DESIGNING INSTRUCTIONAL WRITING MATERIALS USING MOVIES FOR EIGHTH GRADE STUDENTS OF SMP BOPKRI 3 YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

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

By
Jervince Inarci Rihi Here
Student Number: 101214017

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTEMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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A Thesis on

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Defended before the Board of Examiners
on 8 February 2017
and Declared Acceptable

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Yogyakarta, 8 February 2017
Faculty of Teachers Training and Education
Sanata Dharma University

Dean
Rohandi, Ph.D.
"He has made everything beautiful in its time: also He has put eternity in men’s hearts, so that no man can find out the work that God does from the beginning to the end."

Ecclesiastes 3:11

I dedicate this thesis to:

My Lord Almighty, Jesus Christ

My Beloved Mom

My Best Friends
STATEMENT OF WORK’S ORIGINALITY

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

Yogyakarta, 13 December 2016

The writer

Jervince Inarci Rihi Here
101214017
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Dibuat di Yogyakarta

Pada tanggal: 8 February 2017

Yang menyatakan,

Jervince Inarci Rihi Here
ABSTRACT


This study was conducted to design instructional writing materials using movies for eighth grade students of SMP BOPKRI 3 Yogyakarta. The idea of conducting this research came from the researcher’s experience when doing teaching practice (Program Pengalaman Lapangan/PPL) in SMP BOPKRI 3 Yogyakarta. The researcher found that most of the students were not motivated in learning English, especially writing. Monotonous activities, uninteresting learning media and also difficult tasks became the students’ problems. Thus, the students needed learning materials which suit their needs and interests.

There were two problems formulated in this research. They were: (1) How are instructional writing materials using movies for eighth grade students of SMP BOPKRI 3 Yogyakarta designed?, and (2) What do instructional writing materials using movies for eighth grade students of SMP BOPKRI 3 Yogyakarta look like?

In conducting this research, the researcher used 5 steps from R&D cycle by Borg and Gall namely information and data collection, planning, preliminary product development, preliminary field testing, instrument evaluation, and revision. Moreover, in order to answer the first research problem, the researcher conducted seven steps which were adapted from Morrisson, et al Instructional Design model. Those steps were instructional problems identification, learner and context analysis, task analysis, instructional objectives specification, instructional strategies, instructional development, instrument evaluation, and revision. Then, to answer the second question, the researcher presented the final version of the designed materials. There were two units in the designed materials, namely: My Pet and Once Upon a Time. Each unit is devided into three main parts adopted from the framework of task-based learning. Those parts were Let’s Get Started!, Do Your Task!, and Language Focus.

Furthermore, the designed materials were designed to provide English materials that suit the characteristics of the eighth grade students of SMP BOPKRI 3 Yogyakarta. It consisted of various activities that were intended to increase students’ motivation to learn English, especially writing through movies.

Keywords: instructional design, writing, movie
ABSTRAK


Ada dua rumsan masalah dalam penelitian ini. yaitu: (1) Bagaimana seperangkat materi pembelajaran menulis Bahasa Inggris menggunakan film untuk siswa kelas VIII SMP BOPKRI 3 Yogyakarta dirancang?, dan (2) Bagaimana bentuk seperangkat materi pembelajaran menulis Bahasa Inggris menggunakan film untuk siswa kelas VIII SMP BOPKRI 3 Yogyakarta tersebut?


Selain itu, pembelajaran ini dirancang untuk menyediakan materi Bahasa Inggris yang sesuai dengan karakteristik siswa kelas VIII SMP BOPKRI 3 Yogyakarta. Ini terdiri dari berbagai tugas yang ditujukan untuk meningkatkan motivasi siswa dalam belajar Bahasa Inggris, khususnya menulis melalui film.

Kata kunci: instructional design, writing, movie
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I also would like to thank the eighth grade students of SMP BOPKRI 3 Yogyakarta and also Renung Bakirna, S. Pd., as the English teacher for helping me in conducting this research. My sincerest gratitude goes to Atun Pratiwi, M. Pdk., as the principal of SMP BOPKRI 3 Yogyakarta and all the teachers and students who supported me during my research in school and accepted me as a family.

My special gratitude goes to my beloved mother, Miladi Lidia Rihi Here, for endless and unconditional love, prayer and patience, for becoming my strength and motivator in life. My special thanks also goes to my best friends Tia, Yulianti, Siwi, Tine, Osy for supporting me during my study period. I also would like to thank my dearest sisters and brothers in KBU GKI Gejayan Family, for praying, cheering me up and becoming my moodboosters everytime.
Last but not least, I would like to thank every single person who has come to my life and let me learn many things from your presence. May The Good Lord bless you all.

Jervince Inarci Rihi Here
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CHAPTER I

INTRODUCTION

This first chapter will discuss the background of the study. There will be six parts in this chapter, which are research background, research problems, problem limitation, research objectives, research benefits, and definition of terms.

1.1 Research Background

English has become lingua franca for people worldwide. It is used globally as ‘a contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication’ (Firth, as cited in Seidlhofer, 2005). As a communication tool, English helps people worldwide connected in many aspects, such as technology, entertainment, health, education, and also economy. Therefore, it is important to learn English especially in this globalization era, where those aspects develop rapidly.

However, learning English for some people is still considered difficult, especially for those who are in the countries which use English as a foreign language (EFL), including Indonesia. In Indonesia, English still become one of the most difficult subjects for many students. A survey which was done by Sebelas Maret University at 2002 showed that among 250 first semester students, 59.2% have difficulties in reading English text. One of the reasons was because
the English words are pronounced differently from the written forms, unlike Bahasa (native language of Indonesia). Moreover, 87.2% of the students said that they have poor basic knowledge about English, including grammar and vocabulary (Nurkamto, 2002). That was quite contrast since in Indonesia, English is taught from elementary school until senior high school and also becomes one of the require subjects to pass the national examination. Furthermore, according to Mbato (2013), there are some reasons why learning English for many students is difficult. First, learning English mostly takes place in classroom contexts. Students only have a little experience to practice English in real communication context. The learning depends on the teacher and materials that the teacher gives in the classroom. Nevertheless, students have low motivation to learn more from other sources. Although internet has provided accessible English language learning resources, not many students have initiative or skill to use it, but for those who do, “they tend to do so in an instrumental way, merely to accomplish classroom assignments”. The other reason is that most of the students learn English merely because it is a compulsory (p. 2).

Considering the importance of learning English, there is a need of innovative and creative language instruction to assist the language learners. One of the important components of language instruction is the material. There are two kinds of material, which are teaching material and learning materials (Chanda, Phiri, & Nkosha, 2000). Teaching materials are any aids used to help the teacher or trainee to teach his/her lesson effectively, while learning materials are the aids used to help the learners to learn effectively. In other words, materials are any aids that
are used to support teaching and learning process. Those include textbooks, video and audio tapes, computer software, and visual aids. However, in order to apply the materials effectively, the teacher should consider to use the appropriate materials in the classroom. According to Kitao (1997), appropriate materials need to have “an underlying instructional philosophy, approach, method and technique which suit the students and their needs”. Therefore, it is important for teachers to choose and adapt the materials based on their students’ needs and interests.

The idea of conducting this research came from the researcher’s experience when doing teaching practice (Program Pengalaman Lapangan/PPL) in SMP BOPKRI 3 Yogyakarta. When doing observations on the eighth grade classes of SMP BOPKRI 3 Yogyakarta, the researcher found that most of the students were not motivated in learning English, especially writing. Monotonous activities and uninteresting learning media used by the teacher made the students felt bored in following the English class. Some students said that writing tasks given by the teacher were too difficult for the students. That was also because they were lack of vocabulary and grammar mastery yet did not have enough chance to practice on those skills.

However, the English teacher had tried to increase the students’ motivation by providing some interesting movies to be watched by the students in the classroom. According to Kusumarsdyati, as cited in Ismaili (2013) movies can grab the students’ interest and it can positively affect their motivation to learn (p. 121). In other words, movies can actually be an effective language learning media. Unfortunately, the movies provided by the English teacher were just ended up as
entertainment tools for the students rather than learning media. There were no follow up activities related to the lesson learned. That is why the researcher decided to use movie as the learning media for the eighth grade students of SMP BOPKRI 3 Yogyakarta. The researcher expected that the movies not only can increase the students motivation in learning English, but also assist the students in learning English writing.

Task-based learning approach is chosen to be applied in the material design. According to Nunan (2004), the aim of task-based language learning is to “provide opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes” (p. 13). This approach also uses student-centered technique which is suitable to be applied for the eighth grade students of SMP BOPKRI 3 Yogyakarta. Students-centered based technique and various tasks are expected to help the students improving their writing skill.

This research is aimed at designing an instructional writing materials using movie for the eighth grade students of SMP BOPKRI 3 Yogyakarta. The researcher wants to design materials which is appropriated to the students’ needs and help them in learning English, especially writing skill. Movie as the learning media is expected to increase the students’ motivation to learn English through interesting and meaningful tasks and activities. Finally, the material designed is expected to help the students as well as the teacher in the teaching learning process.
1.1.1 Research Problems

There are two research problems which are investigated in this research:

1. How are instructional writing materials using movies for eighth grade students of SMP BOPKRI 3 Yogyakarta designed?
2. What do instructional writing materials using movies for eighth grade students of SMP BOPKRI 3 Yogyakarta look like?

1.1.2 Problem Limitation

This research is focused on the process of designing writing materials using movies for the eighth grade students of SMP BOPKRI 3 Yogyakarta. Movies that are used as the learning media are chosen according to the students age and level. Task-based learning approach is applied in the designed material to allow students do more practice on writing skills.

1.1.3 Research Objectives

According to the research problems, this research is conducted in order to:

1. Find out how instructional writing materials using movies for eighth grade students of SMP BOPKRI 3 Yogyakarta are designed.
1.1.4 Research Benefits

This research is expected to give benefits to some sides. They are:

1. Students of *SMP BOPKRI 3* Yogyakarta

This research is expected to help eighth grade students of *SMP BOPKRI 3* Yogyakarta in learning the English writing skill. Through movies and interesting writing tasks and activities, it is also expected to increase the student’s motivation to practice English writing more, get better in mastering simple grammar and vocabulary, and also to achieve the indicators of the materials given by the teacher. Moreover, by using movie as the learning media, it will be easier for the students to develop the topics and ideas about what to write.

2. English Teachers of *SMP BOPKRI 3* Yogyakarta

This research is also aimed at helping the English teachers of *SMP BOPKRI 3* Yogyakarta in providing an interesting and appropriate teaching writing materials to be applied in the classroom. Since the material designed is based on the students’ needs and interests, it will be easier for the teacher to teach the whole class. Also, through the varied activities and tasks, hopefully this designed material can be used to create an interesting and fun class atmosphere while teaching English writing.

3. Other Researchers

The research can be used as one of the references by other researchers who are interested in the same topic. Also, the other researchers can develop the material designed not only for the writing skill, but also for the other three skills, which are reading, listening and speaking skills.
1.1.5 Definition of Terms

This part aims to define the term used in this study in order to clarify the concept and avoid misinterpretation.

1.1.5.1 Instructional design

According to Dick & Reiser (1989), instructional design is a systematic process for designing, developing, implementing, and evaluating instruction (p. 3). In this research, the instructional design is a process of designing, developing and evaluating instructional writing materials using movie for the eighth grade students of SMP BOPKRI 3 Yogyakarta. However, the material designed will not be implemented in this research.

1.1.5.2 Writing

Writing is the mental work of creating ideas, thinking about how to express the ideas, and organizing the ideas into statements and paragraphs that will be clear to the reader (Nunan, 2003, p. 88). In this research, the aim of the instructional writing materials using movie is to help the eighth grade students of SMP BOPKRI 3 Yogyakarta in expressing their ideas in written form, comprehending some kinds of English texts they learn in classroom and also building up their writing skills including vocabulary and grammar mastery so that they can deliver their ideas of what they want to write clearly to the reader.
1.1.5.3 Movie

Movie is close to people’s daily life. It does not only entertain, but also can give information and knowledge about cultures, languages, and people worldwide. Oxford Dictionary define movie as “a series of moving pictures recorded with sound that tells a story, shown at the cinema/movie theatre” (“Movie”).

Movie can also be an effective media in language learning. Ismaili (2013) states that movies give “exposure to “real language” used in authentic settings and in the cultural context which the foreign language is spoken.” In other words, movie can be an effective language learning media for students who learn English as a foreign language (EFL). In addition, Kusumarasdyati & Luo, as cited in Ismaili (2013) find that movies can grab the learners’ interest and it can positively affect their motivation to learn. In this research, English movies are used to help the eighth grade students of SMP BOPKRI 3 Yogyakarta to develop their writing skills. The movies which are chosen by the researcher will consider the students age and level, and also content appropriateness.
CHAPTER II
REVIEW OF LITERATURE

In this chapter, the researcher will discuss related theories that are used in conducting the research. This chapter will be divided into two sub-chapters, which are theoretical description and theoretical framework.

2.1 Theoretical Description

This section provides the related theories used in this research. The theories used are Instructional Design, Task-Based Learning, Writing, and Movie.

