A SET OF INTEGRATED READING AND WRITING
INSTRUCTIONAL MATERIALS USING COOPERATIVE LEARNING
FOR THE TENTH GRADERS
OF SMA PANGUDI LUHUR ST. LOUIS IX SEDAYU BANTUL

A THESIS

Presented as Partial Fulfillment of the Requirements
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in English Language Education

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A Thesis on

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Date: June 17, 2011
A Thesis on

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Yogyakarta, July 14, 2011
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Sirs. Tarsisius Sarkim, M.Ed., Ph.D.
To my beloved parents, siblings, and Ramak

To my beloved and extended family

To my students and those who had passed away...
STATEMENT OF WORK’S ORIGINALITY

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

Yogyakarta, June 17th 2011

The Writer

Kristina Andang Wijayanti

031214020
ABSTRACT


As a foreign-international language, English has been taught in Indonesian schools for years. At the end of the learning processes, students are expected to be able to communicate in the target language. To communicate in the target language is not only by speaking. To communicate could be in the form of writing. Unfortunately, writing as a form of communication using verbal symbols is neglected due to its complex and recursive processes during the teaching and learning activities. Beyond the thoughts, there were many students desired to have good reading and writing skills while there were hardly integrated reading and writing materials. By having the experiences as a teacher in SMA Pangudi Luhur St. Louis IX Sedayu Bantul, the writer attempts to provide the tenth grade students a set of integrated reading and writing materials by using the Cooperative Learning strategy to meet their needs in such learning materials. It was expected that the designed materials would foster the language learning and students would obtain both academic and social skills (e.g. problem-solving, tolerance, respect, etc.). Further, it was also expected that the students would have meaningful and experiential learning.

There were two problems formulated in the study. The problems were (1) How is a set of integrated reading and writing instructional materials for the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul designed? and (2) What does the designed instructional materials look like?

To answer the first problem, the writer carried out some steps on Educational Research and Development (R & D) method which were combined with adapted steps from Yalden’s model which had been adjusted with the research. The steps combined from those two steps were (1) reviewing the literature, (2) conducting the needs survey, (3) describing the purposes, (4) developing the syllabus, (5) producing proto-syllabus, (6) producing pedagogical syllabus, (7) developing and implementing classroom procedures, (8) developing materials, (9) evaluating the designed materials, and (10) revising the designed materials.

In this study, the writer obtained the data through the needs survey. The results of the needs survey such as students’ characteristics, interests, topics and learning activities were the bases to develop the materials. Having completed with designing materials, the designed materials were evaluated by an English lecturer,
two English teachers and also the tenth grader students of SMA Pangudi Luhur St. Louis IX Sedayu Bantul. To describe the evaluation results, the writer used percentages and qualitative data analysis. The data showed that the designed materials were acceptable and desired by English teachers of SMA Pangudi Luhur St. Louis IX Sedayu Bantul as the instructional materials applied for teaching and learning activities. Some suggestions and evaluation of the designed materials evaluation then were the bases to revise the designed materials before truly applied in classroom.

Then, the presentation of the final version of the designed materials was to answer the second research problem. The designed set of integrated reading and writing instructional materials using Cooperative Learning for the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul consists of eight units, namely, *Meaningful Words, Hey! I Have a Good Map!, Be Aware of Simple Things!, Love, Live, Wisdom, Share the Love, Life, Wisdom, I Know U Know We Know (’Coz U’ve Shared Me!), Scrap and Scratch!, and Cheapy-Speedy-Friendly!*

Finally, the writer expects that a set of integrated reading and writing materials for the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul could be her contribution which brings benefits for English teachers and the tenth graders.
ABSTRAK


Ada dua rumusan masalah dalam penelitian ini. Rumusan masalah tersebut adalah (1) Bagaimana seperangkat materi membaca dan menulis yang terintegrasi untuk siswa-siswi kelas X di SMA Pangudi Luhur St. Louis IX Sedayu Bantul dirancang? dan (2) Bagaimana penyajian seperangkat materi membaca dan menulis yang terintegrasi yang telah tersusun?

Untuk menjawab rumusan masalah yang pertama, penulis menggunakan beberapa langkah dalam metode Educational Research and Development (R & D) yang telah dilengkapi dengan langkah-langkah dari Yalden yang juga telah disesuaikan dengan kebutuhan penelitian. Langkah-langkah yang dikombinasikan dari kedua metode tersebut adalah (1) meninjau pustaka, (2) melakukan survei kebutuhan, (3) menentukan tujuan, (4) mengembangkan silabus, (5) membuat proto silabus, (6) membuat silabus pedagogik, (7) mengembangkan dan memasukkan prosedur kelas, (8) menyusun materi, (9) mengevaluasi materi, dan (10) memperbaiki materi.

Presentasi materi versi akhir merupakan jawaban dari rumusan masalah kedua. Seperangkat materi membaca dan menulis yang terintegrasi terdiri dari delapan unit, yaitu Meaningful Words, Hey! I Have a Good Map!, Be Aware of Simple Things!, Love, Live, Wisdom, Share the Love, Life, Wisdom, I Know U Know We Know (‘Coz U’ve Shared Me!), Scrap and Scratch!, dan Cheapy-Speedy-Friendly! Tiap unit dari materi terdiri dari tiga bagian aktivitas. Bagian – bagian tersebut adalah Pre-activities, Main Activities, dan Post-activities.

Akhir kata, penulis berharap bahwa seperangkat materi membaca dan menulis yang terintegrasi untuk kelas X SMA Pangudi Luhur St. Louis IX Sedayu Bantul dapat memberikan manfaat bagi mereka yang memerlukannya terutama bagi instruktur Bahasa Inggris dan pelajar (siswa-siswi kelas X).
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:
Nama : Kristina Andang Wijayanti
Nomor Mahasiswa : 031214020

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Dibuat di Yogyakarta
Pada tanggal: 17 Juni 2011
Yang menyatakan,

(Kristina Andang Wijayanti)
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CHAPTER I

INTRODUCTION

This chapter consists of six parts. They are the research background, problem formulation, problem limitation, research objectives, research benefits, and definition of terms used in the research.

A. Research Background

As a foreign-international language, English has been taught in Indonesian schools for years. Students learn English as a compulsory subject in schools. As an international language, English plays important roles in human communication. English plays its roles for personal relationships, academic matters, business, trades, politics, etc. But as a foreign language, English is hardly used for most Indonesian daily life communication needs. While English is possibly taught as a painstaking compulsory subject (for the students), at the end of academic year it only becomes a passport in high-school graduation to continue to higher education. According to Gebhard (2000: 3),

“In many countries where English is a foreign language, the primary goal for children studying in the educational system is to pass English entrance exams to enter good high schools and universities. As such, much of the teaching is directed at making students able to analyze and comprehend English so they can pass entrance examinations, not necessarily at preparing them to communicate in English.”

Simply, English has not yet met its benefits for Indonesian students.
However, as explained by Freeman (2000: 130) “Language is for communication. At the same time people or students learn languages; they are expected to be able to communicate in the languages which are being learned.” From the statement, it could be concluded that communication involved receptive (listening, reading) and productive (speaking, writing) skills. Receptive skills mean receiving information in the activities of listening or reading. Productive skills mean sending information by producing speech (speaking) or texts (writing).

To communicate is not only in speaking as a productive skill. To communicate could be in the form of writing. According to Zimmerman and Rodrigues (1992: 5),

“Writing is a system of communication. Anyone who knows how to speak can learn how to write by learning the sound- symbol correspondence of a given language. But writing is much more than letters put together in meaningful patterns. Writing is a way of thinking, a way of learning, a way of sharing ideas with others. Writing often plays an integral role in an individual’s personal as well as professional life. Writing is a social activity and also a complex, cognitive process.”

But in its practice, writing practice is avoided by many English teachers because of its complexity. Why? “Writing has various stages of drafting, reviewing, re-drafting, and writing which are done in a recursive way: we loop backwards and move forwards between these various stages” (Harmer, 1991: 326). To proofread students’ writings could be a painstaking job for English teachers. Beyond its painstaking process for teachers when they proofread students’ writings, students are possibly desired to be able to read and write in English as the target language learning. Students’ needs and desires could not be neglected.
By having the teaching and learning experiences during the macro-teaching practice and as an assistant-teacher in SMA Pangudi Luhur St. Louis IX Sedayu, these problems were the real situation of English language teaching and learning. There were hardly English writing materials since the language learning focused on reading comprehension which was considered as easier learning activities. Hence, the instructional materials which meet the students’ needs and desires in reading and writing were strongly needed. The instructional materials contain reading and writing as the integrated skills.

Why is it integrated? Pehrsson and Robinson (1985: 3) explain that “Reading and writing are closely related processes that reflect the organization of ideas in the minds of readers and writers. Reading is constructive. Individuals construct and reconstruct their organization of ideas before reading, then reconstruct again based upon what they know as a result of reading.” Considering the matter, as a receptive skill and a productive skill, reading and writing support each other. Readings or texts produced by writers. And, a writer read texts as the sources of knowledge before sharing ideas, opinions, or experiences.

Therefore, readings would be the texts modeling and the source of knowledge for the students. Readings as the texts modeling enable students to comprehend detailed elements to produce writings. As explained by Tiedt (1989: 4 - 5) in the following page,

“As students observe reading either visually oraurally, they begin to internalize just what writing is and the forms that it can take. They observe how the writer presents ideas, uses language in imaginative ways, and sentences structures for effect. They may even notice the use of punctuation and capitalization or the spelling of unusual words. Students learn to write by reading. Students also learn to write by reading done by
other students, too, provide models that demonstrate aspects of writing from which young writers can learn.”

However, since students had learned the same texts types (e.g. narratives, recounts, descriptive, and procedures) with simpler vocabulary in junior high-school level, senior high-school level is suitable for students to start writing. As the subject of this material is the tenth grade of senior high-school. In addition, SMA Pangudi Luhur St. Louis IX Sedayu Bantul also conducted several extracurricular classes in which also included English Club and Journalism Club. Step up from the facts, the writer attempts to design integrated reading and writing instructional materials.

As the oars for learning activities is the Cooperative Learning since it employs both academic and social skills for the students. Cooperative Learning could be the way to lessen the painstaking processes for both teachers and students. Cooperative Learning is considered appropriate to enable students work together to create their experiential and meaningful learning experiences that might lessen the painstaking processes. Explained Freeman (Jacob, 2000: 164),

“In cooperative learning, teacher helps students learn how to learn more effectively. Teachers teach students collaborative or social skills that they can work together more effectively. Cooperation is not only a way of learning, but also a theme to be communicated about and studied.”

There are values to grasp at the end of learning through cooperative learning. The values are taken from discussion, group- task management, working out the characters, proficiencies, interests, and thoughts differences among them. Through cooperative learning, students are expected to go further in a discourse community.
In short, the reasons for the decision to design a set of integrated reading and writing material for the tenth grade are based on three considerations. First, was to foster the language teaching in SMA Pangudi Luhur St. Louis IX Sedayu Bantul, especially in reading and writing skills. Second, was to design an instructional material which contributes both academic and social skills for our lives (e.g. problem solving skills, tolerance, and respect) through the Cooperative Learning strategy. Third, the writer discovered that many students desire to be able to read and write in English through simple and understandable materials. Therefore, the materials are designed as the guidelines for students to develop reading and writing skills in English as the target language.

Added to the previous paragraph, by designing a set of integrated reading and writing instructional materials for the tenth grade of senior high-school, the writer expects the materials would be fruitful for both teachers and students.

B. Problem Formulation

In the research, there are two main problems that the writer is going to solve. The two problems can be formulated as follows:

1. How is a set of integrated reading and writing materials using cooperative learning for the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul designed?

2. What does the designed set of integrated reading and writing instructional materials using Cooperative Learning for the tenth graders of SMA Pangudi Luhur Sedayu St. Louis IX Bantul look like?
C. Problem Limitation

The research is limited to the discussion on designing a set of integrated reading and writing instructional materials using Cooperative Learning for the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul. As described in the research background, there are three reasons why the writer chooses reading and writing as integrated materials as her research objects. First, was to foster the language teaching in SMA Pangudi Luhur St. Louis IX Sedayu Bantul, especially in reading and writing skills. Second, was to design an instructional material which contributes both academic and social skills for our lives (e.g. problem solving skills, tolerance, and respect) through the Cooperative Learning strategy. Third, the writer discovered that many students desire to be able to read and write in English through simple and understandable materials.

The tenth grade is considered as a perfect stage where students could start developing productive skills, especially writing. Most students in the tenth grade had studied the same reading text types (e.g. narratives, recounts, descriptive, and procedures) in their previous academic level, junior high-school. During the previous academic level, the tenth grade students had learned the generic structures and the language features. Then, in the tenth grade, it would be better to produce each text type as a productive skill. Thus, it can be understood why the research is designed for the tenth grade of SMA Pangudi Luhur Sedayu St. Louis IX Bantul.

Reading activities will be the paths for students to produce the same texts but in their own versions, opinions, ideas, or interests. In reading activities,
students also practice to write by formulating ideas from what they read. Then, writing is their products of the target language. However, due to the limited knowledge of the writer, the designed materials were not fully integrated the reading and writing materials. Some units consist of only reading or writing materials.

D. Research Objectives

Considering the problems which have been stated in the problem formulation, the research is conducted to achieve the following objectives:

1. to design how a set of integrated reading and writing instructional materials using cooperative learning for the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul.

2. to present the designed set of integrated reading and writing instructional materials using Cooperative Learning for the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul.

E. Research Benefits

There are obstacles, complication, and hindrance during this work completion. Therefore, the writer really hopes that this work could be very helpful and useful for these followings:

1. For the writer herself:
Since there are limited similar designs which focused on writing skills, the writer also hopes that this work could be her contribution to other researchers, designers, and readers.

2. For the other teachers and future teachers
   The writer hopes that this work could be one of the sources in developing reading and writing skills of senior high school students.

3. For the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul
   The writer hopes that this work could be the facility to practice writing skills further because writing is written communication. The writer also hopes that the students’ reading skills could be improved through the integrated materials.

4. For the readers, researchers, and other designers
   The writer hopes that someday, this work could be the reference to do the research, design, and the sources to read and broaden the view about English language skills. Since there are less writing materials references for new designers, the writer hopes that this work could help them provide important designing references.

F. Definitions of Terms

There are seven key terms which are used in this research, they are:

1. Design

   Based on Oxford Learner’s Dictionary (1995: 314) design is a “drawing or an outline from which something may be made”. Meanwhile, Trochim (2006) states that “A design is used to structure the research, to show how all of the
major parts of the research project… work together to try to address the central research questions.” Here, design is a plan which is mentioned to facilitate intended subject that the tenth graders of senior high-school to help them develop reading and writing skills.

The designed materials are integrated. As derived from Longman Dictionary of Contemporary English, integrated is to combine many different groups, ideas, or parts in a way that works well and effective.

2. Integrated Reading and Writing Materials

According to Brown (2007: 286), “Production and reception are quite simply two sides of the same coin; one cannot split the coin in two. Interaction means send and receiving messages.”

According to Nuttal (1982: 23) as cited in Siswardhana (2002: 19), “Reading is explained as the meaningful interpretation of printed or written verbal symbols. Reading is the activity of obtaining information from written sources; articles, newspapers, magazines, books, etc. Reading is a cognitive activity where students obtain the information by analyzing and comprehending the written sources.”

According to Tiedt (1989: 1), “Writing is a method of expressing ideas about any subject content; it appears in classroom everywhere and, therefore, must be the concern of every teacher. Writing skills is then, the ability and sufficient experiences, and background knowledge to perform writing activities in order to construct good paragraph in meeting the minimum requirements (grammar, spelling, punctuation).”
In this study, reading and writing are integrated because it relates and supports one another. Reading is to provide models and sources, while writing is to produce written knowledge. Integrated reading and writing materials were the designed materials which provided both reading and writing activities at the same time of learning.

3. Cooperative Learning

According to Slavin (1995: 2), “Cooperative learning is a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students are expected to help each other, to discuss and argue each other, to access each other’s current knowledge and fill in gaps in each other’s understandings.”

4. The Tenth Grade of SMA Pangudi Luhur St. Louis IX Sedayu Bantul

SMA Pangudi Luhur St. Louis IX Sedayu is one of private schools in Daerah Istimewa Yogyakarta which hold by the FIC Brothers in Yayasan Pangudi Luhur Semarang. The aim of this Catholic school is to provide education for young generations with values. The school is located at Jalan Wates Km. 14 Argosari Sedayu Bantul. The tenth is a stage where the students are in the age of 15 – 17 years old. The tenth grade is divided into four classes which based its arrangement on the placement tests.
CHAPTER II

REVIEW OF RELATED LITERATURE

There are two major sections that are going to be discussed in this chapter. They are the theoretical descriptions which contain reviews on related literatures to answer research problems and the theoretical framework which underlies the research.

A. Theoretical Descriptions

In this section, the writer elaborates seven groups of theory which will be used to design a set of integrated reading and writing instructional materials for the tenth graders of SMA Pangudi Luhur Sedayu St. Louis IX Bantul. Those are the theory of teaching and learning, the theory of instructional design, the theory of materials development, the theory of Cooperative Learning, the theory of reading, the theory of writing, the theory of integrated reading and writing.

1. Teaching and Learning

Teaching and learning reflects one another. Teaching and learning are the synergy between teachers and students, so forth. Teachers teach various characters of students. To teach means to draw our willingness to respect each character based on humanity. To teach means to bridge our students to broader views and unlimited knowledge. Duncan and Hough (1970: 2) notes that teaching is an activity- a unique professional, rational, and humane activity in which one
creatively and imaginatively uses himself and his knowledge to promote the learning and welfare of others.

To teach is to carry double duties, to succeed academic goals and do parenting. To teach is to provoke students about the everlasting values of learning. To teach is also to evoke students’ awareness about the tremendous values of knowledge for life, for others, for the world and humanity.

Teachers are expected to be fair for each student. Capable to manage any misbehavior may emerge during the classroom activities. The essential point to consider, teachers are not to choose ideal classrooms or students with certain proficiencies. Teachers have to be willing to take students what they are. And, to unify all differences into a meaningful humanity learning processes.

However, a classroom’s activities involved the other party; students. In a classroom, students experience their learning achievements. According to Gagne (1997: 3) as cited in Winastuti (1998: 8),

Learning is a change in human disposition or capability, which persists over time, and which is not simply ascribable to processes of growth. Learning must be comprehensive, means that when someone learns a language, it will not only the language elements as the materials to learn, but also the culture and customs that may affect the usage of the language. Through the language they obtain, even in minimum rate, learners may shift their paradigms about one issue or capable in working things out or taking decisions. The knowledge mastery is unseen but obvious in their actions.

From this statement, it is clear that learning is a process which needs to involve a systematic stage of teaching.
Thus, the writer bases the designed materials also from the principles of teaching and the principles of learning. Duncan and Hough (1970: 4 - 7) outsets six teaching principles as below:

a. The teacher is (or must become) a professional who is capable of making rational, humane, and creative decisions regarding the teaching act.

b. The primary purpose of teaching is to facilitate student learning.

c. Students learning can be measured only through observations that reveal changes in behavior.

d. The act of teaching is a complex process that is influenced by a field of forces of which teachers can be only in part aware and which the teacher can only partially control.

e. Teaching is an activity that can be described and analyzed.

f. Teachers should use objective evidence about their teaching and its effect on student learning to evaluate their own teaching.

Also, the principles of learning as elaborated by Kemp (1977: 59 - 60) are:

a. Pre-learning preparation: Learning must have pre-learning preparation or learning rote because students should have satisfactorily achieved the learning that is prerequisite to the lesson.

b. Motivation: Learning must hold and capture students’ motivation because the result is the teaching and learning are easier and the students can be led to accept responsibility for pursuing learning experiences independently.
c. Individual differences: Learning experiences should be designed so that students may proceed at their own paces and possibly on their own levels of ability, using materials that are most appropriate for them.

d. Instructional conditions: Learning content should be organized sequentially from simple to complex- that is, starting with factual learning, then moving on to concept formation, principles, and eventually to higher intellectual levels, such as problem-solving, prediction, and inference.

e. Active participation: Learning must be performed by the student and not by the teacher through some kind of transmission.

f. Successful achievement: Learning must be structured in such a way that the student is mentally challenged and frequently successful.

g. Knowledge of result: Learning provides feedback to inform student how well they are doing during the lesson (tests, discussions, exercises) and then, they are reinforced for continued effort.

h. Practice: learning is to use their newly acquired knowledge and skills in many situations.

i. Rate of Presenting Materials: learning must be related to the complexity and difficulty of the material in terms of the abilities of the students.

j. Instructor’s Attitude: a positive attitude on the parts of the teacher and any assistant can influence the attitudes of students toward the acceptance of new instructional procedures.

Refer to teaching and learning principles, the writer hopes that the designed materials and its activities would fill students’ needs and desires.
2. Yalden’s Instructional Design

In accomplishing the research, the writer adapted Yalden’s instructional design model. This model presents structured stages consisting of specified tasks needed to do by the writer in designing the materials. The stages refer to the stages of how to develop a language program in which there is a stage to develop a syllabus. According to Yalden (1987: 88 - 89), the stages are elaborated as follows:

1. Needs Survey
   This stage aimed at collecting information from the target learners which will be used to describe learning purposes. Needs survey can be conducted by distributing questionnaires and interviews.

2. Description of purposes
   After the needs survey conducted, the next step is describing learning purposes. Learning purposes will be the bases for developing syllabus and content of the designed materials.

3. Selection and development of syllabus type
   This stage is to develop the content of designed materials. A syllabus is a stage of which specific content of language course is organized. The writer should consider the needs of learners so that the designed materials could meet what the learners’ needs and desire.

4. Production of a proto-syllabus
   This is the step where the writer specified the content of the syllabus. It included general and specific notions, communicative functions, discourse
and rhetorical skills, cooperative activities, reading for meaning, and reading for gists.

5. Production of a pedagogical syllabus

The writer specifies words and phrases which are suitable to support the language functions and the topics.

6. Development and implementation of classroom procedures

The writer divided this stage into two steps:

a. Development of classroom procedures
   - Selection of exercises types and teaching techniques
   - Preparation of lesson plan
   - Preparation of weekly schedule

b. Teacher training: briefings and workshop on
   - Principles
   - Desired outcomes
   - Exploitation or creation of teaching materials

7. Evaluation

This step is to evaluate the content of the designed materials. The evaluation is conducted to measure the suitability of the designed materials with the learners.

8. Recycling Stage

The last stage is the stage to follow-up the evaluation. Recycling stage is used to meet the congruence of goal set and the student performance through
feedback from evaluation. After obtaining feedbacks, materials and methodological procedures are revised.

The stages can be summarized in Figure 2.1

To assist Yalden’s adapted model, the writer also refers to syllabus development theories from Nunan (1988). Nunan (1988: 27) explains that there are two syllabuses. The first is product-oriented syllabuses. The second is process-oriented syllabuses. Product-oriented syllabuses are:

a. Grammatical syllabus, which emphasizes on grammatical rules.

b. Functional-notional syllabus, which emphasizes on language functions and language notions (meanings).

c. Analytic syllabus, where linguistic matters such as are included to learn.

Then, the second syllabus is process-oriented syllabus which is much influenced by learning processes. As in Nunan (1988: 40 - 60), process-oriented syllabuses are as follows:

a. Procedural syllabus, in which the learning tasks and activities should represent the use of language rather than the language exercise.

b. Task-based syllabus, in which the selection of task and activities is considering the subject matter, the goal, and the context.
c. Content syllabus, in which the language learning can be developed through a subject matter.

d. Natural approach, in which the central point of this syllabus is comprehension.

From the elaborations of those syllabuses, the writer would like to choose the task-based syllabus which is suitable to be applied in the language program for integrated reading and writing instructional materials. Since the language learning must consider the subject matter, the goal, and context, thus all activities in integrated reading and writing can be developed in cooperative activities based on the information obtained from the learners. Thus, the writer perceives that learning would be meaningful and experiential for both teacher and students. The learners would not only obtain knowledge in reading comprehension and writing processes, but also to experience contributive and constructive activities as seen in groups discussion, peers-feedback, and problem solving but guided by the teacher. Then, the topics of learning should be based on Kurikulum Tingkat Satuan Pendidikan 2006, for Grade X (narrative, recount, descriptive, and procedure).

3. Materials Development

To develop the materials, Yalden’s adapted model needs materials development theory to ease the writer in designing integrated reading and writing materials. According to Tomlinson (1998), “Materials are defined as anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD room, a video, a photocopied handout, a
newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.”

Since learners own various needs, lack, and wants, there is an importance to develop materials based on the learners’ needs. Tomlinson (1998: 2) states that “Materials development refers to anything which is done by the writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake: in other words the supplying of information about and/ or experience of the language in ways designed to promote language learning.” And also, Tomlinson (1998) describes materials adaptation as “Making changes to materials in order to improve them or to make them more suitable for a particular type of learner.”

In developing materials, the writer does the materials adaptation. To adapt the materials, Tomlinson and Masuhara (2004: 15 -16) present the techniques for materials adaptation which are divided into three main categories in terms of quantity: Plus (+), Minus (-), and Zero (0). The categories are described below.

a. Plus Category

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
<td>Teachers may add different texts and/ or activities.</td>
</tr>
<tr>
<td>Expansion</td>
<td>Teachers may expand texts and activities by increasing the length, depth, difficulty, etc.</td>
</tr>
</tbody>
</table>
b. Minus Category

Table 2.2 Techniques and Examples of Minus Category in Materials Adaptation (Tomlinson and Masuhara, 2004: 15 - 16)

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deletion</td>
<td>Teachers may delete some texts and/ or activities altogether</td>
</tr>
<tr>
<td>Subtraction</td>
<td>Teachers may decrease the number of sentences in a text or a part of activity.</td>
</tr>
<tr>
<td>Reduction</td>
<td>Teachers may reduce texts and activities by decreasing length, depth, difficulty, etc.</td>
</tr>
</tbody>
</table>

c. Zero Category

Table 2.3 Techniques and Examples of Zero Category in Materials Adaptation (Tomlinson and Masuhara, 2004: 15 - 16)

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modification</td>
<td>Teachers may make changes in instructions.</td>
</tr>
<tr>
<td>Replacement</td>
<td>Teachers may swap one activity into another.</td>
</tr>
<tr>
<td>Reorganization</td>
<td>Teachers may change the position of texts and illustrations.</td>
</tr>
<tr>
<td>Resequencing</td>
<td>Teachers may change the sequence of activities.</td>
</tr>
<tr>
<td>Conversion</td>
<td>Teachers may change the genre of text (from narrative to a poem), or move the content from one medium to another (from a print to a web page).</td>
</tr>
</tbody>
</table>
4. Cooperative Learning

As the strategy to carry out the teaching and learning materials development, especially integrated reading and writing materials, the writer chooses Cooperative Learning. “Cooperation means working with one or more peers to obtain feedback, pool information, or model a language activity” as stated by Brown (1987).

a. Theories and Principles

Cooperative Learning is used in this study as the activities which support the designed materials. Olsen and Kagan as compiled in Kessler (1992: 1) explained cooperative learning as “A body of literature and research that has examined the effects of cooperation in education. It offers ways to organize group work to enhance learning and increase academic achievement. CL is not general, free discussion; nor are all types of group work necessarily cooperative. Cooperative learning is carefully structured- organized so that each learner interacts with others and all learners are motivated to increase each other’s learning.”

Slavin (1995: 4) also stated that ‘In cooperative learning, when students want to succeed as a team, they will encourage their teammates to excel and will help them to do so. Cooperative learning sets students to work in a small group where each small group may consist of four or five students. In those small groups, there will be students with different proficiency levels, interests, motivation, backgrounds, and characters.” This statement is supported by Jacobs
(1998) as cited in Freeman (2000: 164) who says “In cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively. Cooperative learning is not only a way of learning, but also a theme to be communicated and studied.”

Thus, since cooperative learning involves both academic and social skills, teachers have to consider several principles of cooperative learning. Freeman (2000: 167-168) explains the principles of cooperative learning as follows:

a) Students are encouraged to think in terms of ‘positive interdependence’, which means that the students are not thinking competitively and individualistically, but rather cooperatively and in terms of the group.

b) In cooperative learning, students often stay together in the same groups for a period of time so they can learn how to work better together. This allows students to learn from each other and also gives them practice in how to get along with people different from themselves.

c) The efforts of an individual help not only the individual to be rewarded, but also others in the class.

d) Social skills such as acknowledging another’s contribution, asking others to contribute, and keeping the conversation calm need to explicitly taught.

e) Language acquisition is facilitated by students interacting in the target language.

f) Although students work together, each student is individually accountable.

g) Responsibility and accountability for each other’s learning is shared.
h) Each group member should be encouraged to feel responsible for participating and for learning. Leadership is ‘distributed’.

i) Teachers not only teach language; they teach cooperation as well. Since cooperative learning involves the use of language, cooperative learning teaches language for both academic and social purposes.

b. Characteristics

Since its principles say that cooperative learning involves academic and social purposes, cooperative learning elaborates numbers of cooperative classroom activities. According to Kessler (1992: 8 - 15), Cooperative Learning characteristics are described as follows:

1) Positive Interdependence, which occurs when the gains for one individual are associated with gains for others; that is, when one student achieves, others benefit, too.

2) Accountability, which students may be made individually accountable by assigning each student a grade on his or her own portion or team project or by the rule that the group may not go on to the next activity until all team members finish the task.

3) Social Skills, which include ways students interact with each other to achieve activity or task objective and ways students interact as team-mates.

At the end of teaching and learning activities, cooperative classroom set out experiential learning for teacher and students. Learners experienced to fill their humanity aspects; to contribute and to construct.
However, to gather different learners’ characteristics, proficiencies, and interest into a group work or team, cooperative learning also has its natural problems. In conducting classroom activities using cooperative activities, Slavin (1995: 141-142), explains some natural problems that teachers could have and, the problems are:

1) Failure to get along; teams usually consist of the most unlikely combinations of students who come from different sex, ethnicity, and academic performance. To overcome this problem, teachers can define the deadline of the task given so that the team will be focusing their attention on making their teams work and not coming up on their differences.

2) Noise and Misbehavior; another serious problem in conducting cooperation is about the behavior. Since there are difference characters, students who are categorized as disruptive students could affect and distract ‘passive’ students. The classroom that designed to be busy as a beehive (talking to work out the assignment) turn out to be sports events. To overcome such matter, teachers can manage the time by stopping the activities for about few minutes and then, to continue the activities.

3) Too wide a range of performance levels; the heterogeneity of students’ proficiency could be a problem. Before applying the cooperation, it is better for students to assist students with low performances to help get them up to the level of the rest of the class.
c. Models

Cooperative learning sets out five models of cooperative activities, as elaborated by Slavin (1995). The models are elaborated below:

1) STAD or Students Teams Achievement Divisions

STAD is one of the simplest of all cooperative learning methods, and is a good model to begin with for teachers who are new to the cooperative approach. STAD consists of four activities; teach - team study – test - team recognition.

2) TGT or Teams- Games- Tournaments

TGT is the same as STAD but TGT uses academic tournaments, in which students compete as representatives of their teams with members of other teams who are like them in past academic performance. The tournaments are usually held at the end of a week or a unit, after the teacher has made a class presentation and the teams have had time to practice with the worksheets. TGT consists of four steps; teach – team study – tournaments – team recognition.

3) TAI or Team- Assisted Individualization

TAI was designed to satisfy the ineffective instructional cycles so that the classroom activities. There are six stages included in TAI; placement test – team study – teaching groups – test – team scores and team recognition – whole class units.

