for making a simple narrative text correctly.</td>
</tr>
</tbody>
</table>

In designing the materials, the researcher made the materials and the activities that were adapted to the class so that the objectives could be reached after learning through this learning model was done. At this point, the researcher focused on making the learning more interactive by making the students as the center of learning. The researcher realized that writing was a problem that the students faced and it was not easy to change this situation. By designing this set of instructional activities, the researcher tried to help the students to be able to write. At least, they could write a simple text in good sentences.

3. **Determining Course Sequence**

In this step, the researcher developed the course sequence of writing materials. First, the researcher defined the topics which would be learnt in the class. The researcher organized the topics for designing materials based on the objectives stated. Those objectives were applied to the topics prepared. Therefore, the researcher tried to develop instructional writing materials which were accordance with the topics learned in the classroom. At this case, the researcher used the book “When English Rings Bell for Class VIII” as the guidance. The reason was to help the students to find more exercises which were still related to the topic. Besides, in this module, the researcher designed six topics. Nevertheless, the six topics came...
from the big three units. They were Descriptive Text, Recount Text, and Narrative Text. The topics were stated in Table 4.2.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Learning Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Descriptive Text: <em>Can You Describe Her?</em></td>
</tr>
<tr>
<td>2</td>
<td>Descriptive Text: <em>My Beautiful House</em></td>
</tr>
<tr>
<td>3</td>
<td>Recount Text: <em>What Did You Do on Holiday?</em></td>
</tr>
<tr>
<td>4</td>
<td>Recount Text: <em>What Did You Do Yesterday?</em></td>
</tr>
<tr>
<td>5</td>
<td>Narrative Text: <em>The Monkey and the Crocodile</em></td>
</tr>
<tr>
<td>6</td>
<td>Narrative Text: <em>The Greatest Treasure</em></td>
</tr>
</tbody>
</table>

4. **Making A Small Scale Feasibility Testing**

In this part, the researcher tried to make small scale feasibility testing in the designed materials. Therefore, tests were provided in this module. They were to test the students’ understanding of the topic taught. Besides, it would be a space for teachers to identify the development of their students in writing.

C. **Developing Preliminary Form of Product**

In this step, the researcher developed the instructional materials to teach writing for the eighth-grade students of SMPN 15 Yogyakarta based on the topics that had been shown in Table 4.2. In this step, the researcher listed subject contents and made the instructional activities.

1. **Listing Subject Contents**

This stage was to list the contents of instructional materials based on the objectives. The instructional materials were adapted to contextual materials and authentic learning media. The short descriptions of the materials were some
contextual reading texts, exercises on grammar, and techniques in producing a simple writing.

For each unit, there were two topics. In this case, the activities of the first topic and the second topic in the same unit were different. The aim was that the teacher could use both of the topics to be taught when the students needed to explore the unit taught and the way to make grammatically correct sentences. For example, in unit 1 entitled "Descriptive Text", teachers could use topics *Can You Describe Her?* and *My Beautiful House* if they found that the students still needed more practices to write grammatically correct sentences in producing a descriptive text.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Titles</th>
<th>Contents</th>
</tr>
</thead>
</table>
| 1    | Descriptive: Can You Describe Her? | • Short explanation about descriptive text, generic structure, characteristics, and the example of the text.  
   |                                |   • Vocabularies focus  
   |                                |   • Making sentences based on pictures provided  
   |                                |   • Grammar focus I  
   |                                |   • Grammar focus II  
   |                                |   • Writing Section  
|      | Descriptive: My Beautiful House  | • Reading text  
   |                                |   • Vocabularies task  
   |                                |   • Matching  
   |                                |   • Grammar focus  
   |                                |   • Writing section  
| 2    | Recount: What Did You Do on Holiday? | • Short explanation about recount text, generic structure, characteristics, and the example of the text.  
   |                                |   • Reading text  
   |                                |   • Showing generic structure of the text  
   |                                |   • Matching  
   |                                |   • Grammar focus  
   |                                |   • Writing section  
|      | Recount: What Did You Do Yesterday? | • Filling in the blanks of the song’s lyric  
   |                                |   • Vocabulary focus  
   |                                |   • Making sentences based on pictures  
   |                                |   • Grammar focus  

Table 4.3. The Titles and Contents of Each Unit
2. Making Instructional Activities

At this part, the researcher selected the activities that were put in the designed materials. The activities supported the learning objectives. The activities were designed in the form of individual task and group task. These activities provided a big space for students to interact each other. Besides, the interaction was also between the teacher and students. Furthermore, the activities were divided into four sections. The sections were designed in support of EGRA technique.

a. Experience

Experience is a learning stage where students are subconsciously exposed to the meaningful use of particular structure item. Wernon (1980) argues that an activity which involves a direct experience is highly inquiry-oriented. The activities that are conducted in this step were giving key words, showing pictures, drilling, giving brainstorming, and reading sentences or a text. The section that was put at this part was called Exposure. This section was used to activate students’
background knowledge into a certain unit of learning and to memorize some new vocabularies related to the lessons. The types of the activities in this section were to identify pictures, read a text, and identify language features in the song. Furthermore, in this part, students were expected to have general information dealing with the structures and forms of sentences used in the text.

b. Generalization

In this phase, the students are led through tasks to discover form, meaning, and function of a structure that they have been exposed to. The students will get experience about the structure rules by themselves. Harmer (1991) states that the best way to ensure learning was for the students to work out the rule themselves (p. 113). Ramirez (1995) says that Generalization focuses on grammatical items (p. 22). The sections that were put in this phase was called Training and Grammar. In Training section, students were to work on tasks like matching the pictures, filling in the blanks, and doing multiple choice. After that, they were to take the example of sentences from the tasks to put into tables provided in Grammar section. At this section, they were to make the pattern of the sentences.

c. Reinforcement

Reinforcement is a phase where the students are provided with correct and conscious knowledge of the forms and functions of the structure items that they have been exposed to. It is aimed at helping the learners to check or revise their Generalization. Thomas (1984) says that reinforcement sharpens the individual’s attention or concentration for the second task (p. 81).

In this part, the students presented the result of their works in Generalization
phase. The teachers here were to give feedback if there were mistakes from the presentation. Besides, the teachers were to give a reward after the students performed.

d. Application

Application is the learning stage when students are given opportunities to use or apply the structure item that they have learned to communicate, either receptively or productively. Kenneth (1976) states that the objective of the application is to determine whether the students know how to apply grammatical forms that have previously been presented (p. 83). The section that was put in this phase was called Writing. At this section, students were to apply what they had got in the previous stages to make a simple writing by focusing on grammar.

D. Preliminary Field Testing

At this stage, the researcher presented the result of material evaluation questionnaires. As mentioned in chapter III, the researcher distributed the questionnaires to three experts. They were one English teacher of SMPN 15 Yogyakarta and two ELESP lectures of Sanata Dharma University. The researcher chose those experts since they had many experiences in teaching English. Furthermore, there were two parts that were shown at this part. They were the description of the evaluation of the material designed respondents and data presentation.
1. The Description of the Evaluation of the Material Designed Respondents

The description of the evaluation of the respondents was presented in Table 4.4.

Table 4.4. The Description of the Evaluation of the Respondents

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sex</th>
<th>Education Background</th>
<th>Teaching Experience (in year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>S1</td>
</tr>
<tr>
<td>English Teacher</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>English Lectures</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

2. Data Presentation

Data presentation was taken from the questionnaires that were distributed to the experts. In this section, there were two parts that were shown. They were the descriptive statistics of respondent’s opinions on the designed materials and the respondents’ comment and suggestion on the designed materials.

a. The Descriptive Statistics of Respondent’s Opinions on the Designed Materials

In this part, the researcher used four levels of agreement to state their agreements and disagreements. The questionnaires aimed to get the feedback whether the designed materials were applicable for class VIII of SMPN 15 Yogyakarta or still needed improvements. The levels of agreement were shown in the table 4.5.

Table 4.5. Levels of Agreement

<table>
<thead>
<tr>
<th>Levels of Agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Absolutely Disagree</td>
</tr>
</tbody>
</table>
Table 4.6. The Result of the Respondents’ Evaluation

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Degree of Agreement</th>
<th>Central tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 4 5 N M</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The materials are suitable with the basic competencies for class VIII.</td>
<td>- - 2 1 3 4,3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The materials meets indicators for class VIII.</td>
<td>- - 3 - 3 4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The materials are readable and understandable.</td>
<td>- - 2 1 3 4,3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The topics are well-organized and suitable to teach writing for class VIII.</td>
<td>- - 2 1 3 4,3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The instructions are understandable and useful for both teachers and students.</td>
<td>- 1 1 1 3 3,6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The Exposure section in every unit draws students’ attention to the topic.</td>
<td>- - 3 - 3 4</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The Training section in every unit helps students to understand about the topic.</td>
<td>- - 3 - 3 4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The Grammar section in every unit facilitates students with simple grammar rules for writing.</td>
<td>- - 2 1 3 4,3</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The Writing section in every unit improves students’ writing skill.</td>
<td>- - 2 1 3 4,3</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>In general, the designed materials are well-elaborated.</td>
<td>- - 3 - 3 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>41.1</td>
<td></td>
</tr>
</tbody>
</table>

From the result of material evaluation questionnaires in Table 4.6, it was found that the average of the central tendency was 4.11. It was found by adding up mean of each statement. Then, the result was divided with 10. Therefore, based on the result got, the researcher only needed to revise the unclear instructions, so that it could be applicable for class VIII of SMPN 15 Yogyakarta. In this case, the
interpretation of Best saying that scale 4-5 means that the designed materials do not need to revise did not work.

b. The Respondents’ Comment and Suggestion on the Designed Materials

For getting more information, the respondents were provided four open-ended questions in part II of the questionnaires. They were to answer wholeheartedly the questions given so that it could be data to revise the designed materials to be better. Therefore, at this part, the research would like to show the respondents’ comments and suggestions toward the designed materials.