2.1.1 Instructional Design

Instructional design is a systematic process for designing, developing, implementing, and evaluating instruction (Dick & Reiser, 1989, p. 3). The instructional design method that is used in this research is Kemp’s instructional design model that has been modified by Morrison, Ross, Kalman and Kemp in 2011. According to Morrison, Ross, Kalman, and Kemp (2011) the purpose of instructional design is to make learning more “efficient, effective and less difficult” (p. 2). Therefore, Morrison, et al (2011) maintain the four fundamental components in instructional design which form the framework for systematic instructional planning. The components can be represented by these questions: (1) for whom is the program developed? (Characteristics of learners); (2) what do you want the learners or trainee to learn or demonstrate? (Objectives); (3) how is the subject content or skill best learned? (Instructional strategies); and (4) How do
you determine the extent to which learning is achieved? (Evaluation procedures) (p. 14).

Further, those four basic components will be analyzed using nine steps of instructional design planning proposed by Morrisson, et al (2011), which are:

2.1.1.1 Identify the Instructional Problems

The first step of instructional design process is identifying the learner needs or problems. This is the initial process which aimed to determine whether instruction should be a part of the solution. If the problems or needs seek an instruction as the solution, then the researcher may continue doing the project. However, if the needs seek a non-instructional solution, then the designer may apply the non-instructional intervention or find the most appropriate solution (Morrison et al 2011, p. 15). In order to identify the instructional problems, there are three different approaches that can be used by the researcher. They are, needs assessment, goal analysis, and performance assessment (2011, p. 31). The researcher has to carefully identify the needs and problems since this research is focused on designing the instructional model.

2.1.1.2 Analyze the Learner and Context

The second step is analyzing the learner characteristics and context. Analyzing learner characteristics is important since the result is used as one of the basis in making an appropriate instructional design. In analyzing the learners, Heinich, Molenda, and Smaldino, as cited in Morrison et al (2011), suggested the three categories of learner traits, which are general characteristics (gender, age,
ethnicity), specific entry characteristics (prerequisite skills for the instruction), and learning styles (preferred ways of learning). Connected to the learner analysis is contextual analysis, which provides information about environmental factors that will affect the design and deliver the instruction (p. 70).

2.1.1.3 Conduct the Task Analysis

After analyzing the learner characteristics and context, the next step is analyzing the task. The process of task analysis is to define the subject content, and analyze task components related to stated goals and purposes. As stated by Morrison, et al (2011), “Task analysis is probably the most critical step in the instructional design process” (p. 78). The appropriate content in the instruction can help the learners to master the objectives. In order to conduct the task analysis the researcher can use three techniques. They are: topic analysis, which describes how to define a cognitive knowledge, procedural analysis that include a series of steps to do the task analysis and critical incident method which is for analyzing interpersonal skill (p. 79).

2.1.1.4 Specify the Instructional Objectives

According to Morrison, et al (2011), “the specification of instructional objectives plays a key role in the procedure for systematically planning instruction” (p. 128). The instructional objective gives a clear guidance for choosing and organizing instructional activities and resources that best facilitate the effective learning. In the process of instructional design, the objectives are taken from the result of task analysis and represent the major task, knowledge, and
attitudes defined by the analysis. Further, the objectives are used as the starting point to select the instructional strategies.

2.1.1.5 Manage the Content Sequence

This step focuses on presenting content in the most appropriate sequence related to the objectives. Having an appropriate order of content sequence can help learners grasp the ideas and information in more efficient and effective way (p. 15, 136).

2.1.1.6 Select the Instructional Strategies

The instructional strategy provides the designer to develop the sequence instructional contents that are specified in the previous step. In this step, the designer focuses on how to present each objective in a way that will help learners achieve the objectives.

2.1.1.7 Design the Message

The message in this step refers to the pattern of words and pictures that is used to present the information to the learner. The designer has to pay attention in selecting the appropriate graphics, text, and style in presenting the content since it can enhance the learners’ understanding of the instruction.

2.1.1.8 Develop the Instruction

After completing the analysis and design, the instructional designer is ready to develop the instruction. In this process the designer puts all the design parts together to produce the instructional material. It can be in form of video recordings, web pages, printed materials or audiotapes. During the development
process, the researcher should focus on the problem and objectives to ensure the instruction supports the resolution of the problem (p. 234)

2.1.1.9 Evaluate the Instruments

The last step of this instructional model is evaluating the instruments. This is an essential step that should be done by the designer to measure the learners’ mastery of the objectives. It can be done in some ways, such as, multiple choice, test items, or portfolio collection.

The nine steps of Kemp’s Instructional Model in Morrison, et.al (2011) are presented in an oval shape to indicate that there is no rule of sequence or order in applying the steps. The instructional designer can begin and finish the steps from anywhere based on the needs of the user of the instructional materials. The instructional design plan that is proposed by Kemp is drawn as the following figure:

![Figure 2.1. The components of Instructional Design suggested by Morrison, Ross, Kalman & Kemp (2011, p. 12)](image-url)
2.1.2 Task-based Learning

There are two things which will be discussed in this theory of task-based learning. They are definition of task-based learning and framework of task-based learning.

2.1.2.1 Definition of Task-based Learning

According to Nunan (2004), “task-based language learning aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes” (p. 13). In other words, while doing tasks, learners have chance to interact with other learners by using the target language in classroom.

In teaching-learning process, task-based learning uses the learner-centered principle. Learners are given more opportunities to explore the target language both in spoken and written form in classroom. While learners are the center in the teaching-learning process, on the other hand, the teacher plays role as a ‘facilitator’ who is involved in setting the task up and makes sure that the learners understand the lesson (Willis, 1996, p. 40, 41). Moreover, the teacher is also a motivator who encourages the students to be involved in the learning process, no matter how weak their language mastery is. Therefore, the teacher has to be more creative in generating effective and efficient tasks for the students.
There are seven types of tasks according to Pattinson, as cited in Nunan (2004), which are:

1. **Question and Answer**
   
   These activities are based on the concept of creating information gap by letting the learners make a personal and secret choice from a list of language items which all fit into a given frame.

2. **Dialogue and Role Play**
   
   These activities can be wholly scripted and wholly improvised. The wholly improvised can be given if the students have some choices of what to say and if there is a clear objective to be achieved by what they say in the role play.

3. **Matching Activities**
   
   In these activities, the students are asked to recognize the matching items or complete pairs or sets.

4. **Communication Strategies**
   
   These activities are designed to encourage students to practice communication strategies such as paraphrasing, borrowing, or inventing words using gesture, asking for feedback and simplifying.
5. Pictures and picture series

Many communication activities can be stimulated through the use of pictures and picture stories. The activity can be such as memory test, spot the difference, and sequencing pictures to tell a story.

6. Puzzle and problems

These activities require the learners to make guesses, draw on their general knowledge and personal experience, use their imagination, and test their power of logical reasoning.

7. Discussions and decisions

In this activity, the learners collect and share the information in order to reach a decision.

Those types of task can be used by the teacher to deliver the lessons and also to help students achieve the learning objectives well.

2.1.2.2 The Framework of Task-based Learning

Moreover, to help teacher arrange the tasks in teaching learning process, Willis (1996) forms the framework of task-based learning which is consisted of three phases. They are pre-task, task cycle, and language focus/post task.

a. Pre-task

The first phase is an introduction to the topic and tasks. In this phase, the teacher explores the topic with the class, highlight useful words and phrases, help
learners understand the task instructions, and prepare (Willis, 1996, p. 38). In this phase, the students are also motivated by some brainstorming tasks in order to make the students interested to learn more about the topic which is discussed.

b. Task cycle

The task cycle consists of three parts, which are task, planning, and report. The task stage provide learners opportunity to use the target language in whatever form they can. Pairs works or small group tasks are involved in this stage. After doing the tasks, the learning process moves to the planning stage. In this stage, the learners do the preparation to report the result of their work to the whole class (orally or writing). Lastly, the students report their results to the whole class. The teacher may give brief feedback and positive note to what the learners have done in order to increase the learners’ motivation to learn more (Willis 1996, p. 52-61).

c. Language focus/ Post-task

The last phase in task-based learning framework is the language focus/post-task. In this phase the learners analyze the texts, transcripts and sets of examples taken from the tasks they have done in previous phase. After that, the learners do practice of words, phrases, pattern and sentences from the analysis activities (Willis 1996, p. 38, 100).

2.1.3 Writing

Writing is one of the basic skills that learners have to master in language learning. According to Nunan (2003), writing is the mental work of creating ideas, thinking about how to express the ideas, and organizing the ideas into statements
and paragraphs that will be clear to the reader (p. 88). In other words, writing is the process of expressing ideas in written form.

2.1.3.1 Writing process

According to Cohen (1990), writing is a process when the final product comes after a series of stages. The writing process is also defined as an activity comprising four main stages, which are planning, drafting, revising and editing. However, those stages are “neither sequential nor orderly” (Seow, as cited in Richards & Renandya, 2002). Here, the students can explore new ideas, words, and sentences that they plan, write the drafts, revise and edit their writing. Furthermore, Seow, as cited in Richards & Renandya (2002) elaborates the stages of writing process as follows:

a. Planning (pre-writing)

Planning or pre-writing is any activity in the classroom that encourages students to write. This stage aims to stimulate students to start writing by generating tentative ideas and gathering information about what to write. Some activities that can be applied in this stage are:

- Group brainstorming

The group members spontaneously talk about anything related to the topic. Here, there are no right or wrong answers. The students are given chance to widely express their ideas related to a topic given.

- Clustering

Students form words related to a stimulus provided by the teacher. The words are circled and then linked by lines to show discernible clusters. This
activity helps students to draw a visual connection of ideas that they cannot explain in words or sentences.

- Rapid free writing

Students individually write down single words and phrases about a topic freely and quickly within a limited time of 1 or 2 minutes. The time limit keeps the writers’ minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

- WH-questions

Students form WH-questions (who, why, what, where, when and how) about a topic. The ideas for writing can be obtained from multimedia sources (e.g., printed material, videos, films), as well as from direct interviews, talks, surveys, and questionnaires.

During this pre-writing stage, students will be more motivated to write when they are given variety of materials for gathering information (Seow, as cited in Richards & Renandya, 2002).

b. Drafting

This stage focuses more on the fluency of writing rather than grammatical accuracy or the neatness of the draft. Drafting is necessary for helping the writer to write ideas and decide what should come first, second, third and so on, until the last. However, in writing the draft, the teacher should emphasize on the communicative purpose of the students writing, which is related to the audience or to whom they address their writing. Although writing in the classroom is almost
always for the teacher, the students may also be encouraged to write for different audiences, among whom are peers, other classmates, pen-friends and family members. Once the students know their audience, they can be directed to a certain style in their writing as well as to communicate with their audience.

c. Responding

This stage of writing is done between drafting and revising stage. Responding which is done by teacher (of by peers) plays central role in the successful implementation of process writing. The response can be oral or written comments, suggestions, or corrections, and given after the students have produced the first draft and just before they proceed to revise.

d. Revising

The students revise their writing based of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors (i.e., editing). It is done to improve global content and the organisation of ideas so that the writer’s intent is made clearer to the reader.

e. Editing

In this stage, students are engaged in tidying up their writing as they prepare the final draft for evaluation by the teacher. They edit their work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages.
As have been said before, those stages in the process of writing are not sequential. Students can repeat the stages to practice and improve their writing. The writing stages are described in the following figure.

**Figure 2.2. The writing process by Anthony Seow, as cited in Richards & Renandya (2002, p. 315-318)**

2.1.4 Movie

This subchapter consists of two parts. The first part elaborates the theory of movies in general, and the second part discusses movie as an instructional media.

2.1.4.1 The theory of movie

Movie is close to people’s daily life. It is not only entertain, but also can give information and knowledge as well. According to Abdulhak and Darmawan (2013), movie or film is an audiovisual medium that provides a series of stories in the form of pictures along with movements that are presented in an interesting use of tone and style as well as color management so that further stimulate the interest
and attention of the audience (p. 37). Thus, movies widely become entertainment tools for most people worldwide.

Movie has various genres. John M. Grace (2008) classifies the primary genres of movie as follows:

a. Action

Action movies usually include high energy, big-budget physical stunts and chases, possibly with rescues, battles, fights, escapes, races against time and crises featuring non-stop motion, break-neck rhythm and pacing.

b. Adventure

Adventure movies are exciting stories, with new experiences or exotic locales. This genre is quite similar to or often paired with the action genre. The difference between the two genres is adventure movies show more the struggles, explorations, and situations that the character goes through, while action focuses more on the violence (Tim Dirks, n.d). 

c. Comedy

Comedies are light-hearted plots deliberately designed to amuse and provoke laughter by exaggerating the situation, language, action, relationships and characters.

d. Crime

Crime movies feature the sinister actions of criminals, gangsters, bank robbers, underworld figures, and ruthless hoodlums who operate outside the law, stealing and murdering their way through life.
e. Drama
Dramas are serious, portraying realistic characters in conflict with themselves, others and nature; settings, life situations, and stories involving intense character development and interaction.

f. Epic
The epic movies take an historical or imagined event, mythic, legendary, or heroic figure, and add an extravagant setting and lavish costumes, accompanied by magnificence and spectacle, dramatic scope, and high production values.

g. Horror
Horror movies are designed to frighten and to invoke fears. That often in a terrifying, shocking finale, while captivating and entertaining the audience at the same time in a cathartic experience.

h. Musical/dance
This genre of movie is cinematic forms that emphasize song and dance routines in a significant way. In other words, musicals/dances are movies that are centered on combinations of music, dance, song or choreography.

i. Science Fiction (Sci-fi)
Sci-fi movies are often quasi-scientific, visionary and imaginative - complete with heroes, aliens, distant planets, quests, fantastic places, new technology, and extraordinary monsters. Sci-fi films often feature multiple genres.

j. War
Wars acknowledge the horror and heartbreak of war, letting the actual combat fighting (against nations or humankind) on land, sea, or in the air provide the primary plot or background action for the of the film.
k. Westerns

Western are the major defining genre of the American movie industry. The movies are one of the oldest, most enduring genres with very recognizable plots, elements, and characters (six-guns, horses, dusty towns and trails, cowboys, Indians, etc.).

