#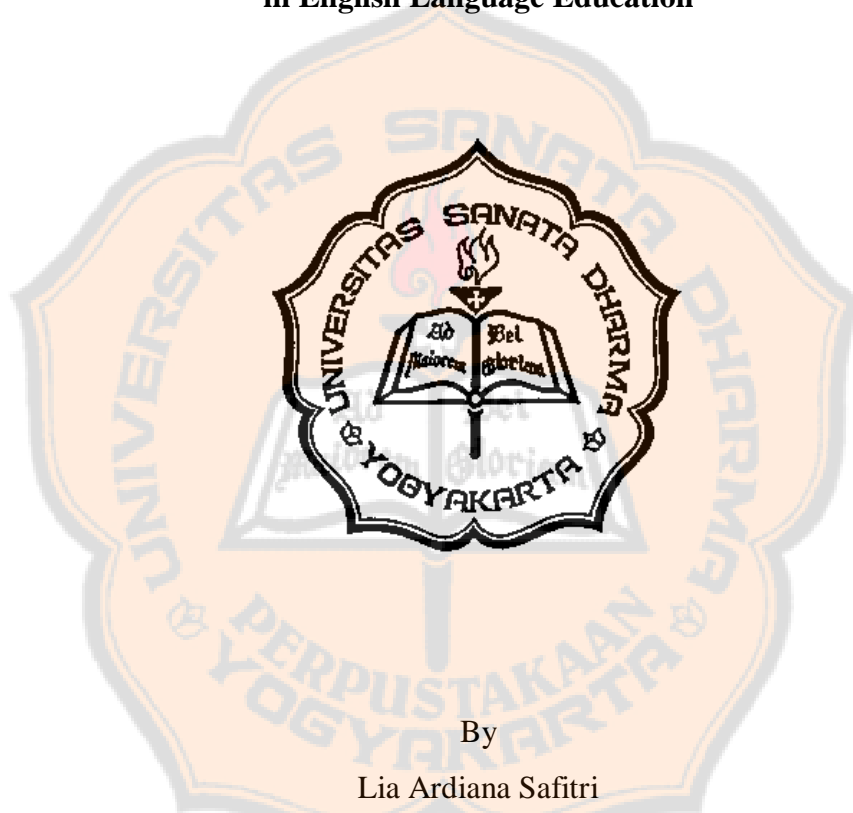 DESIGNING A SET OF WRITING INSTRUCTIONAL MATERIALS USING MIND MAPPING FOR THE EIGHTH GRADE STUDENTS OF SMPN 1 KALIKOTES KLATEN

A THESIS

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

By

Lia Ardiana Safitri

Student Number: 051214025

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2010**

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A Thesis on

DESIGNING A SET OF WRITING INSTRUCTIONAL MATERIALS USING MIND MAPPING FOR THE EIGHTH GRADE STUDENTS OF SMPN 1 KALIKOTES KLATEN

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Approved by

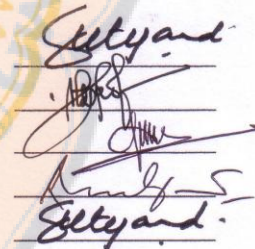Sponsor,

Drs. Y.B. Gunawan, M.A.

May 18, 2010

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Defended before the Board of Examiners
on June 14, 2010
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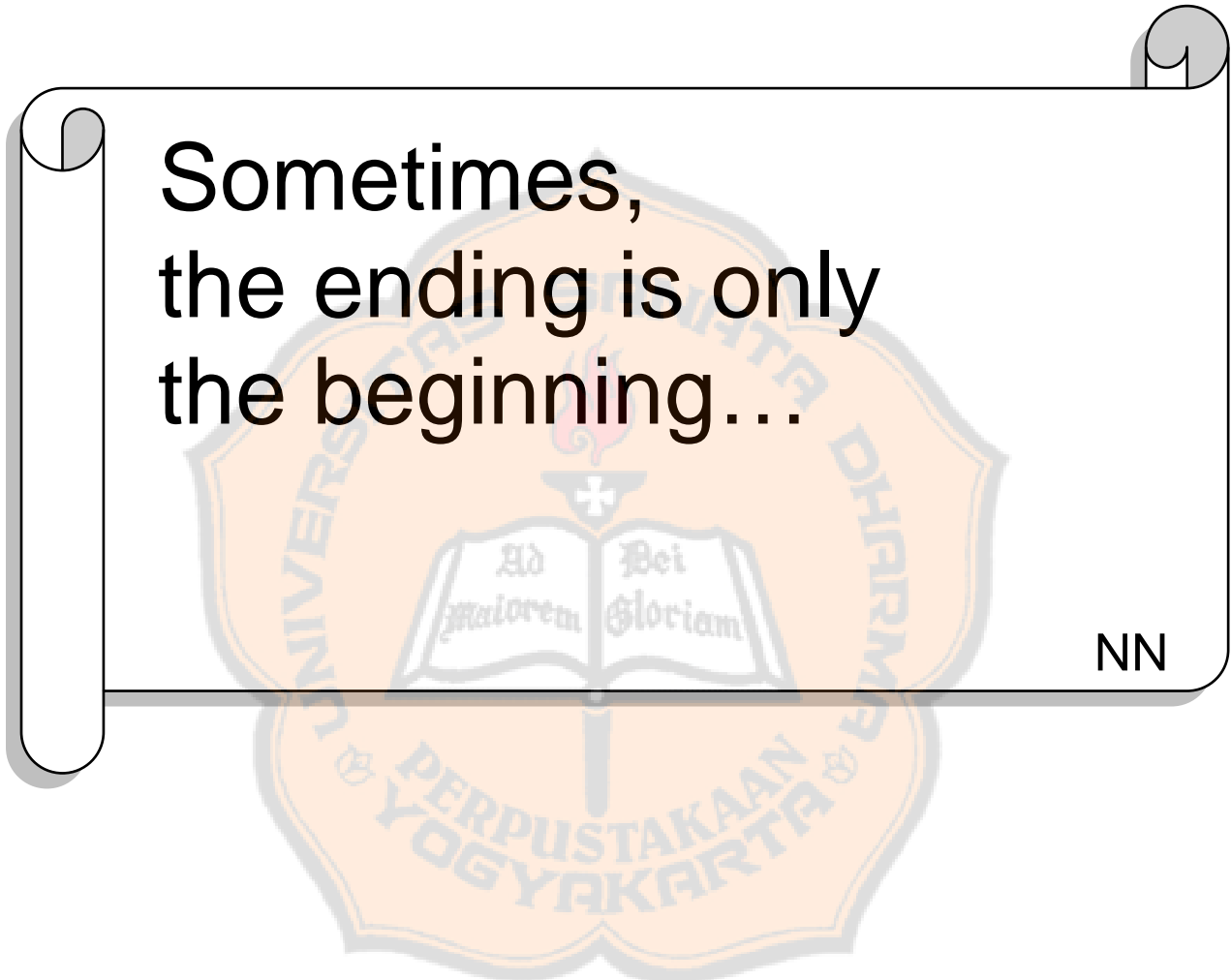
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Yogyakarta, June 14, 2010
Faculty of Teachers Training and Education
Sanata Dharma University
Dean

Drs. Tarsisius Sarkim, M.Ed., Ph.D.

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Sometimes,
the ending is only
the beginning…

NN

This thesis is dedicated to my beloved parents, brother,
and my fiancé.
Thanks for the support, endless love, and prayer.
I am nothing without you.

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, May 18, 2010

The writer

Lia Ardiana Safitri

051214025

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LEMBAR PERNYATAAN PERSETUJUAN

PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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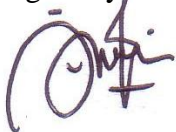
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Pada tanggal 18 Mei 2010

Yang menyatakan

Lia Ardiana Safitri

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ABSTRACT

Safitri, Lia Ardiana. 2010. *Designing a Set of Writing Instructional Materials Using Mind Mapping for the Eighth Grade Students of SMPN 1 Kalikotes Klaten.* Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Writing is often considered to be a difficult lesson. Some students hate to write. However, writing is an important way to express arranged ideas. Therefore, this study provided a tool, which is mind mapping, to organize the students' ideas in making compositions especially for the eighth grade students. This study was aimed to discuss how a set of writing instructional materials using mind mapping for the eighth grade students of SMPN 1 Kalikotes Klaten is designed and what the set of writing instructional materials for the eighth grade students of SMPN 1 Kalikotes Klaten looks like.

In order to answer the first question, two combined models from Kemp's and Yalden's were adapted. This study applied the method of Research and Educational Development (R&D). The writer's research steps model were suited to the first five steps of R&D. The research steps were (1) conducting need survey, (2) stating the goal, topics, and general purposes, (3) stating the learning objectives, (4) listing the subject content, (5) listing the teaching learning activities, (6) developing the syllabus, (7) designing the materials, (8) evaluating the designed materials, and (9) revising the designed materials. The need survey was conducted by distributing questionnaires for the eighth grade students and by having an interview with an English teacher of SMPN 1 Kalikotes Klaten.

To answer the second question, the writer distributed questionnaires as the post design survey to the five evaluators involving an English lecturer, three English teachers and an English instructor. The questionnaire results were to obtain general comments, weaknesses, strengths, criticisms, and suggestion on the designed materials. Based on the distributed questionnaires, the designed materials were actually acceptable. However, the evaluations were used to improve and to present the final version of the designed materials.