Table 4.7. The Respondents’ Comments and Suggestion

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The strengths of the materials</td>
<td>• The activities were simple and various.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The materials were easy to understand.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The pictures used have accommodated cultural awareness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The method was innovative.</td>
</tr>
<tr>
<td>2</td>
<td>The weaknesses of the materials</td>
<td>• There were grammatical errors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• There was no source for pictures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Indicators and assessment needed improvements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Some instructions were not clear.</td>
</tr>
<tr>
<td>3</td>
<td>The comments about overall materials</td>
<td>• The materials had good face validity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Easy reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The learning method was not boring.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The materials were good.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Good, it can facilitate the students.</td>
</tr>
<tr>
<td>4</td>
<td>Suggestions to improve the materials</td>
<td>• See the weaknesses and improve them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Revise some of the instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reference for the pictures used.</td>
</tr>
</tbody>
</table>

According to the data in Table 4.7., the strengths of the designed materials were the materials were interesting, easy to be understood, and simple. Besides, the method used was innovative. Nevertheless, there were some weaknesses and suggestions of this designed materials.
E. Main Product Revision

The next step was main product revision. In this step, the researcher revised the designed materials based on the suggestions given. As shown in the previous step, there were some weaknesses that needed to be revised. The weaknesses were dealing with the pictures, instructions, and indicators of the designed materials. Table 4.8 showed clearly the weaknesses and the revisions conducted.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Items</th>
<th>First Design</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>The whole Units</td>
<td>Pictures</td>
<td>No source</td>
<td>Add sources for pictures used.</td>
</tr>
<tr>
<td>Unit 1, 2, and 3</td>
<td>Grammatical mistakes</td>
<td>There were some grammatical mistakes in the texts.</td>
<td>Revise the grammatical mistakes.</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Instructions</td>
<td>Some unclear instructions</td>
<td>Make the instructions clear.</td>
</tr>
</tbody>
</table>

F. The Final Version of the Designed Material

This was the last step of the process to design the instructional materials. At this step, the researcher answered the second research question, namely to present the final version of the designed material. There were three units in this designed material. Each unit had two topics. They were shown in Table 4.9.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Learning Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: Descriptive Text</td>
<td>Can You Describe Her?</td>
</tr>
<tr>
<td></td>
<td>My Beautiful House</td>
</tr>
<tr>
<td>II: Recount Text</td>
<td>What Did You Do on Holiday?</td>
</tr>
<tr>
<td></td>
<td>What Did You Do Yesterday?</td>
</tr>
<tr>
<td>III: Narrative Text</td>
<td>The Monkey and the Crocodile</td>
</tr>
<tr>
<td></td>
<td>The Greatest Treasure</td>
</tr>
</tbody>
</table>
Each topic had four sections. They were Exposure, Training, Grammar, and Writing. The explanation of each part was as follows:

1. **Exposure**

   As the beginning of the class, there were so many activities that could be used to draw students’ attention to the topic that was taught, such as giving pictures, reading a text, etc. At this module, there were some activities that were used as the pre-activity. First, the teacher gave keywords to the students. This activity could be found in the first topic of descriptive text, the first and second topic of narrative text. Second, the teacher gave reading texts. This activity could be found in the second topic of descriptive text and the first topic of recount text. In this part, the teacher would also guide the students to identify the texts after instructing them to read them. Third, the teacher played a song. This activity could be found in the second topic of recount text. In this part, the teacher would also guide the students to identify the song lyric after instructing them to listen to the music and read the lyric. The importance of this section was that the students would get the information about the topic they learnt.

2. **Training**

   In this section, the researcher provided exercises that could help the students to understand the topic that was being taught. The exercises given were matching pictures and sentences, filling in the blanks with the appropriate words, giving multiple choice questions, and making sentences based pictures provided. This section helped students do the next sections.
3. **Grammar**

This section was to drill students to make sentences in the good order. At this section, the researcher provided tables. There were three rows and three, four, or five columns. The students were to take an example of sentences using a specific tense to put in the table. If there were more rows, students were also to make their own sentences. Then, they were to make patterns of the sentences.

4. **Writing**

This section provided a big chance for students to practice writing based on the information they got in the previous section. At this section, the researcher provided a space for students to write. The importance of this section was that students could be drilled on and on to write grammatically correct sentences.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, there are two sub-chapters. They are conclusions and recommendations. The first is to conclude this research. The second sub-chapter contains recommendations for the materials users and the future researchers.

A. Conclusions

This research aimed to design a set of instructional writing materials using EGRA technique for the eighth-grade students of SMPN 15 Yogyakarta. In conducting this research, there were two objectives. Firstly, the researcher was to design the instructional writing materials for the eighth grade of SMPN 15 Yogyakarta. Secondly, the researcher was to present the instructional writing materials for the eighth grade of SMPN 15 Yogyakarta. These two objectives were formulated in two research questions. They were how is a set of instructional writing materials for the eighth grade of SMPN 15 Yogyakarta designed? and how does a set of instructional writing materials for the eighth grade of SMPN 15 Yogyakarta look like?

To answer the first question, the researcher used the model of development from Borg and Gall which was combined with Kemp’s. The process applied the following stages:

1. Research and information collecting
2. Planning
3. Developing preliminary product
4. Preliminary field testing
5. Main product revision

To answer the second question, the researcher used the experts’ evaluation to show the strengths, weaknesses, and suggestions of the designed materials. It was very important since the designed materials could be revised to be better. The experts here were one English teacher of SMPN 15 Yogyakarta and two lectures of ELESP of Sanata Dharma University.

Based on the experts’ evaluation of the designed materials, there were some weaknesses that needed to be revised. They dealt with the sources for pictures used, some grammatical mistakes, and some instructions that were not clear.

The final version of the designed materials were shown in the table below.

Table 5.1. The Final Version of the Designed Materials

<table>
<thead>
<tr>
<th>Unit</th>
<th>Learning Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: Descriptive Text</td>
<td>Can You Describe Her?</td>
</tr>
<tr>
<td></td>
<td>My Beautiful House</td>
</tr>
<tr>
<td>II: Recount Text</td>
<td>What Did You Do on Holiday?</td>
</tr>
<tr>
<td></td>
<td>What Did You Do Yesterday?</td>
</tr>
<tr>
<td>III: Narrative Text</td>
<td>The Monkey and the Crocodile</td>
</tr>
<tr>
<td></td>
<td>The Greatest Treasure</td>
</tr>
</tbody>
</table>

In each topic, there were four sections. They were Exposure, training, Grammar, and Writing. Exposure section was a pre-activity. This section was used to activate students’ background knowledge into a certain unit of learning and to memorize some new vocabularies related to the lessons. The types of the activities in this section were to identify pictures, read a text, and identify language features.
in the song. In training section, students were to work on tasks like matching the pictures, filling in the blanks, and doing multiple choice. Grammar section provided students chances to learn how to make good sentences. The students were to take the example of sentences from the tasks in the previous section to put into tables provided. At this section, they were to make the pattern of the sentences. The last section was writing. At this section, the students were to practice what they had learnt in the previous sections to make sentences.

B. Recommendations

This part presents the recommendations of this study for English teachers and future researchers who are eager to improve and conduct a similar study.

1. English teachers

For the English teachers, this module can be implemented in the classroom to teach writing since this module provides activities that give many chances for students to learn how to make good sentences. For the pre-activity, the teachers are recommended to add games that deal with the topic if the first activity of this module is reading a text. Besides, the teachers are recommended to use videos that deal with the topic taught to draw students’ attention in learning.

2. Future researchers

For the future researchers, this module can be a guideline to make a better module in teaching writing for the eighth-grade students. The important aspect before making the module is that the future researchers have to know and understand the students’ needs and characteristics so that it can be useful for the
students after the designed materials are made. Besides, the future researchers are recommended to use mix method, namely qualitative and quantitative, since the researcher only used the qualitative method in this research.
REFERENCES


Kemp, J. E. (1977). Instructional design a plan for unit and course development (2nd ed.). Belmont: Fearon Pitman Publisher. Inc.