4) CIRC or Cooperative Integrated Reading and Composition
The development of CIRC proceeded from the problems of traditional reading, writing, and language arts instructions. A major objective of the CIRC writing and language arts program was to design, implement, and evaluate writing-process approach to writing and language arts that would make extensive use of peers. The classroom activities can use one of the following approaches:

a) Reading group: students are assigned to two or three reading groups according to their reading level, as determined by their teachers and the instruction is given to the whole class.

b) Teams: students are assigned to pairs (or triads) within their reading groups, and then the pairs are assigned to teams composed of partnerships from two reading groups or levels. A team might be composed of two students from the high reading group and two from the low group. Team members receive points based on their individual performances on all quizzes, compositions, and book reports, and these points form a team score.

c) Story-related activities: students use either novels or basal readers. In the group, teacher sets a purpose for reading, introduce new vocabulary, review old vocabulary, and discuss the story after students have read it. Then, students are given a story packet that contains series of activities for them to do with their teammates such as partner reading, story grammar, story-related writing, read and spell the words...
out loud, find the words meaning, retell the story, partner checking, and the last is the test.

d) Direct Instruction in Reading Comprehension: each week, students receive direct instruction in specific reading comprehension skills, such as identifying main ideas, understanding causal relations, and making inferences. After each lesson, students work on reading comprehension activities as a team, first gaining consensus on one set of worksheet items and then assessing one another and discussing any remaining problems on a second set of items.

e) Integrated Language Arts and Writing: on all writing assignments students draft compositions after consulting teammates to revise the content of their compositions, and the edit one another’s work using peer editing forms emphasizing grammatical and mechanical correctness.

f) Independent Reading and Book Reports: students are asked to complete book reports regularly which can be replaced the other homework in reading and language arts. If students complete all the tasks early, they may read their independent reading books in class.

5) Task Specialization Methods

Task specialization solves the problem of individual accountability by having each student be uniquely accountable for his or her own contribution to the group. Task specialization methods are divided as follow:
a) Group Investigation: the classroom is a cooperative enterprise where teacher and pupils build the learning process on mutual planning based on their respective experiences, capacities, and needs.

b) Co-Op Co-Op: allows students to work together in small group, first to advance their understanding of themselves and the world, and then to provide them with the opportunity to share that new understanding with their peers.

c) Jigsaw: Students work in heterogeneous teams, and then are assigned chapters or other units to read, and after finish reading, students from different teams with the same topic meet in a group to discuss what they know.

d) Group Discussion and Group Project: the main task in setting up a group discussion is to make sure that each group member participates and the aim of the discussion. One good way to get every team member to participate is to have each one write an opinion or an idea before the group starts discussing. In group project, the basic principle behind is the same as the group discussion, that is not to let the work (learning) falls on the shoulders of one member. In group project, each member is given a specific part of the task if the task can be divided.

e) Informal methods: some of useful informal cooperative activities are as follows (Kagan, 1992) as cited in Slavin (1995):
1) Spontaneous group discussion: students sit in teams and teacher asks them to discuss what something means, why something works, or how a problem might best be solved.

2) Numbered Heads Together: is a variant group discussion but the twist is having only one student represent the group but not informing the group in advance whom its representative will be. That twist insures total involvement of all the students.

3) Team Product: have the student teams make a learning center, write an essay, draw a mural, work on a worksheet, and make a presentation to the class, design a better government, list possible solutions to a social problem, or analyze a poem. To maintain individual accountability, assign team members specific roles or individual areas of responsibility.

4) Cooperative Review: to prepare the exams, student groups make up review questions and take turn asking the other groups the questions. The group asking the question gets a point for the question, so forth.

5) Think-Pair-Share: the teacher presents a lesson to the class, students sit in pairs within their teams. The teacher poses questions to the class and students are instructed to think of an answer on their own, then to pair with their partners to reach upon consensus on an answer. Finally, the teacher asks students to share their agreed-upon answers with the rest of the class.
The processes are described precisely below.

**Figure 2.2 Cooperative Learning Model**

*Slavin (1995: 45)*

From the models elaborated above, the writer decided to take some activities from each model, adjusted to learners’ characteristics and proficiencies levels. The writer decided to employ reading group, story-related activities, group discussion and project, spontaneous group discussion, and team product which are considered suitable to support the integrated reading and writing instructional materials.
d. Objectives

As stated by Slavin (1995: 15), “The important goal of cooperative learning is to provide students with the knowledge, concepts, skills, and understandings they need to become happy and contributing of our society.” Further, through its goal, cooperative activities for students are expected to give six benefits as described by McGroarty (1989) in Kessler (1992: 2 - 3). As the benefits, Cooperative Learning offers:

1) increased frequency and variety of second language practice through different types of interaction;
2) possibility for development or use of the first language in ways that support cognitive development and increased second language skills;
3) opportunities to integrate language with content-based instruction;
4) opportunities to include a greater variety of curricular materials to stimulate languages as well as concept learning;
5) freedom for teachers to master new professional skills, particularly those emphasizing communication; and
6) opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

e. The Roles of Learners and Teachers

In cooperative learning classroom, teachers and students play important roles to succeed the instructional goals.

1) Learners’ Roles
Learners become the prominent characters in cooperative learning classroom because they are expected to be successful in both academic goals and experiential learning with their mates.

Smith, Johnson, and Johnson (1981: 654) as cited in Slavin (1995: 129) elaborates seven rules for learners in order them to take their roles;

a) I am critical of ideas, not people.
b) I remember that we are all in this together.
c) I encourage everyone to participate.
d) I listen to everyone’s ideas, even if I do not agree with them.
e) I restate what someone said if it is not clear.
f) I try to understand both sides of the issue.
g) I first bring out all the ideas, and then I put them together.

2) Teachers’ Roles

In Cooperative Learning classroom, teacher and learners work together for the goals. Slavin (1995) stated that “Teachers’ roles in conducting the cooperative learning methods are as the resource, consultant, and track leader. Teachers also have their duties to encourage students about the positive effects of working in a group.” To strengthen Slavin’s statement, Kohl (1973: 163) notes that,

“In reading classroom the teacher has the responsibility for creating an interesting learning environment for students to explore and use; for being available to answer questions and provide resources students request; and for suggesting and presenting options to students so they can have a sense of what it is possible to learn. The teacher has to be willing to make suggestions, offer advice; questions to the students, sometimes push them, and at other times leave them alone. The teacher should embody a humane, full way of living and invite the students to become part of a sane cooperative culture.”
McDonnell as compiled in Kessler (1992: 163 - 171) describes teachers’ roles in cooperative learning classroom as follow:

a) The Teacher as Inquirer

Cooperative learning teachers are continually examining and questioning their beliefs, values, and assumptions. Cooperative educator believes in an interactive/ experiential pedagogy that liberates students from dependence on instructions.

b) The Teacher as Creator

Teachers have the duty to realize that learning environment is highly structured and well organized. Teachers reflect on what they know about their students and what would be appropriate in terms of approach and resource.

c) The Teacher as Observer

Observation is the basis of decision making about each learner’s progress. Teachers can observe students’ body language, degree of involvement, gestures, or tone of the talk.

d) The Teacher as Facilitator

Teachers are prepared to step aside to give the learner a more meaningful role. Teachers interact, teach, refocus, questions, clarifies, supports, expands, celebrates, and emphasizes.
e) The Teacher as Change Agent

Teachers have a duty to reform the classroom by conducting researches where questions are explored in meaningful contexts and teachers and students collaborate to seek answers.

5. Reading

a. The Nature of Reading

According to Nuttal (1982: 23) as cited in Siswardhana (2002: 19) “Reading is the meaningful interpretation of printed or written verbal symbols.” When we read, we recognize each word has meaning. We use our eyes, which the nerves would send the visual messages to our memory where we store recognition for words’ meanings and comprehension. Bernhardt (1991), as cited in Celce-Murcia (2001: 154) stated that “Reading is interactive, socio-cognitive process involving a text, a reader, and a social context within which the activity of reading takes place.” Moreover, as explained by Irmscher and Hageman (1963: 15), “The proper choice of a word may, therefore, be a matter of good sense and good taste. In fact, one’s choice of words may reflect his total response to language. And since words represent ideas, are in fact that the tools by which we shape and express ideas, it follows that the more words a man commands, the more ideas he can comprehend.”

Reading is a complex mental activity done by humans. No matter what the motivation behind reading activities, reading involves both physical and mental activities. Reading enriches readers about broader knowledge from all around the world which may also shift readers’ paradigm about related issues.
b. **The Principles of Teaching Reading**

In teaching reading, teachers need to pay attention to various aspects such as the readings; the vocabulary level, the students; various reading performances, and the materials selections. Those matters will affect much of the progress. Therefore, teachers need to do the extensive reading in order to resource themselves with various and creative materials for teaching reading.

As it is explained by Barnford and Day (2005: 2-3), teachers need to pay attention to some principles of teaching reading as follows:

1) **The reading material is easy.**

   Learners read material that contains few or no unfamiliar items of vocabulary and grammar.

2) **A variety of reading material on a wide range of topics is available.**

   Variety means that learners can find things they want to read, whatever their interests. Learners are led to read for different reasons (e.g. entertainment, information, passing the time) and in different ways (e.g. skimming, scanning, and more careful reading).

3) **Learners choose what they want to read**

   One reason that many students enjoy extensive reading is that they choose what they want to read. Learners are also free, indeed encouraged, to stop reading anything that is not interesting or that they find too difficult.

4) **Learners read as much as possible.**

   The language learning benefits of extensive reading come from quantity of reading.
5) Reading speed is usually faster rather than slower. Because learners read material that they can easily understand, it encourages fluent reading. Dictionary use is normally discouraged because it interrupts reading, making fluent reading impossible.

6) The purpose of reading is usually related to pleasure, information, and general understanding. In contrast to academic reading and intensive reading, and the detailed understanding they require, extensive reading encourages reading for pleasure and information.

7) Reading is individual and silent. Learners read at their own pace. Most extensive reading, however, is homework. It is done out of the classroom in the student’s own time, when and where the student choose.

8) Reading is its own reward. Because a learner’s own experience is the goal, extensive reading is not usually followed by comprehension questions. What is important is that any follow-up activity respect the integrity of the reading experience and that it encourage rather than discourage further reading.

9) The teacher orients and guides the students. Extensive reading is different in many ways from traditional classroom practice, and teachers need to explain to students what it is, why they are doing it, and how to go about it. The teacher will also want to keep track of
what and how much students read and their reactions to what was read in order to guide them in getting the most out of reading.

10) The teacher is a role model of a reader.

Example is the most powerful instructor. It also makes it possible for the teacher to recommend reading material to individual students. In this way, teacher and students can become an informal reading community, experiencing together value and pleasure to be found in the written words.

c. Types of Reading

Wallace (1992: 6 - 7) explains that there are three purposes for people to do reading. Those three purposes are reading for survival, reading for learning, and reading for pleasure. Each purpose brings the benefits for readers.

Harmer (1991: 283) stated that “To get maximum benefit of reading, students need to be involved in both extensive and intensive reading. Teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement, the latter is often (but not exclusively) teacher-chosen and directed. It is designed to enable students to develop specific receptive skills such as reading for gist (or general understanding – often called skimming), reading for specific information (often called scanning), reading for detailed comprehension or reading for inference (what is behind words), and attitude.”
There are two reading types based on Harmer (1991: 283 - 287),

1) Extensive reading

This is also called “language-learner literature.” Teachers set and encourage the reading programme but the learners themselves choose their readings. Learners choose what they want to read.

2) Intensive reading

Teachers select and decide what to read together as reading programmes. Teachers encourage students to read for general understanding, without worrying about the meaning of every single word.

For the designed materials, the writer uses intensive reading. Reading materials are selected based on the results of needs survey.

d. Reading Activities

According to Cushenberry (1985: 5- 29), “Reading is a process and not a subject. Reading is following directions, finding main ideas, remembering details, and gathering inferences. The reading process must be thought of a pleasurable and enjoyable activity which can cause the reader to be happy and joyful. The feeling is generated that as new knowledge is gained a new world of interesting and delightful experiences awaits him or her. Reading is a complex process and the development of a competent reader requires proficiency in a long list of sequential skills.”

Thus, in order to obtain good comprehension, Wallace (1992: 114 - 122), explains three stages in reading activities as presented in the following page:
a) Pre-reading activities

This stage can be conducted in three ways. The first is learner provides questions, hypothesis, or statements. This aimed at motivating learners for further reading. Second is by giving cross-cultural pre-reading tasks. This compares the characteristics of their own cultures to the target language cultures. Third is by giving pre-reading tasks which challenge conventional outcomes. These tasks would encourage learners to discuss and draw opinions in accordance with the content of reading materials.

b) While-reading activities

Include offering learners alternative readings of a text, identifying parallel discourses, and analyzing linguistic choices. Offering alternative readings of a text means that learners are offered more than one way of a reading text. It will be dealing with reading techniques. Then, a text may have more than one discourse. Therefore, it would be better to compare those discourses in parallel way for it helps learners to get mental images and understanding. Identifying parallel discourse would not be successful without knowing linguistic choices made by the writer. The linguistic choices determine the discourses which unfold in text. Thus, the writer should analyze it to avoid misunderstanding.

c) Post-reading activities

After while-reading, post-reading activities should be conducted to achieve a purpose that is heightening readers’ awareness of the topic being learned.
The post-reading activities could be in the form of giving tasks or providing other texts in the same discourse.

e. Reading Techniques

“Reading is receptive language process. It is a psycholinguistics process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader construct. The writer encodes thoughts as language and reader decodes language to thought” as stated by Devine and Eskey, (1988: 13). Based on the theories, the five processes it employs in reading are:

1) Recognition- initiation: the brain must recognize a graphic or new word through visual aid that is eyes, and then the nerve will send the message to the internal brain memory.

2) Prediction: the brain is always anticipating and predicting as it seeks order and significance in sensory inputs.

3) Confirmation: if the brain predicts, it must also seek to verify its predictions. So it monitors to confirm or disconfirm with subsequent input what it expected.

4) Correction: if the brain reprocesses when it finds inconsistencies or its predictions are disconfirmed.

5) Termination: little meaning is being constructed or the meaning is already known, then it is saved in the memory.

Considering the process which involves complex mental and physical activities, the writer had selected a reading technique from several reading models
which fit learners’ needs. There are three reading models for comprehension as follow:

1) Top- down Model

Carrel (1987) stated that the activities for top- down exercises can be in schema activation - by building background knowledge, we can increase students' understanding of texts. Cultural and experiential knowledge gaps can create the impression of a language barrier, when it is simply that the student lacks the appropriate schema. Pre-reading exercises, realia in the classroom, bit-by-bit exposure to text, visual representations, semantic mapping, sub/superordinating, and comparisons with previous knowledge are all ways to create understanding of the concept before the language.

2) Bottom – up Model

Carrel (1987) stated that the reading activities for students using the bottom- up model, teachers can conduct these several exercises; 1). Grammatical Skills - basic grammar awareness will, of course, help in reading comprehension, but decoding skills should also include learning cohesive devices (substitution, ellipsis, conjunction, and lexical cohesion) and; 2). Vocabulary Development - with the introduction of schema theory, vocabulary acquisition is now seen to involve deeper understanding of words and their contexts, and should thus be taught with an eye to quality, not quantity of learned words.
3) Interactive Model

According to Goodman (1981), an interactive reading model is a reading model that recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process. An interactive model is one which uses print as input and has meaning as output. But the reader provides input, too, and the reader, interacting with the text, is selective in using just as little of the cues from text as necessary to construct meaning. From those three models, the writer chooses interactive model in which combines both top and bottom-up model. This effective combination can be discovered in a reading technique namely SQ4R.

As explained by Richardson and Morgan (1997) in (http://forpd.ucf.edu/strategies/stratsq4r.html), “SQ4R; Survey, Question, Read, Recite, Review, and Reflect. SQ4R provides a systematic way of comprehending and studying text.” SQ4R is elaborated below.

1) Survey

Students should skim and scan the chapter. The purpose of surveying the chapter is to get the general idea of the content, structure, organization, and plan of the chapter. Surveying the chapter gives the “big picture” - a framework of the main ideas, which will help to hold the details together later. In survey stage, students are led to find out:

a) What reader aids are included in the text?

b) Read all the titles and subtitles.

c) Read captions under pictures, charts, graphs, or maps.
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d) Read the questions at the end of the chapter.

e) If there is a summary read it.

2) Question

Before beginning to read, students should turn each title and subtitle into a question. Practice will make this skill automatic. Use the knowledge you gained in surveying the chapter as basis for asking yourself questions that you expect to find answered in the chapter.

3) Read

Reading promotes an active search for answers to the specific questions that students have developed. It forces the student to concentrate for better comprehension and aids in lengthening attention span. Students should read each section of the text to answer questions that were developed in the step above. If a word meaning is not clear through its use in the selection, reread. If it is still unclear, underline the word or jot it down and look it up when you finish reading.

4) Recite

This step encourages students to use their own words and not simply copy from the book. This improves memory and assures greater understanding. After the student has read the selection, they should close their book and write the answers to the questions they developed. The answers should be written in their own words and not copied out of the text. If a student cannot answer a question they should reread. Students should also jot down key examples and make brief notes.
5) Review

Students should study their outlines and notes and be able to retell what was read in their own words. Students should try to see relationships within the content. If they are unable to do so, the teacher may need to model for students how to look for relationships. Students should be checking their memory by trying to recall main points and sub points.

6) Reflect

Information from the entire chapter or article is linked together in the reflection phase. This step helps students clarify their thinking and focus their understanding. By reflecting on the reading, students begin to think critically about what they have learned and have yet to learn about the topic. This type of critical thinking is necessary if students are to become mature readers. Reflecting on what has been read also helps students retain understanding for longer periods of time. The more students reflect on text the longer they will remember it and the more likely they will be able to use the knowledge they have retained.

By using the SQ4R, teachers will be eased in conducting reading classroom because SQ4R enables students to practice the cooperation. SQ4R also is a form of cooperative activities between students to understand the texts together. SQ4R provides summarizing activities which allow students to practice writing. By writing a summary, students perform their comprehension of what they read.
f. Genres

Callaghan, Knapp, and Noble (1993: 193) as cited in Tribble (1996: 147) classified writing texts as the following chart; the upper charts explains about the process, while the lower charts show the products of each process, signed using lines. The chart is described in Figure 2.3 Classified Writing Texts (Tribble, 1996: 147).

6. Writing

a. The Nature of Writing

According to Tiedt (1989: 1), “Writing is a method of expressing ideas about any subject content; it appears in classroom everywhere and, therefore, must be the concern of every teacher.” Furthermore, writing is a productive skill. Writing enables learners to produce written documentation of their ideas, opinions, or experiences.

This is supported by White (1986: 12) which stated “The act of writing is also an act of sharing new ideas- or old ideas with a new perspective- with the human community. To write means to put our favorite or most important thoughts forward, to unveil a line of thinking too elaborate to communicate through conversation. Putting our thoughts on paper not only ‘fixes’ them, like verbal photographs, for anyone at any time to read; but it also allows for repeated and in-depth perusal, which is so often necessary for thoughts too rich and complex to be absorbed in one reading.”

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Figure 2.3 Classified Writing Texts
(Tribble, 1996: 147)

Genres
Social process that

Describe: Through the process of classifying and describing things into cultural or scientific taxonomies of meaning

Explain: Through the process of sequencing phenomena in temporal and/or causal relationships

Instruct: Through the process of logically ordering a sequence of actions or behaviors

Argue: Through the process of persuading readers to accept a logical ordering of propositions

Narrate: Through the process of sequencing people and events in time and space

Commonly used in

Personal descriptions
Common sense descriptions
Technical descriptions
Information descriptions
Scientific reports

Explanations of how
Explanations of why
Elaborations
Illustrations
Accounts
Explanations essays

Procedures
Manuals
Science
Experiments
Recipes
Directions

Essays
Expositions
Discussions
Debates
Reviews
Interpretations
Evaluations

Recounts
Personal
Historical
Stories
Fairytales
Myths
Narratives
Fables
However, the communications in the written forms are not simple activities because it relates the understanding between the writer and the readers. Writing is not only about restoring the writer’s information in the forms of writings. Writing is about to get people understand what the writer understands, believes, and feels. To get the readers to stand where the writer stands is a complex matter.

Thus, a writer has to own good writing skills. Percy (1981) which was restated by Gie (1992: 4) described that good writing skills are important not only for academic purposes, but also for these following reasons:

1) A tool for self-expression

Everyone needs things to express their feelings. Writing poetry or writing some sentences can be one tool for expressing one’s feeling.

2) A tool for understanding

In writing, one thinks of an idea and tries to develop the idea into a perfect writing that finally will lead him or her to a new and deeper understanding of the world.

3) A tool for developing personal satisfaction, pride, and a feeling of self-worth

The feeling of pride, satisfaction, and self-worth are repayment for the writer after creating a literary work successfully. Those feeling will raise his/ her confidence in creating another literary work.
4) A tool for increasing awareness and perfection of one’s environment

Writing frequently will exacerbate one’s sensitivity and develop the ability of understanding the environment.

5) A tool for active involvement, not passive acceptance

Writing is a literary work through which one expresses his idea, creates things, and involves in his creation completely.

6) A tool for developing an understanding of an ability to use the language

The main public goals of school are reaching the ability to read and understand what is written by somebody else and also increasing the ability to use words in writing to retell new idea to the readers. It is obvious that the writing activity is useful to help students reach those goals.

b. The Principles Of Teaching Writing

To make the teaching writing to be more meaningful and successful, teachers need to understand the principles of teaching writing. The teaching writing is not a simple matter since it involves not only students’ academic achievement in producing language but also students’ social achievement.

 Teachers have to encourage students to produce language in the forms of writings and have positive attitude toward students’ mistakes. “In setting writing tasks, the teacher should encourage students to define for themselves the message they want to send and the audience who will receive it” as stated by Celce-Murcia (2001: 207).
According to Hobelman (1990: 39) as cited in Emilia (2006: 20), the principles of teaching writing are:

1) Writing is an integrated skill. It should not be taught in isolation. The teachers should involve other skills to support the writing skill.

2) The students are the center of learning. They should do as much of the work as possible, not the teacher. The teacher role is to advice on procedures and to monitor the work that is going on.

3) Group discussion is important in generating and organizing ideas for discovering what the writer’s ideas are. Then the actual writing may be done individually.

4) Feedback is important to build the students’ self-evaluation. It can be done through pair of group work. The students can do this after they have tried to correct their work themselves.

5) Students should be asked to exchange their compositions so that they become readers of each other’s work. This is an important part of the writing experience because it is by the responding as readers that students will develop an awareness of the fact that their written work will be read by other people.

6) In correcting the work, the teacher should introduce a correction code with symbols for the different types of errors, focus on global rather than local errors, that is attend to errors that interference with comprehensibility rather than errors that have little effect on the reader’s ability to
understand, and give a short overall comment for the students to let them know how far their successfulness in the task given.

The principles of writing help teachers to set the track for the teaching and learning activities. Since the reading is integrated in writing materials, which ends at students’ abilities in writing, teachers need to pay attention much on students’ writing activities. Each student has different writing proficiency so that teachers need to assist students in the process of writing even though they work in groups. Harmer (1991: 330 - 331) stated that,

“... will be to motivate students, creating the right condition for the generating of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much as efforts as possible for maximum benefits. … we should be ready to supply information and language where necessary. Teachers should respond positively and encouragingly to the content of what the students have written.”

Therefore, teachers need to encourage students to express ideas without fears toward errors.

c. Purpose of Writing

According to Harmer (2006: 330), there are two purposes as follows;

1) Writing-for-learning, which means the kind of writing we do to help students learn language or to test them on that language.

2) Writing-for-writing, in which we build the students’ writing skills or getting them to write for language practice and lead them to writing habit.

The purpose of writing in this study falls between those two purposes because writing-for-learning belongs to communicative competence measurement, while writing-for-writing is the students’ communicative competence in the target
language. Writing-for-writing through the designed materials would lead students to creative writing.

Gaffield-Vile (1998: 31) as cited in Harmer (2006: 328), says that “Creative writing is a journey of self-discovery, and self-discovery promotes effective learning. While students are writing a simple poem about someone they care about, or while they are trying to construct a narrative or tell stories, they are tapping into their own experiences. This provides powerful motivation to find the right words to express such experience.”

d. Writing Processes

Writing is a recursive process that involves at least four distinct steps: pre-writing, drafting, revising, and editing. A recursive process means a cycle; when conducting the revision, the writer has to move back to the pre-writing step to develop and expand the ideas. The recursive processes are described as follows:

1) Pre-writing

Pre-writing helps students learn to choose their own topics and to generate ideas and information to use in their writing. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (interviewing people, conducting library research, assessing data, etc.) This step also involves any activities that generate ideas; clustering, free writing, putting down ideas as they occur, in whatever order, in whatever grammatical order. Students are led to do the mind-mapping. A mind-map is tentative and exploratory. By making a mind-map, students do what it is...
called as the brainstorming; students do the exploration to decide what points to write, cluster it and then to outline those ideas into paragraphs in the next stage. A mind-map also helps students to form logical order of reasons; 5W+1H (What, Who, Where, When, Why, and How). Students also discuss each other’s topics, whether those topics will be acceptable in its presentation.

2) Composing

Drafting is the stage where the writer puts the ideas into sentences and paragraphs. The writer concentrates on explaining and supporting the ideas fully into paragraphs. In this stage, the students write without too much attention on the minimum requirements; grammar, spelling, punctuation, etc. Students write based on the outlines made in the previous stage. The points to consider in this stage are the coherence, cohesion, and clarity for each paragraph.

3) Revising

Revision is the key to effective documents. The writer needs to think more deeply about the readers' needs and expectations. The writer needs to set out questions such as “Is the main point clear? Is the support adequate? Is the development logically arranged? Is there any irrelevant material to be taken out?” Students as the writers can do what it called as the proof-reading. Proofreading can be done between the group members, in turn. The revision is done after the content is coherent and clear for readers. At this stage, the students also refine the prose, making each sentence as
concise and accurate as possible. Make connections between ideas explicit and clear.

4) Editing

This stage is where students check the grammar, spelling, punctuation, sentence structures, and mechanical errors in order to fit the minimum requirements. Students can go over every sentence, to make sure that each is complete. In this stage, teachers play the major role. After the submission of the writing assignments, teachers have the task to re-check the pieces of students’ writings by giving marks on the mistakes and comment on it for improvement, as described in (http://web.mit.edu/writing/Writing_Process/writingprocess.html)

Tribble (1996: 122) described the process of writing in writing classroom as the following chart which consists of five steps:

Figure 2.4 Writing Cycle
(Raimes, 1983: 139)
e. Types of Writing

According to White (1986: 46 - 47), there were three kinds of writing. Those three types were:

1) The Expressive Essay: the author wishes to entertain other with an interesting experience, real or imagined. Essays about real experiences are called narratives, personal experience stories, or simply personal essays. Such expressive writing is characterized by vivid descriptions and by a storytelling method of relating events. Expressive writing emphasizes emotional responses, rather than intellectual responses. Expressive writing allows readers to experience vicariously what the author experience firsthand. Examples of expressive writing are narration and description.

Description is “picture-language”: it allows readers to see objects, persons, and activities in the mind’s eye.

Good narratives will unfold along a rising curve of action; the story will increase in tension until it reaches a climactic moment, after which it will resolve.

2) The Informative Essay: the author wishes to explain an idea, a phenomenon, or a procedure. To achieve this goal, he or she will use various techniques to ensure clarity and comprehension. These techniques include definition, classification, comparison, and analysis.

3) The Persuasive Essays: the author wishes to argue a debatable issue and to change the readers’ minds, or at least to help them understand the issue
f. Good Writing

The process of writing as explained above aims at making good writing. White (1986: 7-9), explains that writing is more than public communication; it is a way of thinking. Ordinary thinking is often fragmentary and even more cryptic. But writing – good writing – is a product of careful thinking and incorporates the following four characteristics:

1) The appeal to a target audience

The writer has identified a problem, or has seen something in a new light, and feels that it is worth sharing with others.

2) A coherent structure.

For any writing to work, it has to have some kind of organizational scheme. This scheme can give one a quick sense of how an essay might be structured in terms of beginning, middle, and end. The scheme can also serve as an introduction to subtler organizational strategies.

3) A smooth, detailed development.

To build onto the framework, you need to expand upon an idea by raising the general points and discussing them in detail. You will need to analyze complex matters, provide vivid examples, and perhaps refute opposing ideas and name names.
4) An appropriate, well-articulated style.

The language you use to get your important, well-developed ideas across should be as accurate and appropriate as possible. This means being able to choose the right words, to find the most suitable level of usage, and to use no more words than are necessary to convey the intended idea. It also means being able to construct sentences that allow your idea to be transmitted in a crisp, readable manner with minimal interference, such as uneven, ambiguous, or unnecessarily complicated wording. Style, or the art and craft of well-articulated thought, is vital to effective writing, as are the other three pillars.

Considering the matters, good writing would affect its readers while reading. In addition, White (1986: 12) explained that,

“Writing is a public discourse, and for that reason it should be worthwhile, well-organized, sufficiently developed to accomplish its intended purpose, and clearly and effectively written. Finally, any act of writing is influenced by three variables: the intended readership, the writer’s motives, and the nature of the subject matter.”

Therefore, good writing enables the readers to shape the same ideas as the writer convey through his/her writings.

7. Integrated Reading and Writing Using Cooperative Learning

Tomlinson (1998: 124) notes that “Language use is a combined skill where everything depends on everything else – at the very least we listen and speak together, and read and write together.”

According to Tiedt (1989: 98) in the following page,
“Obviously, students learn to write by writing, but they also learn to write by reading. Usually, students who are good readers almost automatically become good writers. They have rich vocabularies and sufficient knowledge from which to draw, and they have absorbed a sense of story that enables them to write a narrative with relative ease. They have some experiences with expository forms and are able to present an argument with reasonable support. These students are ready to move forward perfecting their writing, exploring varied purposes for writing, appreciating the writing others.”

In addition, as Bramer and Sedley (1981: 4) described, “Both reading and writing will continue to be important parts of life, especially in college courses and in many careers and professions. As a student beginning a writing course, you bring a unique background of writing experiences from formal school settings and informal “real- life” situations.”

“Because writing takes longer than conversation, for example, there is usually time for discussion with individual students or students working in pairs or groups to complete a writing task. Writing in group, whether as part of long process or as part of short game-like communicative activity, can be greatly motivating for students, including as it does, not only writing but research, discussion, peer evaluation and group pride in a group accomplishment”, as explained by Harmer (1991: 330).

The integration of reading and writing instructional materials by the employment of cooperative learning strategy are expected to form a discourse community among students. Tribble (1996: 85) explains that “Students will form a part of the study and involve in the process of discoveries. In the process of discovery, the students will look closely at the relationships that exist between
different readers and writers. They can be analyzed, imitated, and as the students become more proficient, may well be challenged and transformed.”

From those supporting theories, the writer sets the instructional materials for the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu by integrating both skills; reading and writing. The integrated instructional materials; reading to write, aimed at students improvement in writing skills. But without neglecting the reading skills, at the end of the teaching and learning, the students are expected to have good reading comprehension skills in English that will be useful in their academic needs and life-long needs.

8. The Tenth Grade of SMA Pangudi Luhur St. Louis IX Sedayu Bantul

SMA Pangudi Luhur St. Louis IX Sedayu is one of private schools in Daerah Istimewa Yogyakarta which hold by the FIC Brothers in Yayasan Pangudi Luhur Semarang. The aim of this Catholic school is to provide education for young generations with values. The school is located at Jalan Wates Km. 14 Argosari Sedayu Bantul. The tenth is a stage where the students are in the age of 15 – 17 years old. The tenth grade is divided into four classes which based its arrangement on the placement tests.
B. Theoretical Framework

In this study, the writer adapts Yalden’s steps to design an instructional material (1987: 88). The model is used to provide a framework in designing a set of integrated reading and writing materials for the tenth graders senior high-school. Also, the writer considers several related theories which support in designing the materials. Those are the principles of language teaching and learning (Duncan and Hough, 1970: 2 - 7), the principles of learning (Kemp, 1977: 59 - 60), materials design model (Brown, 2007: 149 - 163), materials adaptation (Tomlinson and Masuhara, 2004: 16), framework of target needs and learning needs (Brown, 2007: 3), integrated language teaching (Brown, 284 - 286), cooperative learning models (Slavin, 1995: 30 - 56), reading activities (Wallace: 1992: 114 - 122) and (Harmer, 1991: 283 - 287), reading techniques (Richardson and Morgan, 1997), writing activities (Harmer, 2007: 328 - 330), and writing techniques (James and Keaney, 1989: 24 - 25).