2.1.4.2 Movie as the instructional media

Besides being an entertainment tools, movie can also be an effective media in language learning. Kusumarasdyati and Luo find that movies can grab the learners’ interest and it can positively affect their motivation to learn (as cited in Ismaili, 2013). Moreover, Chan and Herrero (2010) add:

Learning languages through film can increase language learners’ intercultural understanding, as well as helping them to become aware of the similarities and differences between cultures, such as everyday life, education, traditions, social customs, religious beliefs, and events of national importance.

Moreover, Donaghi (2014) pointed out the benefits of movie as learning media as follows:

- Learning from movies is motivating and enjoyable

Motivation is an important thing in learning language. Movie has become a part of students’ live so it can be effective to bring it into the classroom. Movie, as a motivator, also makes the language learning process more entertaining and enjoyable especially when it fits to the students’ interest.
- Movie provides authentic and varied language

Movie provides students with examples of English used in ‘real’ situations outside the classroom, particularly interactive language – the language of real-life conversation. Movie or film exposes students to natural expressions and the natural flow of speech. For the students who are not living in an English-speaking environment, perhaps movie and television can provide learners with this real-life language input.

- Movie gives a visual context

Movie can be an invaluable teaching tool because it provides a visual context which enable students to learn and understand more by interpreting the language in a full visual context. Movie also assists the students’ comprehension through listening to the language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention.

- Movie brings variety and flexibility

Teachers can provide a variety and flexibility to the language classroom through movie by extending the range of teaching techniques and resources and help students to develop the listening, speaking, reading and writing skills. For example, a movie can be used to practise listening and reading, and as a model for speaking and writing. Movie can also be an effective media for follow-up tasks
such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarising.

Moreover, in order to use movies in a language classroom, there are some techniques that can be used. In this research, the researcher combines techniques provide by Berk (2009) and Barile (2014). Those are:

a. Provide content and information

In this technique, teacher select an appropriate movie to be applied in classroom. Those cover the genre of movie, content appropriateness with learners’ age, and duration. In order to find out the content appropriate However, in applying the movie in classroom, it is not necessary to watch the entire movie. The teacher can pick the movie parts which are suitable with the materials. If teacher wants students to watch the entire movie, assign that viewing outside the class. In addition, Barile (2014) argue that teacher should choose films that students probably have not seen before, or the movie may be the teacher’s personal favorites. According to Barile, “a teacher's enthusiasm can be contagious.”

b. Apply content to real-world applications

Students need real-world applications to see the relevance of what they are learning. In this case, Movies can provide very graphic, explicit examples of a wide range of content (Berk, 2009). Students can also easily understand the lesson learned beacause the students can experience it in real life.

c. Serve as a stimulus for learning activities
The creativity of teacher is needed in this technique. This technique is mainly to grab students’ attention and interest in following the class. Berk (2009) also provides several options: (a) ask students for their immediate reactions in an open discussion, (b) direct a small group collaborative learning activity with specific questions to answer, (c) ask pivotal questions about the clip to introduce the topic, (d) request students to write a minute paper response, or (e) engage students in a think-pair-share with or without a leading question. Those options can stimulate learners to follow the lesson well.

d. Consider the pedagogical approaches and technology that can be used.

Teacher can use different approaches and technology according to the learners’ need. For example, Barile (2014) uses "flipped" learning to facilitate learning through discovery. Barile also creates instructional and background videos that help students practice grammatical concepts and learn more about historical periods. Meanwhile, in this research, the researcher uses task based learning to provide students with variety of tasks to enhance students’ mastery of grammar and vocabulary.

e. Give motivation and inspiration

One of the benefits in using movie in learning process is also providing students a real world knowledge beyond the lesson they get in classroom. Teacher can guide students to dig out the messages in the movies. Moreover, students also can find a good inspiration after watching the movie. As Berk states, the teacher “may be the only instructor to consider the students’ mental health.” So, at the end
of the learning activities, the teacher can ask the students about the message they have got from the movie.

2.2 Theoretical Framework

This section will discuss how the relevant theories in the theoretical description will be used to solve the research problems. To answer the first research question, which is how instructional writing materials using movies for eighth graders of SMP BOPKRI 3 Yogyakarta are designed, the researcher followed instructional design model by Morrisson, et al (2011) as the basic steps in designing the materials. As have been said before, the instructional design model by Morrisson, et al (2011) can be used in flexible ways according to the user’s need. In this research, the researcher only used seven steps from instructional design model, which are instructional problems identification, learner and context analysis, task analysis, instructional objectives specification, content sequence management, instructional development, and instruments evaluation.

Writing skills will become the aspect that will be improved in this research. As have been stated in the research background, the eighth grade students of SMP BOPKRI 3 were not enthusiastic to follow the writing lesson due to the monotonous tasks and activities. Thus, the researcher aims to design writing materials which suit the students’ need and interest. The goals and general purpose in the material design will be based on the standards and basic competence of Kurikulum Tingkat Satuan Pelajaran (KTSP) which is used by the
school. There are two kinds of text that will be learned in the material design, which are, descriptive and narrative text.

The framework of task-based learning by Willis (1996) which are pre-task, task cycle, and language focus/post task will become the main parts of the material designed. Also, some types of task are used in the design material to help the students achieve the indicators. Students will also have more opportunity to practice the target language both spoken and written individually, in pairs and also in group as well.

Movie as the learning media is expected to assist students in learning writing. The movie selection and application in the learning process will be based on the combination techniques by Berk (2009) and Barile (2014), which are, providing content and information, applying content to real-world applications, serving as a stimulus for learning activities, considering the pedagogical approaches and technology that can be used, and give motivation and inspiration.

In order to answer the second research problem, which is what do instructional writing materials using movies for eighth graders of SMP BOPKRI 3 Yogyakarta look like, the final materials designed are presented.
CHAPTER III

RESEARCH METHODOLOGY

This chapter contains information about the methodology used in this research. There are six parts in this chapter, which are research method, research setting, research participants, instruments and data gathering technique, data analysis technique, and the last is research procedure.

3.1 Research Method

This part elaborates the methodology used in conducting this research. As written in the first chapter, this study deals with two formulated problems. The first is how instructional writing materials using English movies for eighth graders of SMP BOPKRI 3 Yogyakarta are designed and the second is what instructional writing materials using English movies for eighth graders of SMP BOPKRI 3 Yogyakarta look like.

Since the process of this research is to develop designed materials, this research is then categorized as Educational Research and Development (R & D). Borg and Gall (1983) stated that Educational Research and Development (R&D) is a process to develop and validate educational products.

There are ten steps of R&D which are called R&D cycle. Those steps are, research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, main field testing,
operational product revision, operational field testing, final product revision, and dissemination and implementation (Borg & Gall, 1983, p. 775). However, since the focus of this research is to design an instructional materials without implementing to the real classroom, the researcher only used the first five steps of R&D cycle. Those five steps are as follows:

3.1.1 Conducting Research and Information Collecting

The first step of the R & D cycle is the basis in conducting the research. In this first step, the researcher conducting observation and reviewing literature to collect information and knowledge related to this research. As have been mentioned in Chapter One, the researcher already did an observation when having teaching practice in SMP BOPKRI 3 Yogyakarta and found that the students needed an instructional material using creative media, especially in writing skill. Furthermore, in order to get more information, the researcher also distributed questionnaire to eighty students of SMP BOPKRI 3 Yogyakarta grade eighth and conducted an interview to the English teacher of SMP BOPKRI 3 Yogyakarta who taught the eighth grade students who also knew more about the students’ needs and characteristics.

3.1.2 Planning

After collecting data and information, the researcher made a design plan which included stating goals, selecting topics and general purposes, and also specifying the instructional objectives. The researcher made the lesson plan based on School-Based Curriculum 2006, which was used in the school.
3.1.3 Developing Preliminary Form of Product

After deciding the goals and purposes, the researcher developed the instructional materials, handbooks and evaluation devices. Here, the researcher used Task-Based Learning in designing the materials. The researcher also picked some movies related to the students’ interest which would be used in the designed materials. The researcher designed instructional writing materials using English movies for eighth grade students of *SMP BOPKRI 3* Yogyakarta.

3.1.4 Testing Preliminary Field

After finishing the designed materials, the researcher made a questionnaire in order to obtain the evaluation of the educational product. The questionnaire was distributed to the English teachers of *SMP BOPKRI 3* Yogyakarta. The researcher then got feedback and suggestions from those experts in order to improve the designed materials. Further, the questionnaire results were used to revise the design materials to be a better one.

3.1.5 Main product Revision

Revising the instructional design is the last step of the design process. In this step, the researcher revised the main product based on the feedback and suggestion gathered. The revision was intended to serve a proper instructional materials which can fulfil the students’ needs.

Those five steps of R&D cycle above are connected to the seven steps of instructional design model by Morrison, et al (2011) which are used by the
researcher to design the instructional materials. The connection of those models can be seen in this figure:

Figure 3.1 The connection between Instructional Design Model by Morrison, et al (2011) and R & D Cycle by Borg & Gall (1983)
3.2 Research Setting

This study was conducted in SMP BOPKRI 3 Yogyakarta which is located in Jl. Cik Di Tiro no. 39, Yogyakarta. The main data was collected in this school.

3.3 Research Participants

The participants of this research are eighty students of SMP BOPKRI 3 Yogyakarta grade eighth who helped the researcher in the main data collecting and three English teachers of SMP BOPKRI 3 Yogyakarta who evaluated the result of the research.

3.4 Research Instruments and Data Gathering Technique

In conducting the research, the researcher uses two instruments, questionnaire and interview. The questionnaire will be distributed to the eighth grade students of SMP BOPKRI 3 Yogyakarta. The questionnaire is proposed to collect the data needed and to get the evaluation toward the instructional materials. Meanwhile, the interview is conducted toward the English teacher of SMP BOPKRI 3 Yogyakarta.

3.4.1 Research Instruments

In conducting this research, the researcher used two instruments, namely questionnaire and interview.

a. Questionnaire

There were two kinds of questionnaire in this research. The first was questionnaire which was distributed before the designing process or pre-designed. The questionnaire had both close-ended and open-ended type of
questions and distributed to the eighth grade students of *SMP BOPKRI 3* Yogyakarta. Since the respondents were junior high school students, the questions were made in Bahasa to make them easier to answer the questions. Meanwhile, the second questionnaire was distributed after the designed material was done or post-designed. The questionnaire had also both close-ended and open-ended types of question. It was distributed to three English teachers of *SMP BOPKRI 3* Yogyakarta in order to get feedback and comments on the designed materials. Those feedback and comments are important to revise the designed materials.

b. Interview

Besides distributing questionnaire, the researcher also conducted an interview toward the English teacher of *SMP BOPKRI 3* Yogyakarta to gather more information about the students’ needs. This interview was conducted before designing the instructional materials. It was intended to find out students’ needs, lacks and interests from the teacher’s point of view.

3.4.2 Data Gathering Technique

The researcher divided the data gathering technique into two parts, which were pre-design data gathering and post-design data gathering.

a. Pre-design Data Gathering

Pre-design data gathering was conducted before the process of designing the materials. In this session, the researcher distributed questionnaires to 80 students from the eighth grade of *SMP BOPKRI 3* Yogyakarta.
Yogyakarta. The researcher also conducted an interview with one of the English teachers of SMP BOPKRI 3 Yogyakarta who taught the eighth grade classes. The results of the pre-design data gathering became the basis in designing the materials.

b. Post-design Data Gathering

The second part of data gathering was conducted after designing the materials. Post-designed data gathering aimed at evaluating the designed materials. In this session, the researcher distributed questionnaire to three English teachers of SMP BOPKRI 3 Yogyakarta in order to find out whether the designed materials had already been appropriate to the eighth grade students of SMP BOPKRI 3 Yogyakarta and also to get comments or feedback on the designed materials.