APPENDIX A

Letters of Permission
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
The title in the letters of permission is different with the title in the thesis since the researcher had to change the title after the letters of permission were made and distributed.
APPENDIX B

Questionnaire for Material Evaluation
MATERIAL EVALUATION QUESTIONNAIRE
DESIGNING A SET OF ENGLISH INSTRUCTIONAL WRITING MATERIALS USING
EGRA TECHNIQUE FOR THE EIGHTH GRADE STUDENTS OF SMPN 15
YOGYAKARTA

Respondent’s Identity
Name
Educational Background : (√) Bachelor Degree (S1)
                   ( ) Master Degree (S2)
                   ( ) Other
Teaching Experience : ( ) <1 Year
                    ( ) 1-5 Years
                   (√) Other 3 Years

This questionnaire is intended to obtain the feedback about the designed materials in order to help the writer improve and revise it as the final version of the designed materials. You are expected to evaluate the materials design.

I. You are expected to give evaluation by giving circle ( ) to the point of agreement according to the degrees of argument, which is categorized as follows:

<table>
<thead>
<tr>
<th>Point of Agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The materials are suitable with the basic competencies for class VIII.</td>
<td>1 2 4 5</td>
</tr>
<tr>
<td>2</td>
<td>The materials meets indicators for class VIII.</td>
<td>1 2 4 5</td>
</tr>
<tr>
<td>3</td>
<td>The materials are readable and understandable.</td>
<td>1 2 4 6</td>
</tr>
<tr>
<td>4</td>
<td>The topics are well-organized and suitable to teach writing for class VIII.</td>
<td>1 2 4 6</td>
</tr>
</tbody>
</table>
5. The instructions are understandable and useful for both teachers and students.

6. The Exposure section in every unit draws students' attention to the topic.

7. The Training section in every unit helps students to understand about the topic.

8. The Grammar section in every unit facilitates students with simple grammar rules for writing.

9. The Writing section in every unit improve students' writing skill.

10. In general, the designed materials are well elaborated.

II. Please give opinions or suggestion on the English Writing Materials for Grade VIII of SMPN 15 Yogyakarta.

1. What are the strengths and the weaknesses of the materials? The strengths are: using innovation methods and there are many pictures that make students so interested in learning materials. The weaknesses are: the indicators and assignments need improvement.

2. What is your comment(s) about the overall materials? The overall materials are very good. The learning method used is not boring.

3. What is/are your suggestion(s) in order to improve the writing materials for class VIII of SMPN 15 Yogyakarta? See the weakness and improve it.
APPENDIX C
Interview for Research and Information Collecting
<table>
<thead>
<tr>
<th>Pertanyaan</th>
<th>Respondent I</th>
<th>Respondent II</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Apa saran Anda mengenai materi yang akan didesain?</td>
<td>Dalam mendesain materi, hal yang harus diingat adalah penyesuaian level materi dengan kemampuan siswa. Di sini, saya mengimbu supaya menggunakan bahan-bahan yang sederhana dan mudah dipahami siswa.</td>
<td>Materi yang didesain harus variatif dan menarik bagi siswa untuk belajar.</td>
</tr>
</tbody>
</table>
APPENDIX D

Lesson Plan
RPP
Sekolah : SMPN 15 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII /dua
Materi : Narrative Text
Alokasi Waktu : 3 pertemuan ( 6 JP)

A. Kompetensi Inti

KI1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>No.</th>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
</table>
| 1.  | 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. | 1.1.1 Menunjukkan perilaku syukur dalam proses pembelajaran.  
1.1.2 Menunjukkan perilaku belajar dengan penuh semangat. |
| 2.  | 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. (Cetak tebal: Fokus untuk pembelajaran dalam RRP ini) | 2.2.1 Mengumpulkan tugas tepat waktu.  
2.2.2 Menunjukkan sikap aktif dalam belajar. |
| 3.14| Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya. | 3.1.1 Mengidentifikasi fungsi sosial  
3.1.2 Mengidentifikasi unsur kebahasaan dan language features |
| 4.18| Menangkap makna teks naratif lisan dan tulis, berbentuk | 4.1.1 Menyatakan teks naratif berbentuk fable pendek secara sederhana |
C. Tujuan Pembelajaran

Pertemuan I:
1. Dengan mengamati contoh teks narasi, siswa mampu untuk mengidentifikasi fungsi sosial secara akurat.
2. Dengan mengamati contoh teks narasi, siswa mampu untuk mengumpulkan data tentang aktivitas-aktivitas yang menggunakan past tense dan frasa prepositional penunju waktu yang ada di dalam teks.
3. Dengan mengamati contoh teks narasi, siswa mampu untuk membuat kalimat tentang kagiatan di masa lalu dengan tepat.

Pertemuan II dan III:
1. Dengan mengamati contoh teks narasi, siswa mampu untuk mengidentifikasi makna dalam teks narasi dengan benar.
2. Dengan mengamati contoh teks narasi, siswa mampu untuk mengidentifikasi fungsi sosial secara akurat.
3. Dengan mengamati contoh teks narasi, siswa mampu untuk mengumpulkan data tentang aktivitas-aktivitas yang menggunakan past tense dan frasa prepositional penunju waktu yang ada di dalam teks.
4. Dengan mengamati contoh teks narasi, siswa mampu menulis pararagraf untuk membuat cerita narasi sederhana dengan benar.

D. Aktivitas Kelas

Pertemuan I

Pendahuluan (10 menit)
1. Guru memberi salam kepada siswa
2. Guru memeriksa kehadiran siswa.
4. Peserta didik dan guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
5. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.
6. Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan.
7. Peserta didik memperhatikan penjelasan guru tentang lingkup dan teknik penilaian yang akan digunakan.

**Kegiatan Inti (45 menit)**

**Mengamati**
1. Peserta didik mengamati video narasi dengan teks yang ada.
2. Di bawah arahan guru, peserta didik mengidentifikasi kosa kata, tata bahasa (*to be*, frase kata kerja, dan pola kalimat), fungsi sosial, dan struktur teks yang ditampilkan.

**Menanya**
1. Peserta didik menanyakan beberapa hal terkait fungsi sosial, struktur teks dan unsur kebahasaan yang belum dipahami atau yang ingin lebih diketahui dari video narasi dengan teks yang diamati.
2. Berdasarkan hasil *worksheet 1* di atas, peserta didik diarahkan untuk menanya tentang isi teks, fungsi sosial dari teks, struktur teks, *to be*, frase kata kerja, dan pola kalimat yang digunakan dalam teks.

**Mengumpulkan informasi**
1. Peserta didik mencari kata kerja 1 di *worksheet 2* dan setelah itu mengisi space yang kosong di *worksheet 3* sambil mendengarkan dan mengamati video yang diputar.
2. Peserta didik bekerja berpasangan untuk menjodohkan dialog dengan gambar pada *worksheet 4*
3. Peserta didik diberi *worksheet 4* berupa tabel bagian-bagian kalimat dengan sebuah contoh.
4. Peserta didik menyalin dan membuat kalimat yang menyatakan dan
menanyakan kegiatan/kejadian yang terjadi di waktu lampau dalam lembar kerja tersebut.
5. Peserta didik menuliskan kalimat-kalimat lain yang sejenis dengan bantuan guru untuk melengkapi tabel.
6. Bersama guru, peserta didik merumuskan pola yang ada pada setiap kalimat.

**Menalar**
1. Peserta didik secara berkelompok menulis cerita sesuai dengan petunjuk gambar pada space yang terdapat pada *worksheet 5*.

**Mengkomunikasikan**
1. Peserta didik mempresentasikan kisah monyet dan buaya.

**Penutup (10 menit)**
1. Peserta didik dan guru membuat rangkuman/simpulan pelajaran.
2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
4. Peserta didik diberi tugas untuk menghafal 15 kata kerja yang telah disediakan di *worksheet 2* untuk diuji di pertemuan selanjutnya.
5. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

**Pertemuan II (Unit 2)**

**Pendahuluan (10 menit)**
1. Guru memberi salam (*greeting*).
2. Guru memeriksa kehadiran siswa.
4. Peserta didik dan guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
5. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.
6. Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan.
7. Peserta didik memperhatikan penjelasan guru tentang lingkup dan teknik
penilaian yang akan digunakan.
8. Peserta didik mengerjakan kuis kosa-kata

Kegiatan Inti (45 menit)

Mengamati
1. Peserta didik mendengarkan lagu dan melengkapi liriknya dengan pilihan kata yang tepat di worksheet 1.
2. Di bawah arahan guru, peserta didik mengidentifikasi kosa kata, tata bahasa (to be, frase kata kerja, dan pola kalimat dari lirik yang ditampilkan.

Menanya
1. Peserta didik menanyakan beberapa hal terkait fungsi sosial dan unsur kebahasaan yang belum dipahami atau yang ingin lebih diketahui dari lagu yang didengar.
2. Peserta didik menggarisbawahi kata kerja yang belum diketahui.
3. Berdasarkan hasil worksheet 1 di atas, peserta didik diarahkan untuk menanya tentang isi teks, fungsi sosial dari teks, struktur teks, to be, frase kata kerja, dan pola kalimat yang digunakan dalam teks.