The designed materials consisted of eight units, namely, (1) Let's Go to the Party, (2) Attention Please, (3) Check This One Out, (4) In the Zoo, (5) Celebrity Wanna Be, (6) Go on A Wonderful Trip, (7) From Zero to Hero, and (8) You've Got Mail. The materials cover with short functional texts, descriptive texts, and recount texts as the topics which were considered from the competence standard of School Based Curriculum (SBC). Each unit is divided into four sections, namely, (a) Let's Get Started, (b) Let's Study, (c) Write with Joy, and (d) Sharpen Your Skill.

Based on the conclusions, two suggestions are proposed. First, English teachers of SMPN 1 Kalikotes Klaten can apply the designed materials to help the students in arranging paragraphs. Second, the future researcher explores the use of other techniques and medium in writing. The researcher could implement these designed materials and discuss the result of the students' understanding to know the effectiveness of the designed materials.

ABSTRAK

Safitri, Lia Ardiana. 2010. *Designing a Set of Writing Instructional Materials Using Mind Mapping for the Eighth Grade Students of SMPN 1 Kalikotes Klaten.* Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma.

Seringkali menulis dianggap sebagai pelajaran yang sulit. Anggapan ini menyebabkan siswa enggan untuk menulis. Padahal menulis adalah salah satu cara untuk mengungkapkan ide-ide yang sudah tersusun. Oleh karena itu, penelitian ini menyarankan sebuah alat, yaitu *mind mapping*, untuk menyusun ide-ide dari siswa, khususnya siswa kelas VIII, dalam membuat paragraf. Penelitian ini dimaksudkan untuk membahas bagaimana satu rangkaian materi menulis untuk siswa kelas VIII SMPN 1 Kalikotes Klaten disusun dan seperti apa bentuk dari materi menulis siswa kelas VIII SMPN 1 Kalikotes Klaten.

Untuk menjawab pertanyaan pertama, dua gabungan model diambil, yaitu model Kemp dan model Yalden. Penelitian ini menerapkan metode *Research and Educational Development* (R&D). Gabungan langkah-langkah penelitian penulis disesuaikan dengan lima metode pertama dalam R&D. Langkah-langkah tersebut adalah (1) melakukan analisis kebutuhan, (2) merumuskan tujuan, topik, dan spesifikasi tujuan pembelajaran, (3) merumuskan tujuan pembelajaran, (4) merumuskan isi materi, (5) menentukan kegiatan pembelajaran, (6) mengembangkan silabus, (7) merancang materi, (8) menilai materi, dan (9) memperbaiki materi. Analisis kebutuhan dilakukan dengan cara menyebarkan angket kepada siswa kelas VIII dan melakukan wawancara dengan guru bahasa Inggris SMPN 1 Kalikotes Klaten.

Untuk menjawab pertanyaan kedua penulis memberikan angket untuk menilai rangkaian materi kepada lima evaluator yang meliputi seorang dosen Bahasa Inggris, tiga guru Bahasa Inggris dan seorang instruktur Bahasa Inggris. Hasil dari angket penilaian materi adalah untuk mengetahui pendapat, kekurangan, kelebihan, kritik dan saran dari rangkaian materi. Dari hasil tersebut diketahui bahwa rangkaian materi dianggap dapat diterima oleh para evaluator. Bagaimanapun juga, hasil angket tetap digunakan penulis untuk memperbaiki dan memberikan versi akhir dari rangkaian materi menulis.

Rangkaian materi terdiri atas delapan unit, yaitu (1) *Let's Go to the Party*, (2) *Attention Please*, (3) *Check This One Out*, (4) *In the Zoo*, (5) *Celebrity Wanna Be*, (6) *Go on Wonderful Trip*, (7) *From Zero to Hero*, dan (8) *You've Got Mail*. Setiap unit mencakup pesan singkat, deskripsi, dan *recount* yang disesuaikan dengan Standar Kompetensi dalam Kurikulum Tingkat Satuan Pendidikan (KTSP). Setiap unit dibagi menjadi empat kegiatan, yaitu (a) *Let's Get Started*, (b) *Let's Study*, (c) *Write with Joy*, dan (d) *Sharpen Your Skill*.

Menurut kesimpulan, ada dua saran dari penelitian ini. Pertama, guru SMPN 1 Kalikotes Klaten diharapkan menerapkan materi menulis untuk membantu siswa menyusun paragraf. Kedua, peneliti yang akan datang berkenan mengembangkan media teknik dan media yang lain dalam menulis. Peneliti juga bisa menerapkan materi dan membahasnya untuk mengetahui keefetifan materi.

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Lia Ardiana Safitri

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CHAPTER I

INTRODUCTION

This research intends to propose a set of writing using mind mapping for the eighth grade students of SMPN 1 Kalikotes Klaten. This chapter discusses the research background, the problem formulation, the problem limitation, the research objectives, the research benefits, and the definition of terms.

A. Research Background

When people learn a second language, they learn to communicate with other people; to understand them, to talk to them, to read what they have written. Learning how to communicate when another person is not in front of us become an integral part of participating fully in a new cultural setting (Raimes, 1983: 3). Most Indonesian people use English as their second language since English is applied in all education levels from kindergarten to university. English has four abilities to be required by the learners. They are speaking, listening, reading, and writing.

According to Weigle (2002), writing has become an essential tool for students in today's global community. It insists them to understand how to make a good process and product in writing. Writing is one of the language skills that must be acquired by the learners when learning languages.

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Jeremy Harmer states:

Some of students are extremely unconfident and unenthusiastic writers. There may be many reasons for this: perhaps they have never written much in their first language (s). Perhaps they think that they don't have anything to say and can't come up with ideas (2007: 329).

Furthermore, the writer chooses writing skill to be improved by eighth grade students because the writer finds 'writing is the most difficult skill for L2 learners to master' (Richards and Renandya, 2002: 303). The writer finds that most students could not generate, organize and translate the ideas into readable text. The difficulty grows to be even more pronounced if their language proficiency is weak.

Writing is unique (Arapoff, 1975: 234). It is so because it combines thought and activity carrying out the thought. Selecting and organizing experience according to a certain purpose are parts of learning to write. This process requires active thought. Therefore, a student writing a composition must keep in his mind, his purpose; think about how to organize those facts in a coherent fashion.

Students need to master vocabulary to be expressed to their works in writing. However, the writer focuses more on the process of writing than its product. The writer concerns in the writing process because she wants to make the students of SMPN 1 Kalikotes enjoy the English learning process. As a result, they would have full attention in doing their writing project in class. Harmer states:

…, the writing process is at least as important as the product, and even in exam writing tasks, the students' ability to plan (quickly) and later read back through what they have written in order to make any necessary corrections is extremely important. (2007: 327)

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To attract students' attention in learning writing, the writer uses mind mapping as a media or a tool to generate the students' ideas in a second language. The writer applies mind mapping to help students in writing ability because mind mapping is an effective tool to combine students' creativity and ability. Mind mapping does guide students to be active because in the process they need to maximize their brain's work to have imagination and knowledge based on the topic given by teachers.

In this study, the writer chooses mind mapping to be developed because the writer finds a lot of advantages to help students since they face some difficulties to master writing. The writer also wants to introduce the eighth grade students of SMPN 1 Kalikotes Klaten with a new tool for them to make writing as a fun activity. Tony Buzan, in his book Mind Map® *Untuk Meningkatkan Kreativitas*, states,

> Mind mapping is a revolutionary system to make a plan and a note which changes million people life in the world. Making mind mapping is based on natural brain works and able to turn on sparkles of brain creativity because it combines two parts of our brain … (2001)

Furthermore, mind mapping demands the students to come together with the left and the right brain. Left brain controls students' intelligence to make words while right brain instructs students' creativity to create line, symbols or may be pictures. In the writing process, students will be given some topics related to the syllabus which was arranged by the writer.

This study took place in SMPN 1 Kalikotes Klaten. SMPN 1 Kalikotes Klaten has applied the School Based Curriculum (SBC) in teaching and learning process. Hence, the writer developed the designed materials with the School

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Based Curriculum. This study shows the use of mind mapping to be an effective tool in form of a set of English instructional writing materials to the eight grade students of SMPN 1 Kalikotes Klaten.

B. Problem Formulation

The writer formulates two problems in this study, they are:

1. How is a set of writing instructional materials using mind mapping for the eighth grade students of SMPN 1 Kalikotes Klaten designed?

2. What does a set of writing instructional materials using mind mapping for the eighth grade students of SMPN 1 Kalikotes Klaten look like?

C. Problem Limitation

This research is limited in designing a set of English instructional writing materials using mind mapping for the eighth grade students in SMPN 1 Kalikotes Klaten. The writer specified the designed materials for the first semester students. The writer selected the topics of the mind mapping and also designed the materials based on SBC to stimulate the students in processing a piece of writing and producing a piece of writing.

D. Research Objectives

This research is conducted in order to:

1. Find out how a set of teaching writing using mind mapping to the eighth grade students of SMPN 1 Kalikotes Klaten is designed.

2. Present a set of English instructional writing materials to the eighth grade students of SMPN 1 Kalikotes Klaten.

E. Research Benefits

This research is conducted to give some benefits to the teaching activities using mind mapping in junior high school. The benefits of this research can be clarified below:

1. For English teachers

Some teachers in SMPN 1 Kalikotes Klaten find it difficult to prepare practical writing materials. The result of this research is expected to help them to provide materials in their writing class. The use of the mind mapping is hoped to be useful for the teachers to help the students to improve their writing ability and improve teachers' creativity in teaching writing for junior high school.