3.5 Data Analysis Techniques

After gathering the data, the next part was analyzing the results of pre-design and post-design data gathered.

a. Data Analysis Techniques of Pre-design Data Gathering

There were two ways in presenting the data analysis of pre-designed data gathered. First, the interview result was analyzed in form of qualitative data analysis, which was presented into paragraphs. While for the second one, the data gathered through questionnaire was presented in form of descriptive data analysis. Then, the researcher will make a percentage for the data gathered in closed-form. The result will be calculated by dividing the students who choose
certain topic with the total number of students, then multiply it by 100%. The researcher will calculate the data with following formula:

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

Note: \( n \): number of students who choose certain item
\( N \): total number of students

b. Data Analysis Techniques of Post-design Data Gathering

The post data gathering or material evaluation data was analyzed by measuring the average score from the statements of agreement.

**Table 3.1 Post-Data Analysis Rubric**

*1 = strongly disagree, 2 = disagree, 3 = Agree, 4 = strongly agree

<table>
<thead>
<tr>
<th>List of Statements</th>
<th>States of arguments</th>
<th>( N )</th>
<th>( M )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

Notes: \( N \) = Number of respondents

\( M \) = Average of score statements (Mean/Central tendency)

\[
M = \frac{\sum X}{N}
\]

Then, the formula to measure the central tendency (\( M \)) is:
Note:  \[ \sum = \text{sigma (sum of)} \]

\[ X = \text{Scores} \]

After measuring the close-ended questions, the researcher analyzed the close-ended questions by elaborating into paragraph. The results were used as feedback to revise and improve the designed materials to be a better version.

3.6 Research Procedures

In this section, the researcher elaborated the steps using in conducting this research as follows:

3.6.1 Information and data collection

The research first collected all information needed by doing library study and need analysis. The library study was to find related theories that were used in conducting this research. The need analysis was done by distributing questionnaire to eighty students of SMP BOPKRI 3 Yogyakarta grade eighth, and the English teacher who taught the eighth graders.

3.6.2 Planning

After obtaining the data and information, the researcher then planned to design the materials. The researcher first analyzed the result of the questionnaires and interview to find out the learner characteristics and context. The result of the data analysis was then used as basis for selecting topics, choosing and sequencing the objectives and also selecting the learning activities. Then, the researcher also determined the learning goals, and general purposes which were based on the Standard Competence and Basic Competence of the School-Based Curriculum 2006, which was used by the school. The researcher also specify the the
instructional objectives which were stated as indicators. The clear leaning objectives had two beneficial roles for the instructional designer. First, the learning objectives gave the general framework of what the students had to master. Second, the learning objectives can be used to measure the students’ achievement toward the designed materials.

3.6.3 Developing Preliminary Form of Product

After making the design plan, the researcher began to develop the instructional materials. In this step, the writer first made the outline of the subject contents of teaching and learning activities in the designed materials. The learning strategies in the designed material were selected based on the three cycles in Task-based Learning, which are Pre-task, Task Cycle, and Language Focus (Willis, 1996). Moreover, the tasks were also chosen from the types of tasks according to Pattinson, as cited in Nunan (2004). The researcher also picked some movies related to the students’ interest which would be used in the designed materials.

3.6.4 Testing Preliminary Field

In this step, the writer distributed questionnaire to three English teacher of SMP BOPKRI 3 Yogakarta along with the designed material in order to validate and evaluate the designed material. The comments and feedback from the experts would be used to revise the designed material so it would be more appropriate to the students.

3.6.5 Main product Revision
This is the last steps in this research procedure, in which the researcher did the final revision of the designed materials based on the evaluation result in the previous steps. After doing the revision, it is expected that it will improve the designed materials quality, so that the designed material is ready to use.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter presents the research findings and discussion of the two research questions stated on Chapter One, which are, “how are instructional writing materials using movies for eighth grade students of SMP BOPKRI 3 Yogyakarta designed?” and “what do instructional writing materials using movies for eighth grade students of SMP BOPKRI 3 Yogyakarta look like?”

This chapter is divided into two main parts, which are Research Results and Discussion. The first part elaborates the research results and findings from the questionnaire and interview while the second part will discuss the answer of the research problems based on the research results and findings.

4.1 Research Results

This research is about designing instructional writing materials using movies for eighth grade students of SMP BOPKRI 3 Yogyakarta. Before designing the instructional writing material, the researcher collected some data needed. The data was collected through questionnaire distribution to the eighth grade students and interview session with the English teacher of SMP BOPKRI 3 Yogyakarta.

4.1.1 Questionnaire Results

In order to find out the students’ needs and interests, the researcher designed and distributed questionnaire to 80 students of SMP BOPKRI 3 Yogyakarta grade
eight. The questionnaire consisted of 19 close-ended questions and 3 open questions listed in the questionnaire. For the close-ended questions, the researcher classified into 3 parts based on the purpose of the questions. The first part was general questions about learning English and movies, the second part was about writing ability, and the third was about movie as the media of teaching writing.

a. Students’ General Opinion

The first four questions aimed to find out the students’ general opinion of learning English, English writing, and English movies. The questionnaire result of the first part can be seen in the table 4.1.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I like English lesson.</td>
<td>Strongly agree</td>
<td>14</td>
<td>17.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>43</td>
<td>53.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>20</td>
<td>25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>2.5 %</td>
</tr>
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<td></td>
<td></td>
<td>Strongly disagree</td>
<td>1</td>
<td>1.25 %</td>
</tr>
<tr>
<td>2.</td>
<td>I like English writing lesson.</td>
<td>Strongly agree</td>
<td>13</td>
<td>16.25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>35</td>
<td>43.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>25</td>
<td>31.25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>6</td>
<td>7.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>1</td>
<td>1.25 %</td>
</tr>
<tr>
<td>3.</td>
<td>I like watching English movies.</td>
<td>Strongly agree</td>
<td>40</td>
<td>50 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>35</td>
<td>43.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>4</td>
<td>5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>1.25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I can grasp the idea of what was the movie</td>
<td>Strongly agree</td>
<td>16</td>
<td>20 %</td>
</tr>
<tr>
<td></td>
<td>about.</td>
<td>Agree</td>
<td>29</td>
<td>36.35 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>30</td>
<td>37.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>5</td>
<td>6.35 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From the questionnaire result, the researcher found that 43 out of 80 students (53.75%) were interested in English lesson. Other twenty students (25%) were hesitated whether they liked English or not. Meanwhile, fourteen students (17.5%) were really excited to follow the English lesson, while the other three students were not interested in English lesson; one of them disliked English lesson.

Related to the English writing, there were thirty five students (43.75%) who were interested in learning writing, while twentyfive students (31.25%) were uncertain about the English writing lesson. The other thirteen students (16.25%) were really excited to learn English writing, but seven students (8.75%) did not like writing lesson. One of the students even hated writing lesson.

Since this research aimed to design the writing materials using movie, the researcher had to know whether the students liked to watch English movie or not. The result showed that most of the students (93.75%) like English movie.

Although more than 90% students liked to watch English movie, there were 37% (thirty students) who still confused to grasp the story told in the movies, even five students (6.35%) could not get the point of what was the movie about.

b. Students’ Writing Ability

The second part of the questionnaire was about students’ writing ability. The result of the second part can be seen in the table 4.2.
Table 4.2 Questionnaire Result of Students’ Writing Ability

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Responses</th>
<th>Numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I make an outline before writing an English text.</td>
<td>Strongly agree</td>
<td>7</td>
<td>8.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>24</td>
<td>30 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>34</td>
<td>42.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>15</td>
<td>18.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I do not find any difficulties in finding idea to write an English text.</td>
<td>Strongly agree</td>
<td>4</td>
<td>5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>19</td>
<td>23.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>39</td>
<td>48.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>15</td>
<td>18.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>3</td>
<td>3.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I can divide the kinds of English text: descriptive, narrative, and recount text.</td>
<td>Strongly agree</td>
<td>5</td>
<td>6.35 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>26</td>
<td>32.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>39</td>
<td>48.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>6</td>
<td>7.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>4</td>
<td>5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The teacher evaluates my writing.</td>
<td>Strongly agree</td>
<td>10</td>
<td>12.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>44</td>
<td>55 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>16</td>
<td>20 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>10</td>
<td>12.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>My friends evaluate my writing.</td>
<td>Strongly agree</td>
<td>8</td>
<td>10 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>27</td>
<td>33.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>29</td>
<td>36.35 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>7</td>
<td>8.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>9</td>
<td>11.25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I need more practices in writing using English.</td>
<td>Strongly agree</td>
<td>34</td>
<td>42.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>35</td>
<td>43.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>8</td>
<td>10 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>2.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>1</td>
<td>1.25 %</td>
</tr>
</tbody>
</table>

There were six questions in this part. The first question was whether the students made an outline before writing an English text or not. From the questionnaire result, there were 31 students (38.75%) made an outline before writing English text. Other 34 students (42.5%) only sometimes made an outline
before writing an English text. Meanwhile, the other 15 students (18.75%) did not make an outline before writing.

Besides making an outline, one of the essential things to do before composing an English writing is finding an idea about what to write. Students had to have a clear idea about what they were going to write. The result found that most of the students were still confused in finding the idea to write an English text (48.75%).

Three kinds of text that are learned in eighth grade of junior high school according to the school-based curriculum are descriptive text, recount text, and narrative text. Each of the texts has different characteristics and purpose. From the questionnaire result, most of the students (48.75%) were still confused to differentiate those kinds of text. Even, ten students did not have any idea how to differentiate those kinds of text.

In the process of writing, one of the teacher’s functions was to evaluate the students work. According to 54 students (67.5%), their English teacher did evaluate their writing, while 16 students (20%) were confused whether their teacher did an evaluation on their writing or not. Even, 10 students (12.5%) claimed that they did not get any evaluation from their teacher.

Besides getting evaluation from the teacher, the students also have to evaluate another student’s writing. The result showed that 27 students (33.75%) whose friends gave evaluation on their writing 8 students (10%) were sure that they got evaluation from their friends. Meanwhile, 29 students (36.35%) were not sure that they got evaluation from their friends. Other 7 students (8.75%) did not
get any evaluation from their friends, and the other 9 students (11.25%) were sure that none of their friends gave evaluation on their works.

Writing is one of the productive skills in English. That is why, to be able to master writing skill, students need more practice. The questionnaire result showed that most of the students (85.8%) agreed that they need more practices to improve their writing skills.

c. Movie as the Teaching Writing Media

The results of the questionnaire is presented in Table 4.3:

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher used movie as an English teaching media in classroom.</td>
<td>Strongly agree</td>
<td>15</td>
<td>18.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>30</td>
<td>37.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>8</td>
<td>10 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>23</td>
<td>28.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>4</td>
<td>5 %</td>
</tr>
<tr>
<td>2</td>
<td>Watching movies can enrich vocabulary which is used in writing an English text.</td>
<td>Strongly agree</td>
<td>42</td>
<td>52.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>30</td>
<td>37.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>8</td>
<td>10 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>The use of movie as a learning media will help me to improve my writing skill.</td>
<td>Strongly agree</td>
<td>37</td>
<td>46.25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>31</td>
<td>38.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>12</td>
<td>15 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>It will be easier for me to learn the kinds of English text by using movies.</td>
<td>Strongly agree</td>
<td>30</td>
<td>37.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>33</td>
<td>41.25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>17</td>
<td>21.25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>The use of movie as an English learning media will help me in finding ideas about what to write.</td>
<td>Strongly agree</td>
<td>28</td>
<td>35 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>31</td>
<td>38.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>20</td>
<td>25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>1.25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6.</td>
<td>Characterization in English movie will help me in writing descriptive text.</td>
<td>Strongly agree</td>
<td>15</td>
<td>18.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>42</td>
<td>52.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>15</td>
<td>18.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>6</td>
<td>7.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>2</td>
<td>2.5 %</td>
</tr>
<tr>
<td>7.</td>
<td>Plot in English movie will help me in writing narrative text.</td>
<td>Strongly agree</td>
<td>13</td>
<td>16.25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>41</td>
<td>51.25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>23</td>
<td>28.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>2.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>1</td>
<td>1.25 %</td>
</tr>
<tr>
<td>8.</td>
<td>Retell the story in an English movie will help me in writing recount text.</td>
<td>Strongly agree</td>
<td>11</td>
<td>13.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>29</td>
<td>36.35 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>30</td>
<td>37.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>9</td>
<td>11.25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>1</td>
<td>1.25 %</td>
</tr>
<tr>
<td>9.</td>
<td>The use of interesting movies as learning media will motivate me to learn English writing.</td>
<td>Strongly agree</td>
<td>27</td>
<td>33.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>41</td>
<td>51.25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided</td>
<td>11</td>
<td>13.75 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>1.25 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Since the purpose of this research is to design writing material using movie, the researcher also made a list of questions which aimed to find out the students’ opinion about movie as the learning media. The first question in part three was whether the English teacher used movie as a learning media in classroom. Fifteen students (18.5%) were sure that the English teacher already used movie as a teaching media in classroom. Other 30 students (37.5%) also agreed that movie was used as an English teaching media in classroom by the English teacher. Meanwhile, there were 8 students (10%) were not sure that the teacher used movie as an English teaching media. However, 23 students (28.75%) did not agree that the teacher use movie as the teaching media in classroom. The other 4 students (5%) claimed that the teacher did not use movie as the English teaching media in their classroom.
The second question was about whether watching English movie could enrich their vocabulary in composing an English text. The majority of the students (80%) agreed that watching movie could improve their vocabulary in writing a text.