Mengumpulkan informasi
1. Peserta didik diberi worksheet 4 berupa tabel bagian-bagian kalimat dengan sebuah contoh.
2. Peserta didik menyalin dan membuat kalimat yang menyatakan dan menanyakan kegiatan/kejadian yang terjadi di waktu lampau dalam lembar kerja tersebut.
3. Peserta didik menulis kalimat-kalimat lain yang sejenis dengan bantuan guru untuk melengkapi tabel.
4. Bersama guru, peserta didik merumuskan pola yang ada pada setiap kalimat.

Menalar
1. Peserta didik menulis cerita sesuai dengan panduan gambar di worksheet 3

Mengkomunikasikan
1. Peserta didik menceritakan kembali cerita kancil dan buaya dengan panduan gambar di worksheet 3 dan hasilnya ditempelkan pada papan madding.
Penutup (10 menit)
1. Peserta didik dan guru membuat rangkuman/simpulan pelajaran.
2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
4. Peserta didik diberi tugas untuk menghafal kata-kata yang ada pada activity 3 pada pertemuan selanjutnya.
5. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan III:
Pendahuluan (10 menit)
1. Guru memberi salam kepada siswa.
2. Guru memeriksa kehadiran siswa.
4. Peserta didik dan guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
5. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.
6. Peserta didik diberi kuis mengenai kosa-kata.

Kegiatan Inti (45 menit)
Mengamati
1. Peserta didik mengamati video narasi dengan teks yang ada.
2. Di bawah arahan guru, peserta didik mengidentifikasi kosa kata, tata bahasa (to be, frase kata kerja, dan pola kalimat), fungsi sosial, dan struktur teks yang ditampilkan.

Menanya
1. Peserta didik menanyakan beberapa hal terkait fungsi sosial, struktur teks dan unsur kebahasaan yang belum dipahami atau yang ingin lebih diketahui dari video narasi dengan teks yang diamat.
2. Berdasarkan hasil worksheet 1 di atas, peserta didik diarahkan untuk menanya tentang isi teks, fungsi sosial dari teks, struktur teks, to be, frase kata kerja, dan
pola kalimat yang digunakan dalam teks.

Mengumpulkan informasi
1. Peserta didik mengerjakan soal-soal di worksheet 3.
4. Peserta didik diberi worksheet 5 berupa tabel bagian-bagian kalimat dengan sebuah contoh.
5. Peserta didik menyalin dan membuat kalimat yang menyatakan dan menanyakan kegiatan/kejadian yang terjadi di waktu lampau dalam lembar kerja tersebut.
6. Peserta didik menuliskan kalimat-kalimat lain yang sejenis dengan bantuan guru untuk melengkapi tabel.
7. Bersama guru, peserta didik merumuskan pola yang ada pada setiap kalimat.

Menalar
1. Peserta didik menulis cerita the greatest treasure dengan panduan gambar di worksheet 6 secara berkelompok.

Mengkomunikasikan
1. Perwakilan tiap kelompok mempresentasikan cerita the greatest treasure dengan panduan gambar di worksheet 6

Penutup (10 menit)
1. Peserta didik dan guru membuat rangkuman/simpulan pelajaran.
2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)

Sekolah : SMPN 15 Yogyakarta  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : VIII /dua  
Materi : Recount Text  
Alokasi Waktu : 2 pertemuan (4 JP)

A. Kompetensi Inti

KI1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>No.</th>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td>1.1.3 Menunjukkan perilaku syukur dalam mengikuti proses pembelajaran.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.4 Menunjukkan perilaku belajar dengan penuh semangat.</td>
</tr>
<tr>
<td>2.</td>
<td>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaktional dengan guru dan teman. (Cetak tebal: Fokus untuk pembelajaran dalam RRP ini)</td>
<td>2.2.1 Menunjukkan perilaku percaya diri mengikuti proses pembelajaran.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.2 Menunjukkan perilaku bertanggung jawab dalam berinteraksi dengan teman dan guru.</td>
</tr>
<tr>
<td>3.</td>
<td>3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sudah dilakukan di waktu lampau, sesuai dengan konteks</td>
<td>3.7.1 Menentukan fungsi sosial teks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.7.2 Mengidentifikasi struktur teks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.7.3 Mengidentifikasi bentuk kata kerja bantu (to be)</td>
</tr>
<tr>
<td>4.8</td>
<td>Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang telah dilakukan pada waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
<td>4.8.1 <strong>Menyatakan</strong> tentang tindakan/kejadian yang terjadi di masa lampau, <strong>secara lisan</strong> dengan akurat, lancar dan berterima.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.7.4</td>
<td>Mengidentifikasi keterangan waktu yang sering digunakan dalam teks.</td>
<td>4.8.2 <strong>Menanyakan</strong> tentang tindakan/kejadian yang terjadi di masa lampau, <strong>secara lisan</strong> dengan akurat, lancar dan berterima.</td>
</tr>
<tr>
<td>3.7.5</td>
<td>Mengidentifikasi pola frase kata kerja yang digunakan dalam teks.</td>
<td>4.8.3 <strong>Menyatakan</strong> tentang tindakan/kejadian yang terjadi di masa lampau,</td>
</tr>
<tr>
<td>3.7.6</td>
<td>Menyimpulkan pola kalimat yang digunakan dalam teks.</td>
<td></td>
</tr>
</tbody>
</table>
C. Tujuan Pembelajaran

Pertemuan I:
1. Setelah mengamati teks recount, peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan ciri bahasa yang digunakan di dalam teks.
2. Setelah diberikan teks recount, peserta didik mampu membuat kalimat untuk menyatakan masa lampau dengan tepat.
3. Setelah mengamati teks recount, peserta didik mampu membuat pola kalimat dengan tepat.
4. Setelah diberikan contoh teks recount, peserta didik mampu membuat teks sederhana dengan menggunakan kalimat-kalimat yang baik dan benar.

Pertemuan II:
1. Setelah diberikan lirik lagu, peserta didik mampu mengidentifikasi kata kerja yang digunakan di dalam lirik.
2. Setelah diberikan contoh tentang penggunaan past tense, peserta didik mampu membuat kalimat untuk menyatakan masa lampau dengan tepat.
3. Setelah diberikan contoh tentang penggunaan past tense, peserta didik mampu membuat pola kalimat dengan tepat.
4. Setelah diberikan contoh kalimat past tense, peserta didik mampu membuat tulisan sederhana untuk menceritakan aktivitas mereka di waktu lampau dengan...
D. Aktivitas dalam kelas

Pertemuan Ke- satu:

Pendahuluan (10 Menit)

1) Guru memberi salam *(greeting)*.
2) Guru memeriksa kehadiran siswa.
3) Guru mengkondisikan suasana belajar yang menyenangkan.
4) Peserta didik dan guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
5) Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.
6) Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan.
7) Peserta didik memperhatikan penjelasan guru tentang lingkup dan teknik penilaian yang akan digunakan.

Kegiatan Inti (45 Menit)

Mengamati

1) Peserta didik mengamati teks recount yang ada di worksheet satu.
2) Peserta didik membaca teks tersebut untuk memahami isinya.
3) Di bawah arahan guru, peserta didik mengidentifikasi kosa kata, tata bahasa *(to be, frase kata kerja, dan pola kalimat)*, fungsi sosial, dan struktur teks yang ditampilkan.

Menanya

1) Peserta didik menanyakan beberapa hal terkait fungsi sosial, struktur teks dan unsur kebahasaan yang belum dipahami atau yang ingin lebih diketahui dari teks yang diamati/dibaca dan lagu yang didengar.
2) Peserta didik menggarisbawahi kata kerja yang belum diketahui.
3) Berdasarkan hasil worksheet 1 di atas, peserta didik diarahkan untuk menanyakan tentang isi teks, fungsi sosial dari teks, struktur teks, *to be*, frase kata kerja, dan
pola kalimat yang digunakan dalam teks.

Mengumpulkan informasi

1) Peserta didik bekerja berpasangan untuk menjodohkan dialog dengan gambar kegiatan/kejadian yang terjadi di masa lampau worksheet 3.
2) Peserta didik diberi worksheet 4 berupa tabel bagian-bagian kalimat dengan sebuah contoh.
3) Peserta didik menyalin dan membuat kalimat yang menyatakan dan menanyakan kegiatan/kejadian yang terjadi di waktu lampau dalam lembar kerja tersebut.
4) Peserta didik menuliskan kalimat-kalimat lain yang sejenis dengan bantuan guru untuk melengkapi tabel.
5) Bersama guru, peserta didik merumuskan pola yang ada pada setiap kalimat.

Menalar

1) Peserta didik secara individu menulis cerita tentang liburan.

Mengkomunikasikan

1) Peserta didik mempresentasikan tulisan tentang liburan yang telah dibuat.