2. For the eighth grade students of SMP Negeri 1 Kalikotes, Klaten

The materials are provided for the eighth grade students of SMPN 1 Kalikotes Klaten to improve their writing ability. It is hoped that students who previously perceived writing as the most difficult skill to master will enjoy their writing class and attract their interest in writing.

3. For future researchers

It is expected that the result of this research can be used to carry out other studies in English teaching field, especially in writing. The writer expects other researchers to explore more about teaching writing using mind mapping as well as using other techniques and medium.

F. Definition of Terms

This section presents the definition of terms which is intended to avoid confusion, misconception, namely instructional material design, writing, mind mapping, SMP, SMPN 1 Kalikotes Klaten. The terms are:

1. Instructional Material Design

According to Hornby (1955: 619), instruction refers to the process of teaching; knowledge or teaching given, and design refers to the plan developed to guide educational activity in a situation or the plan which can be inferred by an analyst of that activity (Houle, 1978: 230).

In this study, instructional design is the instructional learning plan developed as a guideline for teaching educational knowledge or activity.

2. Writing

In this study, writing refers to as one way of expressing thinking – a performance process. The process of writing is a total learning experience that includes what happens before the student writes (pre-writing) and what happens after the student writes (post-writing) (Tiedt, 1989: 7). The student thinks, feels, and experiences as he produces a piece of writing.

3. Mind Mapping

Mind mapping refers to 'as a strategy for making notes on a topic, prior to writing' (Vannessa Steele, 2005). Mind mapping will show the students understanding in learning writing process.

In this study, mind mapping is a structured strategy, which shows the (hierarchical) relationship of ideas, as opposed to an unstructured strategy, such as brainstorming, in which students produce notes on paper randomly.

4. SMP

In Indonesia, SMP (*Sekolah Menengah Pertama*) refers to the so-called junior high school. It is the first three years in secondary level, namely seven, eight, and nine. SMP adopts semester system. While in Oxford Advanced Learner's Dictionary (Houle, 1995: 644) stated, "junior high school is a school for young people in grades seven to nine". In this study, the average age range in this grade is about 13 to 15 years old.

5. SMPN 1 Kalikotes, Klaten

In this study, the subject is eighth grades students of SMP Negeri 1 Kalikotes, Klaten, which is located at Tegalrejo Kalikotes Klaten. SMP Negeri 1 Kalikotes Klaten is a public school. For the seventh grade has six classes, eighth grade has six classes, and ninth grade has 5 classes. As the result, SMPN 1 Kalikotes, Klaten has 17 classes. This school has implemented School Based Curriculum since academic year of 2006/2007.

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter offers a discussion of the related literature as the theoretical basic upon which the study outlined in Chapter I was laid. Chapter II discusses (A) the theoretical description, and (B) the theoretical framework.

A. Theoretical Description

This chapter explains the theoretical description that includes the theories concerning to the topic such as theories on the systems and instructional design, Communicative Language Teaching (CLT) Approach, Writing, School Based Curriculum (SBC), and Mind Mapping.

1. Instructional Design Models

One of the important points in designing the instructional materials is models of instructional materials design. The importance of these models is due to their function as a guideline for the designed instructional materials. The models also tell the designer steps or stages to design the instructional materials.

In this study, two models of instructional design proposed by Kemp and Yalden are applied. The two models are combined because both have almost the same clear steps in designing instructional materials. Kemp offers a flexible model, which lies on the existence of the concept that design and developmental process may start from any step and then move back and forth to the other steps

wherever the designer is ready. The strength of Yalden's model is the inclusion of need survey, which is conducted to get some information about what students hope from the instructional program.

In order to design simple and applicable instructional materials, some stages of each instructional materials design model are adopted. The following section will discuss those two models briefly.

a. Kemp's Instructional Materials Design Model

Kemp states that instructional process is complex (1977: 6). Many interrelated parts and functions that must operate in a coherent manner in order to achieve success compose the instructional process. What is expected in this process is the improvement of the key outcome of education – learning by students.

According to Kemp (1977: 8), the instructional design plan is designed to supply answer to three questions, which are considered as the essential elements of instructional technology:

1) What must be learned? (objectives)
2) What procedures and resources will work best to reach the desire learning levels? (activities and resources)
3) How will we know when the required learning has taken place? (evaluation)

A program development, which consists of eight steps, is proposed by Kemp (1977: 8). The eight steps are important to be included in the designing materials. The Kemp's instructional materials design models is shown in figure 2.1.
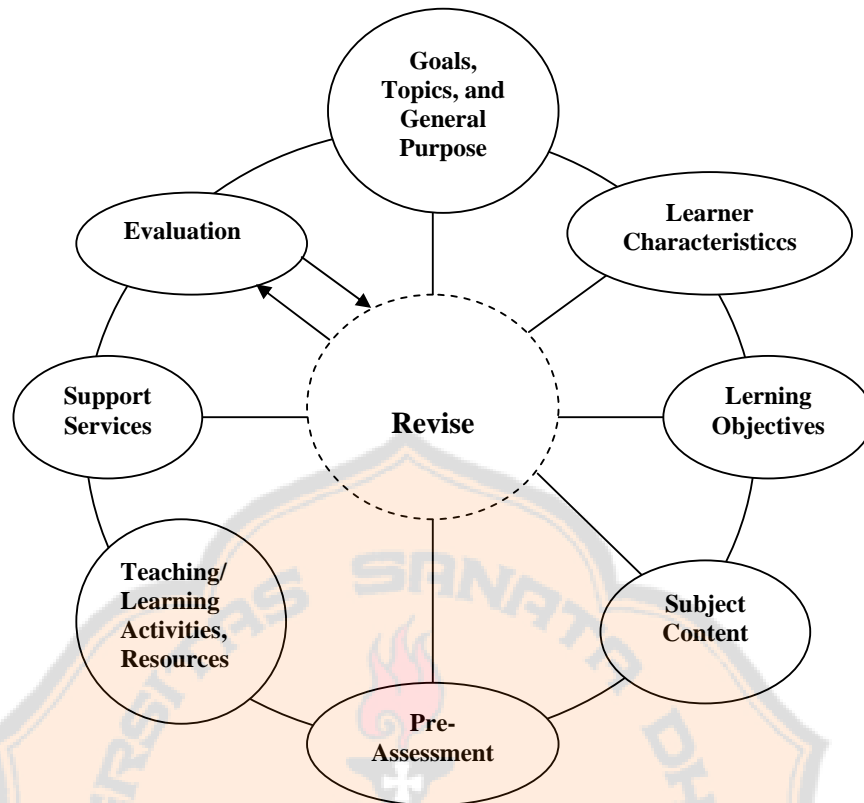
Figure 2.1: Kemp's Instructional Materials Design Model (Kemp, 1977: 9)

1) Goals, Topics, and General Purposes

In this study, goals are the bases of all educational programs, which can be derived from three sources – society, students, and subject areas (Kemp, 1977: 14). Topics, which become the scope of the course or program, are usually sequenced according to a logical organization, from simple or concrete levels to complex and more abstract levels (Kemp, 1977: 15).

2) Learner Characteristics

In this study, Kemp states that to serve both group and individual means that teacher must obtain information about the students' capabilities, needs, and interests (1977: 18-19).

3) Learning Objectives

Teacher is concerned with learning as the outcome of instruction. Learning requires active effort by the student. Learning objectives tell the student the goals he/she must attain, the ideas and skills that will be included in the upcoming instruction, and the types of behavior that will be expected during evaluation (Kemp, 1977: 23).

4) Subject Content

In this study, subject content must closely relate to the objectives and the student's need. Subject content comprises the selection and organization of the specific knowledge (facts and information), skills (step-by-step procedures, condition, and requirements), and behavioral factors of any topic (Kemp, 1977: 44).

5) Pre-Assessment

In this study, pre-assessment is carried out in order to plan learning activities for which students is prepared and at the same time to ensure that the student does not waste his/her time on things he/she already knows. There are two kinds of test in this step. They are prerequisite testing and pretesting (Kemp, 1977: 51).

6) Teaching/Learning Activities and Resources

In this study, teacher must determine the most effective methods in carrying out the teaching/learning activities and then select materials to provide learning experience that will utilize the content associated with each objective (Kemp, 1977: 55).

7) Support Services

In this study, funds, facilities, equipments, and personnel must be considered to carry out the instruction plan (Kemp, 1977: 84). Coordination of each support service must be considered at the same thing with making instructional plans and selecting the materials.

8) Evaluation

Evaluation is the pay-off step in the instructional design plan – for both the students and the teacher (Kemp, 1977: 91).

In this study, Kemp's model is used more than Yalden's model because the steps in Kemp's model are interrelated and any steps that are in accordance with the student and the design needs can be chosen directly.

b. **Yalden's Instructional Materials Design Model**

Janice Yalden's Language Program Development is presented as the second of instructional design. According to Yalden, a syllabus can be considered as 'communicative' since it takes into consideration everything required to assure communication (1987: 87). Yalden's model is divided into some stages, namely:

1) The Needs Survey

In this study, the course designer carries out a needs survey to obtain as much information as possible in any given situation about the student and about his/her purpose in acquiring the target language. The reason for this entire information gathering is to understand as much as possible about the student prior

to the beginning of the program, in order to establish realistic and acceptable objectives (Yalden, 1987: 101).