In particular, the steps to design a set of integrated reading and writing instructional materials using cooperative learning for the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu are described as the following:

1. Conducting a needs survey

In conducting the needs survey, the writer uses questionnaires and interviews to gather data from respondents who are the tenth graders and English teachers of SMA Pangudi Luhur St. Louis IX Sedayu. The collected data is to discover the target needs and the learning needs. The results of the analyses help the
writer to formulate the learning purposes and to select the appropriate materials.

2. Describing the purpose

The writer refers to the principles of *Kurikulum Tingkat Satuan Pendidikan 2006* as the learning purposes which included standard and basic competences. The topics of the designed materials were also based on *KTSP 2006*.

3. Developing the syllabus

The result of the needs analyses affecting the formulated goals brings about the decision to develop a task-based syllabus. By using task-based syllabus, it is hoped that the learning would be meaningful and experiential for learners through cooperative classroom activities.

4. Producing proto-syllabus

The writer specifies the content of syllabus such as selection of topics and the language features. The topics are selected based on the learners’ needs obtained from the needs analysis. The topic selection also considers about the principles of *KTSP 2006*.

5. Producing pedagogical syllabus

Here, the writer selects words and phrases which are appropriate and clear to put into each topic.

6. Developing and implementing classroom procedure

In this step, the writer develops the teaching and learning activities as well as the exercises which will meet the learners’ objectives. In developing the
activities, the writer refers to task-based models (Nunan, 1988: 40-60), cooperative learning models (Slavin, 1995: 35 - 56), reading techniques (Richardson and Morgan, 1997), and writing techniques (James and Keaney, 1989: 24 - 25).

7. Developing the materials

This step is an additional step since the step is not presented in Yalden’s instructional model. In this step, the writer applies the theories of Brown (2007: 149 - 163). The model is combined with cooperative classroom activities (Slavin, 1995: 35 - 56), and writing techniques (James and Keaney, 1989: 24 - 25). The writer also adapts the materials by applying a principle of Plus Category (Tomlinson and Masuhara, 2004: 15 - 16) which is called addition. The writer adds some exercises and activities to the materials which are suitable for the learners. Beside the principle, the writer applies a principle Minus Category (Tomlinson and Masuhara, 2004: 15 - 16) which is called reduction. By reducing the length, difficulty, and depth of reading texts, it was meant to obtain the appropriate reading texts for the learners. In addition, the writer also applies a principle Zero Category (Tomlinson and Masuhara, 2004: 15 - 16) which is also named reorganization. Through this principle, the writer tries to change the position of pictures or illustrations in order to create more interesting materials or comfortable visually.

8. Evaluating

This step is conducted to obtain feedback from evaluators towards the designed materials. Besides, the writer also conducts expert validation that is
to validate the designed materials. To obtain feedback from the experts, the writer distributes questionnaires and conducts interviews.

9. Revising

After obtaining feedback, the writer revises and improves the designed materials based on the feedback. In Yalden’s adapted model, this is called the recycling step.

The steps to design a set of integrated reading and writing instructional materials for the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu which will be matched with the steps in the research procedure of Research and Development (R & D) study can be described on the following page.
Figure 2.5 The Steps of Designing Materials Adapted from Yalden’s Model

- Conducting the needs survey
- Describing the purpose
- Developing the syllabus
- Producing proto-syllabus
- Producing pedagogical syllabus
- Developing and implementing classroom procedure
- Developing the materials (addition)
- Evaluating
- Revising

: feedback lines
: continuing to
CHAPTER III

METHODOLOGY

In this chapter, the writer would like to discuss the methodology which was used in the research. The methodology consists of six points of discussions. They are the research method, research participants, research instruments, data gathering techniques, data analysis techniques, and the research procedure.

A. Research Method

To answer the questions stated in the problem formulation in Chapter 1, the writer conducted educational research and development (R & D) study. Borg and Gall (1983: 772), explains that “Educational research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field- testing stage.”

To achieve the goal in designing a set of integrated reading and writing instructional materials for the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul, the writer followed the steps in R & D study. The steps were research and information collecting, planning, developing preliminary form of
product, preliminary field testing, main product revision, and main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation (Borg and Gall, 1983: 775). In order not to consume much time and money, the writer only employed the first five steps which already represented and covered the whole steps. Those five steps are:

1. **Research and Information Collecting**

   Research and information collecting was conducted to obtain necessary information for planning what to design. The writer used related theories such as Yalden’s Instructional Design, the theory of Materials Development, theories of Reading, theories of Writing, theories of Cooperative Learning, and descriptions of the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul. The writer also discovered the learning needs and learners’ characteristics during teaching – learning activities in Macro Teaching Practice and taught in SMA Pangudi Luhur St. Louis IX Sedayu Bantul. The information was collected by distributing questionnaires to students, conducting interviews to the English teacher, and by observing classroom activities.

2. **Planning**

   Planning was the essential stage for the writer for materials development. Planning was the step to describe learning purposes and syllabuses for the designed materials. Since the syllabus was derived from *Kurikulum Tingkat Satuan Pendidikan 2006*, the writer developed the standard and basic competences generated from it. Then, the designed materials were from the results of needs analysis.
3. Developing Preliminary Form of Product

This step included the fourth, fifth, sixth, and seventh stages of Yalden’s adapted model. The stages were producing proto-syllabus, producing pedagogical syllabus, developing and implementing classroom procedures, and developing the materials. Still in this step, the writer selected related topics which are suitable with Kurikulum Tingkat Satuan Pendidikan 2006. The topics were also selected under the learners’ proficiencies, interests, and needs. The authentic reading texts were gathered from online sources, magazines, textbooks, or newspapers.

In developing preliminary form of product, the writer adapted the authentic reading texts by applying the principles of Plus Category, Minus Category, and Zero Category (Tomlinson and Masuhara, 2004: 16). After obtaining suitable texts, the writer determined the subject contents. To achieve the learning purposes, the writer developed learning activities.

4. Preliminary Field Testing

The preliminary field testing is the fourth cycle of R & D steps which included testing designed materials to respondents, collecting data for the designed materials evaluation from respondents, and analyzing the data. This step was also the step of Yalden’s adapted model; evaluating. This stage was where the writer evaluated the preliminary designed materials. After evaluating the preliminary designed materials, the writer obtained feedback of the whole materials by distributing questionnaires and conducting interviews. The feedback was employed to revise the preliminary designed materials. Expert validation was also conducted to obtain feedback. In the research, the expert validation was
conducted by interviewing English teachers of SMA Pangudi Luhur St. Louis IX Sedayu Bantul and lecturers of English Education of Sanata Dharma University.

5. Main Product Revision

This was step for the writer to revise the preliminary designed materials based on the results of preliminary field testing. This step was also the ninth step of Yalden’s adapted model, revising. After collecting results of preliminary field testing; evaluation and expert validation, the writer made the final version of the designed materials.

The summary of the five steps of R & D cycle which were collaborated with the steps in Yalden’s adapted model were described in the following page.
According to *Educational Seminar* held by the *Department of National Education in 2008*, a research and development should include a specification of product. The specification is detailed features of product which were to distinguish the product with other products. The specification of the result of
product was presented in Table 3.1 Specification of A Set of Integrated Reading and Writing Instructional Materials Using Cooperative Learning for the Tenth Graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul.

B. Research Participants

There were two steps in the research which employed research participants in obtaining data for answering research problems. The first step was research and collecting information. In the step, research participants were needed in accomplishing needs analysis. The participants were the tenth graders of SMA Pangudi Luhur St. Louis Sedayu Bantul. They were chosen because they were desired to be able to communicate in and comprehend the target language. The writer distributed questionnaire sheets and conducted interviews which were aimed at discovering the target needs and the learning needs. The research was held in the school they were studying, that was in SMA Pangudi Luhur St. Louis IX Sedayu Bantul. In addition, the writer also conducted interviews to English teachers of SMA Pangudi Luhur Sedayu Bantul in order to obtain supporting information about learners’ characteristics.

The second step was field-test-revised cycle which was meant to evaluate the designed materials. In this part, the writer conducted preliminary field testing in which it also needed research participants to evaluate the designed materials. Therefore, the respondents were the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul.
Table 3.1 Specification of A Set of Integrated Reading and Writing Instructional Materials Using Cooperative Learning for the Tenth Graders of SMA Pangudi Luhur Sedayu Bantul

**Product Specification**

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th>A Set of Integrated Reading and Writing Instructional Materials Using Cooperative Learning for the Tenth Graders of SMA Pangudi Luhur Sedayu St. Louis IX Bantul (main instructional materials)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Developing students' reading and writing skills.</td>
</tr>
<tr>
<td><strong>User</strong></td>
<td>Grade X students of SMA Pangudi Luhur Sedayu</td>
</tr>
<tr>
<td><strong>Language Skills</strong></td>
<td>Reading and Writing</td>
</tr>
<tr>
<td><strong>Teaching-Learning Approach</strong></td>
<td>Cooperative Learning</td>
</tr>
<tr>
<td><strong>Syllabus Type</strong></td>
<td>Task-based Syllabus</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>Kurikulum Tingkat Satuan Pendidikan 2006</td>
</tr>
<tr>
<td><strong>Time Allocations</strong></td>
<td>Eight units in 8 x 90 minutes</td>
</tr>
<tr>
<td><strong>Type of Product</strong></td>
<td>Printed materials</td>
</tr>
<tr>
<td><strong>The Use of Materials</strong></td>
<td>Materials used as main instructional materials for Grade X students of SMA Pangudi Luhur St. Louis IX Sedayu Bantul</td>
</tr>
<tr>
<td><strong>Strategies</strong></td>
<td>Individual work, pairs work, group work</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>Answering reading comprehension questions, reading for gists, conducting pairs/ group discussion, brainstorming, mind-mapping, practicing to compose various texts, proofreading, peer-reading, and taking out values.</td>
</tr>
<tr>
<td><strong>Media</strong></td>
<td>Texts, pictures, textbook, worksheet</td>
</tr>
<tr>
<td><strong>Evaluation Tools</strong></td>
<td>Individual/ group written assignment</td>
</tr>
</tbody>
</table>
Here, to assure the validation of the designed materials, the writer also conducted expert validation. Expert validation involved English teachers of SMA Pangudi Luhur St. Louis IX Sedayu Bantul and lecturers from English Education of Sanata Dharma University. The reason why they were chosen for expert validation was because they have more experiences in instructional matters. Expert validation was conducted by conducting interviews.

C. Research Instruments

The writer uses questionnaires and interview guidelines as the main instruments both in research and information collecting and preliminary field testing.

1. Questionnaire Sheet

According to Ary et al (1975: 179) “A questionnaire is divided into two types: structured or closed form and unstructured or open form. A structured or closed form contains the questions and alternatives answers. This is used to ease respondents in answering questions because they only choose the available options.” Meanwhile, the unstructured or open form is used to obtain more information from the respondents. In brief, it does not provide suggested answers.

In conducting the research, the writer combined both types of questionnaire forms since the closed form is not enough to collect essential information from the respondents. The information needed to be collected was about their interest in reading and writing activities, their interest in working inside a group work, their desires to develop English language skills, and
classroom situations. Then, the questions for preliminary field testing involved in how the designed materials would work and the validity of the designed materials.

2. Interview Guidelines

Seliger and Shohamy (1989: 166) describe that “Interview is conducted to collect information by actually talking to the participants. Interview is also divided into two types, unstructured and structured forms. Structured interview presents the questions with its alternative response options. In vice versa, unstructured interview is more flexible since the respondents have wider opportunity to express their feelings, views, and experiences on English learning.”

To obtain the information about learners’ characteristics and interests, the writer used unstructured interview. The writer also used unstructured interview for preliminary field testing to improve the designed materials from expert validation. Unstructured interview enable both the writer and the respondents to add further explanation needed.

D. Data Gathering Techniques

Based on two research problems which were formulated in Chapter 1, the writer had to collect necessary data to answer the research problems. First, the writer conducted the research and information collecting. Previously, the writer conducted literature research to review necessary and related theories. The theories were about the descriptions in designing a set of integrated reading and writing materials for the tenth graders. The results of literature research would be meaningless without countering it with the learning needs. Thus, the writer
conducted needs analysis to obtain accurate information for the next steps in
designing materials. The needs analysis was in the forms of questionnaires which
conducted in SMA Pangudi Luhur St. Louis IX Sedayu Bantul school
environment. After collecting the data, the writer conducted interviews to obtain
supporting and detailed data.

Next, the writer developed the materials based on the needs analysis and
literature review. The next step after developing the materials from data gathering
techniques step was to test the designed materials. In this step, the writer uses
semi-structured questionnaires and unstructured interviews. Those were aimed at
evaluating the designed materials. The questionnaires were distributed to the tenth
graders. The other was expert validation in which the writer conducted
unstructured interviews to English teachers of SMA Pangudi Luhur St. Louis IX
Sedayu Bantul and lecturers of English Education Department of Sanata Dharma
University. After all data was collected, the writer analyzed them before revising
the designed materials. The whole process of data collection is presented on Table
3.2. The Whole Process of Data Collecting.
Table 3.2 The Whole Process of Data Collecting

<table>
<thead>
<tr>
<th>Instruments and Interview</th>
<th>Respondents</th>
<th>Data Gathered</th>
<th>Research Problem</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of Literature</td>
<td></td>
<td>Theories of instructional design model, materials development, Reading theories, Writing theories, and Cooperative Learning theories. A description of the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu</td>
<td>1</td>
<td>August – October 2007</td>
</tr>
<tr>
<td>Questionnaires and Interview</td>
<td>The tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu</td>
<td>Learners’ characteristics, learners’ activities, and learners’ interests in reading and writing topics.</td>
<td>1</td>
<td>May 2008</td>
</tr>
<tr>
<td>Interview</td>
<td>English teacher of SMA Pangudi Luhur Sedayu</td>
<td>Learners’ characteristics, topics and interests.</td>
<td>1</td>
<td>May 2008</td>
</tr>
<tr>
<td>Questionnaires and interview (Materials Evaluation)</td>
<td>The tenth graders of Pangudi Luhur Sedayu</td>
<td>Evaluation on the designed materials</td>
<td>2</td>
<td>October 2008</td>
</tr>
<tr>
<td>Questionnaires and Interview (Expert Validation)</td>
<td>English lecturers of Sanata Dharma University and English teachers of SMA PL</td>
<td>Evaluation on the designed materials</td>
<td>2</td>
<td>May 2011</td>
</tr>
</tbody>
</table>
E. Data Analysis Techniques

To analyze the data gathered, the writer uses percentages. The use of percentages is clearer and easier for people to interpret the data since the analysis is aimed at presenting the findings to others. According to Ary et al. (2002: 125), “The percentages are calculated by dividing the total number in one category by the total number in all categories and multiplying the result by 100.” The formula used to calculate the percentage is presented below.

\[
P = \frac{X}{X'} \times 100\%
\]

where

- \( X \) the number in one category
- \( X' \) the total number in all categories
- \( P \) number of percentage

Before designing the materials, the writer conducted research and information collecting which also considered the literature review and needs analysis. The findings of literature review are presented in Chapter II and the findings of needs analysis are presented in Chapter IV. There were two ways of obtaining needs analysis: distributing questionnaires and interviewing. The data from questionnaires were analyzed using percentages in order to describe the results of the learners’ answers. The questionnaires were also analyzed thorough qualitative data analysis since some of the answers were based on self-opinions which had to be interpreted by the writer.
From the result of needs analysis and literature review, the writer described what the learners expected to learn and determined what learning contents which are appropriate for the learners. Then, the writer designed the materials. After designing the materials, preliminary field testing was conducted by the writer. Preliminary field testing was also carried out in two ways: distributing questionnaires and interviewing. The data were analyzed through percentages and qualitative data analysis.

F. Research Procedure

In order to answer the questions of the research, the writer underwent seven steps which were based on R & D cycles. Those steps were:

1. Conducting literature review

   Considering the educational issue stated in the research background, the writer formulated two problems. The writer reviewed related literature and references which answer the problems.

2. Conducting observation/ needs analysis

   In developing the materials, it was not enough conducting the literature review only. Considering that the designed materials should be appropriate for the target learners, the writer conducted needs analysis for discovering the learners’ needs and interests. There were two instruments used; questionnaires and interview. The questionnaires were distributed to the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul, while the interview was conducted to the English teacher.
3. Planning to develop materials

After data gathered and analyzed, the writer made a plan on designing the materials. The planning involved stating the learning goal, deciding the appropriate syllabus, selecting topics, selecting reading texts, writing activities in cooperative learning, specifying learning objectives, specifying subject contents, and developing learning activities and exercises.

4. Developing the materials

After planning, is developing the materials. The materials were developed based on the learning needs.

5. Evaluating the designed materials

To evaluate the designed materials, the writer distributed questionnaires and conducted interviews to the English lecturers of Sanata Dharma University and English teachers of SMA Pangudi Luhur St. Louis IX Sedayu Bantul.

6. Analyzing evaluation data

The data from evaluation should be analyzed. The data was analyzed using percentages. It was aimed to measure the validity of the designed materials. The writer also used qualitative data analysis. The results of the analysis would be the bases in revising the designed materials.

7. Revising the designed materials

The last step is revising the materials. The designed materials were revised based on the evaluation data. The aim of the revision was to make the designed materials applicable in class.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter presents the research findings and the discussion of the findings. This chapter consists of two parts, namely the steps of designing the set of integrated reading and writing instructional materials using cooperative learning for the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu (research problem no. 1) and the presentation of the designed materials.

A. The Steps of Designing Integrated Reading and Writing Instructional Materials Using Cooperative Learning for the Tenth Graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul

This first part presents the steps in designing the materials. The steps, as elaborated in the previous chapter (Chapter III), are the adaptation of R & D steps (Borg and Gall, 1985: 772) which were combined with Yalden’s instructional design adapted model. There were ten steps in designing integrated reading and writing materials for the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul, namely, Reviewing the Literature, Conducting the Needs Survey, Describing the Purposes, Developing the Syllabus, Producing Proto-syllabus, Producing Pedagogical Syllabus, Developing and Implementing Classroom Procedures, Developing the Materials, Evaluating the Designed Materials, and Revising the Designed Materials. The steps are elaborated as in the following page.
1. **Reviewing the Literature**

This step is the step of Research and Information Collecting as in R & D cycle. In this step, the writer obtained related theories which underlie the designed materials. The writer conducted literature review by studying the theories of teaching and learning, materials development, Cooperative Learning, reading and writing activities. Specifically, the writer also studied the subject of the research; the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul. The results of literature review were presented in Chapter II.

2. **Conducting the Needs Survey**

This step was conducted to obtain the students’ needs in order the materials would be suitable and applicable for the students. There were two kinds of needs to be obtained, namely target needs and learning needs.

To obtain the target needs and learning needs, the writer distributed questionnaires and conducted interviews. The target of the needs survey were the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul. The questionnaires were distributed in June 2008 to 90 tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul. The questionnaires were semi-structured questionnaires, in which combined both closed questionnaire and open questionnaire.

To avoid the misunderstanding, the distributed questionnaires were in *Bahasa Indonesia*. The writer obtained the same numbers of questionnaires in
June 2008. The questionnaires were analyzed using percentages. The results of the needs survey are presented on Table 4.1 below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Responses</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The desire to communicate actively in English.</td>
<td>a. Yes</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>0%</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher provides sufficient English reading and writing materials</td>
<td>a. Yes</td>
<td>34.44%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>66.66%</td>
</tr>
<tr>
<td>2.</td>
<td>The desire to be able to read English texts.</td>
<td>a. Yes</td>
<td>98.88%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>1.22%</td>
</tr>
<tr>
<td>3.</td>
<td>The desire of updated English reading materials.</td>
<td>a. Yes</td>
<td>96.66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>3.44%</td>
</tr>
<tr>
<td>4.</td>
<td>The desire to be able to write in the target language.</td>
<td>a. Yes</td>
<td>96.66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>3.44%</td>
</tr>
<tr>
<td>5.</td>
<td>The difficulty in English reading and writing are grammars and vocabulary.</td>
<td>a. Yes</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>10%</td>
</tr>
<tr>
<td>6.</td>
<td>The desire to express ideas, experiences, opinions in English through writing.</td>
<td>a. Yes</td>
<td>87.77%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>12.33%</td>
</tr>
<tr>
<td>7.</td>
<td>The desire of English reading and writing materials</td>
<td>a. Yes</td>
<td>94.44%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>5.66%</td>
</tr>
<tr>
<td>8.</td>
<td>The desire to work in pairs or group</td>
<td>a. Yes</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>20%</td>
</tr>
<tr>
<td>9.</td>
<td>Pairs or group activities would ease students to understand the materials</td>
<td>a. Yes</td>
<td>84.44%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>16.66%</td>
</tr>
<tr>
<td>10.</td>
<td>Work together in pairs or group contribute life-skills; problem-solving</td>
<td>a. Yes</td>
<td>98.88%</td>
</tr>
<tr>
<td></td>
<td>skills, tolerance, respect, and cooperation.</td>
<td>b. No</td>
<td>1.22%</td>
</tr>
</tbody>
</table>
Besides, the writer conducted interviews with the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu to obtain further information related to learners’ classroom situation. The interviews were unstructured interviews which were held on the same day as the writer received the questionnaires back. The results of the interviews were summarized on Table 4.2 Summary of the Respondents’ Interviews.

Based on the questionnaires and the interview conducted among the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul, the writer concluded that integrated reading and writing materials were important to be provided as main materials. Grammatical and vocabulary problems could be solved by providing more dictionaries in which students could use anytime during classroom activities. Cooperative activities were variously designed to avoid students’ boredom. The activities were group competition, pair’s presentation, group discussion, and games. The materials were simply designed to meet each class proficiency level. The topics for the materials were based on *Kurikulum Tingkat Satuan Pendidikan 2006* which involved topics from narratives, recounts, descriptive, procedures, and news items.

The writer also conducted interviews with the English teacher of SMA Pangudi Luhur St. Louis IX Sedayu to obtain detailed information about students’ progress, proficiency levels, curriculum, and suggestions toward the research and development. The interview was in the form of unstructured interview. The results of teacher’s interview are presented on Table 4.3 Summary of Teachers’ Interviews.
# Table 4.2 Summary of the Respondents’ Interviews

<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Learners’ Characteristics</td>
<td>Students were in the age of 15 – 17 years old. Most of the students had been studying English for about 7 – 9 years. Some of the learners were highly motivated learners, while some others learners need learning encouragement.</td>
</tr>
<tr>
<td>2.</td>
<td>Experience in English language learning</td>
<td>Students learned English as a compulsory subject. English had possibly taught in their elementary levels (Elementary School, Junior High-school). There were fewer activities in writing to develop English language writing skills. Integrated English reading and writing activities were summarizing English texts.</td>
</tr>
<tr>
<td>3.</td>
<td>Experience in learning reading</td>
<td>Students had learned reading through textbook, articles or copied handouts provided by teachers. Reading comprehension activities were conducted by answering questions based on the passages.</td>
</tr>
<tr>
<td>4.</td>
<td>Problems in learning reading</td>
<td>Students had limited vocabularies to comprehend English texts. There were insufficient English – Indonesian dictionaries in the school library. Other hindrance was students’ reluctances to provide their own dictionaries from their homes. Some students even directly expressed their dislikes toward English reading activities due to English grammars which were considered as complicated.</td>
</tr>
<tr>
<td>5.</td>
<td>Suggestions for learning reading</td>
<td>➢ Students suggested up-to-date but simple English reading materials which were easy to comprehend.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Students suggested glossary for those who had</td>
</tr>
<tr>
<td>No.</td>
<td>Topics</td>
<td>Results</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6.</td>
<td>Experience in learning writing</td>
<td>Students hardly had creative writing experiences in the target language since writing had complicated processes. Students were eager to learn to write for personal purposes or academic purposes.</td>
</tr>
<tr>
<td>7.</td>
<td>Problems in learning writing</td>
<td>Students’ most problems were the vocabularies and grammars. Students were reluctant to provide Indonesian – English dictionaries to overcome vocabulary problems. Students also had difficulties in organizing ideas and details. The complexity in writing processes had caused reluctances among students.</td>
</tr>
</tbody>
</table>
| 8.  | Suggestions for learning writing      | ➢ Students suggested simple writing exercises to develop their writing skills.  
    ➢ Students suggested guidelines to ease the writing processes.  
    ➢ Students suggested the school to provide more dictionaries in order to ease the learning activities. |
| 9.  | Experience in cooperative activities (pairs or group work) | Students had experienced pairs or group activities in classroom activities. Students had experienced to work in pairs or a group of 4 students. Students independently formed pairs or groups. |
| 10. | Problems in pairs or group work       | Certain students preferred working individually to working in group or pairs. Students who recognized as high performers were gathered as a strong and intelligent group, while those who considered low... |
performers had difficulties in accomplishing tasks. There was not job distribution among group members which caused one-person-working out of three were talking or making noises.

<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Descriptions of English classes of Grade X in SMA Pangudi Luhur St. Louis IX Sedayu Bantul</td>
<td>Grade X of SMA Pangudi Luhur St. Louis IX Sedayu Bantul consists of four classes. The classes were designed according to the results of placement test. There were significant proficiency level disparities between Class A, B and Class B and C which affecting the instructional progress. Class A and B could accomplish the materials faster than two other classes. The emphasis of English language teaching was on reading comprehension to project the national examination in Grade XII.</td>
</tr>
<tr>
<td>2</td>
<td>Curriculum</td>
<td>SMA Pangudi Luhur St. Louis IX Sedayu Bantul had applied Kurikulum Tingkat Satuan Pendidikan 2006.</td>
</tr>
<tr>
<td>3</td>
<td>Difficulty in teaching reading</td>
<td>The difficulties in teaching reading were students’ proficiency levels between class A/B and D/C, students’ low initiative to provide dictionaries, and</td>
</tr>
<tr>
<td>No.</td>
<td>Topics</td>
<td>Results</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>students’ reluctances to read overall passages. Certain students in class D/C had problems with behaviors which affected the classroom situations.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Difficulty in teaching writing</td>
<td>The difficulties in teaching writing were the recursive processes which required teacher to revise or re-revise students’ writings, students’ laziness, and</td>
</tr>
<tr>
<td>5.</td>
<td>Response to the research</td>
<td>The research and development were needed to assist students in learning reading and writing since there was not integrated reading and writing materials provided or even designed for the tenth graders of SMA Pangudi Luhur St. Louis IX.</td>
</tr>
</tbody>
</table>

From the results of the needs survey conducted among the tenth graders and the English teacher of SMA Pangudi Luhur St. Louis IX Sedayu Bantul, there were some essential points to consider in designing a set of integrated reading and writing materials. The essential points were:

1) The reading and writing materials should be simply integrated.

2) The reading texts should be simple and up-to-date.

3) The writing activities should be guided in the form of guidelines, drafting spaces, or mind-mapping spaces.

4) The cooperative learning activities should be simple but meaningful for students.
3. Describing Purposes

After accomplishing the needs survey, the writer described some learning purposes to be achieved by the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul. Based on the results of the needs survey, the writer generated the general purpose of learning for integrated reading and writing classes in the tenth grader classes of SMA Pangudi Luhur St. Louis IX Sedayu Bantul based on the *Kurikulum Tingkat Satuan Pendidikan 2006*.

The general purpose of the designed materials according to *Kurikulum Tingkat Satuan Pendidikan 2006* was to enable students to comprehend and express the meaning of short functional written texts and simple essays in the forms of *recount, narrative, descriptive, and procedure* especially to communicate fluently in written forms for broader needs and accessing knowledge.

As the basic competences, there were two points:

1. Students are able to comprehend the meaning and rhetorical steps in the written forms of *recount, narrative, descriptive, and procedure* for everyday life communication.

2. Students are able to express meanings and the rhetorical steps fluent and accurately in the various written forms of *recount, narrative, descriptive, and procedure* for everyday life communication.
4. Developing the Syllabus

After the learning purpose was described, the writer selected a syllabus. The syllabus was task-based syllabus which emphasized on the language use. According to Brown (2007: 51), “A task-based curriculum, then, specifies what a learner needs to do with the English language in terms of target tasks and organizes a series of pedagogical tasks intended to reach those goals.” The syllabus consisted of the general description of the course, the standard competence, the basic competence, the topics, the learning indicators, the learning materials, the learning activities, the time allotment, and the sources of the materials.

5. Producing Proto-syllabus

This step was the step to specify the content of the syllabus. This stage involved the specification of the topics, the selection of the learning materials, and the specification of the learning purposes.

a. The Specification of the Topics

The topics were selected based on the general purpose and the results of the needs analysis which included students’ needs, preferences, interests, and learning situation. The topics were presented on Table 4.4 in the following page.
Table 4.4 The Topics of the Designed Materials

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MEANINGFUL WORDS!</td>
</tr>
<tr>
<td>2</td>
<td>“Hey! I Have a Good Map!”</td>
</tr>
<tr>
<td>3</td>
<td>BE AWARE OF SIMPLE THINGS!!!</td>
</tr>
<tr>
<td>4</td>
<td>Love, Life, Wisdom!!</td>
</tr>
<tr>
<td>5</td>
<td>Share the Love, Life, and Wisdom…</td>
</tr>
<tr>
<td>6</td>
<td>I Know, U Know, We Know!</td>
</tr>
<tr>
<td>7</td>
<td>Scrap and Scratch!</td>
</tr>
<tr>
<td>8</td>
<td>Cheapy-Speedy-Friendly!</td>
</tr>
</tbody>
</table>

b. The Selection of the Learning Materials

In selecting the learning materials, the writer collected various authentic English reading and writing texts from various sources such as the Internet, magazines, textbooks, and newspapers. The texts were selected based on the topics decided before. The lists of learning materials in each unit are presented in Table 4.5.

Table 4.5 The Learning Materials of the Designed Materials

<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
<th>Learning Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>MEANINGFUL WORDS!</td>
<td>• Texts “purposes of Reading”, “Reading Techniques: SQ4R”, “Yugoslavia War”, and “Indonesian Big Five Ghosts”&lt;br&gt;• Language focus: vocabulary (verbs, nouns)&lt;br&gt;• Language exercise: expressing ideas and</td>
</tr>
<tr>
<td>No.</td>
<td>Topics</td>
<td>Learning Materials</td>
</tr>
<tr>
<td>-----</td>
<td>--------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| 2.  | “Hey! I Have a Good Map!” | • Texts “Compose Yourself” and “Mind Mapping: A Powerful Creative Tool”.  
• Language focus: simple present and future tenses.  
• Language exercise: mind-mapping, revising.  
• Social skills: group work, constructive commenting |
• Language focus: grammar, diction, verbs, nouns, articles, prepositions.  
• Language exercises: summarizing, error analysis  
• Social skills: pair discussion, tolerance. |
• Language focus: simple past tense  
• Language exercises: reading comprehensions, mind-mapping, drafting, composing, revising.  
• Social skills: constructive suggestions, constructive competition, problem-solving, peer-motivating, and culture appreciation. |
| 5.  | Share the Love, Life, and Wisdom… | • Texts “An Unpleasant Experience” and a personal letter.  
• Language focus: simple past tense  
• Language exercise: sequencing events, drafting, composing, editing, and revising.  
• Social skills: sharing experiences, empathy, appraisals |
| 6.  | I Know, U Know, We Know! | • Texts “Tom Yum”  
• Language focus: command verbs, nouns  
• Language exercises: writing processes  
• Social skills: contributive group, positive competition, culture awareness |
Table 4.5 Continued

<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
<th>Learning Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Scrap and Scratch!</td>
<td>• Texts “What is Global Warming?” and “What are the Greenhouse Effects?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Language focus: adjectives, nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Language exercises: the writing processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Social skills: sharing ideas, contribute ideas, green actions</td>
</tr>
<tr>
<td>8.</td>
<td>Cheapy-Speedy-Friendly!</td>
<td>• Pictures of futuristic vehicles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Language focus: simple past tense, simple present</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Language exercise: the writing process, integrating text types</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Social skills: peer-editing, proofreading, appraisal, reflection</td>
</tr>
</tbody>
</table>

c. The Specification of the Learning Purposes

After selecting the topics and learning materials, the writer specified the learning indicators. Learning indicators were aimed at making the learning purposes were measurable. The learning indicators are presented in Table 4.6.