The purpose of using media in teaching and learning English is to help students in learning English. As have been told before, this research used English movie as the media. On the next questions, the researcher wanted to know the students opinion if using movie would help them in learning English writing or not. The question number three asked about students’ opinion whether using movie as a teaching media would develop their writing ability or not. The result showed 42 students (53.5%) were very sure that using movie as a teaching media would develop their writing ability. Other 30 students (37.5%) also agreed with the statements. Meanwhile, the other 12 students (15%) were not sure that using movie as a teaching media would develop their English writing ability.

Besides enjoying watching movie, most of the students also agreed that movie will help them in learning writing. Most of the students agreed that it will be easier for them to learn the kinds of English text and find ideas about what to write by using movie as their learning media. In general, most of the students agreed that using movie as learning media will help them to improve their writing skills and also motivated them to learn more about English writing.

4.1.2 Students’ needs based on the interview

Besides distributing questionnaire to the eighth grade students of SMP BOPKRI 3 Yogyakarta, the researcher also interviewed the English teacher of
SMP BOPKRI 3 Yogyakarta who teaches the eighth grade. There were twelve questions prepared by the researcher pointing out the eight graders’ characteristics in English lesson, the problem found by the teacher and students in English writing class, and the use of movie as a media in teaching English writing. The questions list is attached.

From the interview, the teacher said that some of the students were interested in English lesson, but most of the students were not enthusiastic, especially in writing. According to the teacher, lack of vocabulary and grammar mastery become the reason why the students were not enthusiastic in learning writing. In order to deal with the problem, the teacher had tried to give guidance questions to help students in writing English. Meanwhile, the teacher also finds that it was difficult to engage the students to participate actively in the learning process due to their low motivation. Moreover, lack of teaching resources which fit to the students’ need also became the problem faced by the teacher.

The English teacher had not tried to use movie as an instructional media yet. The teacher sometimes gave the students a movie to be watched in classroom, but only as an entertainment tool when the students felt bored on the lesson. There was no follow up activity doing by the teacher related to the lesson learned. Eventhough the movie can be a good instructional media for the students, but limited time and learning sources were the reason why the teacher did not use movie as the instructional media. Therefore, the teacher expected to have materials to help the students in learning English, especially writing skill.
Finally, based on the data gathered from the questionnaire and interview, the researcher concluded the research results as follows:

a. The students need to have interesting writing materials and learning medium in order to improve their motivation in learning English writing.

b. The students need writing materials which facilitate them to improve their vocabulary and grammar mastery and also to find ideas about what to write.

c. More exercises and practices are needed to improve the students’ writing skills and to learn more about English texts.

d. The English teacher needs writing materials which is appropriate for the students’ needs and interests and also to the curriculum.

Further, the research results and findings will be used to answer the two research problems. The explanation will be discussed on the next part.

4.2 Discussion

This second part of this chapter aims to answer the two research problems based on the research results and findings in the previous part and also the related theories in chapter two. Those research problems are “how are instructional writing materials using movies for eighth grade students of SMP BOPKRI 3 Yogyakarta designed?” and “what do instructional writing materials using movies for eighth grade students of SMP BOPKRI 3 Yogyakarta look like?” In order to answer those two questions, this part is divided into two sub-part. The first is the process of material design which is the answer of the first research question and the second is the design material, which is the answer of the second research question.
4.2.1 The Process of Material Design

In the process of designing the materials, the researcher used five steps of R&D cycle by Borg & Gall (1983), which are connected to the seven steps from instructional design model by Morrison, et al (2011). The process of designing the materials is elaborated below.

a. Data collecting

The first step was information and data collecting. This step aimed to find out the students needs and lacks, which became the basis of designing the materials. In collecting the data, the researcher used two techniques which were questionnaire distribution and interview. The questionnaire was distributed to the eighth grade students of SMP BOPKRI 3 Yogyakarta, while the interview session was conducted to one of the English teachers in SMP BOPKRI 3 Yogyakarta. Besides, the researcher had also observed the students while having a teaching practice in that school. The results of the questionnaire and interview can be seen in the previous part. The data collection results will be used as the basic of the next steps of instructional design process.

b. Planning

After collecting the data and information, the next step was making the design plan. This was included selecting topic, stating goals and general purpose and also learning objectives. This process was specifies into three steps from Instructional Design Model by Morisson, et al (2011), which are:
1. Learner and context analysis

The researcher first analyzed the results of the questionnaire and interview to find out the learner characteristics and context. The result of the data analysis was then used as basis for selecting topics, choosing and sequencing the objectives and also selecting the learning activities.

The results of the data collection showed that most of the students were interested to learn English, but found difficulties in learning English writing. The students found difficulties in finding idea about what to write and also still confused to divide the kinds of text which had been taught (see Table 4.1). Besides, other problems faced by the students were their lack of vocabulary, and grammar mastery. Moreover, uninteresting topics and not enough tasks to help students in learning writing also made the students became uninterested in writing lesson.

From those results, the researcher concluded that the students needed interesting media and materials to increase the students mastery of English writing. Movie is the medium that the writer chose to help the students, based on the observation which was done by the researcher during teaching practice. Also, the result shows that most of the students like watching English movies especially comedy and adventure movies. More tasks and activities in the teaching learning process will be appropriate for the students to help them mastering their writing skill.
2. Task analysis

In this research, the instructional materials were designed using the School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan*. The goal and general purposes of the material design were also based on the Standard Competence and Basic Competence of the School Based Curriculum. The goal and general purposes of the designed materials for eighth grade students of SMP BOPKRI 3 Yogyakarta are presented in Table 4.4.

<table>
<thead>
<tr>
<th>Goal (Competence Standard)</th>
<th>General Purpose (Basic Competence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reveal the meaning of a short functional text and a short essay in the written form of descriptive, recount and narrative in daily life context.</td>
<td>Reveal the meaning and rhetorical steps of a short essay accurately, clearly and acceptably in the written form of descriptive and narrative in daily life context.</td>
</tr>
</tbody>
</table>

After formulating the goal and general purposes, the researcher then determined the topics for each unit in the designed materials. There were two units in the designed materials, therefore the researcher took two different topics for each unit. The topics were based on the two most chosen topics given in the questionnaire. Those topics which were mostly chosen by the students were animals and tales. The detail information about the topics are presented in the following table:
Table 4.5 The Topics of the Instructional Materials

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Animals</td>
<td>My Pet (The Secret Life of Pets)</td>
</tr>
<tr>
<td>2</td>
<td>Tales</td>
<td>Once Upon a Time (Tinker Bell and the Legend of Neverbeast)</td>
</tr>
</tbody>
</table>

Furthermore, the specific objectives of the instructional design materials will be explained in the next step.

3. Instrucional objectives specification

After determining the goal, general purposes and topics, the next step is specifying the instructional objectives. Here, the instructional objectives were specifically stated as indicators. The indicators had two roles in the designed materials. First, the indicators gave the general framework of what the students had to master, and second, the indicators can be used to measure the students’ achievement toward the designed materials. The indicators are presented in the following table.

Table 4.6 The instructional objectives

<table>
<thead>
<tr>
<th>Unit</th>
<th>Themes</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 1    | Animals| - Students are able to use adjectives in a sentence.  
|      |        | - Students are able to write sentences using Simple Present Tense.  
|      |        | - Students are able to write a descriptive text with correct rhetorical steps. |
| 2    | Tales  | - Students are able to write sentences using Simple Past Tense.  
|      |        | - Students are able to write a narrative text with correct rhetorical steps. |
c. Developing preliminary product

After the design plan was ready, the next step was developing the instructional materials. The process of developing the instructional materials was a combination of two steps from instructional design model by Morrissón, et al (2011), which were selecting the instructional strategies and developing the instruction.

The researcher first made the outline of the subject contents of teaching and learning activities in the design material. The learning strategies in the designed material were selected based on the three cycles in Task-based Learning, which are Pre-task, Task Cycle, and Language Focus. The tasks were also chosen from the types of tasks according to Pattinson, as cited in Nunan (2004). Each unit was divided into three main parts, which are Let’s Get Started!, Do Your Task!, and Language Focus. The time allocation for each meeting is 80 minutes (2 x 40 minutes) based on the syllabus on Kurikulum Tingkat Satuan Pelajaran. The parts of each unit is described below.

1. Let’s Get Started!

In this first part, teacher introduced the topic by having a question-answer session. There was the brainstorming exercises that give students brief description of the topic that will be learned. There are also some pictures provided to “stimulate the communication activities” (Pattinson, ascited in Nunan, 2013). At the end of this part, students can predict the topic that will be learned at that meeting.
2. Do Your Task!

The second part is the task cycle. In this part, students are given some tasks to do. There were pairworks and group discussion which consisted of vocabulary task and writing tasks were given in this part. The idea of doing those tasks came from the movie that the students watched. After doing the tasks, the students would present their works, orally or written, and then evaluate together with the teacher. The tasks and activities type in this part consisted of questions and answer, ordering and sorting, pictures and picture series, and discussion. The task will be designed from the easier up to the most difficult tasks based on the learning objectives that have been formulated.

3. Language Focus

The last part was the post task or language focus. Generally, this part had two main activities. The first was the explanation of certain specific language, and the second was the exercise. The ideas came from the movie they have watched, so the students could do the exercise and writing tasks easier.

d. Instrument evaluation

After designing the materials, the next step is evaluation. The evaluation was carried out by designing and distributing questionnaires to some experts. There were three English teachers of SMP BOPKRI 3 Yogyakarta as evaluators, who had teaching experiences more than 5 years. Therefore, they were considered competent to evaluate and criticize the designed materials. The personal data of the evaluators can be seen in Table 4.7.
The questionnaire consisted of two parts. There were 12 closed-ended questions at the first part, which related to the respondents opinion on the designed materials. The researcher used scale 1 – 4 (1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree) and then measured the result to find the central tendency. The result of the questionnaire can be seen in the Table 4.8.
The respondents’ comments and suggestions about the designed materials are presented as follows:

<table>
<thead>
<tr>
<th></th>
<th>The designed materials are interesting.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>3,6</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The pre-task parts are well arranged and draw students attention to the topic.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3,6</td>
</tr>
<tr>
<td>5</td>
<td>The tasks presented in task cycle are well elaborated.</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3,3</td>
</tr>
<tr>
<td>6</td>
<td>The language focus in post task sections are well presented and give opportunity for the students to improve their writing skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3,6</td>
</tr>
<tr>
<td>7</td>
<td>The task instructions are clear.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3,6</td>
</tr>
<tr>
<td>8</td>
<td>The tasks’ level of difficulty is appropriate for the eighth grade students.</td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>The movies are relevant for the topic in each unit.</td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>The movies are interesting and can motivate the students to write.</td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>The designed materials are well arranged.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3,6</td>
</tr>
</tbody>
</table>

**Total** | **3,75**
Table 4.8 Post-designed questionnaire result (close-ended questions)
1. The strengths of the designed materials

Generally, the designed material presentation was very interesting and had been appropriate for the target learner. The tasks were also various and suitable for the eighth grade students level. The use of movies and pictures in the designed materials were very good to increase the students’ motivation in learning writing.

2. The weaknesses of the designed materials

There were some unclear instructions that would make the students confused to do the tasks. There were also some incorrect spelling on some parts of the designed material and some pictures which did not have clear sources. One respondent said that the time allocation for each unit might be too short for one meeting since the students had to watch movies and do the tasks. Other respondents suggested to have more vocabulary building tasks.

e. Revision

After having comments and suggestions from the respondents, the researcher revise the designed material as follows:

1. Clearer instruction

In order to provide clearer instruction, the researcher simplified the language used and made detailed instruction of what the students had to do with the tasks.
2. Correction on spelling and grammar

The researcher revised the incorrect spelling and grammar used in the designed material so that the students would not be confused in learning English writing.

3. Picture sources

Some of the pictures in the designed materials were taken from the movie screenshots, so at first the researcher did not mention the source.

4.2.2 The General Description of the Designed Materials

In order to answer the second research question, the researcher presents the description of the designed materials. The designed materials were made to help the eighth grade students of SMP BOPKRI 3 Yogyakarta to learn writing well and give the students more chance to practice English with the exercises. Movies were used as an instructional media to increase the students motivation and grab the students attention, not just to watch interesting English movies, but also to learn more vocabularies, grammar, and finding ideas about what to write through those movies. This designed materials were also made to help the teacher with the innovative and interesting teaching-learning activities.

This designed materials consisted of two units, namely *My Pet* and *Once Upon a Time*. The first unit learned about descriptive text which used animals as the topic, and the second unit learned about narrative text which sed tales as the topic. Each unit was divided into three main parts, which were *Let’s Get Started!, Do Your Task!, Language Focus*. The explanation of each part is as follows:
a. *Let's Get Started!* was an introduction part which was adopted from the first cycle of task-based learning framework, pre-task. This was an introduction part, where the students tried to find out what they were going to learn. In this part, the teacher should build the students’ interest and curiosity about the lesson that will be learned. At the end of this part, students can predict the topic and be ready to follow the lesson.

b. *Do Your Task!* part was the second part or the task cycle. In this part, students are given some tasks to do. Pairworks and group discussion which consisted of vocabulary tasks and writing tasks were given in this part. Students first watched movie and did the following tasks. This activity aimed to grab the students’ attention so that the students can focus and be more excited to follow the lesson. After doing the tasks, the students presented their works orally or written and be evaluated together with the teacher. The tasks and activities type in this part consisted of questions and answer, ordering and sorting, pictures and picture series, and discussion.

c. *Language Focus* was the last part or post-task. This part consisted of two main activities. The first was the explanation of certain specific language using in the text and the second was the exercise.