2) The Description of Purpose

The purpose of the language program is as the foundation for the major decision facing the language course designer when he arrives at the next stage that is the selection or development of syllabus type. (Yalden, 1987: 114).

3) The Selection or Development of Syllabus Type

There is no single model syllabus design, which is universally agreed upon. The course designer can combine various types of syllabuses and put various focuses on oral or written language as required. (Yalden, 1987: 127).

4) The Production of a Proto-Syllabus

In this study, the syllabus designer produces a proto-syllabus or the description of the language and language use to be elaborated in the program. There are a large number of elements to be considered such as general notions and specific topics, communicative functions, discourse and rhetorical skills, variety of language, role-sets, and communicative events, as well as grammar, and lexis (Yalden, 1987: 138).

5) The Production of a Pedagogical Syllabus

In this study, the pedagogical syllabus provides a repertoire of words and phrases, chosen as exponents of functions and suitable to the topics identified as important to the student (Yalden, 1987: 144).

6) The Development and Implementation of Classroom Procedures

In this study, Yalden (1987: 89) gives a brief description on the development and implementation of classroom procedures, which comprise of:

a) Selection of exercise types and teaching technique
b) Preparation of lesson plan
c) Preparation of weekly schedules

Yalden also describes teacher training briefly, which consists of briefings or workshop on principles, desired outcome, and exploitation or creation of teaching materials.

7) Evaluation

In this study, evaluation has two elements. First, it evaluates or tests the students in the program; and second, it assesses the teaching as well as the overall design of the course (Yalden, 1987: 96).

8) Recycling Stage

In this study, recycling stage fits the goals with the final performance of the learners. The content is also reassessed and materials and methodological produces are revised (Yalden, 1987: 98).

From the above points, Yalden's stages start from the importance of conducting needs survey for which the program is prepared. It is done to establish realistic and acceptable objectives.

Yalden's Language Program Development is shown in Figure 2
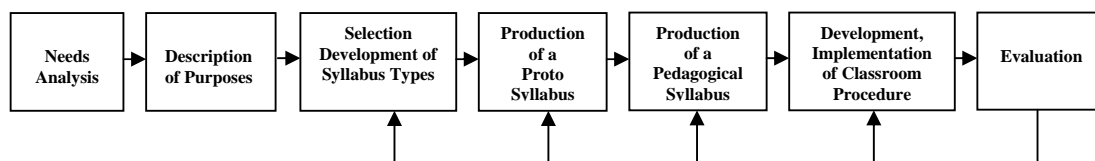
Figure 2.2: Yalden's Language Program Development
(Yalden, 1987: 88)

In this study, the writer combines the two models from Kemp's and Yalden. Those steps are going to be the procedure in conducting this study. The writer uses some theories from Kemp's and one theory from Yalden. The steps are conducting need survey, stating goals, topics, and general purposes, stating the learning objectives, listing the subject contents, developing syllabus, selecting teaching/learning activities, designing the materials, evaluation and revising the designed materials.

2. Communicative Language Teaching (CLT)

In this study, the writer uses Communicative Language Teaching (CLT) Approach in designing the materials. The writer sees some suitable theories in CLT to be applied on the materials. The teacher sets the materials theme likely to the students' experience in real life.

a. The Nature of CLT

One of the most characteristic features of communicative language teaching is that it pays attention to the functional as well as structural aspects of language (Littlewood, 1981: 1). In CLT, class time should be spent not on language drills or controlled practice leading towards communicative language use, but in activities which require learners to do in class what they will have to do outside (Nunan, 1988: 26).

b. Theory of Learning

According to Johnson as cited in Richards and Rogers (2001: 161), there are some elements of underlying learning theory that can be discerned in some CLT practices:

1) Communicative principle

This consists of activities that involve real communication to promote learning.

2) Task principle

This principle includes the activities in which language is used for carrying out meaningful tasks that promote learning.

3) Meaningfulness principle

This principle assumes language that is meaningful to the learners can support the learning process.

c. The Communicative Task

CLT contains a set of communicative task. Nunan defines the communicative task as classroom work which focuses on meaning rather than form (1998:18). Learners first need to understand the structural pattern of English as the target language, then to be able to perform English communicative way using appropriate structural pattern. The goal of the course is to make the learners to be able to use English communicatively, not to comprehend English structural pattern. A task consists of input, related activities, goals, roles of teachers, and learners, and a setting. They are set out in the figure 2.
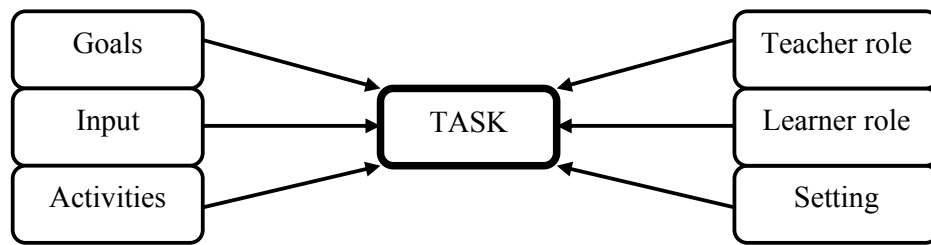
Figure 2. Frameworks for Analyzing Communicative Task

The following is the explanation of the three component of analyzing the communicative task as stated by Nunan (1989).

1) Goals

Goals are not always explicitly stated. Goals may relate to a range of general comes out (communicative, affective, or cognitive) or may directly describe teacher or learner behavior. An examination task may identify the goals.

2) Input

A task consists of some inputs and one or more related activities. Input refers to the data that is from the point of departure for the task.

3) Activities

Activities specify what learners will actually do with the input as the beginning of learning task. Nunan (1989) proposed three general ways of characterizing activities, namely: rehearsal for the real world, skills use, and fluency/accuracy. Pattison as stated by Nunan (1989: 68) proposes seven activity types. Those types stated as follows:

a) Questions and answer

The aim of this activity is for learners to discover their classmates' secret choices. This activity can be used to practice almost any structure, function, or notion.

b) Dialogues and role-play

By doing role-plays, the learners may participate more willingly and learn more thoroughly than when they are told to repeat a given dialogue in pairs on in a group.

c) Matching activities

The task for the learner is to recognize matching items, or to complete pairs or sets.

d) Communicative strategies

These activities are designed to encourage learners to practice communication strategies like a paraphrasing, using gestures, and asking for feedback.

e) Pictures and pictures stories

Many communication activities can be stimulated through the use of pictures.

f) Puzzles and problems

These require learners to make guess or to draw their general knowledge and personal experience, use their imagination and test their powers of logical reasoning.

g) Discussions and decisions

Those require the learners to collect and share information to reach a decision.

Communicative tasks emphasize on activities which facilitate the learners to achieve the target, i.e. to communicate in English. Communicative activity is to provide communication.

d. Teacher Roles

According to Breen and Candlin as cited in Richards and Rogers (2001: 167), teacher assumed to have several roles in CLT. The roles of the teacher are to:

1) Facilitate the communication process between all participants in the classroom, and between the participants and the activities and texts

2) Act as an independent participant within learning-teaching group

   a) Organizer of resources and resources themselves

   b) Guide within the classroom procedures and activities

   c) Researcher and learner

3) Determine and respond to learner language needs (need analyst)

4) Exemplify an effective communicator through paraphrase, confirmation, and feedback (counselor)

5) Manage the group process: less teacher-centered but more student-centered management skills.

e. Learner Roles

In this approach, the learners are acquired to be adaptable, creative, inventive, and independent. Breen and Candlin as cited in Richards and Rogers (2001: 166) describe the learner's role within CLT in the following terms:

> The role of learner as negotiator – between the self, the learning process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way.

From this role, students are expected to interact primarily with each other rather than with the teacher, and correction of errors may be absent or infrequent and learners learn to see that failed communication is a joint responsibility and not the fault of speaker or listener.

f.   Types of Learning and Teaching Activities in CLT

Littlewood (1981: 20-21), in his book, he distinguished the communicative activities in CLT. There are two main categories:

1)   Functional communication activities

Teacher can design the communicative activities in the classroom which emphasize the functional aspect of communication. The main purpose of the activity is that learner should use the language they know in order to get meanings across as effectively as possible. Because of this emphasize on being functionally effective, activities of this type formulates functional communication activities.

2)   Social Interaction Activities

One of the important aspects of communication skill is the ability to take account of the social meaning as well as the functional meaning of different language forms (Littlewood: 1981: 20). Expectantly, the competent speakers should use language not only functionally effective, but also appropriate to the social situation they are in. Learners must still aim to convey meanings

effectively, but must also pay greater attention to the social context in which the interaction takes place. Then, role-playing and simulation become important techniques for creating social situation and relationships. Activities of this type are called social interaction activities.

3. Writing

a. What is writing

Nowadays, writing is very important in some aspects. When people learn a second language, they learn to communicate with other people: to understand them, talk to them, read what they have written, and write to them. Learning how to communicate when other persons is not right there in front of us, listening to our words and looking at our gestures and facial expressions becomes an integral part of participating fully in a new cultural setting (Raimes, 1983: 3).