Table 4.6 The Learning Indicators

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Learning Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MEANINGFUL WORDS!</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• identify reading purposes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• grasp the benefits of reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• obtain essential information about reading techniques (SQ4R)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• develop their reading skills</td>
</tr>
<tr>
<td>2</td>
<td>“Hey! I Have a Good Map!”</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• grasp the benefits of writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• identify writing steps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• organize ideas using brainstorming/ mind-</td>
</tr>
<tr>
<td>No.</td>
<td>Topics</td>
<td>Learning Indicators</td>
</tr>
<tr>
<td>-----</td>
<td>--------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| 3   | BE AWARE OF SIMPLE THINGS!!! | Students are able to:  
• recognize common mistakes in writing for beginners  
• comprehend the parts of speech  
• revise the mistakes they find in others’ writings  
• develop their writing skills  
• contribute constructive revision to his/her friends in polite manners |
| 4   | Love, Life, Wisdom!! | Students are able to:  
• identify a narrative text  
• recognize the generic structures of narratives  
• to compose their own narratives using writing techniques  
• cooperate and contribute ideas for the sake of humanity  
• develop their imaginative writing |
| 5   | Share the Love, Life, and Wisdom… | Students are able to:  
• identify recount texts  
• differentiate between a narrative and a recount  
• employ steps of writing to share their past experiences  
• share about feelings and thoughts in written forms  
• develop writing skills |
| 6   | I Know, U Know, We Know! | Students are able to:  
• identify procedure texts  
• use command verbs  
• arrange clear instructions for daily life communication  
• share about knowledge and information through procedures |
Table 4.6 Continued

<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
<th>Learning Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Scrap and Scratch!</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• identify descriptive texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• identify the generic structures of descriptive text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• produce descriptive texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• share about knowledge and information through detailed information in descriptive texts</td>
</tr>
<tr>
<td>8</td>
<td>Cheapy-Speedy-Friendly!</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• integrate genres in both reading and writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• present ideas in organized composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• share values and awareness about environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• sum up the learning activities into a piece of writing</td>
</tr>
</tbody>
</table>

6. Producing Pedagogical Syllabus

In this step, the writer listed words considered essential for students. The words were selected from each unit of the designed materials. This section also considering the language features from each unit. The words in each unit are presented on Table 4.7.

Table 4.7 The Words in the Designed Materials

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MEANINGFUL WORDS!</td>
<td>reading, purpose, survival, technique, survey, skim, scan, question, read, write, recite, review</td>
</tr>
<tr>
<td>2</td>
<td>“Hey! I Have a Good Map!”</td>
<td>writing, information, stage, mind-map, pre-writing, drafting, writing, editing, revising</td>
</tr>
</tbody>
</table>
Table 4.7 Continued

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>BE AWARE OF SIMPLE THINGS!!!</td>
<td>English structures, parts of speech, verb, noun, adjective, preposition, minimum requirements, diction</td>
</tr>
<tr>
<td>4</td>
<td>Love, Life, Wisdom!!</td>
<td>tell, plot, arrangement, orientation, conflict, climax, resolution, value</td>
</tr>
<tr>
<td>5</td>
<td>Share the Love, Life, and Wisdom…</td>
<td>personal, experience, events, order, logical, share, value</td>
</tr>
<tr>
<td>6</td>
<td>I Know, U Know, We Know!</td>
<td>step, knowledge, information, detail, process, material, ingredient, food, tool, craft, activity, command</td>
</tr>
<tr>
<td>7</td>
<td>Scrap and Scratch!</td>
<td>description, classification, earth, global warming, green house effect, radiation, temperature, heat, trap, pollution, green movement</td>
</tr>
<tr>
<td>8</td>
<td>Cheapy-Speedy-Friendly!</td>
<td>friendly, fast, cheap, environment, vehicle, future</td>
</tr>
</tbody>
</table>

7. Developing and Implementing Classroom Procedures

The next step was the writer developed learning activities and determined the time allotment for each unit in the designed materials.

a. Learning Activities

The learning activities were developed by considering some principles of teaching and learning, Cooperative Learning, the principles of reading, the principles of writing, and the results of the needs analysis. In this stage, the appropriate learning activities were developed to meet the learning purposes.

Since Cooperative Learning characteristics were positive interdependence, accountability, and social skills, the designed materials emphasized the language learning activities on pairs or group activities. It was expected that students would
obtain both academic and social skills through problem-solving activities learned during tasks accomplishment. The learning activities employed Cooperative Learning models which were had been adapted to students’ learning situation and proficiency levels. In the learning activities “Students would work in the same pair or group for a constant time to learn from each other and learn to get along with people different with themselves” as noted by Freeman (2000: 167-168).

Considering that the cooperative learning activities were aimed at supporting the integrated reading and writing materials for the tenth graders, the writer utilized task-based model. Reading activities were expected to result in comprehension, while writing activities were expected in students’ writing in the target language. Students were expected to learn together to accomplish the tasks and be accountable individually.

Reading activities as the input for writing activities were designed based on the process explained by Devine and Eskey, (1988: 13) which involve recognition-initiation, prediction, confirmation, correction, and termination. There are six benefits of writing according to Percy (1981); a tool for self-expression, a tool for understanding, a tool for developing personal satisfaction, pride and self-worth, a tool for increasing awareness and perfection of one’s environment, a tool for active involvement, and a tool for developing understanding of an ability to use the language.

Since the designed materials were integrating reading and writing skills, the materials development were arrange to merge between the steps in reading and
writing techniques. In details, the learning activities of the designed materials were described as below.

1) Pre-activities
   The first section presents the students what exactly the purposes of the integrated reading and writing activities on that day. Pre-activities also set clear instructions for each activity and what students are going to learn. In addition, this first step enables students to draw their prior knowledge of what are to learn.

2) Main-activities
   In the second section, there are two main activities. Students firstly read the text given by teachers. Students also answer reading comprehension questions (5W + 1H) or True/False questions. Then, they are to analyze the generic structures of each text before reproducing the same text based on their own experiences, ideas, or opinions. The second part of main-activities is writing. Based on the steps given, explained, and discussed in the earlier meeting, students produce their writing pieces. Writing session enables students to work in group or pairs for discussion and revision. Students learn to appreciate, respect, cooperate, contribute, and construct each other. Later, at the end of the lessons, students are to compile their writings into a portfolio.

3) Post-activities
   The last section brings students to reflect their activities for grasping meaningful experiences in their learning. Teachers reinforce the achievement made in the day. Also, teacher and students give comments or suggestion about the day’s activities in order to make the next meetings better.
Meanwhile, the Cooperative Learning models employed in the designed materials which considered suitable for the tenth grade students were Integrated Language Arts and Writing, Group Discussion and Group Project, and Team Product. Each model employed in the designed materials was described in Chapter II.

b. Time Allotment

There were twelve meetings to complete eight topics of the designed materials. Some topics were utilized for two meetings. The contact hours for each meeting were 90 minutes.

8. Developing the Materials

In addition to the combination of the materials design models, the writer also utilized Tomlinson and Masuhara’s material adaptation (2004: 15 - 26). One of the techniques of Plus Category called addition was employed in here. The writer added some activities, some exercises, and some pictures to provide the students with interesting materials. By doing so, the materials were expected to help students in fostering reading and writing skills.

The writer also utilized one of the techniques of Minus Category called reduction. Here, the writer reduced the length, difficulty, and depth of the reading texts. By reducing the length, difficulty, and depth of the reading texts, it was expected to obtain the appropriate reading texts for the students. Besides, the writer also employed one of the techniques of Zero Category called
reorganization. The technique *reorganization* was to make the designed materials more interesting by changing the position of texts and illustrations.

9. Evaluating the Designed Materials

After developing the materials, the writer conducted the evaluation step. This step was to evaluate the designed materials so that it could be measured whether the designed materials were applicable and appropriate for the tenth grade students of SMA Pangudi Luhur St. Louis IX Sedayu Bantul. The writer evaluated the designed materials by conducting expert validation and students’ evaluation.

a. Expert Validation

The writer distributed the designed materials to some respondents who were considered as experts in designing English materials. The respondents were a lecturer of English Education Study Program of Sanata Dharma University and two English teachers of SMA Pangudi Luhur St. Louis IX Sedayu Bantul. In obtaining feedback and suggestions for the designed materials, the writer distributed evaluation questionnaires and interviewed them as well. The evaluation questionnaires contained open-ended questions, while the interviews were unstructured interviews. The interviews were conducted while the writer needed more information related to the questions in the evaluation questionnaires. The questions were about the topics arrangement, contents, lay out, and the learning activities. Besides, the respondents were asked to give their opinions related to the strengths and the weaknesses of the designed materials. The results
of the expert validation both from the evaluation questionnaires and interviews were presented on Table 4.8 below.

Table 4.8 Results of the Expert Validation

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The Lecturer of English Education Study Program of Sanata Dharma University</td>
</tr>
<tr>
<td>1.</td>
<td>Contents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Topics</td>
<td>The topics were well-selected based on KTSP 2006.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The topics were well-arranged and interesting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The topics were appropriate for the tenth grade students’ needs.</td>
</tr>
<tr>
<td></td>
<td>b. Reading Texts</td>
<td>The texts were understandable for the students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The texts were suitable with the students’ needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The authentic texts were sufficiently challenging and interesting for the students.</td>
</tr>
</tbody>
</table>
### Table 4.8 Results of the Expert Validation

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>The Lecturer of English Education Study Program of Sanata Dharma University</strong></td>
</tr>
<tr>
<td>c.</td>
<td>Writing Steps</td>
<td>- The writing steps were sufficiently clear and understandable for the students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The writing steps were interesting and challenging for the students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The English teachers of SMA Pangudi Luhur St. Louis IX Sedayu Bantul</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The writing steps were sufficiently clear and understandable for the students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The writing steps were interesting and challenging for the students.</td>
</tr>
<tr>
<td>d.</td>
<td>Integrated reading and writing</td>
<td>- The reading and writing materials were well-integrated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The English teachers of SMA Pangudi Luhur St. Louis IX Sedayu Bantul</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The integrated reading and writing materials were quite well integrated with a clear ‘yet unseen’ division between the reading part and the writing part.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The reading and writing materials were well-merged.</td>
</tr>
<tr>
<td>e.</td>
<td>Illustrations</td>
<td>- The illustrations were bit monotonous.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The English teachers of SMA Pangudi Luhur St. Louis IX Sedayu Bantul</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The illustrations should be more colorful to create interesting visual presentation.</td>
</tr>
<tr>
<td>2.</td>
<td>Learning Activities</td>
<td>- In general, the learning activities were good, interesting and challenging in</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The English teachers of SMA Pangudi Luhur St. Louis IX Sedayu Bantul</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The learning activities were interesting, challenging, and well-established in</td>
</tr>
<tr>
<td>No.</td>
<td>Aspects</td>
<td>Respondents</td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Lecturer of English Education Study Program of Sanata Dharma University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ø accordance with the learning goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ø The learning activities were well-established, easy to do, and understandable in accordance with the Cooperative Learning activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ø The learning of writing through its activities could promote writing habits to the students.</td>
</tr>
</tbody>
</table>

Table 4.8 Results of the Expert Validation

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The Lecturer of English Education Study Program of Sanata Dharma University</td>
</tr>
<tr>
<td>3.</td>
<td>Arrangement</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Topics</td>
<td>Ø The topics were well-arranged.</td>
</tr>
<tr>
<td>b.</td>
<td>Learning Activities</td>
<td>Ø The learning indicators were not really well-formulated to meet the goals.</td>
</tr>
<tr>
<td>No.</td>
<td>Aspects</td>
<td>The Lecturer of English Education Study Program of Sanata Dharma University</td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>c. Lay out</td>
<td>➢ The layouts of the designed materials were bit monotonous. The designed materials would be interesting by adding more pictures and colors.</td>
</tr>
</tbody>
</table>

From the results of the expert validation, all respondents agreed that the designed materials were well-established to help the students in developing their reading and writing skills. The designed materials were appropriate for the students and could promote the reading habits, writing habits, and values of working in pairs or groups. Nonetheless, the respondents gave some suggestions for the improvement of the designed materials. The suggestions were presented below:

1) The topics

The topics in the designed materials were well-selected and well-arranged. Nevertheless, the writer should select more topics about minimum requirements in writing and recent phenomenon.

2) The texts

There was one respondent who suggested substituting a text which was considered complicated for the tenth grade students to simpler and popular topics. Other respondent suggested putting pictures, graphs, or anything that helps students understand the texts.
3) The activities

One respondent suggested that the peer-revision should be working well if most students have good or sufficient knowledge of grammar. Thus, teacher must accompany or assist the groups’ activities. The writer should make the instructions of each section in clear and precise instructions. In addition, the writer was suggested to make a wide variation of writing activities. Other respondent suggested varying the cooperative activities to foster students’ social skills since there were not many cooperative work involved in the designed materials.

4) The arrangement

The topics and learning activities should be arranged by focusing on the learning indicators.

5) The layout

The respondents suggested the writer to add more pictures, graphs, and colors to avoid students’ boredom.

The respondents’ opinions of the expert validation could be illustrated in Table 4.9.

### Table 4.9 Results of the Expert Validation in Percentages

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Responses</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Are the topics selected in accordance with KTSP 2006?</td>
<td>a. Yes</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>0%</td>
</tr>
<tr>
<td>2.</td>
<td>Are the topics well-arranged?</td>
<td>a. Yes</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>0%</td>
</tr>
<tr>
<td>3.</td>
<td>Are the learning purposes well-formulated and suitable with the target learners?</td>
<td>a. Yes</td>
<td>66.66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>33.34%</td>
</tr>
</tbody>
</table>
Table 4.9 Continued

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Responses</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>4)</td>
<td>Are the learning indicators well-formulated to meet the goal and students’ needs?</td>
<td>a. Yes</td>
<td>66.66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>33.34%</td>
</tr>
<tr>
<td>5.</td>
<td>Are the learning activities interesting and challenging?</td>
<td>a. Yes</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>0%</td>
</tr>
<tr>
<td>6.</td>
<td>Are the learning activities well-established in accordance with the learning goal?</td>
<td>a. Yes</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>0%</td>
</tr>
<tr>
<td>7.</td>
<td>Are the learning activities easy to understand?</td>
<td>a. Yes</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>0%</td>
</tr>
<tr>
<td>8.</td>
<td>Are the reading texts easy to understand?</td>
<td>a. Yes</td>
<td>66.66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>33.34%</td>
</tr>
<tr>
<td>9.</td>
<td>Are the reading texts authentic and suitable for the tenth grade students?</td>
<td>a. Yes</td>
<td>66.66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>33.34%</td>
</tr>
<tr>
<td>10.</td>
<td>Are the writing steps sufficiently clear and understandable for the students?</td>
<td>a. Yes</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>0%</td>
</tr>
<tr>
<td>11.</td>
<td>Are the writing activities interesting and challenging for the students?</td>
<td>a. Yes</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>0%</td>
</tr>
<tr>
<td>12.</td>
<td>Are the writing activities promoting writing habits for the students?</td>
<td>a. Yes</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>0%</td>
</tr>
<tr>
<td>13.</td>
<td>Are the designed materials well-integrated?</td>
<td>a. Yes</td>
<td>66.66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>33.34%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>33.34%</td>
</tr>
<tr>
<td>15.</td>
<td>As a whole, are the integrated reading and writing materials using CL suitable for the tenth grade students?</td>
<td>a. Yes</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>0%</td>
</tr>
</tbody>
</table>

Meanwhile, the strengths and the weaknesses of the designed materials were presented in Table 4.10.

Table 4.10 The Strengths and the Weaknesses of the Designed Materials

<table>
<thead>
<tr>
<th>The Strengths</th>
<th>The Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The materials were well-established to meet the students’ needs toward reading and</td>
<td>1. The designed materials had unclear instructions for</td>
</tr>
</tbody>
</table>
Table 4.10 Continued

<table>
<thead>
<tr>
<th>The Strengths</th>
<th>The Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The strengths of writing materials since its development were based on the needs analysis.</td>
<td>some sections.</td>
</tr>
<tr>
<td>2. The designed materials provided integrated reading and writing activities to promote reading and writing habits in the future.</td>
<td>2. The designed materials were lack of pictures or graphs which might help students for understanding the texts.</td>
</tr>
<tr>
<td>3. The designed materials contained cooperative activities which enable students to foster their social skills by learning from each other’s characters, constructive feedback toward mistake or errors, and tolerance.</td>
<td>3. The designed materials had not yet involved various cooperative activities.</td>
</tr>
<tr>
<td>4. The designed materials provided reflection sheet for the students to reflect the activities had done together as a big team.</td>
<td></td>
</tr>
</tbody>
</table>

From the results of the expert validation, it could be concluded that the designed materials were applicable and appropriate to be used by the tenth grade students of SMA Pangudi Luhur St. Louis IX Sedayu Bantul. Nevertheless, the writer needed to revise the designed materials as suggested by the evaluators.

b. Learners’ Evaluation

The students’ evaluation was conducted by trying out the designed materials in order to get feedback and suggestions from the tenth grade students of SMA Pangudi Luhur St. Louis IX Sedayu Bantul. Since the writer was given
limited time to try out the designed materials, there were only three units which tried-out from eight units, namely, “Love, Live, Wisdom”, “I Know, U Know, We Know!”, and “Scrap and Scratch”. After having tried out each unit, the writer interviewed twenty students to obtain feedback and comments on the tried-out materials. The results of the materials try-out were presented in Table 4.11.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Responses</th>
</tr>
</thead>
</table>
| 1.  | Topics           | ➢ In general, the respondents agreed that the topics such as “Love, Live, Wisdom”, “I Know, U Know, We Know!”, and “Scrap and Scratch” were interesting and challenging. Those were simple but factual topics.  
➢ The topic “Love, Life, Wisdom” was interesting since there was arranging a jumbled story and group competition to retell Indonesian folklores.  
➢ The topic “I Know U Know We Know” was challenging for the students because they had to elaborate steps in making foods in the groups competition.  
➢ The topic “Scrap and Scratch” was impressive for the students due to its factual in our earth environment. The pictures were enough representing the emergency situation to solve together. |
| 2.  | Learning Activities | ➢ The learning activities such as pairs or groups competition were able to motivate students to do the best together with their partners.  
➢ The peer-revising in English drafting was difficult for students since there were students’ lacks of grammars and vocabulary proficiencies. |
Table 4.11 Continued

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Texts</strong></td>
<td>➢ The cooperative activities contributed values to the students such as problem-solving, tolerance in discussions, respect, reflection and trust.</td>
</tr>
<tr>
<td></td>
<td>➢ The reading texts were simple and interesting. The texts in the topic “Scrap and Scratch” were familiar to the students since they learned the same topic in Biology and Chemist classes.</td>
</tr>
<tr>
<td></td>
<td>➢ The glossary provided by the writer was helpful for the students in reading comprehension.</td>
</tr>
<tr>
<td><strong>Writing Steps</strong></td>
<td>➢ The steps in writing were clear and understandable for the students.</td>
</tr>
<tr>
<td></td>
<td>➢ The guidelines provided by the writer were helpful for students in each writing stage.</td>
</tr>
<tr>
<td><strong>Layout</strong></td>
<td>➢ The layout of the designed materials was enough interesting, especially the earth pictures in “Scrap and Scratch!”. However, the writer needed to add more pictures or graphs in order the designed materials not to be boring.</td>
</tr>
<tr>
<td><strong>Integrated reading and writing</strong></td>
<td>➢ The reading and writing materials were well-integrated and simple to follow since the students write as they read, so forth.</td>
</tr>
<tr>
<td><strong>Materials as a whole</strong></td>
<td>➢ The designed materials were interesting, challenging, and easy to learn.</td>
</tr>
</tbody>
</table>

The respondents’ opinion of the students’ evaluation could be illustrated in Table 4.12 Results of the Students’ Evaluation in Percentages.
Table 4.12 Results of the Students’ Evaluation in Percentages

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Responses</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Are the topics interesting and challenging to learn?</td>
<td>a. Yes</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>10%</td>
</tr>
<tr>
<td>2.</td>
<td>Are the learning activities interesting and challenging?</td>
<td>a. Yes</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>20%</td>
</tr>
<tr>
<td>3.</td>
<td>Are the reading texts easy to understand?</td>
<td>a. Yes</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>25%</td>
</tr>
<tr>
<td>4.</td>
<td>Are the writing steps clear and understandable?</td>
<td>a. Yes</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>25%</td>
</tr>
<tr>
<td>5.</td>
<td>Are the cooperative activities meaningful and contributing values?</td>
<td>a. Yes</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>0%</td>
</tr>
<tr>
<td>6.</td>
<td>Is the layout of the designed materials interesting?</td>
<td>a. Yes</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>40%</td>
</tr>
<tr>
<td>7.</td>
<td>Are the materials as a whole interesting and challenging?</td>
<td>a. Yes</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>25%</td>
</tr>
</tbody>
</table>

In summary, the students liked the designed materials since the topics were familiar and the learning activities were developed as simple as it possible. The students were interested in group competition since it motivated them to achieve the best as a group. They also liked working in a group since it helped them comprehend the materials better. Furthermore, the students gave suggestions and comments on the designed materials. The comments and suggestions were as follows:

1) The writer should add more pictures in order the designed materials fun and colorful to learn.

2) The writer should give extra time in writing activities since they had the obstacles in translating the first draft in Bahasa Indonesia into English drafting.
10. Revising the Designed Materials

In this step, the writer revised the designed materials based on the results of the expert validation and students’ evaluation. The revision was to improve the designed materials. The revision included the following aspects.

a. The Topics

There was no changing in the selection and the arrangement of the topic. The topics were familiar enough for the tenth grade students.

b. The Reading Texts

The writer added glossary to some texts in order easier to the students in reading comprehension.

c. The Writing Steps

The writer added more guidelines for the stages of writing in “Cheapy-Speedy-Friendly”.

d. The Learning Activities

The writer added some cooperative activity models which enable the students to learn about social skills. As suggested by some evaluators, the writer developed more learning activities which contained cooperative activities to provide students the social skills. The writer also re-arranged the instructions into clear and precise instructions so that the students would easy to understand.

e. The Layout
Based on the suggestions given by the evaluators, the writer added more pictures and graphs to the designed materials. By doing so, it was expected that the designed materials would be more interesting to students.

f. Other Revision

The writer rewrote the learning indicators in order that the learning indicators could reflect the product of learning.

B. Presentation of the Designed Materials

This section was to answer the second research problem which was what the designed materials looked like. The designed materials consisted of eight units. There were three main sections for each unit, namely, Pre-activities, Main Activities, and Post-activities. The presentation of the designed materials is described in Table 4.13

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Learning Indicators</th>
<th>Learning Activities</th>
</tr>
</thead>
</table>
| 1    | Meaningful Words! | Students are able to:  
- identify reading purposes  
- grasp the benefits of reading  
- obtain essential information about reading techniques (SQ4R) | 1. Pre-activities Answering warming up questions  
2. Main Activities  
  ✓ Reading a text  
  ✓ Summarizing a text  
  ✓ Reading aloud in turn  
  ✓ Answering reading exercises |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Learning Indicators</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>“Hey! I Have a Good Map!”</td>
<td>Students are able to: • grasp the benefits of writing • recognize the writing steps • get detailed information about brainstorming techniques • organize their ideas using brainstorming techniques • arrange good paragraphs based on brainstorming/mind-mapping techniques • practice 5W + 1H formulas • contribute ideas and knowledge to others</td>
<td>Vocabulary related to the texts</td>
<td>3. Post-activities Reflecting the learning activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Texts: “Compose Yourself” and “Mind Mapping: A Powerful Creative Tool”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vocabulary related to the texts</td>
<td>1. Pre-activities Answering warming up questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mind-map Techniques</td>
<td>2. Main Activities ✔ Reading a text ✔ Listening to explanation ✔ Summarizing the materials ✔ Discussing the materials ✔ Practicing the brainstorming techniques ✔ Reading aloud in turn ✔ Giving positive comments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Post-activities ✔ Reflecting the learning activities ✔ Writing reflection</td>
</tr>
<tr>
<td>Unit</td>
<td>Topic</td>
<td>Learning Indicators</td>
<td>Learning Materials</td>
<td>Learning Activities</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| 3.   | Be Aware of Simple Things!!! | Students are able to:  
• recognize the parts of speech  
• recognize common mistakes in writing for beginners  
• revise the mistakes they find in others’ writings  
• develop their writing skills about minimum requirements  
• contribute constructive revision to his/her friends in polite manners | Texts: “11 Mistakes in Writing” and “Wordcare”  
Short texts: “David’s Letter” and “The Abolishment of Becaks”  
Vocabulary related to the texts  
Minimum Requirements (e.g. grammars, dictions)  
Parts of Speech (e.g. verbs, nouns) | 1. Pre-activities  
✓ Answering warming up questions  
✓ Drawing out the prior knowledge  
2. Main Activities  
✓ Discussing the material  
✓ Taking notes to important information  
✓ Summarizing the discussion  
✓ Revising errors  
3. Post-activities  
Reflecting the activities |
| 4.   | Love, Life, and Wisdom! | Students are able to:  
• identify a narrative text  
• recognize the generic structures of narratives  
• compose their own narratives using writing techniques  
• cooperate and contribute ideas in group competition | Texts: “The Lucky Octopus” and jumbled sentences  
Vocabulary related to the texts | 1. Pre-activities  
✓ Reading a narrative  
✓ Answering comprehension questions, in pairs  
✓ Matching then vocabulary  
✓ Answering multiple choices |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Learning Indicators</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
</tr>
</thead>
</table>
| 5    | Share the Love, Life, and Wisdom! | Students are able to:  
• recognize the recount texts  
• identify the generic structures of recount texts  
• differentiate between a narrative and a recount texts | Texts:  
“An Unforgettable Experience” and a personal letter | 1. Pre-activities  
• Reading a text  
• Answering the comprehension questions  
  2. Main Activities  
• Discussing texts |

Students are able to:  
• share values (e.g. tolerance, respect, honesty, courage, and gratitude) through narratives  
• develop writing skills in narratives  

• Narratives:  
  Orientation – Complication - Resolution  
• Verbs:  
  Simple Past Tense  
• Values (e.g. tolerance, respect, commenting)  

Writing Stages:  
1) Mind-mapping  
2) Drafting  
3) Editing  
4) Revising  

2. Main Activities  
  ✓ Arranging jumbled sentences into a thriller story, in pairs  
  ✓ Analyzing the generic structure  
  ✓ Answering comprehension questions  
  ✓ Discussing the group tasks for group competition  
  ✓ Rewriting Indonesian folklores  
  ✓ Mind-mapping-Drafting-Editing-Revising  

3. Post-activities  
  Reflecting the activities

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Learning Indicators</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
</tr>
</thead>
</table>
| 6    | I Know, U Know, We Know! | • use steps of writing to share their past experiences  
• share feelings and thoughts in written forms  
• develop writing skills in recount texts  
• grasp the values of sharing, empathy, or appraisals | • Vocabulary related to the texts  
• Recount Generic Structures (orientation, sequences of events)  
• Language Features: Simple Past Tense, connections  
• Writing Techniques:  
  1) Brainstorming  
  2) Drafting  
  3) Editing  
  4) Revising | • structures  
• Group working  
• Retelling personal experiences  
• Employing the writing steps (brainstorming-drafting-editing-revising)  
• Redrafting the revised work  
3. Post-activities Reflecting the whole activities |

| 1. Pre-activities Answering warming up questions  
2. Main Activities ✓ Listening to the teacher’s explanation  
✓ Taking notes on important details  
✓ Reading texts  
✓ Summarizing texts  
✓ Making procedure texts |
Table 4.13 Continued

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Learning Indicators</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>“Scrap and Scratch!”</td>
<td>• raise the awareness of safety riding</td>
<td>• Language Features: 1) Simple Present Tense 2) Command Verbs</td>
<td>✓ Working with the group  ✓ Joining group competition  ✓ Discussing the materials  ✓ Brainstorming  ✓ Drafting  ✓ Translating  ✓ Editing  ✓ Revising</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• share knowledge and information through procedure texts</td>
<td>• Writing Steps: 1) Brainstorming 2) Drafting 3) Translating 4) Editing Revising</td>
<td>3. Post-activities Reflecting the materials and the activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students are able to:</td>
<td>• Texts: “What is Global Warming?” and “What Are the Greenhouse Effects?”</td>
<td>1. Pre-activities  ✓ Reading texts  ✓ Answering comprehension questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• recognize the descriptive texts</td>
<td>• Vocabulary related to the text</td>
<td>2. Main Activities  ✓ Discussing texts  ✓ Describing plans to reduce the effects  ✓ Employing the steps of writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• identify the generic structures of descriptive texts</td>
<td>• Descriptive Structures</td>
<td>3. Post-activities Reflecting the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• obtain detailed information from the descriptive texts</td>
<td>• Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• produce descriptive texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• share knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Topic</td>
<td>Learning Indicators</td>
<td>Learning Materials</td>
<td>Learning Activities</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>• and information through detailed information in descriptive texts</td>
<td>Features</td>
<td>• Writing Steps:</td>
<td>materials and learning activities</td>
<td></td>
</tr>
<tr>
<td>• raise self-awareness about the ongoing global warming</td>
<td></td>
<td>1) Brainstorming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• contribute ideas and opinions toward the efforts to reduce the effects of global warming</td>
<td></td>
<td>2) Mind-mapping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are able to:</td>
<td></td>
<td>3) Drafting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• arrange their own stories</td>
<td></td>
<td>4) Translating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students are able to:</td>
<td></td>
<td>5) Editing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• contribute opinions and ideas about friendly vehicle to the society and the environment</td>
<td></td>
<td>6) Revising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• language in written forms</td>
<td>• Pictures of Environmentally Friendly Vehicle</td>
<td>1. Pre-activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• share values and awareness about clean environment</td>
<td>• Writing Techniques</td>
<td>✓ Giving responses to the pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• language in written forms</td>
<td>• Language Features of Narratives, Descriptive, and Procedure</td>
<td>✓ Setting out essential points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• share values and awareness about clean environment</td>
<td>• Language Focus: Simple Past, Simple Present, adjectives</td>
<td>2. Main Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• contribute opinions and ideas about friendly vehicle to the society and the environment</td>
<td></td>
<td>✓ Working individually within a group of four/ five</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• language in written forms</td>
<td></td>
<td>✓ Drafting each element of narrative, procedure, and descriptive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• share values and awareness about clean environment</td>
<td></td>
<td>✓ Elaborating the characterization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• contribute opinions and ideas about friendly vehicle to the society and the environment</td>
<td></td>
<td>✓ Setting the plot</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.13 Continued

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Learning Indicators</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• integrate a narrative, a descriptive, and a procedure text</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• sum up the learning materials into a piece of writing</td>
<td>nouns, adverbs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Selecting the environmentally friendly vehicle</td>
<td>✓ Drafting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Editing</td>
<td>✓ Peer-revising</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Revising</td>
<td>3. Post-activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Writing a reflection</td>
</tr>
</tbody>
</table>
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections. The first section is to present the conclusions of the study, and the second section is to give some suggestions for the English teachers and the students.

A. Conclusions

This study aimed at designing and presenting a set of integrated reading and writing instructional materials using Cooperative Learning for the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul. To accomplish the purposes, the writer formulated two research problems. They were how a set of integrated reading and writing instructional materials using Cooperative Learning for the tenth graders was designed and what the designed set of materials looked like.

To answer the first problem, the writer carried out nine steps to follow in the study. The nine steps were conducting the needs survey, describing the purpose, developing the syllabus, producing proto-syllabus, producing pedagogical syllabus, developing and implementing classroom procedures, developing materials, evaluating the designed materials, and revising the designed materials.

Having designed the materials, the writer requested two lecturers of English Language Education Program to evaluate the designed materials. Besides,
the writer also requested two English teachers of SMA Pangudi Luhur St. Louis IX Sedayu Bantul to give suggestions and feedback toward the designed materials. The results of the evaluation which conducted to both English lecturers and English teachers were analyzed and presented as qualitative data analysis. The results showed that the designed materials were acceptable and applicable to be used although there were some revisions needed. The feedback and suggestions obtain from the evaluation stage were used to revise the designed materials.