Penutup (10 menit)

1) Peserta didik dan guru membuat rangkuman/simpulan pelajaran.
2) Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
3) Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4) Peserta didik diberi tugas untuk mencari sepuluh kata kerja beserta dengan bentuk kedua dan artinya.
5) Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

1. Pertemuan Ke-dua:

Pendahuluan (10 menit)

1) Guru memberi salam (greeting).
2) Guru memeriksa kehadiran siswa.
3) Guru mengkondisikan suasana belajar yang menyenangkan.
4) Peserta didik dan guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari
dan dikembangkan.
5) Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.
6) Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan.
7) Peserta didik memperhatikan penjelasan guru tentang lingkup dan teknik penilaian yang akan digunakan.

Kegiatan Inti (45 menit)
Mengamati
1) Peserta didik mendengarkan lagu dan melengkapi liriknya dengan pilihan kata yang tepat di lampiran 1.
2) Peserta didik mengamati teks tentang kejadian di waktu lampau yang ada di worksheet 2.
3) Peserta didik membaca teks tersebut untuk memahami isinya.
4) Di bawah arahan guru, peserta didik mengidentifikasi kosa kata, tata bahasa (to be, frase kata kerja, dan pola kalimat), fungsi sosial, dan struktur teks yang ditampilkan.

Menanya
1) Peserta didik menanyakan beberapa hal terkait fungsi sosial, struktur teks dan unsur kebahasaan yang belum dipahami atau yang ingin lebih diketahui dari teks yang diamati dibaca dan lagu yang didengar.
2) Peserta didik menggarisbawahi kata kerja yang belum diketahui.
3) Berdasarkan hasil worksheet 2 di atas, peserta didik diarahkan untuk menanya tentang isi teks, fungsi sosial dari teks, struktur teks, to be, frase kata kerja, dan pola kalimat yang digunakan dalam teks.

Mengumpulkan informasi
1) Peserta didik secara berpasangan mengerjakan soal di worksheet 2 dan worksheet 3
2) Peserta didik diberi worksheet 4 berupa tabel bagian-bagian kalimat dengan sebuah contoh.
3) Peserta didik menyalin dan membuat kalimat yang menyatakan dan
menanyakan kegiatan/kejadian yang terjadi di waktu lampau dalam lembar kerja tersebut.

4) Peserta didik menuliskan kalimat-kalimat lain yang sejenis dengan bantuan guru untuk melengkapi tabel.

5) Bersama guru, peserta didik merumuskan pola yang ada pada setiap kalimat.

Menalar

1) Peserta didik secara individu menulis cerita tentang kegiatan yang dilakukan kemarin.

Mengkomunikasikan

1) Peserta didik mempresentasikan tulisan tentang kegiatan di masa lalu yang telah dibuat.
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMPN 15 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII /dua
Materi : Descriptive Text
Alokasi Waktu : 2 pertemuan (4 JP)

A. Kompetensi Inti

KI1 : Menghargai dan menghayati ajaran agama yang dianutnya.
KI2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.
## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>No.</th>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
</table>
| 1.1 | Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. | 1.1.5 Menunjukkan perilaku syukur dalam pembelajaran.  
1.1.6 Menunjukkan perilaku belajar dengan penuh semangat. |
| 2.2 | Menunjukkan perilaku jujur, disiplin, **percaya diri**, dan **bertanggung jawab** dalam melaksanakan komunikasi transaksional dengan guru dan teman. *(Cetak tebal: Fokus untuk pembelajaran dalam RRP ini)* | 2.2.1 Mengumpulkan tugas tepat waktu.  
2.2.2 Menunjukkan sikap aktif dalam belajar. |
| 3.1 | Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya. | 3.1.1 Menentukan fungsi sosial teks.  
3.1.2 Mengidentifikasi struktur teks.  
3.1.3 Mengidentifikasi pola frase kata kerja yang digunakan dalam teks.  
3.1.4 Menyimpulkan pola kalimat yang digunakan dalam teks. |
C. Tujuan Pembelajaran

Pertemuan I:
1. Setelah diberikan key words untuk pendeskripsian, peserta didik mampu menggunakan kata-kata untuk pendeskripsian dengan tepat.
2. Setelah diberikan contoh kalimat untuk pendeskripsian, peserta didik mampu mengerjakan soal yang diberikan di worksheet III dengan tepat.
3. Setelah diberikan worksheet, peserta didik mampu membuat pola kalimat untuk pendeskripsian dengan tepat.
4. Setelah diberikan contoh kalimat untuk pendeskripsian, peserta didik mampu membuat tulisan sederhana untuk mendeskripsikan orang dengan tepat dengan tepat.

Pertemuan II:
1. Setelah mengamati teks deskriptif, peserta didik mampu mengidentifikasi
fungsi sosial, struktur teks, dan ciri bahasa yang digunakan di dalam teks.

2. Setelah diberikan teks deskriptif, peserta didik mampu membuat kalimat untuk menyatakan masa lampau dengan tepat.

3. Setelah mengamati teks deskriptif, peserta didik mampu membuat pola kalimat dengan tepat.

4. Setelah diberikan contoh teks deskriptif, peserta didik mampu membuat teks sederhana untuk mendeskripsikan rumah mereka dengan menggunakan kalimat-kalimat yang baik dan benar.

D. Aktivitas dalam kelas

Pertemuan Ke- satu:

Pendahuluan (10 Menit)
1) Guru memberi salam (greeting).
2) Guru memeriksa kehadiran siswa.
3) Guru mengkondisikan suasana belajar yang menyenangkan.
4) Peserta didik dan guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
5) Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.
6) Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan.
7) Peserta didik memperhatikan penjelasan guru tentang lingkup dan teknik penilaian yang akan digunakan.

Kegiatan Inti (45 Menit)

Mengamati
1) Peserta didik mengamati kata-kata yang digunakan untuk pendeskripsian yang ada di worksheet satu.
2) Peserta didik membaca kata-kata tersebut secara bersama-sama untuk mengetahui cara pengucapannya dan mengingatnya.

Menanya
1) Peserta didik menggarisbawahi kata-kata yang belum diketahui.
2) Peserta didik diarahkan untuk menanya tentang kata-kata yang masih belum diketahui.

**Mengumpulkan informasi**
1) Peserta didik bekerja berpasangan untuk membuat kalimat berdasarkan gambar di Worksheet II.
2) Peserta didik diberi *worksheet 3* berupa tabel bagian-bagian kalimat dengan sebuah contoh.
3) Peserta didik menyalin dan membuat kalimat yang menyatakan dan menanyakan pendeskripsi orang/ benda dalam lembar kerja tersebut.
4) Peserta didik menuliskan kalimat-kalimat lain yang sejenis dengan bantuan guru untuk melengkapi tabel.
5) Bersama guru, peserta didik merumuskan pola yang ada pada setiap kalimat.

**Menalar**
1. Peserta didik secara individu mendeskripsi orang yang paling dikagumi.

**Mengkomunikasikan**
1. Peserta didik mempresentasikan tulisan yang telah dibuat.

**Penutup (10 menit)**
1) Peserta didik dan guru membuat rangkuman/simpulan pelajaran.
2) Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
3) Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4) Peserta didik diberi tugas untuk menghafalkan kata-kata di worksheet I untuk diujikan di pertemuan selanjutnya.
5) Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

**Pertemuan Ke-dua :**

**Pendahuluan (10 menit)**
1) Guru memberi salam (*greeting*).
2) Guru memeriksa kehadiran siswa.
3) Guru mengkondisikan suasana belajar yang menyenangkan.
4) Peserta didik mengerjakan kuis kosa-kata.
5) Peserta didik dan guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.

6) Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.

7) Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan.

8) Peserta didik memperhatikan penjelasan guru tentang lingkup dan teknik penilaian yang akan digunakan.

Kegiatan Inti (45 menit)

Mengamati
1) Peserta didik mengamati teks di worksheet I
2) Peserta didik membaca teks tersebut untuk memahami isinya.
3) Di bawah arahan guru, peserta didik mengidentifikasi kosa kata, tata bahasa (to be, frase kata kerja, dan pola kalimat), fungsi sosial, dan struktur teks yang ditampilkan.

Menanya
1) Peserta didik menanyakan beberapa hal terkait fungsi sosial, struktur teks dan unsur kebahasaan yang belum dipahami atau yang ingin lebih diketahui dari teks yang diamati/dibaca dan lagu yang didengar.
2) Peserta didik menggarisbawahi kata kerja yang belum diketahui.
3) Berdasarkan hasil worksheet 2 di atas, peserta didik diarahkan untuk menanya tentang isi teks, fungsi sosial dari teks, struktur teks, to be, frase kata kerja, dan pola kalimat yang digunakan dalam teks.

Mengumpulkan informasi
1) Peserta didik secara berpasangan mengerjakan soal di worksheet 2
2) Peserta didik diberi worksheet 3 berupa tabel bagian-bagian kalimat dengan sebuah contoh.
3) Peserta didik menyalin dan membuat kalimat yang menyatakan dan menanyakan kegiatan/kejadian yang terjadi di waktu lampau dalam lembar kerja tersebut.
4) Peserta didik menuliskan kalimat-kalimat lain yang sejenis dengan bantuan guru untuk melengkapi tabel.

5) Bersama guru, peserta didik merumuskan pola yang ada pada setiap kalimat.

**Menalar**

1) Peserta didik secara individu mendeskripsikan rumah mereka.