Tiedt states that writing is a method of expressing ideas about any subject content (1989: 1). Baskoff says that a student writing a composition faces three problems: what to say, how to organize, and how to say (1969: 3). The topic of the composition, which is something within the student's personal experience or knowledge, provides him of what to say.

Clifford supports the ideas by presenting a diagram of the components of the writing process (1991: 41-42). The diagram of the component of the writing process is shown in Figure 2.3.
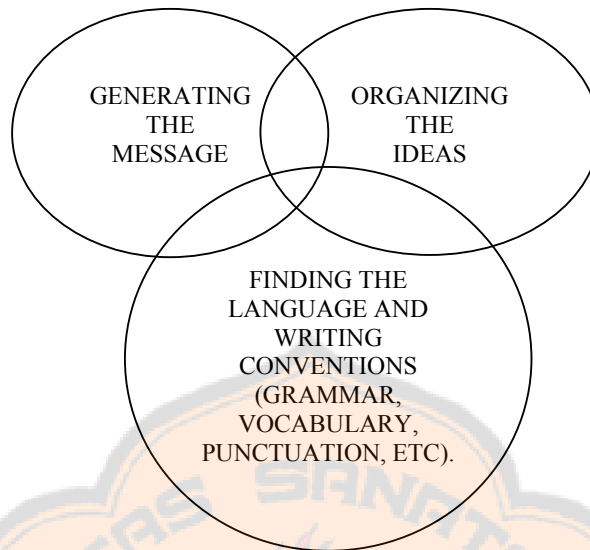
Figure 2.3: The Main Components of the Writing Process (Clifford, 1991: 41)

The circle, on the left, refers to the initial stage in writing to write, which is to generate messages, the ideas, and the contents. The second circle, on the right, refers to organizing these ideas to suit the purpose. The final circle, at the bottom, refers to the tools used to convey this desired message, e.g., the vocabulary, syntax, morphology, punctuation, etc.

b. Teacher Roles

According to Harmer (2007: 329), teachers need to help students build the writing habit so that students recognize writing as being a normal part of classroom practice. Hence, Harmer (330-331) states when teacher ask students to write, the ones that are especially important are as a motivator, as a resource, and as a feedback provider.

1) Motivator

The teacher will motivate the students to make paragraphs by creating the right condition for generating ideas. The teacher persuades the students to make useful activity in class. The teacher also encourages the students to make as much effort as possible for maximum benefit (Harmer, 2007: 330)

2) Resource

According to Harmer (330), the teacher should be ready to supply information and language where necessary. The students could believe that the teacher are always available and be prepared to look at their work, offering advice and suggestion.

3) Feedback provider

Feedback provider is an important actor in the writing process. The teacher task is to 'respond positively and encouragingly to the content of what the students have written' (331). The teacher will consider the correction based on the students' need.

c. **General Principle for Teaching Writing**

The National Council of Teachers of English, Commission on Composition, as quoted by Norton (1980: 271-272), puts forth some general principles they believe essential both in planning the writing curriculum and in teaching writing as follows:

1) Life in language: Teacher of English can help students to expand and enlarge their worlds, and live more fully by awaking the students to the possibilities of language.

2) Need for writing: Writing is an important medium for self-expression, communication, and the discovery of meaning.

3) Positive instruction in writing should be positive; students should be encouraged to use language.

4) Learning how to write: Learning how to write requires writing; writing practice should be a major emphasis.

5) Required writing: Students need a class discipline and class discussion as well as freedom.

6) Classroom writing: Students should have an opportunity to compose in class, with help during the actual writing process in the clarifying ideas, choosing phrases, and sometimes dealing with mechanical problems.

7) Range of assignment: Assignment should be individualized, adjusted to age, interests, and abilities of the students.

8) Support for composing: Writing should follow the supporting activity, but not be replaced by it.

9) Talking and writing: The teacher can exploit interest in oral composition as a step towards writing, but the importance of the write words remains, and practice in oral composition is not sufficient.

d. The Benefits of Writing

Pereira (1991: 50) states that writing has moved up into the scale of classroom priorities, partly because it provides the following benefits:

1) Writing and thinking are closely connected. The process of writing enables students to explore a topic fully.

2) Writing helps students to discover what they want to say. The writing process is creative. The students sit down to write with a definite idea in mind, but as the write, new ideas develop.

3) Writing reinforces grammar, idioms, and vocabulary that students have been working with in class.

4) When writing, students become involve with the language, with themselves, and with their audience.

5) Students have the opportunity to be adventurous with the language, to take risks, to go beyond what has been taught.

In this study, roducing a piece of writing encourages students to think, explore new ideas, express their opinions, and present them in organization way.

e. Characteristics of Good Materials

In this study, according to Hobelman and Wiriyachitra, the modern approach to the teaching of writing involves a combination of the communicative approach and the process approach writing. They describe the characteristics of good writing materials in accordance to the modern approach to the teaching of writing as follows:

1) Materials should be learning-centered rather than teaching centered.

2) Materials should be creative.

3) Materials should be interesting.

4) Materials should be task-based.

5) Materials should be practical.

The designed instructional materials, which use mind mapping, require the students' active involvement in the writing process. It includes some purposeful activities and tasks.

In this study, the writer concerns the characteristic of good materials in three points. They are materials should be creative, interesting and practical. She applies those three characteristics because she believes that the eighth students of SMPN 1 Kalikotes Klaten need them. The materials are going to help the students to have more understanding in writing English.

f. Pre-writing and Post-writing Activities

Pre-writing serves as the initial stage. Everything that precedes a particular writing experience can be thought of as the pre-writing stimuli (Tiedt, 1989: 11). The activities should be designed to extend students' thinking.

The post-writing activities are anything that follows the students' writing – sharing, editing, or publishing. Post-writing includes evaluation of the writing. Any these activities may be done individually, in pairs, in small groups, in the large group, or in teacher-student conferences (Tiedt, 1989: 11)

In this study, the writer applies those activities to help the students in making a good paragraph. She gives an interesting topic for the students to get a full attention from the students so that they will follow the class activity well. After the students finish making a paragraph, they will have a small group discussion to evaluate their works together and then revise it by themselves.

4. The School Based Curriculum for the Junior High School

School Based Curriculum Guideline explains that KTSP, stands for *Kurikulum Tingkat Satuan Pendidikan*. It has been applied in Indonesian school since academic year 2006/2007. Each group/ unit of education and school committee develop this curriculum. A deep analysis on students' condition and needs in the present and future time shows a need of curriculum which can make the student independent, smart, critical, logical, and creative. The School Based Curriculum (SBC) is an operational curriculum arranged and implemented by every school.

There are some terms, which are often used in the SBC and therefore need to be clarified. The terms are:

a. Competence standard: Competency standard is an ability, which is mastered and implemented by the students in a subject after the learning process is carried out (Nurgiyantoro, 2003: 3).

b. Basic competence: Basic competence is minimum ability mastered by the students (Nurgiyantoro, 2003: 4).

c. Indicator: indicator is spelled out directly from the basic competence. Achievement indicator is characteristic, feature, performance, or response showed by the students in relation to the basic competence (Nurgiyantoro, 2003: 4).

English skills become the main concerns of the SBC. There are four skills in SBC. In this study, the writer applies the writing skill to design a set of writing instructional materials using mind mapping for the eighth grade students of SMPN 1 Kalikotes Klaten.

The competence standard and basic competence for writing skill for the eighth grade students is described in Table 2 on the following page.

Table 2.1: The Writing Standard Competence and Basic Competence for Grade Eighth Students of Junior High School

School Name	SMPN 1 Kalikotes Klaten
Subject	English
Skill	Writing
Semester	I
Competence Standard	6. To express the meaning of short functional texts and short essay in a form of descriptive and recount in the environment nearby.
Basic Competence	6.1 To express the meaning of short functional text use several of written languages accurately, fluently, and acceptable in the environment nearby. 6.2 To express the meaning and the rhetorical ways of short essay use various of written languages in a form of descriptive and recount accurately, fluently, and acceptable in the environment nearby

In this study, the writer uses SBC as a form guidance to arrange the writing materials to the eighth grade students of SMP N 1 Kalikotes Klaten. She explores the competency standard and the basic competence in the indicators to build the students' activities.

5. Mind Mapping

In this study, Feed Burner says 'when you're writing an article, an essay or even taking on the task of writing a book, there are times when you just do not know where to start'(2009). From generating ideas to research and then the final draft, there is always space in your writing process where mind mapping can help

a. The Definition of Mind Mapping

In this study, mind maps are tools that help us think and remember better, creatively solve problems and take action. The mind mapping encourages creativity and flexibility, and you need these to make your resolutions happen. Mind mapping helps you think outside the box (Susan Dunn, 2007). Dunn explains that mind mapping opens the users up to creativity and a new ways of thinking. Mind mapping naturally hook into the right brain, where creativity and intuition help.

Vanessa Steele defines mind mapping as 'a strategy for making notes on a topic, prior to writing' (2005). It is a structured strategy, which shows the (hierarchical) relationship of ideas, as opposed to an unstructured strategy, such as brainstorming, in which students produce notes at random on paper.