The revised version of the designed materials was the answer for the second question, which was what the designed set of materials looked like. The designed materials contained eight units. They were Meaningful Words, Hey! I Have a Good Map!, Be Aware of Simple Things!, Love, Live, Wisdom, Share the Love, Life, Wisdom, I Know U Know We Know, Scrap and Scratch!, and Cheapy-Speedy-Friendly!. Each unit of the designed material consisted of three main sections, namely, pre-activities, main-activities, and post-activities.

B. Suggestions

After all of the nine steps were carried out, the writer would like to give some suggestions for English teachers, materials designer, and future researchers who might be interested in conducting such study.

1. For English Teachers

There are five suggestions to be considered by the English teachers in SMA Pangudi Luhur St. Louis IX Sedayu Bantul. The first was the English teachers need to comprehend the importance of both reading and writing as the
integrated skills. Second, the teachers need to pay attention to the students’ desires toward reading and writing activities. Third, the teachers need to comprehend the background and the various models of Cooperative Learning activities in order him/ her could fairly manage the students with different proficiency levels into groups or pairs. Fourth, the teachers should encourage valuable, meaningful, and experiential learning to the students through the Cooperative Learning activities. Last, the teachers should utilize the designed materials which integrated reading and writing skills since it the designed materials were developed from the students’ needs.

2. For Material Designers

Since writing as a productive skill is neglected or avoided by many teachers due to its recursive and painstaking processes, the writer suggests the material designers to develop more about integrated reading and writing. The integrated reading and writing materials should meet the students’ needs and be presented in enjoyable activities in order to encourage the language learning.

3. For Future Researchers

There are two points addressed to further researchers. The first is that the future researchers should improve the existing designed materials in SMA Pangudi Luhur St. Louis IX Sedayu Bantul. Second, the future researchers may expand the study to other integrated skills which need such designed materials.
REFERENCES

BOOKS


ONLINE SOURCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

APPENDICICES
APPENDIX 1
Letters of Permission
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLEGAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX 2
Questionnaire for Needs Analysis
KUESIONER

Kuesioner ini bertujuan untuk mengetahui kebutuhan siswa dalam pengajaran Bahasa Inggris, khususnya pengajaran reading (membaca) dan writing (menulis). Hasil dari kuesioner ini akan menjadi referensi penulis untuk menyusun materi pengajaran reading (membaca) dan writing (menulis) sehingga materi yang diajarkan akan menjadi tepat guna, memenuhi tujuan kurikulum nasional, dan meningkatkan kemampuan berbahasa Inggris. Oleh karena itu, kerjasama dari anda semua sangat penulis harapkan. Atas perhatian dan kerjasamanya, penulis mengucapkan terima kasih.

Lingkari pilihan yang sesuai dengan pendapat anda.

1. Saya ingin mampu berkomunikasi dengan menggunakan Bahasa Inggris (membaca, menulis, berbicara).
   A. Ya  B. Tidak

2. Bahasa Inggris sangat penting untuk masa depan saya (kuliah, mencari pekerjaan, berkomunikasi).
   A. Ya  B. Tidak

   A. Ya  B. Tidak

   A. Ya  B. Tidak

5. Guru Bahasa Inggris selalu memberikan vocabulary list (daftar kosakata) pada setiap kegiatan reading (membaca).
   A. Ya  B. Tidak

   A. Ya  B. Tidak
7. Kemampuan membaca teks berbahasa Inggris akan bisa lebih menambah wawasan dan pengetahuan saya mengenai banyak hal di luar materi pelajaran.
   A. Ya        B. Tidak

8. Saya ingin agar materi reading (membaca) yang diajarkan bersifat up-to-date (mengikuti jaman), informatif, dan menggunakan bahasa/ kosakata yang lebih mudah dimengerti.
   A. Ya        B. Tidak

9. Selain membaca teks berbahasa Inggris, saya juga ingin mampu menulis dengan menggunakan Bahasa Inggris.
   A. Ya        B. Tidak

10. Saya ingin mampu menulis dengan menggunakan Bahasa Inggris untuk menuangkan ide, pendapat, perasaan, dan pengalaman- pengalaman saya.
    A. Ya        B. Tidak

11. Fasilitas internet di sekolah mendorong saya untuk mampu berkomunikasi aktif secara tertulis melalui E-mail (surat elektronik) dan fasilitas chatting (obrolan non- lisan).
    A. Ya        B. Tidak

12. Saya sering berlatih menulis dengan menggunakan Bahasa Inggris untuk menulis buku harian, atau jurnal.
    A. Ya        B. Tidak

    A. Ya        B. Tidak

14. Saat mulai menulis, saya juga merasa kesulitan untuk mencari dan atau mengorganisasikan ide- ide menjadi paragraf yang baik.
    A. Ya        B. Tidak

15. Saya ingin agar ada materi writing (menulis) yang bisa meningkatkan kemampuan menulis dalam Bahasa Inggris, khususnya untuk karangan sederhana yang berhubungan dengan kehidupan sehari- hari.
    A. Ya        B. Tidak
   A. Ya  B. Tidak

17. Guru rutin mengemalikan tugas- tugas menulis dan memberi \textit{feedback} (perbaikan, komentar, atau kritik).
   A. Ya  B. Tidak

18. Di dalam proses belajar, saya merasa lebih \textit{enjoy} (nyaman) apabila saya bekerja di dalam kelompok kerja.
   A. Ya  B. Tidak

   A. Ya  B. Tidak

20. Bekerja di dalam sebuah kelompok kerja membuat saya juga belajar tentang \textit{life- skills} (kecakapan hidup) seperti pemecahan masalah, toleransi, kerjasama, sikap saling menghormati antar anggota kelompok, dll.
   A. Ya  B. Tidak

Jawablah sesuai dengan pendapat anda pribadi.
Bagaimanakah situasi belajar dan pengajaran Bahasa Inggris yang anda inginkan?

……………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………

Thank you, students! God Bless you all!
APPENDIX 3
Evaluation Questionnaire
### Evaluation Questionnaire for Students

Decide whether Yes (Y) or No (N) for the following statements!

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The topics of the materials are interesting and well-arranged.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The materials are easy to understand and to learn.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The materials are well-elaborated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The reading texts are interesting and relevant to learn.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The writing steps are set clearly simple to support the exercises.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The cooperative strategies ease me to learn the materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The materials and its activities inspire me to start reading and writing habits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The cooperative strategies inspire me to work with my friends’ strengths and weaknesses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I learn to share, respect, appreciate, cooperate, contribute, and to construct each other as a team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I enjoy working as a cooperative team with my friends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>I learn to express my experiences, ideas, and opinions in logical and good orders.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>I learn to appreciate myself through documenting my written experiences, ideas, opinions into a portfolio.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>I obtain meaningful experiences in reading and writing class through cooperative activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Answer the following questions and you can use Bahasa Indonesia!

1. What topics do you like the most? And why?

_______________________________________________________________
_______________________________________________________________

2. What do you think about the materials’ layouts? Is it interesting or not interesting?

_______________________________________________________________
_______________________________________________________________

3. What topic is the most boring for you? What is your reason?

_______________________________________________________________
_______________________________________________________________

4. How far do the materials give you motivation or inspiration to develop your reading or writing skills for your own purposes?

_______________________________________________________________
_______________________________________________________________

5. What are your comments or suggestions about the materials?

_______________________________________________________________
_______________________________________________________________

Terima kasih
APPENDIX 4
Questionnaire for Expert Validation
QUESTIONNAIRE for EXPERT VALIDATION

Name: 
Age: years
Education Background: 
Teaching Experience: years

Answer the following questions and give further explanations or suggestions in each Y/N questions!

Topics
1. Are the topics selected properly based on School Based Curriculum 2006 (KTSP)?
   _________________________________________________________________
   _________________________________________________________________

2. Are the topics well-arranged and interesting?
   _________________________________________________________________
   _________________________________________________________________

Learning Objectives
1. Are the learning goals well-formulated and suitable with the target learners?
   _________________________________________________________________
   _________________________________________________________________

2. Are the learning indicators also well-formulated to meet the goals set?
   _________________________________________________________________
   _________________________________________________________________

Learning Activities
1. Are the learning activities interesting and challenging?
   _________________________________________________________________
   _________________________________________________________________

2. Are the learning activities well-established in accordance with the learning goal?
   _________________________________________________________________
   _________________________________________________________________

3. How is the arrangement of the learning activities using cooperative strategy?
4. Are the integrated learning activities easy to understand?

5. Are the employed cooperative activities easy to do in class?

6. Are the positive interdependencies already obtained through the integrated activities using cooperative strategies?

7. What are your comments and suggestions dealing with the learning activities using cooperative learning strategies?

Reading Texts
1. Are the reading texts easy to understand?

2. Are the reading texts suitable with the target learners?

3. Are the reading texts sufficiently authentic?

4. Are the reading texts sufficiently challenging for the learners?

5. What are your comments or suggestions toward the reading texts?
Writing Activities
1. Are the writing steps sufficiently clear and understandable for the learners?
   _________________________________________________________________
   _________________________________________________________________

2. Are the writing activities interesting and challenging for the learners?
   _________________________________________________________________
   _________________________________________________________________

3. Are the writing activities promoting writing habits for the learners?
   _________________________________________________________________
   _________________________________________________________________

4. How is the peer-revise activity?
   _________________________________________________________________
   _________________________________________________________________

5. What are your comments or suggestions toward the writing activities?
   _________________________________________________________________
   _________________________________________________________________

Layout
1. How is the layout of the materials?
   _________________________________________________________________
   _________________________________________________________________

2. What are your comments and suggestions toward the layout?
   _________________________________________________________________
   _________________________________________________________________
Materials as a whole
1. How is the materials’ clarity?

2. How is the designed materials integrated?

3. How is the cooperative learning strategy employed to support the materials?

4. Are the materials suitable with the learners?

5. What is your opinion or suggestions about students’ portfolios?

6. Could the materials help the learners to develop:
   a. Reading skills?
   b. Writing skills?
   c. Cooperative skills?

Terimakasih
APPENDIX 5
Overview of the Designed Set of Materials
A SET OF INTEGRATED READING AND WRITING INSTRUCTIONAL MATERIALS USING COOPERATIVE LEARNING FOR THE TENTH GRADERS OF SMA PANGUDI LUHUR SEDAYU BANTUL

OVERVIEW

This study is entitled “A Set of Integrated Reading and Writing Instructional Materials Using Cooperative Learning for the Tenth Graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul”. This study is aimed at providing the tenth grade of SMA Pangudi Luhur St. Louis IX Sedayu Bantul with integrated reading and writing materials that would help them to learn and develop both reading and writing skills through cooperative activities.

A. Background

As a foreign-international language, English has been taught in Indonesian schools for years. While English is possibly taught as a painstaking compulsory subject (for the students), at the end of academic year it only becomes a passport in high-school graduation to continue to higher education. However, as explained by Freeman (2000: 130) “Language is for communication. At the same time people or students learn languages; they are expected to be able to communicate in the languages which are being learned.” Therefore, at the end of the learning processes, students are expected to be able to communicate in the target language.

Unfortunately, writing as a form of communication using verbal symbols is neglected due to its recursive processes. Recursive process means we loop backwards and move forwards between various stages in which many teachers tend to avoid it (Harmer, 1991: 326). Beyond the thoughts, there are many students long for writing exercises. They desired to be able to write in English for
many purposes. Based on the needs analysis, there has to be an instructional material which integrates reading and writing skills to fulfill students’ desires. Readings are the texts modeling (e.g. narratives, descriptive, recounts, and procedure) before the learning activities resulted in writings.

To ease reading comprehension and writing’s recursive process, which also means a tiring process, Cooperative Learning is used as a strategy. Cooperative Learning gives teachers and students the opportunities to work together as the teamwork to create effective learning and teaching. Cooperation means working with one or more peers to obtain feedback, pool information, or model a language activity, Brown (1987).

The research attempts to help students cope with their problems in reading comprehension and to express ideas into a good writing piece. The purpose of the research is to present a set of integrated reading and writing materials which could enable students to comprehend information and then, to share the information to others.

B. Purpose

The purpose of the design is to provide the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul with integrated reading and writing instructional materials which hopefully could help them to learn and develop both language skills. Furthermore, the materials which are designed by integrating receptive skills (reading) and productive skills (writing) could give valuable, meaningful, and experiential learning for students through cooperative activities. It is meant to give students the real learning experiences which are to obtain academic objectives and social skills (e.g. problem-solving, tolerance, respect, and appraisal).

C. Content

The designed materials consist of eight topics which also presented eight units. The selection of the eight topics is based on the results of needs analysis and
the consideration of KTSP. Each unit consists of three main sections, namely, Pre-activities, Main Activities, and Post-activities.

1) Pre-activities
The first section presents the students what exactly the purposes of their reading and writing activities on that day. Pre-activities also set clear instructions for each activity and what students are going to learn. In addition, this first step enables students to draw their prior knowledge of what are to learn.

2) Main-activities
In the second section, there are two main activities. Students firstly read the text given by teachers. Students also answer reading comprehension questions (5W + 1H) or True/False questions. Then, they are to analyze the generic structures of each text before reproduce the same text based on their own experiences, ideas, or opinions.

The second part of main-activities is writing. Based on the steps given, explained, and discussed in the earlier meeting, students produce their writing pieces. Writing session enables students to work in group or pairs for discussion and revision. Students learn to appreciate, respect, cooperate, contribute, and construct each other. Later, at the end of the lessons, students are to compile their writings into a portfolio.

3) Post-activities
The last section brings students to reflect their activities for grasping meaningful experiences in their learning. Teachers reinforce the achievement made in the day. Also, teacher and students give comments or suggestion about the day’s activities in order to make the next meetings better.
APPENDIX 6
Syllabus and Lesson Plans
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Basic Competence</th>
<th>Learning Material</th>
<th>Learning Activities</th>
<th>Learning Indicators</th>
<th>Time</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meaningful Words!</td>
<td>Reading: Students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication</td>
<td>Short text: “Purpose of Reading”, “Yugoslavia War”, and “Indonesian Big Five Ghosts” Text: “Reading Techniques: SQ4R” Vocabulary related to the texts</td>
<td>1. Pre-activities&lt;br&gt;Answering warming up questions&lt;br&gt;&lt;br&gt;2. Main Activities&lt;br&gt;✓ Reading a text&lt;br&gt;✓ Summarizing a text&lt;br&gt;✓ Reading aloud in turn&lt;br&gt;✓ Answering reading exercises&lt;br&gt;&lt;br&gt;3. Post-activities&lt;br&gt;Reflecting the learning activities</td>
<td>Students are able to:&lt;br&gt;• identify reading purposes&lt;br&gt;• grasp the benefits of reading&lt;br&gt;• obtain essential information about reading techniques (SQ4R)&lt;br&gt;• develop their reading skills&lt;br&gt;• contribute ideas, opinions, and information to their friends</td>
<td>2x45’</td>
<td>The Practice of English Language Teaching&lt;br&gt;➢ Compose Yourself&lt;br&gt;➢ Writing: Students’ Book&lt;br&gt;➢ Reading</td>
</tr>
<tr>
<td>Unit</td>
<td>Topic</td>
<td>Basic Competence</td>
<td>Learning Material</td>
<td>Learning Activities</td>
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</table>
| 2    | “Hey! I Have a Good Map!” | Reading: Students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication. Writing: Students are able to express meanings and rhetorical steps fluent and accurately in the written forms of recount, narrative, descriptive, and procedure for everyday life communication. | • Texts: “Compose Yourself” and “Mind Mapping: A Powerful Creative Tool” • Vocabulary related to the texts • Mind-map Techniques | 1. Pre-activities  
Answering warming up questions  
2. Main Activities  
✓ Reading a text  
✓ Listening to explanation  
✓ Summarizing the materials  
✓ Discussing the materials  
✓ Practicing the brainstorming techniques  
✓ Reading aloud in turn  
✓ Giving positive comments  
3. Post-activities  
✓ Reflecting the learning activities  
✓ Writing reflection | Students are able to:  
• grasp the benefits of writing  
• recognize the writing steps  
• get detailed information about brainstorming techniques  
• organize their ideas using brainstorming techniques  
• arrange good paragraphs based on brainstorming/mind-mapping techniques  
• practice 5W + 1H formulas  
• contribute ideas and knowledge to others | 2x45’ | ➢ The Practice of English Language Teaching  
➢ Compose Yourself  
➢ Writing: Students’ Book  
➢ Reading |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Basic Competence</th>
<th>Learning Material</th>
<th>Learning Activities</th>
<th>Learning Indicators</th>
<th>Time</th>
<th>Sources</th>
</tr>
</thead>
</table>
| 3    | Be Aware of Simple Things!!! | Reading: Students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication.  
Writing: Students are able to express meanings and rhetorical steps fluent and accurately in the written forms of recount, narrative, descriptive, and procedure for everyday life communication. | - **Texts:** “11 Mistakes in Writing” and “Wordcare”  
- Short texts: “David’s Letter” and “The Abolishment of Becaks”  
- Vocabulary related to the texts  
- Minimum Requirements (e.g. grammars, dictions)  
- Parts of Speech (e.g. verbs, nouns) | 1. Pre-activities  
- Answering warming up questions  
- Drawing out the prior knowledge  
2. Main Activities  
- Discussing the material  
- Taking notes to important information  
- Summarizing the discussion  
- Revising errors  
3. Post-activities  
- Reflecting the activities | Students are able to:  
- recognize the parts of speech  
- recognize common mistakes in writing for beginners  
- revise the mistakes they find in others’ writings  
- develop their writing skills about minimum requirements  
- contribute constructive revision to his/her friends in polite manners | 2x45’ | ➢ Compose Yourself  
➢ Writing: Students’ Book  
➢ Kiat Menulis Dalam Bahasa Inggris |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Basic Competence</th>
<th>Learning Material</th>
<th>Learning Activities</th>
<th>Learning Indicators</th>
<th>Time</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Love, Life, and Wisdom!</td>
<td>Reading: Students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication. Writing: Students are able to express meanings and rhetorical steps fluent and accurately in the written forms of recount, narrative, descriptive, and procedure for everyday life communication.</td>
<td>• Texts: “The Lucky Octopus” and jumbled sentences • Vocabulary related to the texts • Narratives: 1) Orientation 2) Complication 3) Resolution • Verbs: Simple Past Tense • Values (e.g. tolerance, respect, commenting) • Writing Stages: 5) Mind-mapping 6) Drafting 7) Editing 8) Revising</td>
<td>1. Pre-activities ✓ Reading a narrative ✓ Answering comprehension questions, in pairs ✓ Matching then vocabulary ✓ Answering multiple choices</td>
<td>Students are able to: ● identify a narrative text ● recognize the generic structures of narratives ● compose their own narratives using writing techniques ● cooperate and contribute ideas in group competition ● share values (e.g. tolerance, respect, honesty, courage, and gratitude) through narratives ● develop writing</td>
<td>2x45'</td>
<td>➢ The Practice of English Language Teaching ➢ Compose Yourself ➢ Writing: Students’ Book ➢ Reading</td>
</tr>
</tbody>
</table>
| **5** | **Share the Love, Life, and Wisdom!** | **Reading:** Students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication. **Writing:** Students are able to express meanings and rhetorical steps fluent and accurately in the written forms of recount, narrative, descriptive, and procedure for everyday life communication. | **texts:**
- "An Unforgettable Experience" and a personal letter
- Vocabulary related to the texts
- Generic Structures (orientation, sequences of events)
- Language Features: Simple Past Tense, connections
- Writing Techniques: 1) Brainstorming 2) Drafting 3) Editing 4) Revising 1. **Pre-activities**
   - Reading a text
   - Answering the comprehension questions
2. **Main Activities**
   - Discussing texts structures
   - Group working
   - Retelling personal experiences
   - Employing the writing steps (brainstorming-drafting-editing-revising)
   - Redrafting the revised work
3. **Post-activities**
   - Reflecting the whole activities
   - Students are able to:
     - recognize the recount texts
     - identify the generic structures of recount texts
     - differentiate between a narrative and a recount texts
     - use steps of writing to share their past experiences
     - share about feelings and thoughts in written forms
     - develop writing skills in recount texts | **2x45'**
- Compose Yourself
- [www.englishclub.com](http://www.englishclub.com)
- Writing: Students’ Books

---

**folklores**
- Mind-mapping-
- Drafting-Editing-
- Revising

**skills in narratives**
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Basic Competence</th>
<th>Learning Material</th>
<th>Learning Activities</th>
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</thead>
<tbody>
<tr>
<td>Unit</td>
<td>Topic</td>
<td>Basic Competence</td>
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<td>Sources</td>
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</tr>
</tbody>
</table>
| 7    | “Scrap and Scratch!” | Reading: Students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication  
Writing: Students are able to express meanings and rhetorical steps fluent and accurately in the written forms of recount, narrative, descriptive, and procedure for everyday life communication | Texts: “What is Global Warming?” and “What Are the Greenhouse Effects?”  
• Vocabulary related to the text  
• Descriptive Structures  
• Language Features: Simple Present Tense, adjectives, nouns, adverbs.  
5. Main Activities ✓ Discussing texts ✓ Describing plans to reduce the effects ✓ Employing the steps of writing  
6. Post-activities ✓ Reflecting the materials and learning activities | Students are able to: • recognize the descriptive texts • identify the generic structures of descriptive texts • obtain detailed information from the descriptive texts • share knowledge and information through detailed information in descriptive texts • raise self-awareness about the ongoing global warming • contribute ideas and opinions toward the efforts to reduce the effects of global warming | 2x45’ |  
  ➢ Compose Yourself  
  ➢ Writing: Students’ Book  
  ➢ [www.google icecreamear thimages.co m](http://www.google icecreamear thimages.co m)
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Basic Competence</th>
<th>Learning Material</th>
<th>Learning Activities</th>
<th>Learning Indicators</th>
<th>Time</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Cheapy-Speedy-Friendly!</td>
<td><strong>Reading:</strong> Students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication &lt;br&gt; <strong>Writing:</strong> Students are able to express meanings and rhetorical steps fluent and accurately in the written forms of recount, narrative, descriptive, and procedure for everyday life communication</td>
<td>• Pictures of Environmentally Friendly Vehicle &lt;br&gt; • Writing Techniques &lt;br&gt; • Language Features of Narratives, Descriptive, and Procedure &lt;br&gt; • Language Focus: Simple Past, Simple Present, adjectives, nouns, adverbs.</td>
<td>4. Pre-activities &lt;br&gt; ✓ Giving responses to the pictures &lt;br&gt; ✓ Setting out essential points &lt;br&gt; 5. Main Activities &lt;br&gt; ✓ Working individually within a group of four/five &lt;br&gt; ✓ Drafting each element of narrative, procedure, and descriptive &lt;br&gt; ✓ Elaborating the characterization &lt;br&gt; ✓ Setting the plot &lt;br&gt; ✓ Selecting the environmentally friendly vehicle &lt;br&gt; ✓ Drafting &lt;br&gt; ✓ Editing &lt;br&gt; ✓ Peer-revising &lt;br&gt; ✓ Revising &lt;br&gt; 6. Post-activities &lt;br&gt; Writing a reflection</td>
<td>Students are able to: &lt;br&gt; • arrange their own stories &lt;br&gt; • language in written forms &lt;br&gt; • share values and awareness about clean environment &lt;br&gt; • contribute opinions and ideas about friendly vehicle to the society and the environment &lt;br&gt; • integrate a narrative, a descriptive, and a procedure text &lt;br&gt; • sum up the learning materials into a piece of writing</td>
<td>2x90'</td>
<td>➢ Compose Yourself &lt;br&gt; ➢ Writing: Students’ Book &lt;br&gt; ➢ [<a href="http://www.google">www.google</a> icecreamear thimages.co m](<a href="http://www.google">http://www.google</a> icecreamear thimages.co m)</td>
</tr>
</tbody>
</table>
LESSON PLAN
UNIT 1

A. LESSON IDENTITY
Subject : Integrated Reading and Writing for SMA X
School : SMA Pangudi Luhur St. Louis IX Sedayu Bantul
Topic : Meaningful Words!
Time Allotment : 2 x 45 minutes

B. STANDARD COMPETENCE
Students are able to comprehend and express the meaning of short functional written texts and simple essays in the forms of recount, narrative, descriptive, and procedure especially to communicate fluently in written forms for broader needs and accessing knowledge.

C. BASIC COMPETENCE
1. Students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication.
2. Students are able to express meanings and the rhetorical steps fluent and accurately in the various written forms of recount, narrative, descriptive, and procedure for everyday life communication.

D. INDICATORS
At the end of the teaching and learning activities, students are able to perform the following achievements:
1. Students are able to identify reading purposes
2. Students are able to grasp the benefits of reading
3. Students are able to obtain essential information about the reading techniques; SQ4R
4. Students are able to develop their reading skills
5. Students are able to contribute ideas, and information to others
E. LEARNING ACTIVITIES

1. Pre-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teacher presents the materials and the activities.</td>
<td>5’</td>
</tr>
<tr>
<td>b) Students answer the questions from the handout.</td>
<td>5’</td>
</tr>
</tbody>
</table>

2. Main Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students read a text “Purposes of Reading”</td>
<td>5’</td>
</tr>
<tr>
<td>b) Students sum up the text before taking turn to read aloud their summary</td>
<td>10’</td>
</tr>
<tr>
<td>c) Students and teacher discuss the text “Reading Techniques: SQ4R”</td>
<td>30’</td>
</tr>
<tr>
<td>d) Students sum up the techniques elaborated in the discussion</td>
<td>10’</td>
</tr>
<tr>
<td>e) Students answer the questions based on the texts “Yugoslavia War” and “Indonesian Big Five Ghosts”.</td>
<td>20’</td>
</tr>
</tbody>
</table>

3. Post-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and teacher reflect the lesson had just done together. Closing</td>
<td>5’</td>
</tr>
</tbody>
</table>

F. TEACHING LEARNING STRATEGIES

1. Discussion (teacher-students/ students-students).
2. Pairs discussion
3. Pairs work.
4. Individual and group tasks
G. TEACHING MEDIA
1. Handouts
2. Teacher’s handbook
3. English – Indonesian Dictionary
4. Indonesian – English Dictionary

H. EVALUATION TOOLS
1. Students’ Individual Task
2. Pair Task
3. Group Task
4. Personal Reflection

I. REFERENCES
1. Online Sources

(http://EzineArticles.com/?expert=Mickie_Hayes)
Accessed on April 12, 2011 at 6.32 pm

(http://www.st.rim.or.jp/cycle/MyghostE.HTML)
Accessed on April 12, 2011 at 7.10 pm

2. Books


A. LESSON IDENTITY
Subject : Integrated Reading and Writing for SMA X
School : SMA Pangudi Luhur St. Louis IX Sedayu
Topic : “Hey! I Have a Good Map!”
Time Allotment : 2 x 90 minutes

B. STANDARD COMPETENCE
Students are able to comprehend and express the meaning of short functional written texts and simple essays in the forms of recount, narrative, descriptive, and procedure especially to communicate fluently in written forms for broader needs and accessing knowledge.

C. BASIC COMPETENCE
1. Students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication.
2. Students are able to express meanings and the rhetorical steps fluent and accurately in the various written forms of recount, narrative, descriptive, and procedure for everyday life communication.

D. INDICATORS
At the end of the teaching and learning activities, students are able to perform the following achievements:
1. Students are able to grasp the benefits of writing.
2. Students are able to recognize the writing steps.
3. Students are able to get detailed information about brainstorming techniques.
4. Students are able to organize their ideas using brainstorming techniques.
5. Students are able to arrange a good paragraph with the ideas in good orders.
6. Students are able to practice 5W + 1H formulas.
7. Students are able to contribute ideas and knowledge to others.
E. LEARNING ACTIVITIES

1. Pre-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teacher presents what to learn.</td>
<td>5’</td>
</tr>
<tr>
<td>b) Students answer warming-up questions from the handout.</td>
<td>5’</td>
</tr>
</tbody>
</table>

2. Main Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students listen to the teacher explanation about the text “Compose Yourself” and take notes on essential information about the writing steps.</td>
<td>45’</td>
</tr>
<tr>
<td>b) Students work in group to discuss the materials explained by the teacher</td>
<td>20’</td>
</tr>
<tr>
<td>c) Students individually sum up the results of the discussion</td>
<td>10’</td>
</tr>
</tbody>
</table>

3. Post-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher reinforces students for the activities done. Closing</td>
<td>5’</td>
</tr>
</tbody>
</table>

F. TEACHING LEARNING STRATEGIES

1. Discussion (teacher-students/ students-students).
2. Pairs discussion
3. Pairs work.
4. Individual and group tasks.
G. TEACHING MEDIA
1. Handouts
2. Teacher’s handbook
3. English – Indonesian Dictionary
4. Indonesian – English Dictionary

H. EVALUATION TOOLS
1. Individual Task
2. Worksheet
3. Personal Reflection

I. REFERENCES
1. Online Sources

(http://www.help-for-writers.com/mind_mapping.html)
Accessed on June 21, 2008 at 9.15 pm

2. Books


LESSON PLAN
UNIT 3

(2)

A. LESSON IDENTITY

Subject : Integrated Reading and Writing for SMA X
School  : SMA Pangudi Luhur St. Louis IX Sedayu
Topic   : “Hey! I Have a Good Map!”
Time Allotment : 2 x 90 minutes

B. STANDARD COMPETENCE

Students are able to comprehend and express the meaning of short functional written texts and simple essays in the forms of recount, narrative, descriptive, and procedure especially to communicate fluently in written forms for broader needs and accessing knowledge.

C. BASIC COMPETENCE

1. Students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication.
2. Students are able to express meanings and the rhetorical steps fluent and accurately in the various written forms of recount, narrative, descriptive, and procedure for everyday life communication.

D. INDICATORS

At the end of the teaching and learning activities, students are able to perform the following achievements:

1. Students are able to grasp the benefits of writing.
2. Students are able to recognize the writing steps.
3. Students are able to get detailed information about brainstorming techniques.
4. Students are able to organize their ideas using brainstorming techniques.
5. Students are able to arrange a good paragraph with the ideas in good orders.
6. Students are able to practice 5W + 1H formulas.
7. Students are able to contribute ideas and knowledge to others.
E. LEARNING ACTIVITIES

1. Pre-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher refresh students’ minds about the previous materials learned: “Compose Yourself” and the writing steps.</td>
<td>5’</td>
</tr>
</tbody>
</table>

2. Main Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students listen to the teacher’s explanation about the material.</td>
<td>15’</td>
</tr>
<tr>
<td>“Mind Mapping: A Powerful Creative Tool”.</td>
<td>10’</td>
</tr>
<tr>
<td>b) Students work in a group of four/five to discuss about the materials explained.</td>
<td>20’</td>
</tr>
<tr>
<td>c) Students practice the brainstorming techniques and “The Benefits of Writing for Our Lives” as the topic.</td>
<td>25’</td>
</tr>
<tr>
<td>d) Students compose two paragraphs based on the ideas organized through brainstorming.</td>
<td>10’</td>
</tr>
<tr>
<td>e) Students, in pairs and take turn each other, read aloud their paragraphs.</td>
<td></td>
</tr>
</tbody>
</table>

3. Post-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher reinforces students for the activities.</td>
<td>5’</td>
</tr>
<tr>
<td>Closing</td>
<td></td>
</tr>
</tbody>
</table>
F. TEACHING LEARNING STRATEGIES
   1. Discussion (teacher-students/ students-students).
   2. Pairs discussion
   3. Pairs work.
   4. Individual and group tasks.

G. TEACHING MEDIA
   1. Handouts
   2. Teacher’s handbook
   3. English – Indonesian Dictionary
   4. Indonesian – English Dictionary

H. EVALUATION TOOLS
   1. Individual Task
   2. Group Task
   3. Group Reflection
   4. Personal Reflection

I. REFERENCES
   1. Online Sources

(http://www.help-for-writers.com/mind_mapping.html)
Accessed on June 21, 2008 at 9.15 pm

   2. Books


A. LESSON IDENTITY
Subject: Integrated Reading and Writing for SMA X
School: SMA Pangudi Luhur St. Louis IX Sedayu
Topic: Be Aware of Simple Things!!!
Time Allotment: 2 x 90 minutes

B. STANDARD COMPETENCE
Students are able to comprehend and express the meaning of short functional written texts and simple essays in the forms of recount, narrative, descriptive, and procedure especially to communicate fluently in written forms for broader needs and accessing knowledge.