**Mengkomunikasikan**

1) Peserta didik mempresentasikan tulisan yang telah dibuat.
E. Penilaian untuk keenam pertemuan

INSTRUMEN PENILAIAN SIKAP SPIRITUAL
(LEMBAR OBSERVASI)

Kelas/Semester : …
Hari/Tanggal Pengisian : …
Tahun Pelajaran : …
Butir Nilai : Bersyukur dan bersemangat
Indikator Sikap :
A. mengikuti kegiatan pembelajaran dengan gembira;
B. antusias dalam mengerjakan aktivitas di kelas;
C. berpartisipasi aktif dalam kegiatan kegiatan di kelas;
D. mengikuti kegiatan pembelajaran dengan bersungguh-sungguh.

Petunjuk Pengisian
Berdasarkan hasil observasi tentang sikap spiriritual peserta didik tuliskan skor tiap indikator pada kolom A, B, C, dan D pada Lemb ̄ar Observasidengan ketentuan sebagai berikut:

skor 4 apabila selalu melakukan perilaku yang dinyatakan.
skor 3 apabila sering melakukan perilaku yang dinyatakan.
skor 2 apabila kadang-kadang melakukan perilaku yang dinyatakan.
skor 1 apabila jarang-jarang melakukan perilaku yang dinyatakan.

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**INSTRUMEN PENILAIAN SIKAP SOSIAL**

**(LEMBAR OBSERVASI)**

Kelas/Semester : ...
Hari/Tanggal Pengisian : ...
Tahun Pelajaran : ...

Butir Nilai : Percaya diri dan bertanggungjawab

Indikator Sikap :
A. Berani bertanya.
B. Berani menjawab pertanyaan.
C. Berani mengungkapkan pendapat.
D. Mengerjakan semua tugas tepat waktu.
E. Menyelesaikan tugas kelompok dengan baik.
Petunjuk Pengisian
Berdasarkan hasil observasi tentang sikap sosial peserta didik tuliskan skor tiap indikator pada kolom A, B, C, D dan E pada Lembar Observasidengan ketentuan sebagai berikut:

1. skor 4 apabila selalu melakukan perilaku yang dinyatakan.
2. skor 3 apabila sering melakukan perilaku yang dinyatakan.
3. skor 2 apabila kadang-kadang melakukan perilaku yang dinyatakan.
4. skor 1apabila jarang-jarang melakukan perilaku yang dinyatakan.

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<tr>
<th>No.</th>
<th>Nama</th>
<th>Indikator Percaya Diri</th>
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1. Keterampilan
   a. Teknik Penilaian: Unjuk Kerja
   b. Bentuk Instrumen: Tes Keterampilan Menulis
   c. Contoh Instrumen:

<table>
<thead>
<tr>
<th>No.</th>
<th>Indikator Soal</th>
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<td>1</td>
<td>Disajikan gambar yang menunjukan cerita fabel, peserta didik dapat menyusun</td>
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<td>teks narasi tertulis secara sederhana berdasarkan gambar tersebut.</td>
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   d. Konversi Skor dan Predikat Hasil Belajar Untuk Ranah Keterampilan.

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<thead>
<tr>
<th>SIKAP</th>
<th>KETERAMPILAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKOR MODUS</td>
<td>PREDIKAT</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4,00</td>
<td>SB</td>
</tr>
<tr>
<td></td>
<td>(Sangat Baik)</td>
</tr>
<tr>
<td>3,00</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>(Baik)</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2,00</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>(Cukup)</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
e. Pedoman penskoran & rubrik penilaian:

1. Rubrik untuk penilaian keterampilan menulis.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang Dinilai</th>
<th>Kriteria</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Keterpaduan kalimat</td>
<td>100% kalimat terpadu dan runtut</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80% kalimat terpadu dan runtut</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60% kalimat terpadu dan runtut</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40% kalimat terpadu dan runtut</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20% kalimat terpadu dan runtut</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Penulisan kosa kata</td>
<td>100% penulisan kosa kata tepat</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80% penulisan kosa kata tepat</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60% penulisan kosa kata tepat</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>40% penulisan kosa kata tepat</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>20% penulisan kosa kata tepat</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Ketepatan tata Bahasa</td>
<td>100% penggunaan tata bahasa tepat</td>
<td>5</td>
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<tr>
<td></td>
<td></td>
<td>80% penggunaan tata bahasa tepat</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60% penggunaan tata bahasa tepat</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40% penggunaan tata bahasa tepat</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20% penggunaan tata bahasa tepat</td>
<td>1</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

\[ N_A = \frac{Skor_Penilai}{Skor_Maksimal} \times 4 \]

Mengetahui

Guru pamong

Praktikan
APPENDIX E

The Final Version of Designed Materials
FIND ALL

DESIGNING A SET OF WRITING MATERIALS USING

EGRA TECHNIQUE FOR THE EIGHTH-GRADE

STUDENTS OF SMPN 15 YOGYAKARTA

By:

CHRISTIANUS BELITA NAU TONGA

SANATA DHARMA UNIVERSITY
Preface

This set of English writing materials is designed in support of curriculum 2013. It provides learning resource and teaching guideline in developing and implementing materials that focus on writing skill. Furthermore, the learning materials in this module are divided into three units. They are Narrative Text, Descriptive Text, and Recount Text. This module does not provide the whole five texts into the learning materials since there are only three texts taught for class VIII of junior high school. Besides, each unit has four sections. They are Exposure, Training, Grammar, and Writing.

The rationale of making this module is that students will have many opportunities to enrich their English learning experience and extend a range of writing ability through the materials provided. Carefully designed and sequenced, the materials and activities in this module aim to:

- strengthen students’ skills of understanding the generic structures and language features in the texts
- help students to be able to make correct sentences when creating a simple text

Therefore, hopefully, this module can be useful for teachers and students in reaching the target of writing.

Yogyakarta, June 8, 2016

Christianus Belita Nau Tonga
What is a descriptive text?

A descriptive text is a text that describes a particular person, place, or thing.

Generic Structures

1. Identification
   It is the part that introduces the topic and the character that will be described.

2. Description
   It is the part that contains the descriptions of the particular person, place, or thing.

Characteristics of A Descriptive Text

- Using simple present tense
- Giving the explanation from general to specific.
- Using adjectives and to be (am, is, are)
Michael Douglas

Michael Douglas is a very famous and popular American actor. He is about sixty years old. He is a slim person. He is also tall. He has light brown eyes and short fair hair. He has a pointed nose. He has a daughter who is two years old and a very beautiful wife named Catherine Zeta John. They live in the United States of America.

1. **Identification:**
The statement about who Michael Douglas is.

2. **Description:**
   - He is about sixty years old.
   - He is also tall.
   - He has light brown eyes and short fair hair.
   - He has a pointed nose.
   - He has a daughter who is two years old and a very beautiful wife named Catherine Zeta.
Read the vocabularies below. Write down in your note book words you do not know.

**WHAT DOES SHE/HE LOOK LIKE?**

<table>
<thead>
<tr>
<th>HEIGHT</th>
<th>BODY</th>
<th>AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tall, short, medium</td>
<td>Stocky, slim, thin, plump, fat, skinny, well-built</td>
<td>Young, elderly, middle-aged, teenager, in</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACE</th>
<th>HAIR</th>
<th>EYES</th>
<th>CLOTHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round, oval, square, wrinkles, freckles, sun-tanned</td>
<td>Bald, straight, curly,</td>
<td>Big, round, blue eyes, large, small, bright, narrow</td>
<td>Casual, shabby, tidy, messy</td>
</tr>
</tbody>
</table>

- Here are some other examples of adjective for describing people:
  - Friendly
  - Unfriendly
  - Kind
  - Unkind
  - Smart
  - Stupid
  - Strong
  - Weak
  - Handsome/pretty
  - Bad-looking
  - Honest
  - Dishonest
  - Charitable
  - Hateful
  - Wise
  - Not wise
Section II

Make a sentence of each picture by using the words provided.

Straight hair

She has straight hair.

Tall

A pointed nose

Fat
Make the pattern of the sentence in the space provided.

Example:

<table>
<thead>
<tr>
<th>Complete Pattern</th>
<th>Subject</th>
<th>V1</th>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Pattern</td>
<td>Subject</td>
<td>V1</td>
<td></td>
<td>Object</td>
</tr>
</tbody>
</table>

A. Positive Form

1. Her Hair Is straight

2. She Has Straight hair

B. Negative Form

<table>
<thead>
<tr>
<th>Her hair is not straight</th>
</tr>
</thead>
<tbody>
<tr>
<td>She does not Have straight hair</td>
</tr>
</tbody>
</table>

C. Interrogative Form

<table>
<thead>
<tr>
<th>Is his Hair straight?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does she have straight hair?</td>
</tr>
</tbody>
</table>
Work in pairs.

Make your own sentence by taking one word in worksheet I (adjective word).