In this study, Tony Buzan (2006) explains that a mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills - word, image, number, logic, rhythm, color and spatial awareness - in a single, uniquely powerful manner.

b. Advantages of Mind Mapping

Mind mapping is a good tool for students in writing. Brendan O'Keefe (2009) mentions the benefits of mind mapping in teaching learning activities briefly, as follows:

1) help to clarify thoughts
2) simplify complex ideas
3) memorize information
4) allow you to be creative so you will not get as bored as easily

He (2009) also provides some evidence to deal with mind mapping:

1) improved concentration
2) staying on task for longer periods of time
3) improved questioning and answering during class discussion
4) becoming more self-reliant on their own resources
5) improving independence

c. How to Make A Good Mind Mapping

Vanessa Steele arranges six steps to make mind mapping with students, they are choosing a topic, note making, feedback, organizing mind mapping, writing and continuation (2005).

1) Choosing a topic

Choosing a topic is a starting step to begin with mind mapping. In this study, traditionally, students are given a topic to write on by the teachers. However, with certain classes, students may prefer to nominate the topic themselves (Vanessa Steele, 2005).

2) Note making

After choosing a topic, teachers encourage students to close their eyes and think about it for a minute or two. Then, they have two minutes in which to note down their ideas. If they do not know a word in English, they can write it in L1 at this stage, as dictionaries or too much teacher intervention tend to halt and inhibit the creative flow (Vanessa Steele, 2005).

3) Feedback

The next stage, in which the teacher makes a collective mind map on the board, is optional, but is useful for students who are new to the idea of mind maps, or for weak classes. It is also in this feedback stage that any remaining language problems can be ironed out. As the teacher elicits students' ideas, and reformulates expressions or corrects, students will learn how to express their ideas in English. Such personalization is said to aid vocabulary learning (Vanessa Steele, 2005).

4) Organizing mind mapping

In the next stage the students organize their mind maps into a linear format to decide the best way in which to present their points. They should first think about the overall structure as this helps to clarify their writing. This can be done in

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groups or as a class with the teacher leading the discussion (Vanessa Steele, 2005).

5) Writing

Students should then begin to write their compositions, working in pairs if they wish. After two paragraphs, they should exchange their compositions, so they become readers of each other's work. This allows for feedback, and possible re-writing. Once they have finished, they should again exchange their texts. This gives their texts a communicative purpose, as well as developing an awareness of the fact that a writer is always producing something to be read by someone else, rather than for the display of writing alone (Vanessa Steele, 2005).

6) Continuation

Once students are familiar with the idea of making mind maps, they can be encouraged to use this skill for further writing activities. It is a useful technique and often improves the clarity and organization of student texts (Vanessa Steele, 2005).

In this study, the writer uses mind mapping as the media to write to eighth grade students of SMPN 1 Kalikotes, Klaten. Mind mapping is an excellent tool to get an interesting learning activity use mind mapping.

B. Theoretical Framework

In designing a set of English instructional materials using pictures to teach writing to the seventh grade students of SMP 2 Klaten, the combination of the two models of materials design discussed in the Theoretical Description are used. Two

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models are combined to make a framework or guideline to construct the materials. The steps are elaborated as follows.

1. Conducting needs survey (Yalden's)

    Yalden's Needs Survey is used as the first step. The first step, interview with the English teacher of SMPN 1 Kalikotes Klaten was conducted. The second, the writer distributed the questionnaires for the English teachers and the eighth grade students of SMPN 1 Kalikotes Klaten. This data was to help the writer to design the materials to the eight grade students of SMPN 1 Kalikotes Klaten.

2. Stating goals, topics, and general purposes (Kemp's)

    This step is aimed to determine the intended goals instructional materials design. After stating the goals, the topic should be listed as the scope of the course and basic needs for the instruction. Then, the topic should express the general purposes as what the students generally expect to learn as the result of instruction.

3. Stating the learning objectives (Kemp's)

    The students will make great effort if the teacher has stated specified objectives on terms of activities that will best promote learning. Stating objectives will make the teaching/learning activities perfect.

4. Listing the subject contents (Kemp's)

    This step is aimed at listing the subject contents in order to clarify the learning objectives.

5. Developing the syllabus (Yalden's)

This step was taken from Yalden's model. A syllabus gives moral support to the teachers and the students. In designing the materials, the form of syllabus is from School Based Curriculum of SMPN 1 Kalikotes Klaten.

6. Selecting teaching/learning activities (Kemp's)

Suitable teaching/learning activities and instructional sources that will treat the subject contents are selected so that the students will accomplish the objectives. Hence, the designed materials of activities should be meaningful for the students.

7. Designing materials

The learning materials are developed based on the syllabus.

8. Evaluation (Yalden's)

This step is to measure the overall outcomes of the designed instructional materials, so they may undergo more improvements and developments needed.

9. Revising the Designed Materials

After having feedback from the evaluators, the writer revises the designed materials to have the final version of the designed materials.

The writer's step used to design the set of instructional materials in this study can be seen in Figure 2.4 (see page 35).
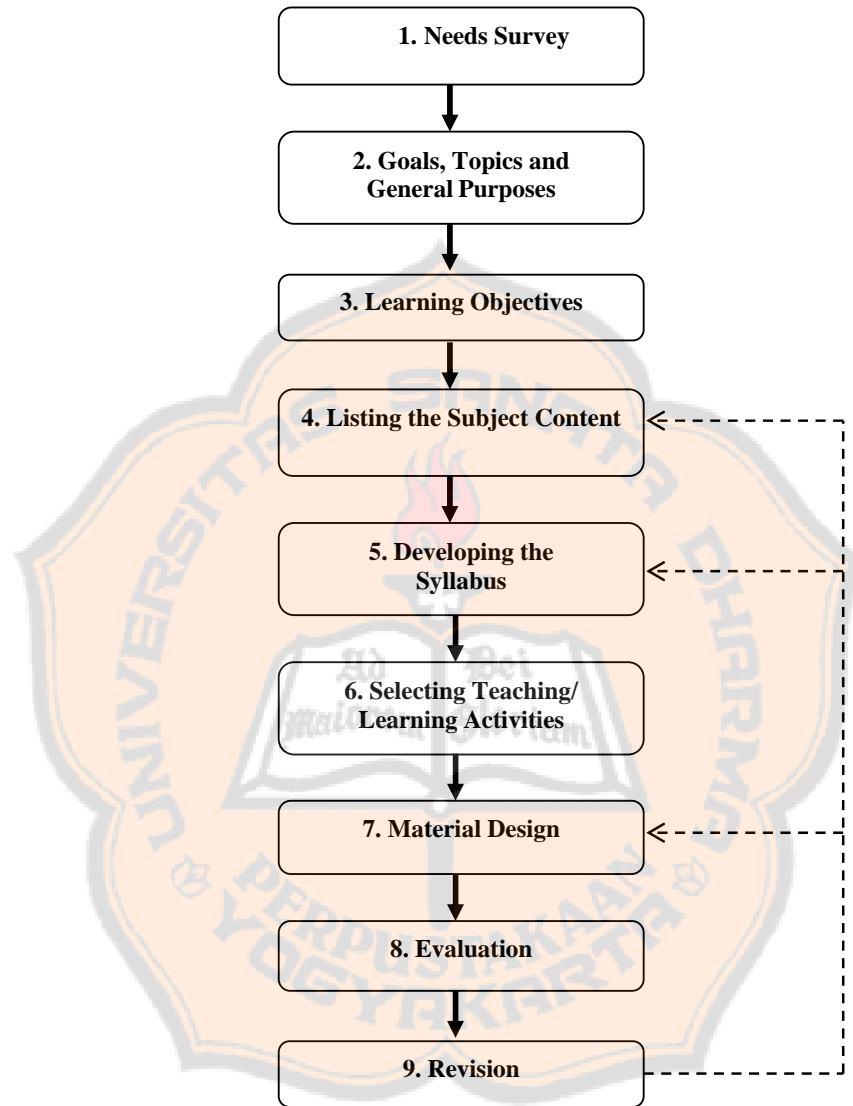
Figure 2.4: The Writer's Steps Used to Design a Set of Instructional Materials

CHAPTER III

METHODOLOGY

This chapter presents some important points to answer the questions stated in the problem formulation. Chapter III discusses the research method, the research participants, the research instruments, the data gathering technique and the data analysis technique.

A. Research Method

This research was intended to find out how a set of teaching writing using mind mapping for the eighth grade of SMPN 1 Kalikotes Klaten was designed. In this study, the writer applies Educational Research and Development (R&D) as the method. According to Borg and Gall, R & D is a process used to develop and validate educational product (1983: 772). The goal of educational research is not to develop product, but rather to discover new knowledge (through basic research) or to answer specific questions about practical problems (through applied research) (p.772). R & D methodology does bear a close relationship to the field of instructional technology (p.773). Instructional technology can be defined as the use of research-validated techniques to bring about prespecified learning outcomes (p.773-774).

There are ten steps in the R&D cycle as proposed by Borg and Gall (1983: 775), however in this study the writer only took the first five steps. The name of those steps are (1) research and information collecting, (2) planning, (3)

developing preliminary form of product, (4) preliminary field testing, and (5) final product revision. They writer took those steps because this study was designing the material. There was product revision based on the results of the materials evaluation questionnaire.

The five steps of the method based on R&D cycle were elaborated in following explanation. In order to know whether the writer's framework was appropriate to be included in each R&D step or not, the writer also gave the explanation in those steps. It was also aimed to help the writer to prove that R&D steps and the writer's framework were matched. The explanation of each step was as follows.