C. BASIC COMPETENCE
1. Students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication.
2. Students are able to express meanings and the rhetorical steps fluent and accurately in the various written forms of recount, narrative, descriptive, and procedure for everyday life communication.

D. INDICATORS
At the end of the teaching and learning activities, students are able to perform the following achievements:
1. Students are able to recognize the parts of speech.
2. Students are able to recognize common mistakes in writing for beginners.
3. Students are able to revise the mistakes they find in others’ writings.
4. Students are able to develop their writing skills about minimum requirements.
5. Students are able to contribute constructive revision to his/ her friends in constructive manners.
E. LEARNING ACTIVITIES

1. Pre-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teacher refreshes the students’ minds about the previous materials; the reading and writing techniques.</td>
<td>5’</td>
</tr>
<tr>
<td>b) Teacher presents the materials</td>
<td>2’</td>
</tr>
</tbody>
</table>

2. Main Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students listen to the teacher’s explanation about the material. “11 Mistakes in Writing” and take notes for important information.</td>
<td>38’</td>
</tr>
<tr>
<td>b) Students read the next handout, “Wordcare”.</td>
<td>10’</td>
</tr>
<tr>
<td>c) Students do the exercises given by the teacher in pairs. A personal letter and “The Abolishment of Becaks”</td>
<td>20’</td>
</tr>
<tr>
<td>d) Students and teachers discuss the exercises.</td>
<td>10’</td>
</tr>
</tbody>
</table>

3. Post-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and teacher reflect the lesson had just done together. Closing</td>
<td>5’</td>
</tr>
</tbody>
</table>

F. TEACHING LEARNING STRATEGIES

1. Discussion (teacher-students/students-students).
2. Pairs discussion
3. Pairs work.
4. Individual and group tasks.

G. TEACHING MEDIA
1. Handouts
2. Teacher’s handbook
3. English – Indonesian Dictionary
4. Indonesian – English Dictionary

H. EVALUATION TOOLS
1. Pair Task
2. Individual Task
3. Personal Reflection

I. REFERENCES


A. LESSON IDENTITY

Subject : Integrated Reading and Writing for SMA X
School : SMA Pangudi Luhur St. Louis IX Sedayu
Topic : Love, Life, Wisdom!!
Time Allocation : 2 x 45 minutes

B. STANDARD COMPETENCE

Students are able to comprehend and express the meaning of short functional written texts and simple essays in the forms of recount, narrative, descriptive, and procedure especially to communicate fluently in written forms for broader needs and accessing knowledge.

C. BASIC COMPETENCE

1. The students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication.
2. The students are able to express meanings and the rhetorical steps fluent and accurately in the various written forms of recount, narrative, descriptive, and procedure for everyday life communication.

D. INDICATORS

At the end of the teaching and learning activities, students are able to perform the following achievements:

1. Students are able to identify a narrative text.
2. Students are able to recognize the generic structures of narratives.
3. Students are able to compose their own narratives using writing techniques.
4. Students are able to cooperate and contribute ideas in group competition.
5. Students are able to develop their writing skills in narrative texts.
E. LEARNING ACTIVITIES

1. Pre-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students individually read and answer the questions from a short story</td>
<td>10’</td>
</tr>
<tr>
<td>in the handout given by the teacher: “The Lucky Octopus”.</td>
<td>5’</td>
</tr>
<tr>
<td>b) Students, in pair, discuss the answers of the comprehension questions.</td>
<td>5’</td>
</tr>
<tr>
<td>c) Students refresh their minds about narratives (its generic structures,</td>
<td></td>
</tr>
<tr>
<td>kinds of, language features).</td>
<td></td>
</tr>
</tbody>
</table>

2. Main Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students work in pair to read and rewrite jumbled sentences into a</td>
<td>15’</td>
</tr>
<tr>
<td>good thriller story.</td>
<td>5’</td>
</tr>
<tr>
<td>b) Students sum up the results of pair discussion before submitting it</td>
<td>40’</td>
</tr>
<tr>
<td>to the teacher.</td>
<td></td>
</tr>
<tr>
<td>c) Students work in group of four/five to join group competition rewriting</td>
<td></td>
</tr>
<tr>
<td>Indonesian folklores by following the guidelines provided in the</td>
<td></td>
</tr>
<tr>
<td>worksheet.</td>
<td></td>
</tr>
<tr>
<td><em>Brainstorming – Drafting – Editing - Revising</em></td>
<td></td>
</tr>
</tbody>
</table>

3. Post-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students fill the reflection sheet given by the teacher.</td>
<td>5’</td>
</tr>
<tr>
<td>b) Teacher concludes the learning activities by its values.</td>
<td>5’</td>
</tr>
</tbody>
</table>
F. TEACHING LEARNING STRATEGIES
   1. Discussion (teacher-students/students-students).
   2. Individual and group tasks.

G. TEACHING MEDIA
   1. Handouts
   2. Teacher’s handbook
   3. English – Indonesian Dictionary
   4. Indonesian – English Dictionary
   5. Envelopes, glue, scissor.

H. EVALUATION TOOLS
   1. Personal Task and Reflection
   2. Pair Task
   3. Group Task and Reflection
   4. Worksheet

I. REFERENCES
   1. Online Sources

   (http://www.help-for-writers.com/mind_mapping.html)
   Accessed on June 12, 2008 at 7.44 pm

   (http://www.englishclub.com/young-learners/s_maxwell_q.htm)
   Accessed on February 5, 2009, at 5.35 pm

   2. Books

A. LESSON IDENTITY
Subject : Integrated Reading and Writing for SMA X
School  : SMA Pangudi Luhur St. Louis IX Sedayu
Topic   : Share the Love, Life, and Wisdom!
Time Allocation : 2 x 45 minutes

B. STANDARD COMPETENCE
Students are able to comprehend and express the meaning of short functional written texts and simple essays in the forms of recount, narrative, descriptive, and procedure especially to communicate fluently in written forms for broader needs and accessing knowledge.

C. BASIC COMPETENCE
1. The students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication.
2. The students are able to express meanings and the rhetorical steps fluent and accurately in the various written forms of recount, narrative, descriptive, and procedure for everyday life communication.

D. INDICATORS
At the end of the teaching and learning activities, students are able to perform the following achievements:
1. Students are able to recognize the recount texts.
2. Students are able to identify the generic structures of recount texts.
3. Students are able to differentiate between a narrative and a recount texts.
4. Students are able to use steps of writing to share their past experiences.
5. Students are able to share about feelings and thoughts in written forms.
6. Students are able to develop writing skills in recount texts.
E. LEARNING ACTIVITIES

1. Pre-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teacher presents what to learn in the meeting.</td>
<td>2’</td>
</tr>
<tr>
<td>b) Students read a passage from the handout to answer comprehension questions; “An Unpleasant Experience”</td>
<td>5’</td>
</tr>
</tbody>
</table>

2. Main Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students and teacher discuss about recounts texts and the previous text’s:</td>
<td>15’</td>
</tr>
<tr>
<td>➢ The generic structures</td>
<td></td>
</tr>
<tr>
<td>➢ Language features</td>
<td></td>
</tr>
<tr>
<td>b) Students individually work in a group of four/five to retell their past experiences by following the guidelines provided in section C – G</td>
<td>55’</td>
</tr>
<tr>
<td>c) Students rewrite their first draft of past experience based on the peers-revision before submitting it to the teacher.</td>
<td>5’</td>
</tr>
</tbody>
</table>

3. Post-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teacher concludes the learning activities, also the difference between a narrative and a recount.</td>
<td>5’</td>
</tr>
<tr>
<td>b) Teacher assigns students about personal experiences. Closing</td>
<td>3’</td>
</tr>
</tbody>
</table>
F. TEACHING LEARNING STRATEGIES
   1. Discussion (teacher-students/ students-students).
   2. Pairs discussion
   3. Pairs work.
   4. Individual and group tasks.

G. TEACHING MEDIA
   1. Handouts
   2. Teacher’s handbook
   3. English – Indonesian Dictionary
   4. Indonesian – English Dictionary

H. EVALUATION TOOLS
   1. Individual worksheet
   2. Group worksheet
   3. Group reflection

I. EVALUATION TOOLS
   1. Group Tasks and Reflection
   2. Individual Task and Reflection

J. REFERENCES
   1. Online Sources

   (http://www.englishclub.com/teach-english.html)
   Accessed on February 12, 2009 at 9.35 pm

   2. Books

   James, B., Keaney, L., Jan, B., Benson, R., Fleming, D., Gaita, M.,
   O’Donnel, D., Rawson, M. 1989. Compose Yourself. Australia:
   Thomas Nelson Australia.

   Littlejohn, Andrew. 1991. Writing: Student’s Book. Cambridge:
   Cambridge University Press.
LESSON PLAN
UNIT 6

A. LESSON IDENTITY

Subject : Integrated Reading and Writing for SMA X
School : SMA Pangudi Luhur St. Louis IX Sedayu Bantul
Topic : I Know, U Know, We Know! (‘Coz U’ve Shared Me!)
Time Allotment : 2 x 45 minutes

B. STANDARD COMPETENCE

Students are able to comprehend and express the meaning of short functional written texts and simple essays in the forms of recount, narrative, descriptive, and procedure especially to communicate fluently in written forms for broader needs and accessing knowledge.

C. BASIC COMPETENCE

1. The students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication.
2. The students are able to express meanings and the rhetorical steps fluent and accurately in the various written forms of recount, narrative, descriptive, and procedure for everyday life communication.

D. INDICATORS

At the end of the teaching and learning activities, students are able to perform the following achievements:
1. Students are able to recognize procedure texts.
2. Students are able to identify the generic structures of procedure texts.
3. Students are able to draw information about making products/ foods.
4. Students are able to use the language features of procedure texts.
5. Students are able to arrange clear instructions in making products.
6. Students are able to raise the awareness of safety riding.
7. Students are able to share knowledge and information through procedure texts.
E. LEARNING ACTIVITIES

1. Pre-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teacher presents the material and what to learn.</td>
<td>2’</td>
</tr>
<tr>
<td>b) Students answer warming up questions from handouts.</td>
<td>5’</td>
</tr>
</tbody>
</table>

2. Main Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students read a recipe from Thai “Tom Yum Goong” and answer its comprehension questions.</td>
<td>10’</td>
</tr>
<tr>
<td>b) Students and teacher refresh minds about recount texts.</td>
<td>5’</td>
</tr>
<tr>
<td>c) Students work in a group of four/five to join group competition in cooking popular foods from Daerah Istimewa Yogyakarta.</td>
<td>63’</td>
</tr>
<tr>
<td>d) Students follow the guidelines in section D.</td>
<td></td>
</tr>
</tbody>
</table>

3. Post-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students fill the reflection sheet given by the teacher.</td>
<td>5’</td>
</tr>
<tr>
<td>b) Closing</td>
<td></td>
</tr>
</tbody>
</table>

F. TEACHING LEARNING STRATEGIES

1. Discussion (teacher-students/ students-students).
2. Pairs discussion
3. Pairs work.
4. Individual and group tasks
G. TEACHING MEDIA
1. Handouts
2. Teacher’s handbook
3. English – Indonesian Dictionary
4. Indonesian – English Dictionary

H. EVALUATION TOOLS
1. Individual Task
2. Group Task
3. Reflection Sheet

I. REFERENCES
1. Online Sources
   
   Accessed on May 15, 2008 at 8.59 pm

   [http://customwritingservices.org/blog/essay-on-traffic-education.html](http://customwritingservices.org/blog/essay-on-traffic-education.html)
   Accessed on February 24, 2010 at 5.45 pm

2. Books


A. LESSON IDENTITY
Subject : Integrated Reading and Writing for SMA X
School : SMA Pangudi Luhur St. Louis IX Sedayu Bantul
Topic : I Know, U Know, We Know! (‘Coz U’ve Shared Me!)
Time Allotment : 2 x 45 minutes

B. STANDARD COMPETENCE
Students are able to comprehend and express the meaning of short functional written texts and simple essays in the forms of recount, narrative, descriptive, and procedure especially to communicate fluently in written forms for broader needs and accessing knowledge.

C. BASIC COMPETENCE
1. The students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication.
2. The students are able to express meanings and the rhetorical steps fluent and accurately in the various written forms of recount, narrative, descriptive, and procedure for everyday life communication.

D. INDICATORS
At the end of the teaching and learning activities, students are able to perform the following achievements:
1. Students are able to recognize procedure texts.
2. Students are able to identify the generic structures of procedure texts.
3. Students are able to draw information about making products/ foods.
4. Students are able to use the language features of procedure texts.
5. Students are able to arrange clear instructions in making products.
6. Students are able to raise the awareness of safety riding.
7. Students are able to share knowledge and information through procedure texts.
E. LEARNING ACTIVITIES

1. Pre-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teacher review the materials learned in the previous meeting.</td>
<td>2’</td>
</tr>
<tr>
<td>b) Teacher gives comments on the previous group competition and returns the students’ works.</td>
<td>3’</td>
</tr>
</tbody>
</table>

2. Main Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teacher explains about the text “Traffic Education” while the students take notes for important points.</td>
<td>10’</td>
</tr>
<tr>
<td>b) Students, work individually within a group, making a procedure text about the safety riding.</td>
<td>60’</td>
</tr>
<tr>
<td>c) Students revise the first draft before submitting it to the teacher.</td>
<td>10’</td>
</tr>
</tbody>
</table>

3. Post-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students fill the reflection sheet given by the teacher.</td>
<td>5’</td>
</tr>
<tr>
<td>b) Closing</td>
<td></td>
</tr>
</tbody>
</table>

F. TEACHING LEARNING STRATEGIES

1. Discussion (teacher-students/ students-students).
2. Pairs discussion
3. Pairs work.
4. Individual and group tasks
G. TEACHING MEDIA
1. Handouts
2. Teacher’s handbook
3. English – Indonesian Dictionary
4. Indonesian – English Dictionary

H. EVALUATION TOOLS
1. Individual Task
2. Group Task
3. Reflection Sheet

I. REFERENCES
1. Online Sources

http://www.templeofthai.com/recipes/tom_yum_goong.php
Accessed on May 15, 2008 at 8.59 pm

http://customwritingservices.org/blog/essay-on-traffic-education.html
Accessed on February 24, 2010 at 5.45 pm

2. Books


A. LESSON IDENTITY
Subject : Integrated Reading and Writing for SMA X
School  : SMA Pangudi Luhur St. Louis IX Sedayu Bantul
Topic   : Scrap and Scratch!
Time Allocation : 2 x 45 minutes

B. STANDARD COMPETENCE
Students are able to comprehend and express the meaning of short functional written texts and simple essays in the forms of recount, narrative, descriptive, and procedure especially to communicate fluently in written forms for broader needs and accessing knowledge.

C. BASIC COMPETENCE
1. The students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication.
2. The students are able to express meanings and the rhetorical steps fluent and accurately in the various written forms of recount, narrative, descriptive, and procedure for everyday life communication.

D. INDICATORS
At the end of the teaching and learning activities, students are able to perform the following achievements:
1. Students are able to recognize the descriptive texts.
2. Students are able to identify the generic structures of descriptive texts.
3. Students are able to obtain detailed information from the descriptive texts.
4. Students are able to produce descriptive texts.
5. Students are able to share knowledge and information through detailed information in descriptive texts.
6. Students are able to raise self-awareness about the ongoing global warming
7. Students are able to contribute ideas and opinions toward the efforts to reduce the effects of global warming.
E. LEARNING ACTIVITIES

1. Pre-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teacher presents the materials to learn.</td>
<td>2’</td>
</tr>
<tr>
<td>b) Students read two passages; “What Is Global Warming?” and “What Are the Glass House Effects?”</td>
<td>13’</td>
</tr>
</tbody>
</table>

2. Main Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Classroom discussion based on Section B and C in the handout.</td>
<td>10’</td>
</tr>
<tr>
<td>b) Students individually work within a group of four/five to describe their plans to get involved in reducing global warming.</td>
<td>50’</td>
</tr>
<tr>
<td>c) Students follow the guidelines as provided in Section D and E.</td>
<td></td>
</tr>
<tr>
<td>Brainstorming – Drafting – Translating – Editing (Peer-revising) - Revising</td>
<td>10’</td>
</tr>
<tr>
<td>d) Students rewrite their first draft after peer-revising activities.</td>
<td></td>
</tr>
</tbody>
</table>

3. Post-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teacher concludes the learning activities.</td>
<td>5’</td>
</tr>
<tr>
<td>b) Closing</td>
<td></td>
</tr>
</tbody>
</table>
F. TEACHING LEARNING STRATEGIES
1. Discussion (teacher-students/ students-students).
2. Group discussion
3. Individual task

G. TEACHING MEDIA
1. Handouts
2. Teacher’s handbook
3. English – Indonesian Dictionary
4. Indonesian – English Dictionary

H. EVALUATION TOOLS
1. Individual Task
2. Group Task
3. Personal and Group Reflection

I. REFERENCES
1. Online Sources
   Accessed on July 21, 2008 at 1.15 pm)
   Accessed on July 21, 2008 at 3.56 pm)
   (http://i247.photobucket.com/albums/gg159/joe59black/earth-1.gif
   Accessed on July 21, 2008 at 4.01 pm)
2. Books
A. LESSON IDENTITY

Subject: Integrated Reading and Writing for SMA X
School: SMA Pangudi Luhur St. Louis IX Sedayu Bantul
Topic: Cheapy-Speedy-Friendly!
Time Allotment: 2 x 45 minutes

B. STANDARD COMPETENCE

Students are able to comprehend and express the meaning of short functional written texts and simple essays in the forms of recount, narrative, descriptive, and procedure especially to communicate fluently in written forms for broader needs and accessing knowledge.

C. BASIC COMPETENCE

1. The students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication.
2. The students are able to express meanings and the rhetorical steps fluent and accurately in the various written forms of recount, narrative, descriptive, and procedure for everyday life communication.

D. INDICATORS

At the end of the teaching and learning activities, students are able to perform the following achievements:
1. Students are able to arrange their own stories.
2. Students are able to produce language in written forms.
3. Students are able to share values and awareness about clean environment.
4. Students are able to contribute opinions and ideas about friendly vehicle to the society and the environment.
5. Students are able to integrate a narrative, a descriptive, and a procedure text.
6. Students are able to sum up the learning materials into a piece of writing.
E. LEARNING ACTIVITIES

1. Pre- activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher reviews the previous learning materials which related to present materials.</td>
<td>5’</td>
</tr>
</tbody>
</table>

2. Main Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students discuss the points related to the pictures.</td>
<td>10’</td>
</tr>
<tr>
<td>b) Students give response toward the pictures given by the teacher.</td>
<td>5’</td>
</tr>
<tr>
<td>c) Students work in a group of four/five to do individual task.</td>
<td></td>
</tr>
<tr>
<td>d) Students follow the guidelines in Section B “Safer, Cheaper, Faster, and Environmentally Friendly Transportation.”</td>
<td>60’</td>
</tr>
<tr>
<td>e) Students proofread each other’s work.</td>
<td></td>
</tr>
<tr>
<td>f) Students rewrite their first draft before submitting it to their teacher.</td>
<td></td>
</tr>
</tbody>
</table>

3. Post- activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students fill the reflection sheet given by the teacher.</td>
<td>10’</td>
</tr>
</tbody>
</table>

F. TEACHING LEARNING STRATEGIES

1. Group discussion
2. Individual work

G. TEACHING MEDIA

1. Handouts
2. Teacher’s handbook
3. English – Indonesian Dictionary
4. Indonesian – English Dictionary

H. REFERENCES


A. LESSON IDENTITY
Subject : Integrated Reading and Writing for SMA X
School : SMA Pangudi Luhur St. Louis IX Sedayu Bantul
Topic : Cheapy-Speedy-Friendly!
Time Allotment : 2 x 45 minutes

B. STANDARD COMPETENCE
Students are able to comprehend and express the meaning of short functional written texts and simple essays in the forms of recount, narrative, descriptive, and procedure especially to communicate fluently in written forms for broader needs and accessing knowledge.

C. BASIC COMPETENCE
1. The students are able to comprehend the meaning and rhetorical steps in the written forms of recount, narrative, descriptive, and procedure for everyday life communication.
2. The students are able to express meanings and the rhetorical steps fluent and accurately in the various written forms of recount, narrative, descriptive, and procedure for everyday life communication.

D. INDICATORS
At the end of the teaching and learning activities, students are able to perform the following achievements:
1. Students are able to arrange their own stories.
2. Students are able to produce language in written forms.
3. Students are able to share values and awareness about clean environment.
4. Students are able to contribute opinions and ideas about friendly vehicle to the society and the environment.
5. Students are able to integrate a narrative, a descriptive, and a procedure text.
6. Students are able to sum up the learning materials into a piece of writing.
E. LEARNING ACTIVITIES

1. Pre-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teacher reviews the previous learning materials which related to present materials.</td>
<td>5’</td>
</tr>
<tr>
<td>b) Teacher returns the students’ writings and gives comments on the corrected writings.</td>
<td>5’</td>
</tr>
</tbody>
</table>

2. Main Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students work in their group to revise their work which has been revised by the teacher.</td>
<td>70’</td>
</tr>
<tr>
<td>b) Students consult their writing to the teacher for further explanation or correction</td>
<td></td>
</tr>
</tbody>
</table>

3. Post-activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Allotted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students fill the reflection sheet given by the teacher.</td>
<td>10’</td>
</tr>
</tbody>
</table>

F. TEACHING LEARNING STRATEGIES

1. Group discussion
2. Individual work

G. TEACHING MEDIA

1. Handouts
2. Teacher’s handbook
3. English – Indonesian Dictionary
4. Indonesian – English Dictionary
H. REFERENCES


APPENDIX 7
Presentation of the Designed Set of Materials
A SET
OF INTEGRATED READING AND WRITING
INSTRUCTIONAL MATERIALS
USING COOPERATIVE LEARNING
FOR THE TENTH GRADERS
OF SMA PANGUDI LUHUR ST. LOUIS IX
SEDAYU BANTUL

Prepared and presented by
Kristina Andang Wijayanti
A SET OF INTEGRATED READING AND WRITING
INSTRUCTIONAL MATERIALS USING COOPERATIVE LEARNING
FOR THE TENTH GRADERS OF SMA PANGUDI LUHUR ST. LOUIS IX
SEDAYU BANTUL

This set of integrated reading and writing instructional materials using Cooperative learning for the tenth graders of SMA Pangudi Luhur St. Louis IX Sedayu Bantul aimed at fostering the students' reading and writing skills. It is also expected that the students would also develop their social skills (e.g. problem-solving, tolerance, respect, task accomplishment, accountability, etc.) through the activities which were adapted from Cooperative Learning models.

The integrated reading and writing materials contain of eight units with various adapted cooperative activities. Each unit contains three activities as described below.

A. Units
There are eight units in which the first three units were designed as the preparation units for the following units. The first three units contain the reading techniques, the mind-mapping skills, and the minimum requirements. Those three units were intended to provide students with sufficient knowledge in reading and writing.

B. Activities
1) Pre-activities
The first section presents the students what exactly the purposes of their reading and writing activities on that day. Pre-activities also set clear instructions for each activity and what students are going to learn. In addition, this first step enables students to draw their prior knowledge of what are to learn.
2) Main-activities
In the second section, there are two main activities. Students firstly read the text given by teachers. Students also answer reading comprehension questions (5W + 1H) or True/False questions. Then, they are to analyze the generic structures of each text before reproduce the same text based on their own experiences, ideas, or opinions. The second part of main-activities is writing. Based on the steps given, explained, and discussed in the earlier meeting, students produce their writing pieces. Writing session enables students to work in group or pairs for discussion and revision. Students learn to appreciate, respect, cooperate, contribute, and construct each other. Later, at the end of the lessons, students are to compile their writings into a portfolio.

3) Post-activities
The last section brings students to reflect their activities for grasping meaningful experiences in their learning. Teachers reinforce the achievement made in the day. Also, teacher and students give comments or suggestion about the day’s activities in order to make the next meetings better.
HOW TO USE THE DESIGNED MATERIALS???

1. Cooperative Learning Models

   The activities were adapted from various Cooperative Learning models such as Cooperative Integrated Reading and Composition, Integrated Language Arts and Writing, Group Discussion and Group Project, and Team Product.

   a. Cooperative Integrated Reading and Composition
      
      CIRC writing and language arts program was to design, implement, and evaluate writing process approach to writing and language arts that would make extensive use of peers.

   b. Integrated Language Arts and Writing
      
      Students draft compositions after consulting teammates to revise the content of their compositions, and edit one another's work using peer editing forms emphasizing grammatical and mechanical correctness.

   c. Group Discussion and Group Project
      
      The main task in setting up a group discussion is to make sure that each group member participates and the aim of the discussion. One good way to get every team member to participate is to have each one write an opinion or an idea before the group starts discussing. In group project, the basic principle behind is the same as the group discussion, that is not to let the work (learning) falls on the shoulders of one member. In group project, each member is given a specific part of the task if the task can be divided.

   d. Team Product
      
      Have the student teams to make a learning center, write as essay, draw a mural, work a worksheet, and make a presentation to the class, design a better government, list possible solutions to a social problem, or analyze a poem. To maintain individual accountability, assign team members specific roles or individual areas of responsibility.
2. Group Arrangement
Since there were significant proficiency levels in each class in Grade X of SMA Pangudi Luhur St. Louis IX Sedayu Bantul, the teachers are to fairly arrange the groups. It is intended to arrange the groups into various members with different proficiency levels, interests, and motivation which resulted in positive interdependence and meaningful learning. The students who are considered as fast learners could be set fairly to those who are considered as slow learners.

3. Group Members' Jobs Description
Each group could be consisted of 4 - 5 students. Each student has job description as described below:

   a. The Captain: to lead the group and its member to accomplish the tasks in time
   b. Secretary 1: to tape the discussion results, reflections, or important information within the group.
   c. Secretary 2: to write the tasks results as the submitted tasks
   d. Timer: to keep the group in the track by reminding the group about the allotted time.

4. The Designed Materials
   a. Unit 1, 2, and 3 were designed as the preparation units for the next units. Teachers are strongly recommended to discuss the first-three units together with the students. This was intended to set better bases for the students in the next units which integrated reading and writing activities.
   b. Unit 4, 5, 6, and 7 were designed as the integrated reading and writing materials. In Unit 8, students are to integrate genres as learned in the previous units into a composition.

5. Scoring
Since there were reading and writing activities in the designed materials, teachers score the students both individually and as group members. Reading activities were scored based on the reading assignment given by the teacher each week, during the classroom activities, or tests. Writing activities were scored based on the individual and groups worksheets. The soft-skills obtained through the activities are scored based on individual and group reflection sheets which had been provided by teachers or students write their own reflections.
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At the end of the learning activities, students are able to:

- identify reading purposes
- grasp the benefits of reading
- comprehend reading techniques (SQ4R)
- get detailed information about SQ4R
A. These three cute ghosts have several questions. With your seatmate, ask and answer the questions in turns.

1. Do you like reading?
2. What do you like to read?
3. How often do you read in a week?
5. Do you know why people read?

B. Read the short passage below!

**Purposes of Reading**

Reading has certain purposes. The first purpose is for survival. Reading for survival serves immediate response, needs or wishes, for examples are instructions or signs ("gents", "ladies", "exit"). The second purpose is reading for learning. Reading for learning serves the wider role of extending our general knowledge of the world. Reading for learning is goal-orientated. Then, the third purpose is reading for pleasure. Reading for pleasure is done
for its own sake. Reading for pleasure is generated from one’s inner motivation.

(Taken from Reading by Catherine Wallace, 1992)

Fill the summary of the passage with the help of this angel!

From the passage, I know there are ............. reading purposes.

And I read for ........................................ as my purpose.

I also read because

..............................................................

..............................................................

Reading benefits for me are

..............................................................

..............................................................

..............................................................

..............................................................

..............................................................

..............................................................

..............................................................

..............................................................

..............................................................
C. To ease your reading activities in the future, listen to your teacher’s explanation. Ask if you don’t understand!

“Reading Techniques: SQ4R”

What is READING?
There are many meanings for reading, but the simplest is to CONSTRUCT MEANING FROM TEXT. First and foremost you read for MEANING and UNDERSTANDING. The correct READING SPEED is the one that gets you that meaning and understanding. Reading is an art form and good readers do certain things that get them the meaning that the process is designed to extract. Learning anything involves putting yourself in the proper mode that will help insure that meaning can be gotten from the text.

What you need to know to enhance your comprehension:
- I begin with what I already know (activating prior knowledge).
- I always try to make sense of what I am reading (context).
- I ask myself questions, before, during and after reading.
- I predict and think about what will happen next in the text, or how my questions will be answered.
- I read with purpose. I know why I am reading and what I am reading to find out.
- I know that as a good reader I often REREAD parts of, or even, the whole text two or more times in order to make sense of what I am reading.

What is SQ4R?
- SQ4R is a versatile study strategy because it engages the reader during each phase of the reading process.
- Readers preview/sURVEY (S) the text material to develop predictions and set the purpose for the reading by generating QUESTIONS (Q) about the topic.
- They READ (1R) actively, searching for answers to those questions.
- They monitor their comprehension as they summarize wRite (2R) & RECITE (3R).
- They evaluate their comprehension through REVIEW (4R) activities.
How to use SQ4R?

1. **Survey what you are about to read: Systematic Reading**
   - Think about the title: What do you know about this subject?
   - What do I want to know?
   - Glance over headings and skim the first sentences of paragraphs.
   - Look at illustrations and graphic aids.
   - Read the first paragraph.
   - Read the last paragraph or summary.

2. **Question**
   - Turn the title into a question. This becomes the major purpose for your reading.
   - Write down any questions that come to mind during the survey.
   - Turn headings into questions.
   - Turn subheadings, illustrations, and graphic aids into questions.
   - Write down unfamiliar vocabulary and determine the meaning.

3. **Read Actively**
   - Read to search for answers to questions.
   - Respond to questions and use context clues for unfamiliar words.
   - React to unclear passages, confusing terms, and questionable statements by generating additional questions.

4. **Recite**
   - Look away from the answers and the book to recall what was read.
   - Recite answers to questions aloud or in writing.
   - Reread text for unanswered questions.

5. **Write**
   - Make "maps" for yourself.
   - Reduce the information
   - Reread or skim to locate and prove your points.
   - Write down the key terms and ideas in outline form or using the Cornell Note Taking System.
   - Always read/question/recite before marking or taking down notes.
   - Check yourself against the text. Correct and add to your answer.

6. **Review**
   - Answer the major purpose questions.
   - Look over answers and all parts of the chapter to organize the information.
   - Summarize the information learned by creating a graphic organizer (concept map) that depicts the main ideas, by drawing a flow chart, by writing a summary, by participating in a group discussion, or by writing an explanation of how this material has changed your perceptions or applies to your life.

(Taken from [http://EzineArticles.com/?expert=Mickie_Hayes](http://EzineArticles.com/?expert=Mickie_Hayes))
D. Conclude the information you get from your teacher’s explanation. Read in turn with your seatmate.

SQ4R consists of __________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

I discover that SQ4R is fruitful for __________________________
__________________________________________________________
__________________________________________________________

For my reading activities, SQ4R would __________________________
__________________________________________________________

E. To apply SQ4R, there are two passages. Read and answer the comprehension questions. Read it individually before you discuss it with your group members!

Passage 1

In the early 1990s, there was a terrible war in Yugoslavia. Many people died, both soldiers and civilians. The city of Sarajevo was for many months one of the most dangerous places in the world. It was constantly under attack and its civilians
inhabitants had to live with no electricity and little water. Only a few shops stayed open to sell foods.

On May 27, 1992, one of the shops, a bakery, opened in the afternoon and a long time of men, women and children queued to buy fresh bread. But it was not to be. At four o’clock a mortar shell exploded in the street and twenty-two innocent people were killed.

(Taken from The Practice of English Language Teaching)

1. What happened at four o’clock?
   __________________________________________

2. Where did the explosion take place?
   __________________________________________

3. How many people died?
   __________________________________________

4. How do you feel about the story above?
   __________________________________________

Passage 2

Indonesian Big Five Ghosts

As a country which is rich of cultures, Indonesia has also various myths and believes. One of its strongest believes is about the existence of ghosts. Each ethnic has different ghost stories. But among all Indonesian ghosts, there are five famous ghosts. They are filmed in many versions. And, many Indonesian love watching horror movies based on their existence.