A. Positive Form

<table>
<thead>
<tr>
<th>Example</th>
<th>She</th>
<th>Is</th>
<th>kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pattern</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Negative Form

<table>
<thead>
<tr>
<th>She</th>
<th>Is</th>
<th>not</th>
<th>kind</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Interrogative Form

<table>
<thead>
<tr>
<th>Is</th>
<th>She</th>
<th>kind?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Section IV

Writing

Please describe someone you admire in your life using adjectives that have been learnt.

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Read the text below and answer the questions correctly.

**LIZZIE BROWN**

My name is Lizzie Brown, but everybody usually calls me Brown. I am ten years old and I am American. I live in 27 Lincoln Street in New York. It is a big city in the USA.

I am tall and thin. I have long brown hair, black eyes, and a small nose. I am wearing a yellow blouse, an orange skirt, pink socks and blue trainers. I am good-temperate, polite and happy. My favorite food is pizza and my favorite drink is coke.

1. What do people usually call Lizzie Brown?
   a. Lizzie
   b. Lizz
   c. Brown
   d. Lizzie Brown

2. What is the description part of the text?
   a. My name is Lizzie Brown
   b. I live in 27 Lincoln Street in New York
   c. Everybody usually calls me Brown
   d. I am tall and thin.

3. What is Brown’s favorite drink?
   a. Pizza
   b. Coke
   c. Tea
   d. Coffee

4. What is she wearing?
a. She is wearing a yellow blouse and a black skirt.
b. She is wearing pink socks and white trainers.
c. She is wearing blue trainers and a yellow blouse.
d. She is wearing pink socks and a blue blouse.

5. What is the true statement based on the text above?
   a. Brown is tall and fat.
   c. Brown is bad-temperate, polite and happy.
   d. Brown is an American.

Describe the picture of Messi.
References for the Materials and Pictures Used


What is a recount text?

A recount text is a text which retells events or experiences in the past.

**Generic Structures of A Recount Text**

**Orientation**: introducing the participants, place, and time

**Events**: describing series of events that happened in the past

**Reorientation (optional)**: stating personal comments of writer to the story
**The Purpose of A Recount Text**

The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both).

**An Example of A Recount Text**

**Trip to Borobudur Temple**

Last week, I spent my holiday in Jogjakarta. I went to Borobudur Temple. My family and I went there in the morning.

We went to Borobudur Temple by car. I had prepared everything before we went to Jogja. While we were driving, we could see some beautiful views of mountains, forests, and waterfalls.

My family and I arrived at Borobudur Temple at 11:30 in the afternoon. There, I saw many tourists. Borobudur Temple was crowded in that holiday vacation. I could learn and practice speaking English with one of the foreign tourists. His name was Jack. He was very friendly. It was my first time to speak English with a foreign tourist.

We went back at 16.30 in the afternoon. It was a very interesting vacation.

<table>
<thead>
<tr>
<th>Structures</th>
<th>The Content of Each Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>A Trip To Borobudur Temple</td>
</tr>
<tr>
<td><strong>Orientation</strong></td>
<td>Last week, I spent my holiday and went to Borobudur Temple.</td>
</tr>
<tr>
<td><strong>Series of Events 1</strong></td>
<td>We went to Borobudur Temple by car.</td>
</tr>
<tr>
<td><strong>Series of Events 2</strong></td>
<td>I saw many tourists.</td>
</tr>
<tr>
<td><strong>Reorientation</strong></td>
<td>It was a very interesting vacation.</td>
</tr>
</tbody>
</table>
A Beautiful Day at Jogja

Last week, my friends and I went to Jogja. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We saw a lot of people in that beach. There were many birds flew in the sky. There were also many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We walked around the zoo and took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day though I could not visit Malioboro. We really enjoyed it, and I hope I could visit Jogja again.

By: Arsianti Dewi
What did she find last week?
She found a key last week.

Did the child watch a movie two days ago?
No, he did not watch a movie two days ago. He painted something on the desk.

What did Sule make two days ago?
He made cakes for the party.

Was he a footballer three years ago?
Yes, he was a footballer three years ago.

What did Jim do this morning?
He helped a beggar.

Did the man clean his room yesterday?
No, the man did not clean his room yesterday. He cut down the tree.

Match the pictures with the appropriate conversations.
**Section III**

**Grammar**

Take one sentence from worksheet II and put it in each table. Then, make your own sentence using verbs that have been provided in the previous activity and the pattern of the sentence. **Do as the examples given.**

A. **Positive Form**

<table>
<thead>
<tr>
<th>Example</th>
<th>She</th>
<th>studied</th>
<th>Math</th>
<th>yesterday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example from worksheet II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yours</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Pattern</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

B. **Negative Form**

<table>
<thead>
<tr>
<th>She</th>
<th>did not</th>
<th>study</th>
<th>Math</th>
<th>yesterday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

C. **Interrogative Form**

<table>
<thead>
<tr>
<th>Did</th>
<th>She</th>
<th>study</th>
<th>Math</th>
<th>yesterday?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

D. **Positive Form**

<table>
<thead>
<tr>
<th>Example</th>
<th>We</th>
<th>were</th>
<th>tired</th>
<th>yesterday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>I</td>
<td>was</td>
<td>at the airport</td>
<td>two days ago</td>
</tr>
<tr>
<td>Example from worksheet II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pattern</td>
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</tr>
</tbody>
</table>
Tell a story about your holiday.
Fill in the blanks by taking the words in the box.

**Yesterday**

Yesterday, all my troubles . . . . . so far away.
Now it looks as though they’re here to stay.
Oh, I believe in yesterday.

Suddenly, I’m not half the man I used to be.
There’s a shadow hanging over me.
Oh, yesterday . . . . suddenly.

Why she had to go
I don’t know she wouldn’t say.
I . . . . something wrong.
Now I long for . . . . .

Yesterday, love was such an easy game to play.

Now I need a place to hide away.
Oh, I believe in yesterday.

Why she . . . . to go
I don’t know she wouldn’t say.
I said something wrong.
Now I long for yesterday.

Yesterday, love . . . . such an easy game to play.
Now I need a place to hide away.
Oh, I believe in yesterday.

*By: The Beatles*
Choose the words below and put them into the appropriate pictures

(Went to school, read, had breakfast, studied at home, took a bath, woke up, slept, went home, prayed, played football, watched TV, studied in the school)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Make sentences based on the pictures and adverb of time provided.

Last week

Jhoni played football last week.

Yesterday

Two days ago

Yesterday afternoon

Yesterday morning
Take one sentence from worksheet III and put it in each table. Then, make your own sentence using verbs that have been provided in the previous activity and the pattern of the sentence. Do as the examples given.

### D. Positive Form

<table>
<thead>
<tr>
<th>Example</th>
<th>She</th>
<th>Read</th>
<th>a book</th>
<th>yesterday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example from worksheet III</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pattern</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### E. Negative Form

<table>
<thead>
<tr>
<th>She</th>
<th>did not</th>
<th>read</th>
<th>a book</th>
<th>yesterday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### F. Interrogative Form

<table>
<thead>
<tr>
<th>Did</th>
<th>she</th>
<th>read</th>
<th>a book</th>
<th>yesterday?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Section IV

What did you do yesterday? Tell your activities.

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Good Luck, Guys!
Test

Read the text below and answer the questions correctly.

Our trip to Blue Mountain

On Friday we went to Blue Mountains. We stayed at David and Della’s house. It had a big garden with lots of colorful flowers and a tennis court.

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

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

1. What is the reorientation of the text above?
   a. On Friday we went to Blue Mountain.
   b. That was a very pleasant moment with my family that I ever got.
   c. On Saturday we saw Three Sisters and went on the scenic railway.
   d. We saw cockatoos having a shower.

2. When did the family go home?
   a. On Saturday afternoon
   b. On Friday afternoon
   c. On Sunday afternoon
   d. On Friday morning

3. Where did the family stay at Blue Mountains?
   a. Their own house
   b. David and Della’s house
c. Their own apartment  
d. A tennis court  

4. What did David and Della’s house have?  
   a. It had a big garden and a tennis court in it.  
   b. Nothing  
   c. It had a big football stadium  
   d. It had a swimming pool  

5. In paragraph two, the word “it” in the sentence “It was scary,” refers to . . . . .  
   a. Blue Mountain  
   b. David and Della  
   c. The scenic railway  
   d. A shop  

Tell about your holiday that was so interesting for you.
References for the Materials and Pictures Used


UNIT III
NARRATIVE TEXT

What is a narrative text?
A narrative text is a text that is presented in a sequence of written or spoken words, and/or in a sequence of (moving) pictures.

What are the Structures of A Narrative Text?

1. Orientation.
   It is about the opening paragraph where the characters of the story were introduced.

2. Complication.
   Complication is the situation when the problems developed.

3. Resolution
   Resolution is the situation when the problems in the story are solved.

4. Reorientation
   Reorientation is the ending of a story whether it was happy or sad ending.
The Purposes of A Narrative Text

- To entertain the readers
- To educate readers with the moral values from the story

The Characteristics of A Narrative Text

Using Time Connectives and Conjunctions to sort events, such as then, before, soon, etc.

Using adjectives which form noun phrase, such as long black hair, two red apples, etc.