1. Research and Information Collecting

The survey was conducted to obtain as much information as possible from the learners, textbooks, and other sources as the foundation for designing and developing the materials. The data for the survey study was collected through questionnaire and interview. The pre-design questionnaire had a purpose to find out the learners' interest, problems, and opinions for the needs analysis of the study. The results were used as the base in designing a set of English writing instructional materials. Step 1 of the writer's framework was in line with step 1 of R&D.

2. Planning

Borg and Gall (1983: 779) categorize that the most important aspect in planning is stating the specific objectives to be achieved by the product. Furthermore, objectives also regarded as the basis for developing material. The

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writer used an instructional design model from Kemp for the design materials to determine the goal, topics and general purpose, and learning objective as listed in the writer's model in step 2 and step 3 which are in line with this R&D step. Based on the data gathered, the writer started to collect sources that were used in designing the materials.

3. **Developing Preliminary Form of Product**

Developing preliminary form of the product includes preparation of instructional materials, handbooks/ handouts, and evaluation devices. In this step, the writer designed the materials based on the needs survey result. The writer determined the instructional activities, exercises types, and teaching techniques, and then, the syllabus and lesson plans. This involved a wide range of exercises and materials designed to supplement the instructional lessons, which were drafted, revised and printed. It meant that step 4, 5, 6 and 7 of the writer's model belonged to the step 3 of R&D.

In this study, developing preliminary form of product was important to get the feedback from the evaluators in order to revise and improve the designed materials.

4. **Preliminary Field Testing**

The writer conducted interviews and questionnaires to obtain the data. The writer made two questionnaires; the first was distributed to the eighth grade students of SMPN 1 Kalikotes Klaten, and the second was to the respondents able to evaluate the materials. The opinions, comments, and suggestions toward the designed materials would be used to revise and improve the designed materials.

Therefore, questionnaires and interviews data should be obtained from all participants.

5. Final Product Revision

The results of the post-design questionnaire were used as the basis of revising the material design. The writer revised the design based on the questionnaires, suggestions, and other needs. This step had the same purpose as step 6 and step 7 of the writer's framework. Revision and evaluation step was aimed to make a final revision before the materials design was applied.

To make the explanation obvious, the writer made a figure 3.1 of steps of the writer's framework model which was in line with the steps of R & D cycle (the figure of those steps can be seen on the following page).

Through the explanation of each step of R & D steps, the writer found out that the writer's framework steps and R & D cycle steps had the same purpose in designing the materials. Furthermore, those steps could support each other to make the materials design.

B. Setting

In this research, the writer conducted the need analysis to obtain the data about what kind of designed set writing materials was needed by the eighth grade students of SMPN 1 Kalikotes Klaten. The needs analysis was conducted in SMPN 1 Kalikotes Klaten, which is located at Tegalrejo Kalikotes, Klaten. The questionnaire distribution was done on Thursday, 26th of November 2009. The interview for the teacher took place on Friday, 27th of November 2009.

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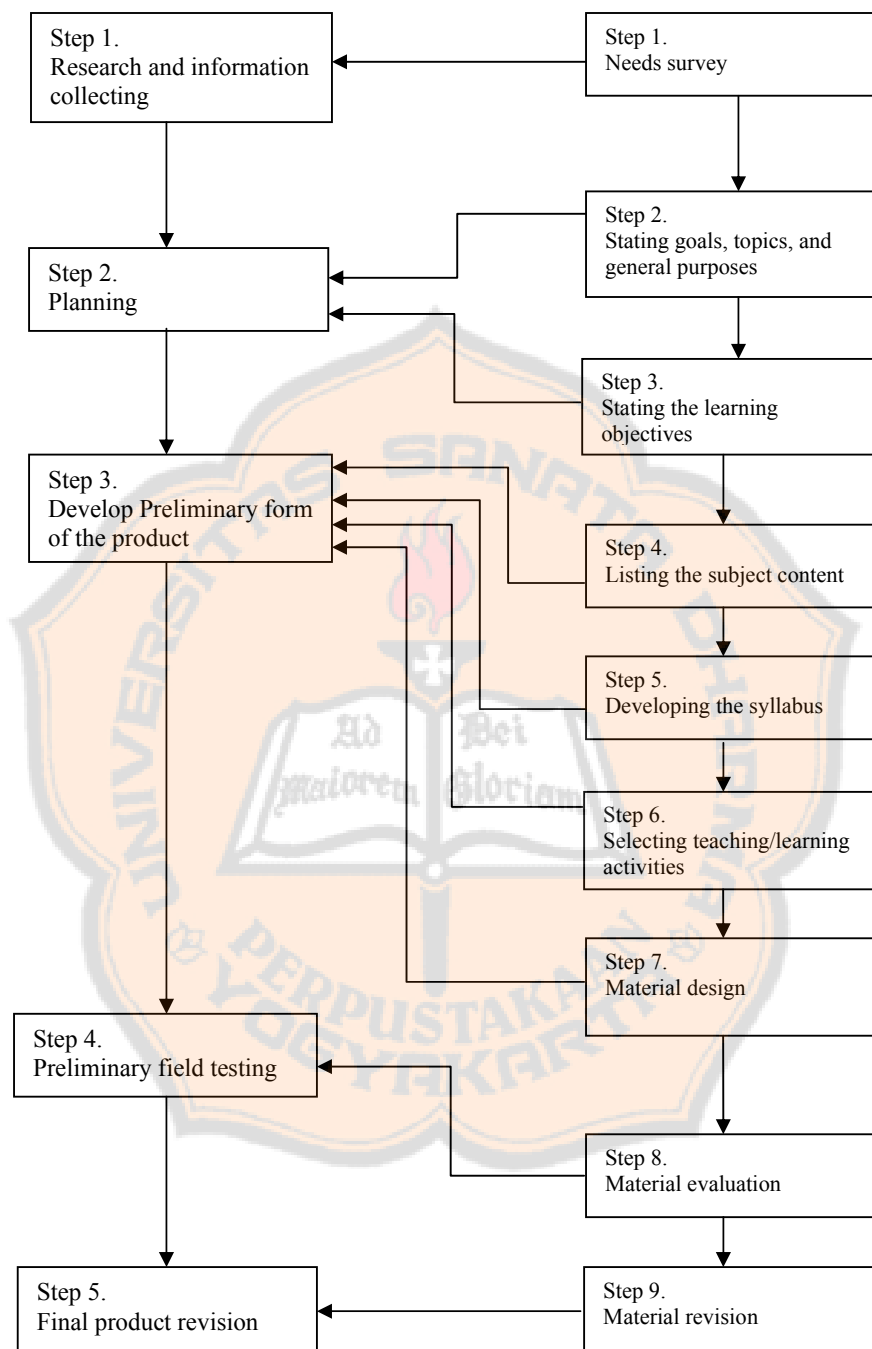
Figure 3.1: the Comparison R & D Cycle and The Writer's Framework Model

C. Research Participants

There were two kinds of participants. The first participants of needs survey and the second was the participants of materials evaluation survey.

1. The participants of Needs Survey

The needs survey was intended to diagnose the learners' needs, interests and difficulties. The questionnaires participants were 38 of eighth grade students of SMPN 1 Kalikotes Klaten. Meanwhile, the participant of the interview was an eighth grade English teacher of SMPN 1 Kalikotes Klaten.

2. The Participants of the Survey on the Designed Material

The subjects of materials evaluation survey were five evaluators, including: a lecturer from the English Education Study Program of Sanata Dharma University, an English instructor, and three English teachers. The experts have the necessary knowledge and understanding about the appropriate English writing materials of junior high school since they have experienced in concerning the level and the skill. The participants were to give comment and evaluation to the designed materials. The description of the evaluators is shown as follows.

Table 3.1: The description of the evaluators

Evaluators	Educational Background				Teaching Experience in Years			
	S1	S2	S3	Other	<5	5-10	10-15	>15
English teachers								
English instructor								
English lecturer								

D. Research Instruments

The instruments used in this study were interview and questionnaires.

1. Interview

An interview is a way of gathering data or information by asking individuals some questions about their view or opinion of a certain topic. Ary, Jacobs, and Razavieh (1990: 434) state that there are two types of interviews, namely structured and unstructured interviews. The second type will be preferred in this since the answers needed will be in the form of information about participants' opinions. The responses from the participant will be recorded by using MP5.

In this study, interview was conducted with an English teacher of SMPN 1 Kalikotes Klaten.

2. Questionnaire

There are two types of questionnaire namely structured and unstructured questionnaire (Ary, Jacobs and Razavieh, 1990: 424). The structured or closed form questionnaire contains questions and alternative answers. The participants chose the answers given. On the other hand, the unstructured or open form questionnaire was given to the participants in form questions for criticism or suggestions. This research combined close and open forms of questionnaire to get the specific opinion, feedback and evaluation on the design teaching from English teachers of junior high school.

E. Data Gathering Technique

The first data of the pre design survey would be gathered based on the interview with the English teachers of SMPN 1 Kalikotes Klaten. It was conducted to get description that was more detailed on the learners' needs and problem in writing class. The interview with English teachers of SMPN 1 Kalikotes Klaten was done according to the schedule.

To collect the data on post design survey, the writer distributed closed and open questionnaires in order to find out the evaluators' suggestion and opinions in evaluating the designed materials. The evaluators were a lecturer, an English instructor, and three English teachers. The result of the analysis of the data would be used to reconstruct the final version of the design instructional materials.