“Tuyul”
This is a ghost of infant boys (like Casper, but this one not funny, able to floats and invisible). He is usually kept by a man tasked to stealing moneys. Until today some people in my country still believe it exists (I don’t).
“Kuntilanak”
The ghost of a woman, died during her delivering process, has a hole in her stomach. She's wandering looking for her son, which means young men in the real world.

“Leak”
A legendary mystical process in Bali, someone can transform him/herself into another thing (animal, building, tree or other things). In this modern age people can transform into a car, computer, even airplane. The person with the greatest skill can transform into Rangga, a form of demon.

“Jin”
Or called Genie in western culture. The myth about this ghost came from Arabian culture. It's hard to believe, but some people in my country still believe this, too. Some people buy a Jin for their protector, from businessman to parliament member.

“Pocong”
The ghost in white hood, hopping, usually found in graveyard.

(Taken from http://www.strim.or.jp/~cycle/MYghostE.HTML)
Based on the passage 2, decide whether the statement is True or False!

1. Indonesia has only limited cultures.
2. There are only five ghosts believed by Indonesian peoples.
3. Tuyul is a ghost which steals money.
4. Leak cannot transform itself into many things.
5. Some people buy jin or genie as a protector.
6. Some of Indonesian parliament members use jin to protect their lives.
7. Kuntilanak wanders for searching her son.
8. To scare humans, pocong walks fast.
9. It has been our rights to use those ghosts’ powers.
10. Those ghosts are more powerful than God.
Share your feelings and experiences today by completing the reflection guideline below.

1. I have more knowledge from today’s material because
   __________________________________________________________
   _______________________________________________________

2. I enjoy working with my friends. My friend and me
   _________________________________________________________
   _______________________________________________________

3. My friend worked the tasks
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

4. I want to share my suggestions for my teacher and friends
   _______________________________________________________
   _______________________________________________________
At the end of the learning activities, students are able to:

- grasp the benefits of writing
- identify writing steps
- formulate their ideas using brainstorming techniques
- arrange a good paragraph with the ideas in good orders
- practice 5W +1H formulas
UNIT 2

"Hey! I Have a Good Map!"

A. Answer these questions based on your personal experiences/ opinions!

1. Do you find it easy or difficult?

2. What do you think about writing?

3. Do you hate it or enjoy it?

4. Do you want to be able to share your ideas through writing?

5. Will you be daring to share your ideas?
B. Listen to your teacher's explanation about the text below!

People write in order to express their ideas or intentions. Before human beings began to write, they passed on information or stories by talking to each other or by sending messages with the best of a drum or smoke signals.

About two thousand years ago the first history was written. Before that, people chiseled messages on stone, painted pictures on cave walls, wrote on papyri or decorated friezes. Every time we write, draw or paint we have a reason for doing it. There is a specific purpose in everything we write.

**What people write**

Brainstorm all the possible reasons for written communication. Why do we communicate in writing? What do we communicate when we write, and what specific forms do our messages take?

Think about the following examples:

- Histories
- Certificates
- Film strips
- Rules
- Plays
- Sermons
- Ballads
- Shopping lists
- Menus
- Appointment cards
- Essays
- Billboards
- Rhymes
- Magazines
- Graffiti
- Reminders
- Sympathy cards
- Acceptances
- Telephone messages
- Notes
- Instruction manuals
- Business letters
- Business
t- Poems
- Ballots
- Laws
- Examination papers
- Travel brochures
- Letters
- Jokes
- Stories
- Comics
- Ballot cards
- Letters
- Songs
- Prayers
- Timetables
- Diaries
- Newspapers
- Newscasts
- Encyclopaedia entries
- Speeches
The writing audience

Identifying the audience: What is an audience? Where would you go to find an audience? Is an audience always available?

It is important to realise that an audience is not simply a group of people who sit and listen to a performance. An audience can be one person or a group of people who criticise and comment on what they have seen and heard.

In this unit of work, the audience will at times provide feedback about your style, your presentation and the content of your writing. Frequently your audience will be a teacher, a friend or a parent.

Not all writing is suitable for a large audience. Would you be pleased if your personal letters were read by a large number of people? By analysing the different forms of writing listed in the first activity, you will see that each example has a specific purpose and a distinct audience.

- Select one example from each of the seven categories of writing and describe the type of audience likely to be involved or interested in each.

Forms of writing

When you prepare particular pieces of written work you will often need to use special styles of writing and presentation.

Find examples of the following types of communication.

- songs
- sporting fixtures
- play scripts
- instructions
- rules
- junk mail
- newspaper extracts
The process of writing

There are several stages in the production of a piece of written work. Over the past few years, the term ‘process writing’ has frequently been used by teachers to describe the stages that students must go through as they develop writing skills. There are three main stages in the process-writing cycle: pre-writing, writing and post-writing.

What is the pre-writing stage?
Pre-writing refers to all the activities that take place before you begin writing. It is a rehearsal for the production of writing. This stage varies in length, depending on the type of writing task.

Pre-writing includes:
- thinking
- talking
- researching
- drawing
- reading
- listing topics
- planning
- brainstorming
- making notes

It is important at this stage to know whom you are writing for. Try to think of an audience other than your teacher.

Sometimes, during the pre-writing stage, writers need to make notes about the characters, the setting and the plot.

What is the writing stage?
The writing stage begins with a first draft. A draft is a rough copy that can be revised, edited, polished up, and finally
Plagiarism is an unpardonable act. Sometimes people write four or five drafts before they are satisfied that they have written the best piece possible.

- Redrafting can include:
  - extending ideas
  - making the meaning clearer
  - ordering ideas
  - adding new information or ideas
  - improving the paragraphing

It is a good idea to read your draft aloud. By doing so, you may become aware of clumsy sentence construction, faulty punctuation or missing links in the story.

Revising and editing involves:
- identifying and correcting mistakes
- checking spelling, grammar, punctuation and paragraphing.

This stage also gives you further opportunity to change such things as the order of ideas, and to add new words—especially adjectives and adverbs. A teacher, parent or friend can help you to do this.

**What is the post-writing stage?**

The post-writing stage requires you to make decisions about the presentation and publication of your finished piece. You need to complete the following tasks.

- Rewrite, to produce a final copy.
- Perhaps complete your final edit on a computer.
- Include illustrations.
- Decide on the layout of the final copy.

Decisions about presentation depend on the type of form of writing. Stories, poems and research projects can be illustrated. Essay and scripts require clear, uncluttered presentation. Certain pieces of writing, such as letters and replies to invitations, have specific formats with established rules that must be followed. Think about presentation carefully.

The appearance of a piece of work is almost as important as the content.

Publication of your work is the very last stage. Think about:

- displaying your final copy
- sharing your work with friends
- producing books or newspapers
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Pairs Work:
To organize your ideas into a good composition, read the text below! Then, discuss it with your partner!

Mind Mapping: A Powerful Creative Tool

Mind mapping is a popular creative technique in which the creator visually arranges ideas and their interconnections. It allows you to create, capture, organize, and communicate easily understood visual representations of complex ideas.

Although it is actually a type of brainstorming, the power and versatility of this technique are enough to grant it a separate web page all to itself. In recent years, mind maps have become standard tools in many creative endeavors, from the classroom to the board room. (And, of course, in the writer's room!)

This method abandons the list format of conventional note taking. A good mind mapping session can reveal the "shape" of your subject, the relative importance of individual points, and the way in which facts relate to one another.

A glance at a mind map can often serve to refresh your memory about your project. This creative tool engages much more of your brain in the process of assimilating and connecting facts, compared with the conventional form of note taking.
HOW TO DO IT:

1. Take a sheet of paper and write your main topic in the center, using a word or two or three.

2. Moving out from the center and filling in the open space any way you are driven to fill it, start to write down -- quickly -- as many related concepts or terms as you can associate with the central topic. Jot them quickly, move into another space, jot some more down, move to another blank, and just keep moving around and jotting. If you run out of similar concepts, jot down opposites, jot down things that are only slightly related, but try to keep moving and associating. Don't worry about the (lack of) sense of what you write, for you can chose to keep or toss out these ideas when the activity is over.
3. Once you’ve jotted down as many terms and phrases as you can think of, you can start to cluster. Circle terms that seem related and then draw a line connecting the circles. Find some more and circle them and draw more lines to connect them with what you think is closely related. When you run out of terms that associate, start with another term. Look for concepts and terms that might relate to that term. Circle them and then link them with a connecting line. Continue this process until you have found all the associated terms. Some of the terms might end up encircled, but these "loners" can also be useful to you. (Note: You can use different colored pens/pencils/chalk for this part, if you like. If that’s not possible, try to vary the kind of line you use to encircle the topics; use a wavy line, a straight line, a dashed line, a dotted line, a zigzaggy line, etc. in order to see what goes with what.)
4. Stand back and survey your work. You should now see a sort of map (hence the name of this activity). At this point you can start to form conclusions about how to approach your topic. There are about as many possible results to this activity as there are stars in the night sky, so what you do from here will depend on your particular results.

(Taken from http://www.help-for-writers.com/mind_mapping.html)

GLOSSARY

Abandon: meninggalkan
Assimilating: memadukan
Associate: berkaitan/ berhubungan
Brainstorming: pencarian gagasan
Capture: menangkap
Complex: rumit
Cluster: kelompok
Conventional: biasa
Encircle: melingkupi
Endeavour: usaha/ upaya
Engage: melibatkan
Glance: sekilas pandang
Grant: memberikan
Hence: oleh karena itu
Interconnection: keterkaitan
Jot: mencatat
Representation: mewakili
Reveal: membuka
Separate: terpisah
Terms: istilah
Tool: alat
Toss: melepaskan
Versatility: beraneka ragam
C. Writing can be fun if we have a map for our ideas. After you read how to organize ideas, let's practice it!
The topic: “The Benefits of Writing for Our Lives”
First, set your ideas with the help of mind map. You can make your mind map in the space provided.😊
D. Check your brainstorming result. Check whether it answers the following questions:

1. What is writing?
2. What does writing mean to you?
3. Who can write?
4. When do we write?
5. Where can we write?
6. Why do we write?
7. How do we write?
8. What are the interesting parts of writing?
9. What can you give to other people through your writing?
10. How can writing contribute the world?
11. How far writing can affect people?
12. How far writing can change people’s mind?

E. Arrange your ideas into two paragraphs. Don’t forget to present the main idea clearly!

**Paragraph 1**

-----------------------------------------------------------------------------------------------------------------

-----------------------------------------------------------------------------------------------------------------

-----------------------------------------------------------------------------------------------------------------

-----------------------------------------------------------------------------------------------------------------

**Paragraph 2**

-----------------------------------------------------------------------------------------------------------------

-----------------------------------------------------------------------------------------------------------------

-----------------------------------------------------------------------------------------------------------------
At the end of the learning activities, students are able to...

- recognize common mistakes in writing for beginners
- comprehend the parts of speech revise the mistakes they find in others’ writings
- develop their writing skills
- contribute constructive revision to his/ her friends in polite manners
BE AWARE OF SIMPLE THINGS!!!

ANSWER THESE QUESTIONS BASED ON YOUR PERSONAL EXPERIENCES!

1. What are the differences between Bahasa Indonesia and English?
2. Which one do you think is more complicated?

Now, read the following passage. Read it individually before you work with your group mates!

11 MISTAKES IN WRITING

1. Grammatical Mistakes
   - It is influenced by Bahasa Indonesia grammars.

<table>
<thead>
<tr>
<th>Bahasa Indonesia (EYD)</th>
<th>English Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diterangkan - Menerangkan</td>
<td>Menerangkan - Diterangkan</td>
</tr>
</tbody>
</table>

Example : Sebuah buku (berwarna) merah.  
A red book

- In English, the word combinations are the following

<table>
<thead>
<tr>
<th>adjectives</th>
<th>prepositions</th>
</tr>
</thead>
</table>

Example : the same as, different from, tired of, bored with, happy about interested in, emphasized on.
2. **Lack of Concord**

- *It is found in sentences with Simple Present Tense.*
  
<table>
<thead>
<tr>
<th>I/ You/ We/ They</th>
<th>She/ He/ It</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>likes</td>
</tr>
</tbody>
</table>

- **Quantifiers (Countable and Uncountable Nouns)**
  
  **Countable Nouns**: Many, Every, Each, Several, The number of, a few/ few, a great number of, both.
  
  Ex: *Many* beautiful flowers planted in my garden.

  **Uncountable Nouns**: An amount of, a great amount of, a little of, much.
  
  Ex: Suzie needs *much sugar* for her tea.

  **Both**: All, a lot of, any, lots of, no, plenty of, some.
  
  Ex: I need *some money* to pay this book.

3. **Wrong Choice of Words**

- **Polysemous words.**
  
  **Fire**
  
  1. Api (noun)
  2. Kebakaran (noun)
  3. Memecat (verb)
  4. Menembak (verb)

  **Lilin**
  
  a. Candle (lilin bakar)
  b. Wax (lilin mentah)

- **Homophonic words.**
  
  Peace – Piece

- **Two-word verbs.**
  
  Look
  
  Look out Awas!
  Look for Mencari
  Look after Menjaga

  Show
  
  Show off Memamerkan
  Show up Muncul/ nampak

4. **Improper Use of Conjunctions**

- **Conjunctions: and, but, so, although, because.**

<table>
<thead>
<tr>
<th>Improper</th>
<th>Proper</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like playing tennis <em>although</em> there are many other kinds of sports. <em>So</em> tennis is not an expensive sport, like golf.</td>
<td>I like playing tennis <em>although</em> there are many other kinds of sports. Tennis is not an expensive sport like golf.</td>
</tr>
</tbody>
</table>
**Run-On and Comma Sentences**

- **Run-On Sentences** mean long sentences which have to be fragmented into two or more independent sentences.

  Ex: Talking about hobbies, I’m sure there are many kinds of hobbies and of course everyone has different hobbies but there are a few people who have the same hobby.

  **Revised Fragments:**
  Talking about hobbies, I’m sure there are many kinds of hobbies. Everyone has his own hobbies. But sometimes there are a few people having (sharing) the same hobby.

- **Comma Sentences** mean long sentences which are arranged using commas.

  Ex: How are you, I hope you are safe and sound in here, how’s your study, I believe you’re always successful.

  **Revised Sentence:**
  How are you? I hope you are safe and sound in here. How’s your study? I believe you’re always successful.

**Sentence Fragments**

Incomplete sentence consists of only one clause and or a sentence which does not have one idea. The subject sometimes eliminated or the predicate is put aside.

Ex: My family often went to Tawangmangu on holidays. At night my father always felt cold. *Always shivering when sleeping without sweater.*

**Revised:**
My family often went to Tawangmangu on holidays. At night my father always felt cold. He was always shivering when he slept without wearing a
Because there are now some methods of family planning. A couple may decide not to have children.

Revised:
A couple may decide not to have children because there are now some methods of family planning.

7. Lack of Parallel Structure
Ex: 1. Hobbies can be anything; from collecting stamps until to design gardens.
2. Gladys is 155 cm tall, good figure, and a weight of 50 kgs.

Revised:
1. Hobbies can be anything; from collecting stamps to designing gardens.
2. Gladys is 155 cm tall, has a good figure, and weighs 50 kgs.

8. Exaggeration
Exaggeration is to make something seem better, more important than it really is.
Ex: 1. I always remember you from day to day.
2. I always dream of you and think about you.
3. Daisy likes gado-gado very much, so she looks pretty and healthy.

9. Abstract Words
It is sometimes called invisible and untouchable meanings such as democracy, spirit, philosophy, moral, trust, love.

Ex: The moral erosion of the students is really a big problem. It is not very easy to solve. The fact is that some students are involved in immoral behavior. They suffer from moral decadence.

The italicized words should be:
Moral erosion = demoralization

10. Mispelled Words
We sometimes call this as slip of the pen.
Ex: I’m glat when I receive your letter. I’m glad when I receive your letter.
I always wait for your replay. I always wait for your reply.
I’ll send the book next month. Okay?
I’ll send the book next month. Okay?
All the participants rode their Federal bycycles. All the participants rode their Federal bicycles.
11. Wrong Word Division
It is related to syllable.

<table>
<thead>
<tr>
<th>One syllable words</th>
<th>Brain, hand, cake, dream, friend, grain, home, joke, large, merge.</th>
</tr>
</thead>
</table>
| Two or more syllables | Actress : Ac tress  
Happy : Hap py  
Experience : Ex pe ri ence  
Circumstantially : Cir cum stan tial ly |
| Exception | Study, enough. |

GROUP WORK AND ACTIVITIES:
After you read the text above, discuss it in a group of 4 -5 students. Or, you can ask questions to your teacher if there are still difficulties in comprehending the text. Put important information in the space provided below!
You have been meeting words for most of your life, and you will meet many more. However, like the man in the cartoon, you may not always be sure what their individual jobs are and what you can do with them.

This unit asks you to sort words into categories, according to the jobs they do. These categories are usually known as parts of speech. First you will need to work through the
unit as a class, to be sure everyone understands the categories. Then, in order to help you remember them, at a later stage you are to work in groups to produce a set of cartoon characters for a wall chart.

Jobs for words

You will be given a definition, or ‘job description’, for each of the main parts of speech, together with some examples to look at and some examples to work on.

The definition of each part of speech is given inside a basic body shape. Write out each definition and make a quick sketch of the shape beside it, adding a face, hands and feet — and perhaps some clothing — to suggest a cartoon character. Later on you will compare your sketch with those of others in your group and combine the best of all your ideas.

Nouns

Nouns are the names of persons, animals, places, or things.

Example:
Samantha (a person) and the dog (an animal) went to the shop (a place) to buy a balloon (a thing).

Nouns also include the names of ‘abstract’ things that we cannot see or touch.

Example:
He felt terror because he was in great danger.

Copy out the following sentences, and underline the nouns.
1. The dog sat on the log.
2. Grandma lives in Sydney; Grandpa lives in Melbourne.
3. Tell Nicholas to put three plates and this cake on the table.
4. I like oranges and apples.
5. I wish you every happiness on your birthday.
Verbs are 'doing' words and 'happening' words, and they can have different tenses.

Examples:
The accident happened (past tense) as he walked (past tense) out the gate.
I hope (present tense) no one was killed (past tense).
It will be (future tense) all right.
Copy out these sentences. Underline the verbs and note whether they are past, present or future tense.
1 Nicholas ran fast.
2 I knocked the vase and it fell off the table.
3 Those girls will dance for hours.
4 Grandpa is sad, but Grandma seems happy.
5 'Shut the door, please!'

Adjectives

Adjectives are describing words. They are often linked to a noun.

Example:
The big dog sat on the slippery log.
Copy out the following sentences and underline the adjectives.
1 The Chinese vase fell off the table.
2 My beloved (grandma) lives in Sydney.
3 Those beautiful young girls will dance for hours.
4 There is a chocolate cake on the wooden table.
5 I like green apples and sweet oranges, but not squashed pears.

Adverbs

Adverbs give extra information about a verb, another adverb or an adjective.
Examples:
- She walks slowly. (about the verb ‘walks’)
- He walks very slowly. (about the adverb ‘slowly’)
- The girls are quite pretty. (about the adjective ‘pretty’)

Copy out the following sentences. Underline the adverbs, and note in brackets the verb, adverb or adjective about which we are being given extra information.

1. Nicholas ran fast.
2. Nicholas ran really fast.
3. I usually like apples and oranges.
4. This is an extremely beautiful vase.
5. Grandpa was particularly sad.

Pronouns

By using pronouns, we avoid repeating a noun too often.

Grandma lives in Sydney and she is happy. (she stands for Grandma)
Pick up the vase and put it on the table. (it stands for the vase)

Copy out these sentences and underline the pronouns.

1. I like apples and oranges, but he likes pears.
2. She likes them all.
3. It was a present for Nicholas.
4. We gave the books to them.

Conjunctions

Conjunctions are joining words that link words or parts of sentences.

Examples:
- Samantha and Nicholas are happy. (joins words)
- Grandma is happy, but Grandpa is sad. (joins parts of sentences)

Copy out these sentences and underline the conjunctions.

1. I like apples and oranges, but I hate pears.
2. The vase fell off the table and broke.
3. ‘Shut the door and the window.’

Prepositions

Identifying prepositions

Prepositions show the relationship between things or the position of things.

Example:
Grandpa bumped against the table and upset the vase that was on it. The vase fell off the table and crashed to the floor. Grandma came from Sydney and bought another one at Myer.

Prepositions are linked to nouns or pronouns; for example: against the table on it.

Copy out the following sentences and underline the prepositions. Then draw a circle around the noun or pronoun to which each one is linked.

1. He hid the chocolate cake under the table.
2. The dog slipped off the log into the pond.
3. ‘Shut the door behind you.’
4. We are now flying over Melbourne.
5. There are some rotten apples among the fruit in the basket.

Articles

Identifying articles

Articles are the words, a, an, and the, used in front of nouns.

Example:
The boy ate a pear and an apple.

The is known as the definite article. A and an are known as indefinite articles.

Identify the articles in the following sentences. Are they definite or indefinite articles?
PAIRS WORK:

Below, there are two texts for your exercises. Each text has the errors as we discussed previously. Together in pairs, read the text carefully and then revise the italicized words.

Text 1

Dear David,

Hello David, how are you? I’m glad that you sent me a postcard. I hope you and your family is always fine and happy here in your new home. Congratulation! You had some difficulty, I guess, when you came here for the first time.

You must can adapt yourself to your new situation. But I’m sure in three or four months you will can enjoy living in your new city.

Beside that, I want know about your activities here. Do you often visit your neighborhood? Are they kind and friendly, do the young people like sports and music? Please you to answer my questions. If you have new photographs, I want you to send for me the best one. Okey? I think it’s enough for this time.

Give my best respect to your parents.

Bro. Liu
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Revision for Text 1
The Abolishment of Becaks

The abolishment of becaks, I think, will cause a lot of problem. Why? Because the people who in the past became becak driver are now unemployment. I’m sorry for them. They are poor and they can’t get money.

Actually becaks can attracting tourists who visit our country. It’s because the tourists can’t to find becaks in their own country. Many tourists don’t really like cars because they have more beautiful cars at home. They don’t surprise to see good cars here. They want something different, they want becaks, andongs, and other kinds of traditional vehicles.

If the Government want to abolish becaks, they have to create new jobs for the becaks’ drivers. Therefore can still support their families. The jobs can be in big cities or in villages. As long as they can work they will not complain and suffer. And their families can still live properly and their children can still go to school (although only until elementary School).

(Ishwati/ Taken from teacher’s handbook)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Revision for Text 2
At the end of the learning activities, students are able to...

- identify a narrative text
- identify the generic structures of narratives
- compose their own narratives using writing techniques
- cooperate and contribute ideas for the sake of humanity
- develop their imaginative writing
A. Read the short story below, individually. After that, in pairs discuss answer the following comprehension questions!

The Lucky Octopus

Ollie the octopus only had seven legs.
"The last one will grow," the ocean doctor said the day Ollie was born.
"But when?" asked Ollie's mother. She was very sad.
"When Ollie turns eight years old," the doctor said.
For seven years, Ollie's brothers and sisters teased her about her missing leg. She was the youngest octopus in the family.
Her sister Olivia was the oldest.
"Ollie only has seven legs because she isn't part of our real family," Olivia told the other sea creatures one day.
It was a lie, but everyone believed Olivia because she was the oldest.
When the other sea creatures played games like tag and hide and go seek, Ollie's brother Oscar wouldn't let Ollie play.
"You can't catch a fish with only seven legs," Oscar said. "Go and find a friend that has an extra leg to play with."
Ollie searched around the ocean, but there weren't any kind sea creatures to play with. She was very lonely.
One day Ollie's brother Orlando saw Ollie playing by herself in the seaweed. He was very happy.
"Guess what I found today, Ollie!" Orlando said. "A treasure chest. It is from a ship and it is full of beautiful jewels."
"Can I see it?" Ollie asked. "I have always dreamed of seeing a treasure chest."
"I'm not showing it to anyone!" Orlando said. "Especially not a tiny octopus with only seven legs."
Ollie went home and told her mother that she was sad. "Everyone treats me differently because I only have seven legs," she said.
"Don't worry," her mother said. "Tomorrow is your eighth birthday and you will finally grow another leg! Then you will never be lonely."
That night Ollie dreamed that she grew another leg. Everyone celebrated and ate delicious food. She was so happy. But the next day, when Ollie woke up and counted her legs, there were still only seven.
Ollie hid in the seaweed patch and cried. She was so sad. Suddenly a sea fairy appeared. It was the tiniest creature Ollie had ever seen.
"You are the lucky octopus I have been waiting for," the sea fairy said.
"I am?" Ollie said.
"Yes. Only the luckiest octopus gets to make three wishes."
Ollie knew exactly what to wish for.
"First I wish that Olivia was honest," Ollie said.
"Your wish is granted. Now you have two more wishes," the fairy said.
"Second I wish that Oscar was kind."
"And now he is," the fairy said. "And what is your last wish?"
"Lastly, I wish that Orlando was fair," Ollie said.
Before the tiny sea fairy disappeared, she told Ollie that she was the kindest octopus in the whole sea. "I wish that all of your birthday dreams come true," the sea fairy said before she swam away.
When Ollie got home her family was waiting for her. "Surprise!" they said all at once.
"I bought you a present," Oscar said. "It's a beautiful pearl necklace!"
"Thank you," Ollie said. "You are very kind."
"I baked a delicious cake for you," Orlando said. "And I invited all of the sea creatures to share it with us."
"You are very fair," Ollie said. "Thank you for sharing."
"I'm very sorry, I don't have a present for you," Olivia said. "I forgot it was your birthday."
"That's okay," Ollie said. "You are very honest. Thank you."
Ollie's mother swam over to her daughter with a red birthday balloon.
"I'm so happy for you, Ollie," she said.
"Why Mother?"
"Look, you've finally grown your eighth leg!" Ollie's mother tied the balloon to her daughter's new leg. It was the happiest day of Ollie's life.
The Lucky Octopus Comprehension Questions

1. Do you like the story?
2. Do you have good family relationship with your siblings?
3. Do you fight each other and get along well after it?
4. Do you think Ollie’s siblings actually love her although they mock her sometimes? Give the reasons, then.
5. Find out the moral values

1. Do you understand what the words in the story mean?
Match the vocabulary with the definitions:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>happy</td>
<td>1</td>
</tr>
<tr>
<td>b</td>
<td>kind</td>
<td>2</td>
</tr>
<tr>
<td>c</td>
<td>delicious</td>
<td>3</td>
</tr>
<tr>
<td>d</td>
<td>honest</td>
<td>4</td>
</tr>
<tr>
<td>e</td>
<td>fair</td>
<td>5</td>
</tr>
<tr>
<td>f</td>
<td>lucky</td>
<td>6</td>
</tr>
<tr>
<td>g</td>
<td>tiny</td>
<td>7</td>
</tr>
<tr>
<td>h</td>
<td>beautiful</td>
<td>8</td>
</tr>
<tr>
<td>i</td>
<td>sad</td>
<td>9</td>
</tr>
<tr>
<td>j</td>
<td>lonely</td>
<td>10</td>
</tr>
</tbody>
</table>
II. Do you understand how to use the words from the story? Fill in the blanks:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why is Ollie different from the rest of her family?</td>
<td>6. Orlando baked his sister a _____________ cake.</td>
</tr>
<tr>
<td>a. She is big.</td>
<td>a. fair</td>
</tr>
<tr>
<td>b. She is unlucky.</td>
<td>b. honest</td>
</tr>
<tr>
<td>c. She only has 7 legs.</td>
<td>c. luckiest</td>
</tr>
<tr>
<td>d. She doesn't like games.</td>
<td>d. delicious</td>
</tr>
<tr>
<td>2. Who are Oscar and Orlando?</td>
<td>7. The jewels in the treasure chest were very _____________.</td>
</tr>
<tr>
<td>a. They are Ollie's friends.</td>
<td>a. honest</td>
</tr>
<tr>
<td>b. They are Ollie's brothers.</td>
<td>b. happiest</td>
</tr>
<tr>
<td>c. They are Ollie's children.</td>
<td>c. beautiful</td>
</tr>
<tr>
<td>d. They are Ollie's parents.</td>
<td>d. luckiest</td>
</tr>
<tr>
<td>3. Why did Ollie cry in the seaweed patch?</td>
<td>8. Ollie was ___________ because nobody would play with her.</td>
</tr>
<tr>
<td>a. It was her birthday.</td>
<td>a. kind</td>
</tr>
<tr>
<td>b. She didn't grow her eighth leg.</td>
<td>b. happiest</td>
</tr>
<tr>
<td>c. She wanted to see the treasure.</td>
<td>c. lonely</td>
</tr>
<tr>
<td>d. Her brother was dishonest.</td>
<td>d. fair</td>
</tr>
<tr>
<td>4. What did Ollie's mother give her at the party?</td>
<td>9. The sea fairy appeared because Ollie was the _____________ octopus.</td>
</tr>
<tr>
<td>a. a birthday balloon</td>
<td>a. tiny</td>
</tr>
<tr>
<td>b. a cake</td>
<td>b. luckiest</td>
</tr>
<tr>
<td>c. an apple</td>
<td>c. fair</td>
</tr>
<tr>
<td>d. a necklace</td>
<td>d. delicious</td>
</tr>
<tr>
<td>5. The sea fairy was the _____________ creature Ollie had ever seen.</td>
<td>10. How does the story end?</td>
</tr>
<tr>
<td>a. lucky</td>
<td>a. Happy ending</td>
</tr>
<tr>
<td>b. tiniest</td>
<td>b. Sad ending</td>
</tr>
<tr>
<td>c. lonely</td>
<td>c. Confusing ending</td>
</tr>
<tr>
<td>d. delicious</td>
<td>d. Dangling ending</td>
</tr>
</tbody>
</table>
B. Refresh your mind about what a narrative is!

**GENERIC STRUCTURES OF NARRATIVES**

Narratives have the purpose to amuse or entertain the readers with actual or imaginary experiences in different ways. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.

Basically, narratives built from three elements;

<table>
<thead>
<tr>
<th>No.</th>
<th>Part</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation</td>
<td>It tells about who were involved in the story, when and where.</td>
</tr>
<tr>
<td>2</td>
<td>Complication</td>
<td>It tells about a problem arises followed by other problems.</td>
</tr>
<tr>
<td>3</td>
<td>Resolution</td>
<td>It tells about the solution to the problem.</td>
</tr>
</tbody>
</table>

**LANGUAGE FEATURES OF NARRATIVES**

1. The use of noun phrases

(a beautiful princess, a huge temple)

2. The use of connectives

(first, before that, then, finally)

3. The use of adverbial phrases of time and place

(in the garden, two days ago)

4. The use of simple past tense

(He walked away from the village.)

5. The use of action verbs

(walk, sleep, wake up)

6. The use of saying verbs

(say, tell, ask)

7. The use of thinking verbs, feeling verbs, or verbs of senses
C. PAIRS WORK:

Arrange the jumbled sentences given by teacher into a narrative. Fill each order in the provided space below. If you finish, hand-in your work to your teacher!

<table>
<thead>
<tr>
<th>Orientation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Orientation Image]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complication</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Complication Image]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Climax</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Climax Image]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resolution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Resolution Image]</td>
<td></td>
</tr>
</tbody>
</table>
D. Discuss the answer for these comprehension questions based on the story you had arranged previously.

1. Who are the characters in the story?
2. Where did the story take place?
3. When did the story happen?
4. How was the situation at that night?
5. What happened to the woman?
6. What made the woman accelerate her car?
7. Was there any other driver in that night?
8. Why did the man drive behind the woman all along her way home?