Using temporal conjunctions, such as one day, once upon a time, long time ago

Using past tense, such as brought, went, took, etc.
An Example of A Narrative Text

Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and laid down with his cap on his head.

The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found that all his caps were not there. When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys was wearing a cap on its head. They had evidently done it to imitate him. He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he begun to make gesture, the monkeys also imitated him.

At last he found a clever idea. "Monkeys are a great imitator," he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.

Orientation: who, when and where of the story?

Who was the main character? The cap seller.

Time setting was once time.

Place setting was in the jungle as place setting.

Complication: (problem in the story faced by the main character?)

The cap seller wanted the monkeys to bring back his caps but the monkeys did not return them. Of course this made the cap seller in a problem.

Resolution: solution of the problem?

The cap seller got the monkey to bring back the cap by acting of throwing his own cap. The monkeys imitated what he had done so the problem was solved.

Reorientation: happy ending or sad?

This story had happy ending as the cap seller has his caps returned.
### THE MONKEY AND THE CROCODILE

Watch the video and write down words you don’t know.

What are verbs 1 of these verbs?

<table>
<thead>
<tr>
<th>Verb 1 (present form)</th>
<th>Verb 2 (past form)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Went</td>
<td>Pergi</td>
<td></td>
</tr>
<tr>
<td>Came</td>
<td>Datang</td>
<td></td>
</tr>
<tr>
<td>Had</td>
<td>Memiliki</td>
<td></td>
</tr>
<tr>
<td>Gave</td>
<td>Memberi</td>
<td></td>
</tr>
<tr>
<td>Ate</td>
<td>Makan</td>
<td></td>
</tr>
<tr>
<td>Took</td>
<td>Mengambil</td>
<td></td>
</tr>
<tr>
<td>Told</td>
<td>Memberitahukan</td>
<td></td>
</tr>
<tr>
<td>Could</td>
<td>Bisa</td>
<td></td>
</tr>
<tr>
<td>Got back</td>
<td>Kembali</td>
<td></td>
</tr>
</tbody>
</table>
One day, a crocodile . . . . to the tree.

The monkey . . . . the apples to the crocodile.

The crocodile . . . . the apples and . . . . . . them with relish.

The crocodile also . . . . . . some apples for his wife to eat.

The monkey . . . . . . the crocodile’s invitation and . . . . . . . . . . . . . onto his back.

The monkey . . . . . . his own life by thinking quickly and smartly.
Choose the best answer below!

1. How many characters were found in the story? What were they?
   a. 1, the character was a monkey
   b. 2, the characters were a monkey and a giraffe
   c. 2, the characters were a crocodile and a monkey

2. What did the crocodile ask to the monkey?
   a. He asked lemons
   b. He asked apples
   c. He asked the leaves of the tree

3. Was the monkey kind?
   a. Yes, he was kind
   b. No, he was not kind
   c. Yes, they were kind.

4. Why did the crocodile invite the monkey to go to his house?
   a. Because he wanted to play with the monkey
   b. Because he wanted to kill the monkey
   c. Because he wanted to give apples to the monkey

5. Was the monkey alive after the invitation?
   a. Yes, he was.
   b. No, he was not.
   c. Yes, they were.

---

Section III

Take two sentences using past tense from worksheet 3, 4, and 5 and make it into negative and interrogative sentences.

Positive

<table>
<thead>
<tr>
<th></th>
<th>The monkey</th>
<th>gave</th>
<th>apples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pattern

Negative

<table>
<thead>
<tr>
<th></th>
<th>The monkey</th>
<th>did not</th>
<th>give</th>
<th>apples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pattern

Interrogative

---
1. Did the monkey give apples?

2. Pattern

Section IV

Tell the story about *The Monkey and The Crocodile* using your own words and try to show the orientation, complication, resolution, and reorientation.

---

Moral Values

**Don’t be + Adjective**

Don’t be:
1. 
2. 
3. 

**Should + V1 or should + be + adjective**

We should:
1. 
2. 
3. 

YES!
The Greatest Treasure

Watch the video and write down words you don’t know.

<table>
<thead>
<tr>
<th>Verb 1 (Present Form)</th>
<th>Verb 2 (Past Form)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet</td>
<td>Met</td>
<td>Bertemu</td>
</tr>
<tr>
<td>Exclaim</td>
<td>Exclaimed</td>
<td>Berteriak</td>
</tr>
<tr>
<td>Walk</td>
<td>walked</td>
<td>Berjalan</td>
</tr>
<tr>
<td>Join</td>
<td>Joined</td>
<td>Bergabung</td>
</tr>
<tr>
<td>Agree</td>
<td>Agreed</td>
<td>Setuju</td>
</tr>
<tr>
<td>Speak</td>
<td>Spoke</td>
<td>Berbicara</td>
</tr>
<tr>
<td>Give</td>
<td>Gave</td>
<td>Memberi</td>
</tr>
<tr>
<td>Get</td>
<td>Got</td>
<td>Memperoleh</td>
</tr>
<tr>
<td>Have</td>
<td>Had</td>
<td>Mempunyai</td>
</tr>
<tr>
<td>Find</td>
<td>Found</td>
<td>Menemukan</td>
</tr>
<tr>
<td>Reach</td>
<td>Reached</td>
<td>Mencapai</td>
</tr>
<tr>
<td>Say</td>
<td>Said</td>
<td>Mengatakan</td>
</tr>
</tbody>
</table>
How did they go across the sea?
They used a turtle.

What did Peter meet when he reached the forest?
He met a lion.

Were there 4 animals Peter met at the beach?
No, there were 5.

What did Peter meet after lion?
He met an eagle.

Where were they?
They were at the dessert.

Was the way to find treasure good?
No, the way to find treasure was bad. They passed a mountain that was tall and craggy.
1. How many friends did Peter have? Who were they?
   a. 5 friends, they were Camel, Lion, Turtle, Eagle, and Panda.
   b. 5 friends, they were Turtle, Lion, Camel, Sheep, and Eagle.

2. Peter knew the place of the treasure from his friends.
   a. True
   b. False

3. Who was the first friend Peter met?
   a. Sheep
   b. Lion

4. Did Peter meet Owl in his adventure to find the treasure?
   a. No, he did not.
   b. Yes, he did.

5. What was actually the greatest treasure?
   a. It was money.
   b. It was friendship
Take one sentence from worksheet III and put in each table. Then, make your own sentence using verbs that have been provided in the previous activity and the formulation of the sentence. Do as the examples given.

### E. Positive Form

<table>
<thead>
<tr>
<th>Example from Worksheet III</th>
<th>He</th>
<th>met</th>
<th>lion</th>
</tr>
</thead>
</table>

### F. Negative Form

<table>
<thead>
<tr>
<th>He</th>
<th>did not</th>
<th>meet</th>
<th>lion</th>
</tr>
</thead>
</table>

### G. Interrogative Form

<table>
<thead>
<tr>
<th>Did</th>
<th>He</th>
<th>meet</th>
<th>lion</th>
</tr>
</thead>
</table>

### H. Positive Form

<table>
<thead>
<tr>
<th>Lion</th>
<th>was</th>
<th>hungry</th>
</tr>
</thead>
</table>
One day,

From the story above, we should

Section IV:
Tell the story about The Greatest Treasure using your own words.
Read the story and answer the questions below.

The Smartest Animal

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo; “You are so big and strong. Why do you do everything the man tells you?” The buffalo answered; “Oh, the man is very intelligent”. The tiger asked; “Can you tell me how intelligent he is?” “No, I can’t tell you”, said the buffalo; “but you can ask him”.

So the next day the tiger asked to the man; “Can I see your intelligence?”. But the man answered; “it at home”. “Can you go and get it?” asked the tiger. “Yes” said the man; “but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?”

After the man tied the tiger to the tree, he didn’t go home to get his intelligence. He took his plough and hit the tiger. Then he said; “Now you know about my intelligence even you haven’t seen it.

1. What is the orientation from the story?
   a. Every morning and every evening, he ploughed his field with his buffalo.
   b. One day, a tiger saw the farmer and his buffalo working in the field.
   c. Once there was a farmer from Laos.
   d. The tiger was very surprised to see a big animal listening to a small animal.

2. “After the man tied the tiger to the tree, he didn’t go home to get his intelligence”, what is verb 2 used in this sentence?
   a. Go
   b. Get
   c. Tied
   d. To

3. Where did the farmer come from?
   a. Japan
   b. Laos
   c. China
   d. Filipina

4. What is the lesson we can get from the farmer in the story above?
   a. We have to be able to think and act wisely.
   b. We can trust everyone we meet.
   c. We become arrogant when others say that we are smart
   d. We should be suspicious of everyone we meet
5. What is the ending of the story?
   a. Happy ending
   b. Sad ending
   c. Funny ending
   d. Confused ending

II. Writing Test

Make a story using these pictures. Use the following page space to write.
Tell the story about the pictures above.
References for the Materials and Pictures Used


Answer Keys

Descriptive Text
1. C
2. D
3. B
4. C
5. D

Recount Text
1. B
2. C
3. B
4. A
5. C

Narrative Text
1. C
2. C
3. B
4. A
5. A