The designed materials were designed to provide English materials that fitted the characteristics of the eighth grade students of *SMP BOPKRI* 3 Yogyakarta. However, in implementing the materials, it was possible to the teacher to make some adjustments and modifications to adjust it with the current situation.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two parts. The first is overall conclusion of the research, and the second is the recommendation for the English teachers and other researches.

5.1 Conclusions

The aim of this research was to answer two research problems, which were (1) How are instructional writing materials using movies for eighth grade students of SMP BOPKRI 3 Yogyakarta designed? and (2) What do instructional writing materials using movies for eighth grade students of SMP BOPKRI 3 Yogyakarta look like?

This research was conducted using R & D cycle by Borg and Gall. In order to answer the first research problem, the researcher conducted seven steps which were adapted from Morrissen, et al Instructional Design Model. Those steps were identifying the instructional problems, analysing learner and context, analysing task, specifying instructional objectives, selecting instructional strategies, developing the instruction, and evaluating the instrument.

To answer the second question, the researcher presented the final version of the designed materials. There were two units in the designed materials, namely: My Pet and Once Upon a Time. Each unit is divided into three main parts, which are Let’s Get Started!, Do Your Task!, Language Focus. Let’s Get Started! was an
introduction part or pre-task. In this part, teacher introduces the topic by having a question-answer session. There is the brainstorming exercises that give students brief description of the topic that will be learned. There are also some pictures provided to “stimulate the communication activities” (Pattinson, ascited in Nunan, 2013). At the end of this part, students can predict the topic that will be learned at that meeting. Do Your Task! part was the second part or the task cycle. In this part, students are given some tasks to do. Pairworks and group discussion which consisted of vocabulary tasks and writing tasks were given in this part. After doing the tasks, the students presented their works orally or written and be evaluated together with the teacher. The tasks and activities type in this part consisted of questions and answer, ordering and sorting, pictures and picture series, and discussion. The task will be designed from the easier up to the most difficult tasks based on the learning objectives that have been formulated. Language Focus was the last part or post-task, which consisted of two main activities. The first was the explanation of certain specific language, and the second was the exercise. The ideas came from the movie they have watched. Furthermore, the designed materials were designed to provide English materials that fitted the characteristics of the eighth grade students of SMP BOPKRI 3 Yogyakarta. It consisted of various activities that were intended to increase students’ motivation to learn English, especially writing through movies. However, in implementing the materials, it was possible to the teacher to make some adjustments and modifications to adjust it with the current situation.
5.2 Recommendations

In this part, the researcher provides some suggestion to those who would use these materials:

1) English Teacher of SMP BOPKRI 3 Yogyakarta

The researcher would like to give some suggestions to English teachers who will use these materials. In implementing the materials, it is better for the teachers to prepare the activities well and adjust them with the class situations. Controlling the students’ excitement of the movie is also important so that the students can also focus on the lesson learned and the teacher can maximize the students’ achievements on the objectives.

2. Future Researcher

In order to increase the quality of the designed materials, the researcher recommends to the future researchers who are interested in similar research to implement the materials. Due to the inconsistent curriculum establishment and education policy, it is also recommended to the future researchers to develop and modify the activities in the designed materials so that the materials are more relevant to the present situation.
REFERENCES


Ismaili, M. The Effectiveness of Using Movies in the EFL Classroom – A Study Conducted at South East European University. Academic Journal of


APPENDICES
APPENDIX A

Letter of Permission
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 068 / Pnlt / Kajur / JPBS / vii / 2015
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Kepala Sekolah
SMP BOPKRI 3 Yogyakarta
Jalan Cik Ditiro no. 39
Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Jervince Inarci Rihi Here
No. Mhs : 101214017
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan dan Seni
Semester : X ( Sepuluh )

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMP BOPKRI 3 Yogyakarta
Waktu : Juli 2015
Topik / Judul : Designing a Set of Instructional Writing Materials Using Movies for Eighth Grade Students of SMP BOPKRI 3 Yogyakarta

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

Yogyakarta,

u.b. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

P. Kuswandono, Ph.D.
NPP: P. 1665

Tembusan Yth:
1. 
2. Dekan FKIP
3. 
4. 

APPENDIX B

Pre-design Questionnaire
KUESIONER
(Need Survey)

Nama :
Kelas :

Kuesioner ini bertujuan untuk memperoleh data dalam penyususan skripsi yang berjudul *Designing a Set of Instructional Material Using Movies for Eighth Grade Students of SMP BOPKRI 3 Yogyakarta*. Sehubungan dengan maksud tersebut, saya sangat mengharapkan bantuan siswa/i kelas VIII SMP BOPKRI 3 untuk mengisi instrumen penelitian ini sesuai dengan pendapat dan pengalaman yang dimiliki.

Petunjuk Pengisian :

1. Kuesioner ini terdiri dari tiga bagian yaitu: (A) Pernyataan Umum (B) Kemampuan Menulis (C) Film sebagai Media Pembelajaran Menulis.
2. Berilah tanda cek (√) pada kolom jawaban yang sesuai dengan pendapat Anda.
3. Pernyataan di bawah ini memiliki lima alternatif jawaban:
   - Sangat Setuju (SS), apabila pernyataan yang ada benar-benar menggambarkan keadaan, pendapat dan perasaan Anda.
   - Setuju (S), apabila pernyataan sesuai dengan keadaan, pendapat dan perasaan Anda.
   - Ragu-Ragu (RR), apabila pernyataan tersebut tidak sepenuhnya sesuai dengan keadaan, pendapat dan perasaan Anda.
   - Tidak Setuju (TS), apabila pernyataan tersebut tidak sesuai dengan keadaan, pendapat dan perasaan Anda.
   - Sangat Tidak Setuju (STS), apabila pernyataan tersebut benar-benar tidak menggambarkan keadaan, pendapat dan perasaan Anda.

A. Pernyataan Umum

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>Sangat setuju</th>
<th>Setuju</th>
<th>Ragu-ragu</th>
<th>Tidak setuju</th>
<th>Sangat tidak setuju</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saya menyukai pelajaran Bahasa Inggris</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Saya menyukai pelajaran menulis bahasa Inggris</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Saya suka melihat film berbahasa Inggris</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Saya mampu menangkap apa yang diceritakan dalam film.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### B. Kemampuan Menulis

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>Sangat setuju</th>
<th>Setuju</th>
<th>Ragu-ragu</th>
<th>Tidak setuju</th>
<th>Sangat tidak setuju</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya membuat kerangka karangan sebelum menulis teks dalam bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Saya tidak mengalami kesulitan menemukan ide untuk membuat karangan dalam bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Saya dapat membedakan jenis-jenis teks bahasa Inggris; <em>descriptive</em>, <em>narrative</em>, dan <em>recount</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Guru mengevaluasi tulisan saya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teman-teman mengevaluasi tulisan saya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Saya membutuhkan banyak latihan dalam menulis menggunakan bahasa Inggris</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### C. Film sebagai Media Pembelajaran Menulis

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>Sangat setuju</th>
<th>Setuju</th>
<th>Ragu-ragu</th>
<th>Tidak setuju</th>
<th>Sangat tidak setuju</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Guru menggunakan film sebagai media pengajaran bahasa Inggris di kelas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Menonton film dapat memperkaya kosakata bahasa Inggris yang digunakan dalam menulis teks bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Penggunaan media film akan membantu saya mengembangkan kemampuan menulis bahasa Inggris.

4. Saya akan lebih mudah mempelajari jenis-jenis teks dalam bahasa Inggris jika dibantu dengan media film.

5. Penggunaan media film akan membantu saya dalam menemukan ide menulis teks dalam bahasa Inggris.

6. Penokohan dalam film berbahasa Inggris akan membantu saya dalam menulis *descriptive text*.

7. Alur dalam film berbahasa membantu saya menulis *narrative text*.

8. Menceritakan kembali isi film berbahasa Inggris yang ditonton membantu saya dalam menulis *recount text*.

9. Penggunaan media film yang menarik akan memotivasi saya untuk belajar menulis dalam bahasa Inggris.

### I. Jawablah pertanyaan-pertanyaan di bawah ini!

1. Apa saja kesulitan yang kamu temui pada saat menulis karangan dalam bahasa Inggris?
   - Kurangnya perbendaharaan kata (*vocabulary*)
   - Kurang menguasai tata bahasa (*grammar*)
   - Kesulitan mencari ide untuk menulis
   - Topik kurang menarik
   - Lain-lain: __________________________

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

☐ Drama       ☐ Science-fiction
☐ Komedi      ☐ Lain-lain:_____________________
☐ Petualangan

3. Pilih empat topik yang menurutmu paling menarik:

☐ Animals     ☐ Music       ☐ Hobby
☐ Holiday     ☐ Family      ☐ Culture
☐ Sport       ☐ Technology  ☐ Lain-lain:_____________________
☐ Job         ☐ Tales
Instrument of Interview
(for the Teacher)

1. Dalam satu minggu, berapa jam Bapak mengajar bahasa Inggris?
2. Aktivitas apa saja yang Bapak lakukan dalam pembelajaran bahasa Inggris di kelas?
3. Apakah siswa antusias mengikuti pelajaran menulis dalam Bahasa Inggris di kelas?
4. Kesulitan apa yang sering ditemui oleh siswa-siswi kelas VIII dalam pelajaran menulis dalam bahasa Inggris?
5. Kesulitan apa yang Bapak alami pada saat mengajar menulis dalam bahasa Inggris?
6. Bagamana solusinya, adakah aktivitas khusus yang Bapak lakukan agar siswa lebih antusias mengikuti pelajaran?
7. Apakah Bapak mengevaluasi tulisan siswa?
8. Evaluasi seperti apa yang diberikan?
9. Media apa yang sering Bapak gunakan untuk mendukung proses pelajaran menulis dalam bahasa Inggris?
10. Apakah Bapak pernah menggunakan film dalam pelajaran menulis dalam bahasa Inggris?
   - Sudah:
     a. Bagaimana tanggapan para siswa dengan penggunaan media film tersebut?
     b. Apakah indikator tercapai dengan penggunaan film tersebut? Mengapa?
     c. Apa yang menjadi hambatan atau kendala pada penggunaan media film tersebut?
     d. Apa kelebihan penggunaan media film tersebut?
   - Belum
     a. Mengapa Bapak/ibu tidak menggunakan film sebagai media dalam pelajaran menulis dalam bahasa Inggris?
     b. Apa yang menjadi hambatan atau kendala dari tidak digunakannya media film tersebut?
11. Menurut Bapak, apakah menggunakan media film akan efektif dalam pembelajaran menulis bahasa Inggris di kelas? Mengapa?
12. Apa saran yang Bapak dapat berikan tentang penggunaan film sebagai media pembelajaran menulis bahasa Inggris?
APPENDIX C
Lesson Plan
LESSON PLAN

School : SMP BOPKRI 3 Yogyakarta
Class/Semester : VIII/2
Main Topic : Descriptive (Animals)
Time Indication : 2 x 45 minutes

A. Competence Standard
Reveal the meaning of a short functional text and a short essay in the written form of descriptive and narrative in daily life context.

B. Basic Competence
Reveal the meaning and rhetoric steps of a short essay accurately, clearly and acceptably in the written form of descriptive and narrative in daily life context.

C. Indicators
At the end of this lesson, students are able to:
- write sentences using Simple Present Tense
- use descriptive adjectives in a sentence.
- write a descriptive text with correct rhetorical steps.

D. Learning Materials

Read the text below and answer the following questions!

Max is a terrier dog. He was adopted by Katie when he was still a puppy. He is short and has thin legs. He has white and brown fur. He wears a blue collar which has a gold-colored tag with his name on the front. He likes to play with balls and hang out with Katie. He is a good and smart dog.
1. What does the text tell about?
2. What kind of animal is Max?
3. What does he look like?
4. What does he like to do?

WHAT IS DESCRIPTIVE TEXT?

✓ Descriptive text is a text that gives specific information about particular person, things, animal, or others

✓ The main purpose of descriptive text is to describe a particular person/thing/place in details.

✓ The Generic Structure of descriptive text:
  - Identification: This part introduce a particular person or thing or place being described.
  - Description: This part describes specific parts, qualities, physical appearance and characteristics.

✓ Language feature:
  - Use Simple Present Tense:
    My mother is beautiful and kind. She has long wavy hair. She loves cooking and singing.
  - Use adjective to describe noun:
    My mother is beautiful and kind. She is tall and slim. She has long wavy hair.

E. Learning Activities

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre- Activities</td>
<td>10’</td>
</tr>
</tbody>
</table>

- The teacher greets the students and the students replay the greeting.
- The teacher asks the students what animals they like and why they like them.
- The students discuss the "Let’s Get Started!” part with their pairs.
- The students share their answer to the class.
- The teacher informs the learning objectives.