E. Results of pair discussion

1. If we have the same situation as the woman, we will _________________________________
   _______________________________________
   _______________________________________
   _______________________________________

2. Our suggestions if we drive alone in the night are _________________________________
   _______________________________________
   _______________________________________
   _______________________________________

3. The values we grasp from the story are _________________________________
   _______________________________________
   _______________________________________
   _______________________________________

4. From our discussion, the most suitable title for the story above is ___________________
F. GROUP PROJECT COMPETITION: INDONESIAN FOLKLORES

1. You are to work in a group of four or five chosen and arranged by the teacher.
2. Distribute jobs for each group member to be:
   a. Group Captain
   b. Secretary 1
   c. Secretary 2
   d. Timer
3. Listen to your teacher's explanation about the job descriptions.
4. Choose one of Indonesian folklores below, based on your group agreement:
   - Tangkuban Perahu
   - Malin Kundang
   - Roro Jonggrang
   - Ande-Ande
   - Lumut
5. So, here is the competition:
   a. Retell the story into English version in 3 paragraphs.
   b. You can write the story in Bahasa Indonesia first before translated into English.
   c. Your group has 30 minutes to retell the story.
   d. The last group finishes the writing project should present performance for the whole class.
G. Use the following guidelines to ease you rewrite the story.

1. The Characters and its characterizations are:

2. The Settings of the Story

   Setting of Time:

   Setting of Place:

3. The Conflicts:

4. The Moral Values of the Story:

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
H. Rewrite the story in the provided space below!
1. **GROUP CHECKLIST AND REFLECTION** (hand-in to the teacher)

**Group Name**: __________________________________________

**Captain**: __________________________________________

**Secretary 1**: __________________________________________

**Secretary 2**: __________________________________________

**Guard**: __________________________________________

**Timer**: __________________________________________

**Score**: __________________________________________

Put a check (v) mark in each box after you complete the points and answer the questions below.

- [ ] Have we described the characters in the orientation in an interesting way?
- [ ] Have we written the complication clearly?
- [ ] Does each paragraph have enough information so that the reader understands what we are writing?
- [ ] Have we used chronological order words such as next, after that, meanwhile, at last, afterwards, then, etc. to help one idea flow smoothly in the text?
- [ ] Have we used correct punctuation, capitalization, and correct spelling?

1. **Group difficulties during the competition**:

   ______________________________________________________

   ______________________________________________________

2. **How to solve**:

   ______________________________________________________

   ______________________________________________________
PERSONAL REFLECTION

Name: __________________________________________
Class/Student Number: __________________________

Honest from your heart, answer the questions below.

1. How do you feel about the activities?
   _____________________________________________

2. How do you feel about your friends in the group?
   _____________________________________________
   _____________________________________________

3. What can we do through narratives for our lives?
   _____________________________________________
   _____________________________________________

4. What are the positive contributions you have shared together in your group?
   _____________________________________________
   _____________________________________________

5. Your feelings of today’s activities:
   _____________________________________________
   _____________________________________________
THE STORY (cut each sentence and put it in an envelope)

A woman was driving home along a country road late one night.

The road was completely empty except for one car behind her.

The woman thought nothing of it until the other car began to overtake.

Then it suddenly braked, swerved back behind her and flashed its lights.

The woman felt a bit nervous, particularly when the car flashed its lights again.

She accelerated, but the other car stayed right behind her.

The woman was absolutely terrified by the time she got home.

And, what made things worse, the other car stopped behind her.

Her only hope of escaping was to get into the house and phone the police.

She got out of her car and began to run, but so did the driver of the other car.

She screamed in terror, but he shouted, “Quick! Get inside the house and call the police!”

When the police arrived, the woman discovered that the man wasn’t trying to kill – he had actually saved her life.

To the police and the woman, he told as he was driving along behind her, he had seen someone with a knife rising from the back seat. But when he flashed his lights, the person sat back down again.
At the end of the learning activities, students are able to:

- identify recount texts
- differentiate between a narrative and a recount
- use steps of writing to share their past experiences
- share about feelings and thoughts in written forms
- develop writing skills
A. Read the story below that you might have also experienced!

An Unpleasant Experience

The evening was very pleasant as we strolled to the "Glutton's Square" where we intended to have our dinner. The sun was setting and the air was cool.

John, Aileen and I sat down at a table. The stall-owner came and we ordered some fried mea.

Soon the large plate of piping-hot me arrived and we happily put some into our bowls and began eating. It was delicious.

John, the talkative one, still managed to say an unintelligible word or two between gulps of food.

Suddenly John winced as his teeth came against something unchewable. Cursing, he spat out the contents of his mouth onto the table. "What the heck!" he cursed again.

Much to my disgust, John ran a finger through the half-chewed food. Then, uttering a cry of triumph, he picked up a staple from the food.

Aileen and I immediately stopped chewing and expelled the food from our mouths. The thought of eating staples was revulsive. I wondered if I had already swallowed some staples. With a fork, Aileen searched through the rest of the mea on the plate. She found two more staples and a short length of raffia string! Goodness, I thought, what other rubbish was there in the food? We summoned the stall-owner to our table. His smile vanished when we showed him the staples and string. Then he apologized for the matter, said that we did not have to pay and furthermore would make a fresh plate of me for us, free of charge.

We got up, showed him our sour faces and walked off. I, for one,
**Glossary**

**Strolled:** pergi makan/ jalan-jalan  
**Intended:** bermaksud/ bertujuan  
**Stall owner:** pemilik kios  
**Piping hot:** sangat panas  
**Talkative:** cerewet  
**Unintelligible:** tidak jelas  
**Gulps:** menelan makanan  
**Winced:** menggertakkan gigi  

**Unc chewable:** sulit dikunyah  
**Spat out:** meludahkan  
**Disgust:** jijik  
**Reulsive:** mendadak/ terkejut  
**Meal:** makanan gorengan  
**Summoned:** mengumpulkan  
**Vanished:** hilang/ sima

---

B. Refresh your mind about recount!

**REMEMBER!!!**

Fidel castro says that....

A personal recount usually retells an experience in which the writer was personally involved. It lists and describes past experiences by retelling events. It presents the events chronologically (in the order in which they happened). The purpose of a personal recount are to inform, entertain the audience (listeners or readers), or both. Recount can be in the forms of personal letters, diaries, personal journals, autobiography or biography.
LANGUAGE FEATURES OF PERSONAL RECOUNT:

1. A personal recount uses past tenses.
   
   Ex: Yesterday, my parents and I went to Karimunjawa Island for summer holiday.

2. A personal recount also uses connectors to put the events in chronological order.
   
   Ex: First, we visited Uncle Wasiman in Rembang.

3. A personal recount describes events. So, there are many verbs or actions words used.

The text consists of:

<table>
<thead>
<tr>
<th>No.</th>
<th>Part</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Title (optional)</td>
<td>It usually summarizes the text and informs specific participants. Ex: I, my family, my girlfriend.</td>
</tr>
<tr>
<td>2.</td>
<td>Orientation</td>
<td>It provides the background information. It answers the questions Who? When? Where? Why? What experience?</td>
</tr>
<tr>
<td>3.</td>
<td>Events</td>
<td>It presents the sequence of events: What people do? It tells the event chronologically. It uses conjunctions or connectives like: first, next, then, finally and so on.</td>
</tr>
<tr>
<td>4.</td>
<td>Re-orientation</td>
<td>It presents the concluding comments. It expresses the author's personal opinion regarding the events described.</td>
</tr>
</tbody>
</table>
1. The orientation:
   a. Who went for strolling?
   b. When did they stroll?
   c. Where did they stroll?
   d. Why did they want to go to Glutton Square?

2. The events:
   a. What did the writer do first?
   b. What did the writer do after that?
   c. What did the writer and his friends do next?
   d. What did the writer and his friends finally do?
   e. What did the stall owner do reacting to the writer’s act?

3. How did the writer close the story?

4. Do you have the same experience as the writer?
C. Look at an example below. Here is a personal letter.

Dear Lucile,

How are you? Fine? I want to share what I feel through this letter.

Today is the most wonderful day in my life. You know what? Michael said he had a crush on me and wanted me to be his girlfriend! I was reading Math book in the school garden when he suddenly appeared behind my back and surprised me. We sat under the tree and had a bit chatted until he said what I had been waiting for so long time! I said I wanted to be his girlfriend, Lucile!

I am so happy, so happy, so happy! I can’t wait for tomorrow, Lucile!

I think that’s all. I will send you another letters. Write me if you aren’t busy. 😊
Hello! My name is Patrick. I am here to guide your project.

You are to write a personal letter. Your letter tells about your past experiences.

Write it in two paragraphs. Each paragraph consists of 4 - 5 sentences.

You can make it firstly in Bahasa Indonesia before translating it into English. Make sure you organize the events in the right order. Exchange your first Indonesian version with your group members.

Translate your letter into English! Follow the guidelines to ease you organize the events.

Check if you had written the person who receives your letter.

If you finish your letter, fold it into a paper plane. Then, fly it to the box provided by your teacher.

D. Now, read carefully the instructions below.
E. THE GUIDELINE

1. ORIENTATION

   WHAT???
   WHEN???
   WHERE??
   WHY???
   WHO???

2. SEQUENCE OF EVENTS

   Event 1
   Event 2
   Event 3

3. REORIENTATION

   WHAT???
   WHEN???
   WHERE??
   WHY???
   WHO???
F. Write your first version of your letter in the provided space below. The first version could be both Bahasa Indonesia or English.
G. After exchanging your first version, write down your English version of your letter in the provided space.

Teacher’s Comments or Suggestions:
Narrative and recount in some ways are similar. Both are telling something in the past so narrative and recount usually apply PAST TENSE; whether Simple Past Tense, Simple Past Continuous Tense, or Past Perfect Tense. The ways narrative and recount told are in chronological order using time or place. Commonly narrative text is found in story book, myth, fable, folklore, etc while recount text is found in biography.

The thing that makes narrative and recount different is the structure in which they are constructed. Narrative uses conflicts among the participants whether natural conflict, social conflict or psychological conflict. In some ways narrative text combines all these conflicts. In the contrary, we do not find these conflicts inside recount text. Recount applies series of event as the basic structure.

Narratives teach the readers or audiences about moral values. In recount, the readers or audiences are only shared the writer's personal experiences.

H. INDIVIDUAL ASSIGNMENT

Based on the previous SQ4R techniques learned previously, read the text below. If you finish reading the text, sum it up based on the questions afterward.
Should Cell Phones Be Banned From School?

What is the most high-tech device you have these days? Computer? Laptop? You'll probably answer with one of these things. When it comes to the students in school, they'll surely answer with computer or cell phone.

Actually, cell phones are getting smarter and more useful nowadays. Also, they have many advantages and disadvantages as well. Ever since I've been working as a teacher, cell phones have been a problem in school. My first year in school, one of my coworkers had her pictures taken in school. The problem was that the picture was taken under her skirt. After that, cell phones were strongly banned in school.

Taking a picture of a female teacher this way often takes place in a boy's school. But other than that, there could be other fatal defects of using cell phones in school. So here's the question. Should we allow children to bring phones to school? Or, does the school have the right to take cell phones from students?

It is very controversial and the question of whether cell phones should be allowed in school has been hotly debated recently. Here are some pros and cons.

There are some people who assert that children really need the cell phones in case of emergency, because the phone is the only way their parents can reach their children. They believe that when something comes up, cell phones can prevent the children from being kidnapped or in any dangerous situation. It is true that there are cell phones with tracing chips or services available and that they are useful to check for the children's safety.

In terms of distraction, they believe that phones can be silenced during class or study periods, and activated only in appropriate places. Also, students themselves actually don't understand why cell phones are prohibited in school. They maintain that they do have freedom to carry whatever they want, and cell phones are not harmful or dangerous at all. Additionally, they argue that there are not enough public telephones available at school.

Furthermore, they strongly assert that it is even useful for studying in that they can access the Internet just like a portable computer. That is, cell phones definitely have some educational advantages in the classroom. For
instance, students can take pictures of class projects to e-mail or to show to parents. Usually, parents do not see the projects completed by their children in school. If a student is slow to copy notes from the board, pictures can be taken and students can finish up the missed notes later. Above all things, they can easily contact others and just want to live a convenient life.

There are some other people who don't agree with the idea that students should be able to take their cell phones to school. They don't think it is necessary for students to take their cell phones to school because it can be a distraction from the classroom atmosphere or school activities. When the phone rings during the class, it really bothers some people. Even though they assert that they can just turn it off during the class, we all know that even grown-ups sometimes forget to or change their cell phones to vibration mode or turn it off.

And they don't use the phones just to talk. They use phones for texting, taking pictures, surfing the Web and playing games and mp3s. For example, when the teacher explains important things in the class, students, who have cell phones don't seem to concentrate on the lecture because they are always playing a game, sending text messages to their friends and even accessing the Internet.

In addition, they believe that students can misuse cell phones for cheating during the exam. And it really happens in school a lot. Worse still, with their camera phone, there are some students who record the teachers during the class. If a teacher is not conducting him/herself properly, they threaten him/her to report him or her to their parents and administrator or even police. Most of all, there are reports on long-term side effects on cell phone users under the age of 12. Those are the reasons why these people think cell phones should be banned from school.

In conclusion, there are arguments on both sides of the debate, and both make their points. What do you think? Would you allow your child to bring a cell phone to school? I think it depends on the decision that the parents make for their children. "Would you allow your child to take a cell phone to school?"

Taken from (http://english.ohmynews.com/articleview/article_view.asp?menu=c10400&no=383112&rel_no=1)
WORKSHEET

COMPREHENSION QUESTIONS:

1. What is the main idea of the text above?
   ____________________________________________________________________
   ____________________________________________________________________

2. Do you see problems that the writer presents in his article?
   ____________________________________________________________________
   ____________________________________________________________________

3. Are the problems easily found in our daily lives?
   ____________________________________________________________________
   ____________________________________________________________________

4. Can you see both the pros and the cons about the matter presented in the article?
   ____________________________________________________________________

5. List out both the pros and cons opinions in the table:

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Reflect the matter presented in the article based on:
   a. Your personal life: In which side do you agree with? Why?
      _______________________________________________________
      _______________________________________________________
      _______________________________________________________
   b. Academic needs: Would cell phones be effective in classroom activities for all ages?
      _______________________________________________________
      _______________________________________________________
      _______________________________________________________

7. A question from the passage:
   “Would you allow your child to take a cell phone to school?”
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
At the end of the learning activities, students are able to...

- identify procedure texts
- use command verbs
- arrange clear instructions for daily life communication
- share about knowledge and information through procedures
UNIT 6

I Know, U Know, We Know!

A. Answer these questions truly from your heart! 😊

Do you like cooking? If so, what do you like to cook, then?

Or, do you have any information about operating appliances?

Some beauty tips, hairdo steps, face make-up steps, or other steps in operating gadgets?

Do you like making crafts? Or artwork? Would you like to share us how to make the crafts?

Would you be generous to share and explain a ‘lil bit of your ken, Friends???
B. Read the recipe below and then answer the comprehension questions!

**Tom Yum Goong - Sour & Spicy Lemongrass Shrimp Soup**

Tom Yum is the most famous of Thai soups, being very popular in Thai restaurants in the US. It is a clear sour soup which is flavored with fresh lemon grass and kaffir lime leaf. The most well-known version uses shrimp (in Thai: goong, koon, kung), but you may also use firm white-flesh fish (see Tom Yum Taleh) or chicken (gy or kai).

**Ingredients**

- 4 cups of water
- 2 stalks fresh lemon grass, trim off the very end of the root and smash with the side of a cleaver of chef’s knife; cut into 1 inch pieces; or 2 pc dried
- 3 slices fresh galangal root (smashed) or 2 pc dried
- 3 fresh kaffir lime leaves or 4 pc dried
- 1 Tbsp. tamarind paste, with or without seeds
- 1 Tbsp. fish sauce, Golden Boy preferred
- 3/4 lb shrimps, medium to large size, shelled and de-veined; butterfly if desired
- 12 fresh Thai chili peppers, whole or 2 medium sized jalapenos, cut lengthwise into 1/4-inch strips.
- 1/2 small white onion, cut 1/4 inch slices
- 2 Tbsp. roasted chili paste *(nam prik pao)*
- 1 (16 oz.) can straw mushrooms, drained and rinsed
- 1 small ripe tomato, cut into wedges 1/4 inch thick
- 1 small lime, squeezed
- 2 sprigs fresh cilantro

**THE STEPS IN COOKING:**

1. First, bring water to boil over high heat in a medium-sized saucepan.
2. After that, add the lemon grass, galangal, kaffir lime leaf, fish sauce and tamarind paste (break apart the tamarind paste with your fingers as you add it).
3. Then add the shrimp, bring to a boil and cook 3 minutes.
4. Also add the onion, *nam prik pao* and straw mushrooms.
5. Boil for another 7 minutes until the shrimp is cooked through.
6. Add the Chili peppers and tomatoes.
7. Turn off the heat. Add the lime juice.
8. Taste to adjust the seasoning, adding fish sauce to taste.
9. Garnish with cilantro if desired and serve.
10. Serves 3 to 4.

*(Taken from [http://www.templeofthai.com/recipes/tom_yum_goong.php](http://www.templeofthai.com/recipes/tom_yum_goong.php))*
Comprehension Questions:

1. What country is the origin of the food explained above?

2. Do you find similarities in the ingredients/spices as we find or use in our country?

3. How many ingredients needed to make a Tom Yum Goong?

4. How many steps do we have to cook Tom Yum Goong?

5. Are you interested in cooking the recipe?

C. Refresh our mind about recount!

Procedure

The purpose of procedure is to

Structure

1. A sentence to state the goal.
2. A list of materials needed
3. A series of things that need to be done.

Language

1. Use of the present simple tense.
2. Use command words.
3. Start sentences with a verb.
D. GROUP COMPETITION (25 minutes)
Your group is going to participate in a competition to cook famous foods in Daerah Istimewa Yogyakarta. Therefore, read carefully the instruction below!

**First Step:** Form a group of three. Distribute the jobs description for each group member. A group consists of a captain, a secretary, and a timer.

**Second Step:** Take a lottery provided by the teacher. Each group will get different recipe.

**Third Step:** Start working in your group. Use mind map to collect all ingredients needed in the recipe and the steps to cook it.

**Fourth Step:** Discuss with your group about how to cook the ingredients. Decide the name of your recipe.

**Fifth Step:** Arrange the steps to cook the ingredients in the space provided.

**Sixth Step:** Check whether you put exact ingredients and exact steps. Fill up the checklist before submitting your work to your teacher. Don't forget to insert the picture of the food.

**Seventh Step:** Submit your group works to your teacher.

Finish!
Your Recipe:

1. Mind Map Space
2. Write the first draft of your steps below! Remember to include these elements in your draft:

- **Title**: The goal/topic of your recipe
- **Ingredients needed**
- **Steps to cook**: Simple Present Tense
- **Action Verbs**
STUDENTS’ CHECKLIST

Before submitting your work to your teacher, assess your work using this students’ checklist.

Group Name : __________________________________
Captain : __________________________________
Secretary : __________________________________
Timer : __________________________________

1. Text Organization:
   - Does our format consist of: goal, materials needed and methods?
     Yes, we can mention the goal. 
     Yes, we can mention the materials. 
     Yes, we can write the method.

2. Language Features:
   - Is the text written in simple present tense? (you mix, you slice, you fry, etc.)
     Yes, we use simple present tense
   - Does the text include imperative verbs? (cut, fold, wrap, bake, open, switch on, etc.)
     Yes, we use imperatives.
   - Focuses on generalized people. (using "you")
     Yes, it focuses on generalized people.
   - Does the text use connecting words to do with time and to connect the text? (e.g. first, when, then.)
     Yes, we use connecting words.

3. My partner’s text organization:
   - Does my partner’s format consists of:
     Yes, it does. 
     Not yet.

   - The goal
     e.g. ...........................................
   - The materials needed
     e.g. ...........................................
   - The methods
     e.g. ...........................................
3. Write your final version of your recipe in the provided space below!
E. If your recipe has done, submit your work to the teacher. Then prepare yourself for your individual task. Read two topics below.

“How to Become A Good Motorcycle Rider”

“Safety Riding: How to Do It?”

a. Since most of you go to school by motorcycle, you have to understand about the rules as a motorcycle rider.
b. Choose one of two topics above to be your writing piece.
c. Explain some steps to ride motorcycle or to do safety riding.
d. Write your steps in 10 sentences (maximum)
e. To enrich your knowledge, here is a passage about traffic education. Your teacher will read and translate it for you. So, listen to your teacher carefully.

Traffic Education in School Curriculum

Ni Komang Erviani, The Jakarta Post, Denpasar | Wed, 02/17/2010 2:13 PM | National

The Bali Police have planned to integrate traffic education into the school curriculum in an attempt to reduce road accidents involving the youth. Sr. Com. Bambang Sugeng, Bali Police traffic department director, confirmed that the majority of traffic accidents in Bali involved young people.

"Most teenagers do not have adequate knowledge about traffic regulations," Sugeng said.

According to data from the Bali Police, the number of traffic accidents rose 23 percent in 2009 or 1,704 cases, compared to only 1,469 cases in the previous year.

Traffic education, Sugeng added, was important to provide accurate information to school students on how to drive safely.

"Students do not receive education on traffic regulations. Many view regulations as unimportant."

Their lack of knowledge and ignorance has led to accidents that threaten their safety, he said.

The Bali Police is expecting to meet with the education, youth and sports offices to discuss the plan.

"We hope that traffic education can be integrated into the school curriculum by 2011," he noted.

At the first stage, traffic education will be introduced at high-school level. Traffic education may be implemented into sport and civic education. It may cover a safety, regulations and civic rights.

"The traffic education program has been successfully deployed in Riau province. Bali can learn from Riau," Sugeng noted. Putu Suasta, education office head, positively responded to the proposal.
"We support this idea, but it will be difficult to create as an independent school curriculum."

Suasta also suggested that traffic education be applied at every school level. "Many young people drive their motorcycles recklessly. The majority of students are not eligible to obtain driving licenses," he added.

Sugeng further said the Bali Police would have lesson material as well as human resources. "We hope the Bali provincial authority sets aside adequate funding to carry out the program," he added.

F. After you finish your piece, exchange your work to your friends and get feedback on it!

G. Revise and rewrite your first draft of procedure before submitting it to your teacher!

H. To reflect our activities, answer the questions below:

1. How do you feel about sharing information to each other?

________________________________________________________________________
________________________________________________________________________

2. About safety riding topic, what can you grasp from it?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. What could we do more through procedure texts?

________________________________________________________________________
________________________________________________________________________
TEACHER’S LOTTERY FOR GROUP WORK
At the end of the learning activities, students are able to...

- identify descriptive texts
- identify the generic structure of the descriptive texts
- produce descriptive texts
- share the knowledge and information through detailed information in descriptive texts
A. Read two passages below and answer its comprehension questions!

1. What is Global Warming?

The earth naturally traps heat in the atmosphere from a collection of carbon dioxide and other natural gases; it creates a blanket in a way so we can survive here on the planet. The problem we are facing today is that this "blanket" of carbon dioxide and other gases are becoming too thick, resulting in a rising temperature of the earth. This is an issue of concern because the rising temperature throws off the healthy amount of heat that the earth best survives in, including its species the environment it is made up of. The causes of global warming are mostly blamed on such things like pollution from our transportation methods (cars, etc.), factories and power plants, and many other factors that have been adding up over time. As of now there are already noticeable changes in our environment, for example, the sea level is on the rise do to the massive sheets of ice in the arctic melting away! If nothing is done to help this problem it will only get worse, so learn as much as you can and make a change in your daily routines to help get our earth's blanket back to normal!

2. What Are Greenhouse Effects?

Greenhouse effect is the trapping by the earth’s atmosphere of heat energy radiated from the sun. The name was taken after the effect in the solar warming observed in greenhouses. About half of the solar radiation intercepted by the earth passes through the atmosphere and is absorbed by the land and water surfaces. These surfaces warm up and send out infrared radiation. The atmosphere absorbs much of this radiation and in turn warms up and reemits infrared radiation.

There is a continuous exchange of infrared radiation between the earth and the atmosphere. This exchange keeps the air temperature higher than it would be. The cutting of trees and the burning of coal, oil, and gas increases the carbon dioxide content of the air and further raises air temperatures. The carbon dioxide strongly absorbs infrared and does not allow as much of it to escape into space. The higher concentrations of carbon dioxide and other “greenhouse” gases trap more infrared energy in the atmosphere than occurs naturally. The additional heat further warms the atmosphere and Earth’s surface.

Glossary

- Absorb: menyerap
- Adding up: bertambah
- Blamed: menyalahkan
- Coal: batubara
- Concern: perhatian/ keprihatinan
- Concentration: konsentrasi/ pusat
- Escape: lepas/ lolos
- Exchange: pergantian/ pertukaran
- Intercepted: menangkap/ menahan
- Massive: teramat besar
- Melting away: meleleh/ mencair
- Observed: diamati
- Occurs: terjadi
- Power plant: pembangkit tenaga
- Radiated: dipancarkan
- Reemits: memancarkan kembali
- Sheet: lapisan
- Solar warming: pemanasan matahari
- Throws off: dilontarkan
- Traps: terperangkap/ terjebak

Answer these questions based on the passages above!

1. What is global warming?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

2. How many things are blamed for the rising temperature today? Mention!

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

3. What are the obvious effects from global warming?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

4. Is there any relation between global warming and greenhouse effects? Yes or, No? Explain it, then!

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

5. What things raise the air temperatures?

_________________________________________________________________
_________________________________________________________________
B. Now look at the pictures below!

As more fossil fuels are burned, more CO2 is sent into the atmosphere. With more CO2积聚 in the atmosphere, more heat energy has been trapped inside. As a result, temperatures have been on the rise.

What's on your mind about these pictures?

Does each picture relate one another?

Do you know how far its effects on our

What would we do to solve the problems as presented in the pictures?
C. Together with your teacher, refresh our knowledge about descriptive texts. Fill up the spaces below with the results of classroom discussion.

Descriptive elements to discover:

1. **The Purpose of Descriptive Texts**
2. **The Structures of Descriptive**
3. **The Language**

We usually find descriptive texts in the forms of
D. Look at this picture carefully!

Hey!
I am Peter the Carrot

Dear Students, what can you conclude from the picture above?

I can see that the earth is described using …………………
It means that …………………………………………………………
………………………………………………………………………………………………
From the picture, I conclude that I or we must ……..
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
E. GROUP ACTIONS!
Now read what Raphael had prepared for you. Ask your teacher if there’s a confusing point!

1. You are to work individually within a group.

2. Distribute the job for each group member to become:
   a. The Captain: to lead the group
   b. The Timer: to set the group to be in time for accomplishing the assignment
   c. Secretary 1: to note the discussion results
   d. Secretary 2: to tape the group’s activities

3. If you finish with distributing the job, now get focus on your individual task:
   a. From the earth picture in section D, describe your plans to act saving the world starts from your environment and yourself.
   b. Describe your plans in two paragraphs. Each paragraph consists of 4 – 5 sentences. Use mind map to organize your ideas/plans.
   c. You can use Bahasa Indonesia as the first draft.
   d. Exchange your first draft in Bahasa Indonesia with your group members to get feedback about the ideas.
   e. Give constructive comments or suggestions on your friends’ works in polite manners.
   f. Put your name to your friends’ works.
   g. Translate your work.
   h. Hand-in your individual work to your teacher.

I’m Raphael
Here to guide you to express your ideas and save the world...

GOD BLESS YOU!
Your Mind Map:
Your Draft in Bahasa Indonesia

___________________________

(Title)

Comments/ Suggestions:

_________________________________________

_________________________________________

_________________________________________

_________________________________________
Your First Draft in English

Teacher's Comments/ Suggestions:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
At the end of the learning activities, students are able to...

- integrate genres in both reading and writing
- present ideas in well-shaped writing
- share the values and awareness of environmental issues
- sum up the learning activities into a piece of writing
A. Look at these pictures carefully!

1. 

2. 

3. 

4.
Answer Yes or No for each statement below!
Put a thick [v] to one of these two pictures!

Means YES

Means NO

1. Do you think the vehicles in the previous page are cheap enough for our society?
2. Are those vehicles could easily be used in Indonesia?
3. Are we ready to use those vehicles in our streets or roads, or highways?
4. Are you sure that those vehicles could solve the energy crisis in the future? Or, the ongoing global warming? Or, the traffic?

Your Opinion:

What do you think is suitable as an environmentally friendly vehicle for our society?
…………………………
…………………………

Do you have the reasons why it is an environmentally friendly vehicle?
…………………………
…………………………
BEFORE WE CAST OUT DEEPER,
TAKE A LOOK AT THE PICTURE BELOW!

DEAR HUMANS, DON’T YOU
FEEL HAPPY IF WE HAVE
CLEAN AIR TO BREATHE? WE
NEED TO COOPERATE TO
REFRESH THE AIR...

TODAY, FRESH
AIR BECOMES
EXPENSIVE FOR
US...
WE ALSO SUFFER
FROM BAD
POLLUTIONS FROM
VEHICLES
COMBUSTION...

“NOW, SPEAK UP
YOUR MIND ABOUT
ENVIRONMENTALLY
FRIENDLY
VEHICLES FOR
INDONESIA...!”

PRINCESS FLORA
CABBY
THE CABBAGE
WARFY
THE DWARF

“THE CHRONICLES OF TREE KINGDOM”
B. Let’s help Princess Flora’s Kingdom. Just follow what Cabby says:

Step 1
Work within your previous group of 4 or 5 students which had been arranged by the teacher. It’s an individual task.

Step 2
Distribute the jobs for each group member; a captain (who leads the group), a secretary (who takes notes for the discussion results), and a timer (who keeps the track of the group activities).

Step 3
You are to tell a story in your own version. Your story would be incredible because you would combine it with a persuasive writing.

Step 4
You topic would be:
“Environmentally Friendly Transportation”
The settings of your story are limited only in Daerah Istimewa

Step 5
What you choose as the environmentally friendly transportation should be realistic, based on scientific sources, and suitable with the society’s capabilities.

Step 6
As you learned about shaping and organizing ideas in the previous chapters, your project would be based on the techniques learned.
Remember, your writing is a story telling project. A narrative is built from Orientation-Conflicts-Resolution. Arrange the plots of your story based on its structure. To persuade the readers, you are to use descriptive text and a procedure to explain the readers about operating the vehicle. So, pay attention to the generic structure of descriptive and procedure. And as it is also an essay, arrange your opinions and scientific evidences into three parts: thesis statement - elaboration - and reiteration.

FOLLOW THE GUIDELINES BELOW!

1. What to decide first?
   a. Decide the characters in your story
   b. Decide an environmentally friendly transportation

2. What about the characters?
   a. Explain about each character's characterizations and its role (protagonists or antagonists)
   b. Arrange the plots and conflicts
   c. List out the general classification (the shape, color, origin)

3. Why do you choose the vehicle?
   a. Describe the strength (is it effective? is it efficient?)
   b. Describe the weaknesses
   c. Set out the steps to use or operate the vehicle

4. What’s next?
   a. State your opinion as your thesis statement
   b. Bahasa Indonesia as the first drafting is allowed
   c. Start drafting!
THE CHARACTERS AND THEIR CHARACTERISATIONS

PROTAGONIST

ANTAGONISTS

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

FIRST DRAFT IN BAHASA INDONESIA
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

SECOND DRAFT IN ENGLISH
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PEERS' COMMENTS/ SUGGESTIONS:

TEACHERS' COMMENTS/ SUGGESTIONS:
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

FINAL DRAFTING
REFLECTION SHEET

Truly from your heart, answer these questions reflecting our hard work in reading and writing activities. You can use Bahasa Indonesia.

For your efforts, put a thick (v) in the box provided.

☐ I work with my great team and found bunch of challenging things together in completing the assignments.

☐ In my group, I learned to share ideas and knowledge with my friends

☐ I am proud of myself in my individual and group work.

☐ I realize more about the values of reading and writing.

☐ I learned the values of being a group member; to share, to cooperate, to respect, to appreciate, to construct, to contribute ideas, and tolerance.

About your group work and group mates
1. What is your impression about each group member?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. With your group mates, how did you solve each problem?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Do you have comments or suggestion for your group mates and group work?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

About your teacher
1. In your opinion, did your teacher teach well?

________________________________________________________________________

2. What do you dislike from your teacher when teaching?

________________________________________________________________________

3. What comments or suggestions do you want to say to your teacher?

________________________________________________________________________

Your Hope(s):

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Write down your activities toward the whole activities. Just write down what you want to share, to comment on, or your impressions after all done together in pair, group, and as a whole classroom activities!