<table>
<thead>
<tr>
<th>2</th>
<th>Main Activities</th>
<th>75’</th>
</tr>
</thead>
</table>
| a. Exploration | - The students look at the pictures of animal’s body parts, and match the pictures with the vocabularies given.  
- The students read the description of some animals and guess the name of the animals.  
- The students find the Indonesian meaning of some vocabularies given in dictionary and write them down.  
- The students share their answer to the class. |
| b. Elaboration | - The students watch “The Secret Life of Pets” movie and answer the following questions in pairs.  
- The students do the true or false task related to the movie they have watched.  
- The teacher explain about descriptive text to the students  
- The students read the example of descriptive text and answer the following questions.  
- The teacher explain about adjectives to the students  
- The students do the task about adjectives  
- The teacher explain about simple present tense  
- The students do the tasks related to the spt  
- The teacher explain about adjectives to the students  
- The students do the task about adjectives  
- The teacher explain about simple present tense  
- The students do the tasks related to the spt  
- The students write a descriptive text about some characters in “The Secret Life of Pets” movie, using guidance questions. |
| c. Confirmation | - The teacher asks the students about their understanding of the materials they have learned.  
- The teacher asks the students about their understanding of descriptive text. |

<table>
<thead>
<tr>
<th>3</th>
<th>Post Activities</th>
<th>5’</th>
</tr>
</thead>
</table>
| - The teacher summarizes the learning materials orally.  
- The teacher gives brief description about the next learning materials.  
- The teacher ends the class. |
LESSON PLAN

School : SMP BOPKRI 3 Yogyakarta
Class/Semester : VIII/2
Main Topic : Narrative (Tales)
Time Indication : 2 x 45 minutes

A. Competence Standard
Reveal the meaning of a short functional text and a short essay in the written form of descriptive and narrative in daily life context.

B. Basic Competence
Reveal the meaning and rhetoric steps of a short essay accurately, clearly and acceptably in the written form of descriptive and narrative in daily life context.

C. Indicators
At the end of this lesson, students are able to:
- Write sentences using Simple Past Tense
- Students are able to write a narrative text with correct rhetorical steps.

D. Learning Materials

Scene 5
Group Work
Read the text carefully and answer the following questions!

The Legend of Neverbeast

Once upon a time in Neverland, there lived fairies and animals peacefully in a place name Pixie Hollow. One day, an animal talented fairy named Fawn who loved to help any animals in need, just rescued a baby hawk with a broken wing and returned her to its place.

Suddenly, Fawn heard an unfamiliar roar and decided to fly to the depths of the forest to investigate. She found a strange creature that had never been seen before. After observing the beast’s behavior, she surmised that it had
traits similar to many different animals she’s encountered. The beast was building mysterious towers of rock in each of the four sides of Pixie Hollow. She named him Gruff.

Meanwhile, in Pixie Hollow, an ambitious scout fairy named Nyx also heard the roar, and decided to investigate. She was also curious about the beast and did research in the fairy library to find out what she was up against. Using some pieces of information gathered from several torn pages of an animal-book, she discovered that Gruff was a creature that awakened about once every thousand years. Then it would transform into an even more dangerous beast that could destroy Pixie Hollow with a mysterious series of events that lead to a deadly storm.

Queen Clarion, the queen of faires urged Fawn and Nyx to work together and “do the right thing” to protect Pixie Hollow. However, each fairy did the order in different ways; Fawn decided to help Gruff complete whatever mysterious task he intended to do, while Nyx wanted to capture him and prevented the impending storm.

Gruff indeed transforms into the monster. But, his intentions were a surprise to all fairies. Gruff was actually trying to save Pixie Hollow by collecting all of the lightning through the towers he built to prevent them from hitting the trees and causing a fire. He also saved a fairy named Tinker Bell from a falling tree, and protected Nyx from a lightning blast.

*Source: https://en.wikipedia.org/wiki/Tinker_Bell_and_the_Legend_of_the_NeverBeast* (edited)

1. Who were the characters of the story?
2. What was the complication of the story?
3. Why did Nyx want to catch Gruff?
4. Did Gruff transform into a monster and destroy Pixie Hollow?
5. What message can we learn from the story?
6. Underline the regular verbs used in the text!
7. Circle the irregular verbs used in the text!
NARRATIVE TEXT

1. Definition
   • Narrative text is a kind of text which tells about story that happened in the past.
   • The examples of narrative text are fairy tales, legend, folktales, myth, fabel, etc.

2. Purpose
   The purpose of narrative text is to entertain or to amuse the reader with the story told.

3. Generic Structure of Narrative
   A narrative text consists of the following structure:
   a. Orientation: It sets the scene and introduce the participants (it answers the question: who, when, what, and where)
   b. Complication: where the problems occurrence within characters in the story.
   c. Resolution: Showing the way of participant to solve the crises, better or worse

4. Language Features of Narrative
   • Using Simple Past Tense
   • Using chronological conjunction. (then, suddenly, after that..)

E. Learning Activities

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Activities</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>• The teacher greets the students and the students replay the greeting.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teacher asks the students what storytales they know and asked them to tell briefly about the story.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The students discuss the &quot;Let’s Get Started!” part with their pairs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The students share their answer to the class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teacher informs the learning objectives.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Main Activities</td>
<td>75’</td>
</tr>
</tbody>
</table>
a. Exploration
- The students write the Indonesian meaning of some vocabularies given.
- The students share their answer to the class.
b. Elaboration
- The students watch “Tinker Bell and the Legend of Neverbeas” movie and answer the following questions in pairs.
- The students match the pictures from the movie with the correct sentences.
- The teacher explain about Simple Past tense
- The students do the task related to simple past tense
- The teacher explain about narrative text.
- The students read the example of narrative text and answer the following questions.
- The students write a narrative text about their own version of The Legend of Neverbeast using some guidance questions.
c. Confirmation
- The teacher asks the students about their understanding of the materials they have learned.
- The teacher asks the students about their understanding of narrative text.

3 Post Activities
- The teacher summarizes the learning materials orally.
- The teacher ends the class.

F. Writing Assessment Rubric

<table>
<thead>
<tr>
<th>Content of the story</th>
<th>Generic structure</th>
<th>Language features</th>
<th>Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>(1-20)</td>
<td>(1-20)</td>
<td>(1-50)</td>
<td>(1-10)</td>
</tr>
</tbody>
</table>

Score = 20 + 20 + 50 + 10
= 100
APPENDIX D

The Post-design Questionnaire
QUESTIONNAIRE

This questionnaire is developed in order to collect data on respondents’ opinion, feedback, and evaluation on the designed materials. The data gathered are, then, employed to develop and improve the designed materials.

Respondent’s identity:

Name :

Occupation *) : Teacher / Lecturer

Educational background *) : S1 / S2 / S3

Teaching experience (years) : 1-5 / 5-10 / 10-15

*) circle the provided answer

I. Please put a thick (✓) in the column which presents your point of agreement on the following statement!

*1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree

<table>
<thead>
<tr>
<th>No</th>
<th>List of Statements</th>
<th>Statement of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
### List of Statements

<table>
<thead>
<tr>
<th>No</th>
<th>Statement of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>The tasks’ level of difficulty is appropriate for the eighth grade students.</td>
</tr>
<tr>
<td>9</td>
<td>The movies are relevant for the topic in each unit.</td>
</tr>
<tr>
<td>10</td>
<td>The movies are interesting and can motivate the students to write.</td>
</tr>
<tr>
<td>11</td>
<td>The designed materials are well arranged.</td>
</tr>
</tbody>
</table>

### II. Please answer the following questions!

1. What is (are) the strengths and weaknesses of this designed materials?

   **Strengths:**
   
   -
   
   -
   
   -

   **Weaknesses:**
   
   -
   
   -
   
   -

2. What are your criticisms and suggestions for the designed materials?

   -
   
   -
   
   -

   -
APPENDIX E

The Final Version of The Designed Materials
Let’s Watch and Write

Instructional Writing Materials Using Movies for Junior High School
# TABLE OF CONTENTS

PREFACE

UNIT 1: My Pet 1
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This book contains instructional writing materials using movies for the students of junior high school grade VIII. Learning writing will be more interesting and enjoyable by using media that students are familiar with. Hopefully this book will be useful for both the students and teacher as well.

Author

Jervince Inarci Rihi Here
HOW TO USE THIS BOOK

The materials and learning activities in this book are developed based on the framework of Task-Based Learning. There are two units in this book. Each unit is divided into three parts, namely Let's Get Started!, Do Your Task!, and Language Focus, which represents the three cycles in Task-based Learning namely Pre-task, Task Cycle, and Language Focus. The explanation of those parts is as follows:

1. Let’s Get Started!
   This initial part is a pre-task. In this first part, the teacher introduces the topic by having a question-answer session and also the brainstorming exercise that gives students a brief description of the topic that will be learned.

2. Do Your Task!
   The second part is the task cycle. Here, students are given a movie to watch and do writing activities related to the movie. The tasks and activities in this part consisted of questions and answer, ordering and sorting, pictures and picture series, and discussion.

3. Language Focus
   The last part is the post task. The activities and exercises that are done in this part is producing sentences and text based on what have been learned in language focus. The idea also came from the movie they have watched, so the students could do the exercises and writing tasks easier.
At the end of this lesson, students will be able to:

- Write sentences using simple present tense.
- Use descriptive adjectives in a sentence.
- Write a descriptive text with correct rhetorical steps.
Let's Get Started!

Scene 1
Pair Work

Discuss these questions with your friend next to you!

1. Look at these pictures below. Which of these animals are usually kept as pets? Circle your answer.

2. Do you have a pet?
3. What kind of pet do you have?
4. What does your pet like to do?
5. Describe your pet!
## Scene 2
### Pair Work
Match these pictures with the vocabulary given!

1. ________  
2. ________  
3. ________  
4. ________  
5. ________  
6. ________  
7. ________  
8. ________

<table>
<thead>
<tr>
<th>feather</th>
<th>paw</th>
<th>gill</th>
<th>beak</th>
<th>fangs</th>
<th>tail</th>
<th>fur</th>
<th>trunk</th>
</tr>
</thead>
</table>

## Scene 3
### Individual Work
What pets are these? Read the description and write down the answers.

1. It has long ears. It has soft fur, usually white, black and grey. It eats carrots and vegetables. It is a ...
2. It has wings. It has beak and usually eats seeds. It is a ...
3. It has four legs and tail. It will bark when seeing its master or strangers. It is well known as a loyal friend of human. It is a ...
4. It is small and cute. It usually has white, black and orange color. It likes to eat grass, leaves and sunflower seeds. It is a ...
**Scene 4**

**Pair Work**

Write down the meaning of these words below in Bahasa!

1. Spin :  
2. Excited :  
3. Puppy :  
4. Dog-person :  
5. Lay down :  
6. Leash :  
7. Paw :  
8. Revenge :  
9. Sewers :  

**Scene 5**

**Group Work**

Watch the movie “The Secret Life of Pets” and answer the following questions!

1. What is the movie about?  
2. Mention 5 animals you see in the movie!  
3. Why does Snowball want revenge against human?  
4. Which one is your favorite character? Why?  
5. Describe the physical appearance of your favourite character in the movie!

**Scene 6**

**Group Work**

Decide whether these following statements are true or false by writing letter T (true) and F (false) in the boxes provided!

1. Max was adopted by Katie when he was just a puppy.  
2. Gidget is a cute female cat.  
3. Chloe likes to eat catfood from her owner.  
4. Max is so happy to have Duke as his new friend.
5. Snowball is a cute and adorable bunny who hates both the happy pet owners and their pets.

**Scene 7**  
**Individual Work**

**Write down the suitable descriptions of each picture using the sentences given!**

<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
</tr>
</thead>
</table>
| ![Picture 1] | - It has grey fur.  
- It wears blue collar.  
- It likes carrot.  
- It is fat.  
- It has long ears.  
- It has long tail. |
| ![Picture 2] | - It has white and brown fur.  
- It wears pink bow.  
- It has two tiny teeth.  
- It has whiskers.  
- It has white and fluffy fur.  
- It has short and thin legs. |

**Scene 8**  
**Pair Work**

Based on the movie you have watched, choose two more characters and write down minimum 5 descriptive sentences for each characters!
Language Focus

ADJECTIVES

An adjective is a word or set of words that modifies (i.e., describes) a noun or pronoun. For example: small, fast, pretty, tall, short, etc.

*Adjectives come before the word they modify.

Examples:
- The elephant has big ears.
- She is a talented singer.

*Adjectives may also follow the word they modify:

Examples:
- That puppy looks adorable.
- The little girl is very polite.

Scene 9
Individual Work

Write down the sentences in the Scene 7 and underline the adjectives!
WHAT IS DESCRIPTIVE TEXT?

✓ Descriptive text is a text that gives specific information about particular person, things, animal, or others.

✓ The main purpose of descriptive text is to describe a particular person/thing/place in details.

✓ The Generic Structure of descriptive text:
  - Identification: This part introduce a particular person, animal or thing or place being described.
  - Description: This part describes specific parts, qualities, physical appearance and characteristics.

✓ Language feature:
  - Use Simple Present Tense:
    My mother is beautiful and kind. She has long wavy hair. She loves cooking and singing.

✓ Use adjective to describe noun:
  My mother is beautiful and kind. She is tall and slim. She has long wavy hair.
Max is a terrier dog. He was adopted by Katie when he was still a puppy. He is short and has thin legs. He has white and brown fur. He wears a blue collar which has a gold-colored tag with his name on the front. He likes to play with balls and hang out with Katie. He is a good and smart dog.

1. What does the text tell about?
2. What kind of animal is Max?
3. What does Max look like?
4. What does Max like to do?
5. Underline the adjectives used in the text!
SIMPLE PRESENT TENSE

The Simple Present Tense is used to describe regular actions or things that are generally true.

- For third person singular (he/she/it + verb), add -s/-es to the base form of most verbs.

Examples:
1. Add -es to the base form if the verb ends in -s, -sh, -ch, or -x and for the verbs go and do.
   - do → does
   - miss → misses
   - fix → fixes
   - go → goes
   - watch → watches

2. Change -y into -i and then add -es if the base form ends in consonant -y.
   - study → studies
   - try → tries

   But do not change -y to -i if the base form ends in -ay, -ey, -oy, -uy.
   - stay → stays
   - deploy → deploys
   - obey → obeys
   - buy → buys

3. Use do/does to make question and negative sentences.

Simple Present Tense: Be and Have

Be and have are irregular in the simple present tense.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Be</th>
<th>Plural</th>
<th>Have</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>are</td>
<td>have</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>is</td>
<td>have</td>
</tr>
<tr>
<td>he/she/it</td>
<td>is</td>
<td></td>
<td>has</td>
</tr>
<tr>
<td></td>
<td></td>
<td>we/you/they</td>
<td>have</td>
</tr>
</tbody>
</table>

Examples:
- The color of the feather is brown.
- Birds are beautiful.
- A sea eagle has a strong and sharp yellowish beak.

Source: English in Focus 2 (edited)
Scene 11
Individual Work

Read the text carefully and change the verbs in brackets into suitable tense!

Gidget ____ (be) a white Pomeranian. She ______ (live) in an apartment in New York with her owners. Gidget ____ (be) very adorable. She ______ (have) large blue eyes, small pink ears, stubby feet, and small paws. She also ______ (wear) a pink bow on her head. She ______ (like) watching telenovela in her spare time. She ______ (have) a crush on her dog neighbor Max, who she avidly ______ (watch) from her apartment window. She ______ (be) very loving and caring dog, but sometimes she can also be .

Scene 12
Individual Work

Look at these pictures of the characters in the Secret Life of Pets movie.

Write descriptive text based on the answer of these questions below!

<table>
<thead>
<tr>
<th>Identification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the character’s name?</td>
<td>1. What does the character look like?</td>
</tr>
<tr>
<td>2. What animal is the character?</td>
<td>2. What does the character like to do?</td>
</tr>
<tr>
<td>3. What do you think of the character?</td>
<td>3. What do you think of the character?</td>
</tr>
</tbody>
</table>

Source: Interactive English Junior High School (edited)
At the end of this unit, students will be able to:

- Write sentences using Simple Past Tense
- Write a narrative text with correct rhetorical steps
Scene 1
Pair Work

Discuss these questions with your friend next to you!

1. Look at these pictures and write suitable title for each picture!

2. Have you ever read those stories in the pictures above?
3. What are the stories about?
4. What can you learn from those stories?
Do Your Tasks!

Scene 2
Pair Work

Write the meaning of these words below in Bahasa!

1. Beast : 
2. Wagon : 
3. Hawk : 
4. Hopping : 
5. Roar : 
6. Foreleg : 
7. Digging : 
8. Jaw : 
9. Reckless : 
10. Chase :

Scene 2
Pair Work!

Watch the movie “Tinker Bell and the Legend of Neverbeast” and answer the questions below!

1. Who were the characters in the movie? 
2. Where did Tinker Bell and the other fairies live? 
3. Why did Tinker Bell disagree about having a hawk in Pixie Hollow? 
4. What did the beast look like? 
5. What do you think the beast wants to do with the stone tower?
### Scene 3

**Pair Work!**

In pairs, match the pictures with the correct sentence!

<table>
<thead>
<tr>
<th>Picture</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Picture 1" /></td>
<td>a. Fawn releases Hanna from the snare.</td>
</tr>
<tr>
<td><img src="image2.jpg" alt="Picture 2" /></td>
<td>b. Fawn teaches the rabbits to hop.</td>
</tr>
<tr>
<td><img src="image3.jpg" alt="Picture 3" /></td>
<td>c. Fawn pulls the thorn out of Gruff's sole.</td>
</tr>
<tr>
<td><img src="image4.jpg" alt="Picture 4" /></td>
<td>d. Tinker Bell makes an extra large wagon for Fawn.</td>
</tr>
<tr>
<td><img src="image5.jpg" alt="Picture 5" /></td>
<td>e. A hawk chases two scout fairies of Pixie Hollow.</td>
</tr>
</tbody>
</table>

*Pictures source: Movie screenshot*
Language Focus

Simple Past Tense

Simple Past Tense: (Regular Verbs)
• Simple Past Tense is used to describe an event that happened and ended in the past.
• Regular verbs form their past tense by adding -d or -ed to the base form.

Observe the following examples.
• Hanna lived in a village deep in the jungle.
• They moved to a bigger house.
• We loved him very much.
The form of simple Past Tense is:
Subject + Verb (-ed) + Object

Simple Past Tense: (Irregular Verbs)
• Irregular verbs form their past tense by uncertain change of verbs.

Observe the following examples.
• The old man left her daughter alone in the forest.
• Marry had a twin sister name Martha.
She came here yesterday.

Scene 4
Individual Work
Change the sentences into Past Tense

1. Fawn releases Hanna from the snare.
2. Fawn teaches the rabbits to hop.
3. Fawn pulls the thorn out of Gruff’s sole.
4. Tinker Bell makes an extra large wagon for fawn.
5. A hawk chases two scout fairies of Pixie Hollow.
UNIT 2: ONCE UPON A TIME

NARRATIVE TEXT

1. Definition
   - Narrative text is a kind of text which tells about story that happened in the past.
   - The examples of narrative text are fairy tales, legend, folktales, myth, fabel, etc.

2. Purpose
   The purpose of narrative text is to entertain or to amuse the reader with the story told.

3. Generic Structure of Narrative
   A narrative text consists of the following structure:
   a. **Orientation**: It set the scene and introduce the participants (it answers the question: who, when, what, and where)
   b. **Complication**: where the problems occur within characters in the story.
   c. **Resolution**: Showing the way of participant to solve the crises, better or worse

4. Language Features of Narrative
   - Using Simple Past Tense
   - Using chronological conjunction. (then, suddenly, after that..)
Scene 5
Group Work
Read the text carefully and answer the following questions!

The Legend of Neverbeast

Once upon a time in Neverland, there lived fairies and animals peacefully in a place name Pixie Hollow. One day, an animal talented fairy named Fawn who loved to help any animals in need, just rescued a baby hawk with a broken wing and returned her to its place.

Suddenly, Fawn heard an unfamiliar roar and decided to fly to the depths of the forest to investigate. She found a strange creature that had never been seen before. After observing the beast’s behavior, she surmised that it had traits similar to many different animals she’s encountered. The beast was building mysterious towers of rock in each of the four sides of Pixie Hollow. She named him Gruff.

Meanwhile, in Pixie Hollow, an ambitious scout fairy named Nyx also heard the roar, and decided to investigate. She was also curious about the beast and did research in the fairy library to find out what she was up against. Using some pieces of information gathered from several torn pages of an animal-book, she discovered that Gruff was a creature that awakened about once every thousand years. Then it would transform into an even more dangerous beast that could destroy Pixie Hollow with a mysterious series of events that lead to a deadly storm.

Queen Clarion, the queen of fairies urged Fawn and Nyx to work together and "do the right thing" to protect Pixie Hollow. However, each fairy did the order in different ways; Fawn decided to help Gruff complete whatever mysterious task he intended to do, while Nyx wanted to capture him and prevented the impending storm.

Gruff indeed transforms into the monster. But, his intentions were a surprise to all fairies. Gruff was actually trying to save Pixie Hollow by collecting all of the lightning through the towers he built to prevent them from hitting the trees and causing a fire. He also saved a fairy named Tinker Bell from a falling tree, and protected Nyx from a lightning blast.

Source: https://en.wikipedia.org/wiki/Tinker_Bell_and_the_Legend_of_the_NeverBeast (edited)
UNIT 2: ONCE UPON A TIME

1. Who were the characters of the story?
2. What was the complication of the story?
3. Why did Nyx want to catch Gruff?
4. Did Gruff transform into a monster and destroy Pixie Hollow?
5. What message can we learn from the story?
6. Underline the regular verbs used in the text!
7. Circle the irregular verbs used in the text!

Scene 6

Individual Work!
Write your own version of the Legend of Neverbeast.

Use these guidance questions below to help you in writing the story!

1. Who were the characters of the story? What do they look like?
2. When was the story begin?
3. Where did the story take place?
4. What happened to the main characters?
5. What was the complication of the story?
6. What happened finally?
APPENDIX F

Teacher’s Book
Let's Watch and Write

Instructional Writing Materials Using Movies for Junior High School

TEACHER’S BOOK
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
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Author

Jervince Inarci Rihi Here
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1. Let’s Get Started!
   This initial part is a pre-task. In this first part, teacher introduce the topic by having a question-answer session and also the brainstorming exercise that give students brief description of the topic that will be learned.

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   The second part is the task cycle. Here, students are given movie to watch and do writing activities related to the movie. The tasks and activities in this part consisted of questions and answer, ordering and sorting, pictures and picture series, and discussion.

3. Language Focus
   The last part is the post task. The activities and exercises that are done in this part is producing sentences and text based on what have learned in language focus. The idea also came from the movie they have watched, so the students could do the exercises and writing tasks easier.
UNIT 1: My Pet

Let's Get Started!

Scene 1
Pair Work
Ask the students to sit in pairs and have a discussion about these questions!
Teacher should guide the students to have an active discussion and let the students use target language effectively.
Dictionary is allowed in this part.
At the end, teacher asks some explain what the class will learn a the meeting.

Do Your Task!

Scene 2
Pair Work
Still with the same partner, ask the students to match the pictures with the vocabulary given.
Teacher explains that those are the pictures of animals’ body parts. And lead them to learn new vocabularies.
Teacher also can ask the students to describe the body parts of their pets.

Scene 3
Individual Work
Teacher asks student to work independently to answer the questions.

Scene 4
Pair Work
Teacher asks the students to work again in pairs and find the meaning of the words using dictionary.
Scene 5
Group Work
Teacher asks students to form a group of 3 or 4.
Teacher plays the movie “The Secret Life of Pets” for about 30 minutes and asks students to answer the following questions in group.
At the end, teacher asks students to present their discussion result.

Scene 6
Group Work
Still in group, teacher asks the students to choose the statements are True (T) or False (F) by writing T or F into the provided boxes.
Teacher should give clear instruction so the students will not be confused.

Scene 7
Individual Work
Teacher asks students to match the descriptive sentences with the pictures from the movie.

Scene 8
Pair Work
Teacher asks students to choose two characters (except those characters in the previous task) and write at least five descriptive sentence of each character.
Language Focus

Scene 9
Individual Work
After explaining about adjectives in grammar corner, teacher ask students to work independently to re write the sentences in the Scene 7 and underline the adjectives.

Scene 10
Individual Work
After explaining about the descriptive text, ask the students to independently read the text and answer the following questions.  
Explain about the parts of descriptive text and simple present tense, and lead the students to identify the descriptive text.

Scene 11
Individual Work
After explaining about Simple past tense, teacher asks students to work independently to change the verbs in brackets into correct tenses.

Scene 12
Individual Work
Ask the students to work independently to describe the characters of The Secret Life of Pets movie using the guidance questions.
Let’s Get Started!

Scene 1
Pair Work
Ask the students to sit in pairs and have a discussion about the questions!
Teacher should guide the students to have an active discussion and let the students use target language effectively.
Dictionary is allowed in this part.
At the end, teacher ask some explain what the class will learn at the meeting.

Do Your Task!

Scene 2
Pair Work
Still with the same partner, teacher ask the students to work again in pairs and find the meaning of the words using dictionary.

Scene 3
Group Work
Teacher ask students to form a group of 3 or 4.
Teacher play the movie “Tinker Bell and the Legend of Never Beast” for about 30 minutes and ask students to answer the following questions in grup.
At the end, teacher ask students to present their discussion result.
Scene 4
Pair Work!
teacher ask the students to work in Pairs to match the pictures from the movie with the correct sentence!

Scene 5
Individual Work
after explaining about the simple Past Tense, teacher ask the students to work individually to change the sentences into Past Tense.

Language Focus

Scene 6
Group Work
Teacher ask students to form a group of 3 or 4. Ask the students to read the text and answer the following questions.

Scene 7
Individual Work!
Ask the students to write a narrative story by creating their own stories. The students can use the guidance question to frame the narrative text part.