F. Data Analysis Technique

This research used a combination of closed and open forms of questionnaire distributed to the participants. The data, which were collected from questionnaire in the form of scores, was analyzed. The score was counted to know the participants opinion. The type of questionnaires was intended to assess the opinion of the respondents on the design writing instructional materials. The other data was gathered from open questionnaire in which the respondents were supposed to give their own answers and convey some opinions, criticisms, suggestions, and evaluations on the designed instructional materials. The post design survey was used to make an evaluation on the designing instructional materials and to arrange the final version.

The results of the survey can be concluded through four points of agreement to ach statement as illustrated in the table below.

Table 3.2: Points of Agreements in the Closed Form Questionnaire

Points of agreement	Scores
Strongly disagree	1
Disagree	2
Agree	3
Strongly agree	4

According to Best (1970: 225), central tendency measurement deals with series of characteristics or scores. The points to be discussed in central tendency are Mean, Median and Mode. The mean or arithmetic average is the average found by adding and dividing it by number of cases.

It also can be formulated as follows:

$$M = \frac{\Sigma X}{N}$$

Notes:

M   = Mean

Σ   = Sigma (Sum of)

X   = Scores

N   = Number of Scores

In this study, Mean (Mn) is a statistic that is used to find the tendency. The following table presents them clearly.

Table 3.3: The Descriptive Statistics of the Participants' Opinions

No	Statements	Central Tendency	
		N	Mn

Notes:

  N   = Number of Scores

  Mn   = Mean

G. Research Procedure

The writer conducts seven steps in completing this study:

1. Conducting library study

First, the writer studied the relevant theories and literatures. Since the curriculum which based on this study is School Based Curriculum (SBC), the writer learned the theories and principles about SBC, which was already discussed in Chapter II. Other theories which will be used in this study are books about theories of descriptive writing, curriculum development, educational research and development, language learning assessment, approach, method and technique and instructional design.

2. Conducting needs survey

It was conducted through observations, questionnaires, and interviews. The interviews conducted once for the two English teachers of SMPN 1

Kalikotes. The questionnaires were done by the eighth grade students of SMPN 1 Kalikotes.

3. Developing English writing materials

The designed materials were developed based on the need analysis.

4. Evaluating the designed materials

The writer distributed the design materials and questionnaires to an English lecturer of Sanata Dharma University, an English instructor of Speak First English course, and three English teachers to gather evaluations, criticism, and suggestions.

5. Revising material

The design materials needed some revisions, improvements and reconstructions based on the evaluation from the questionnaires from the evaluators.
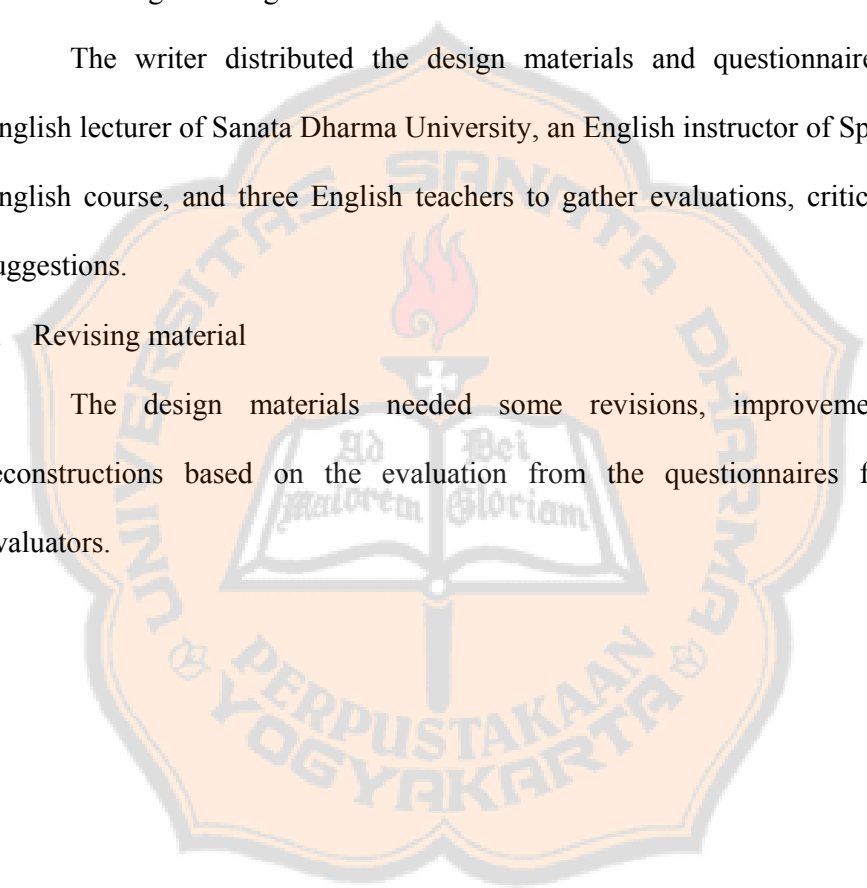
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer would like to answer the two research problems stated in Chapter I. This chapter consists of the findings of the research and the discussion on the materials evaluation and the presentation of the designed materials. The first part, the elaboration of steps in designing the materials, reveals the steps of how a set of writing instructional materials using mind mapping for the eighth grade students of SMPN 1 Kalikotes Klaten is designed. The second part, the discussion on materials evaluation, presents responses to the evaluators' opinions, suggestions and criticisms. The third part presents the set of writing instructional materials using mind mapping for the eighth grade students of SMPN 1 Kalikotes Klaten looks like.

A. The Elaboration of Steps in Designing a Set of Writing Instructional Materials Using Mind Mapping for the Eighth Grade Students of SMPN 1 Kalikotes Klaten

This section presents the discussion to answer the first question on the problem formulation, how a set of writing instructional materials using mind mapping for the eighth grade students of SMPN 1 Kalikotes Klaten is designed. Therefore, the writer conducted some steps as research theoretical framework to answer this problem. The writer proposed nine steps of the research theoretical

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framework by considering some instructional design models like Kemp's and Yalden's. The steps were in line with the first five steps of R&D.

1. Conducting Need Survey

The writer conducted need survey to find out the students' needs, interests, and difficulties when they learn and understand English, especially writing skill. The need survey data was obtained in the form of questionnaires and interview. The number of the students who became the participants were 38 students. The teacher suggested finding the data for one class only because the teacher believed that the chosen class had represented other classes. The questionnaires were distributed for the eighth grade students of SMPN 1 Kalikotes Klaten on Thursday, 26th of November 2009. Meanwhile, the interview participant was an eighth grade English teacher of SMPN 1 Kalikotes Klaten, which was done on Thursday, 26th of November 2009.

The students did the questionnaires in the classroom, while the teachers had the interview in teacher's room. The writer conducted to distribute the questionnaire on English lesson time. It took 20 minutes for students to finish the questionnaire.

The statements on the closed-form questionnaire consisted of 15 numbers. The following table shows the selected number by participant on the point of agreements and the percentage. The bold number indicates the most chosen statements by the students. For the final result, the writer decides to have two final results; those are to agree and to disagree. The results of the students' need survey by distributing can be seen on table 4.1.

Table 4.1: The results of pre-design survey

No	Statements	Points of Agreement								Final Result
		1		**2**		**3**		**4**		
		#	%	#	%	#	%	#	%	
Students' need										
1.	The teacher teaches writing in class.	1	3			30	**79**	7	18	Agree
2.	The students need writing lesson (e.g.: write story, letter, memo and news).			5	13	15	40	18	**47**	Agree
3.	The students have text book for writing.	2	5	7	18	20	**53**	9	24	Agree
4.	The teacher gives media to learn writing.			8	21	15	**40**	15	40	Agree
5.	The teacher uses mind mapping to teach writing.	1	3	22	**58**	4	11	11	29	Disagree
Students' difficulty										
6.	The students write description and recount in English correctly.	1	3	21	**55**	12	32	4	11	Disagree
7.	The students write memo, post card, and letter in English correctly.	3	8	20	**53**	10	26	5	13	Disagree
8.	The teacher often drills the students' writing skill.	1	3	6	16	22	**58**	9	24	Agree
9.	The writing materials are well delivered by the teacher.			3	8	17	18	18	**47**	Agree
Students' interest										
10.	The students enjoy learning English, especially writing.			4	11	31	**81**	3	8	Agree
11.	The students are interested in learning the writing skill.			4	11	28	**74**	6	16	Agree
12.	The writing materials are interesting for the students.			7	18	12	32	19	**50**	Agree
13.	The writing exercises are full of fun.			3	8	27	**71**	8	21	Agree
14.	The students interested to learn writing using mind mapping.	2	5	4	11	24	**63**	8	21	Agree
15.	The students agree if the teacher uses mind mapping to teach writing.			2	5	24	**63**	12	32	Agree

Through the interview, the English teacher justified the information about their students' interest, difficulty and understanding in learning English, especially the writing skill. Basically, the students' interest in English was good. Only few students who disliked English because they think English were the most difficult subject. The teacher encouraged the students' interest by updating the development of knowledge and technology which was correlated with English. Some pictures or games helped the teacher to get the students' attention in learning English.

Meanwhile, the most favorite English skill for the students was reading because they thought that reading was the easiest activities to do. Hence, the students' ability in writing was weak. The teacher needed new ways to make writing class interesting. The students found difficulties when arranging sentences because their vocabulary mastery was low. The teacher also had some textbooks to support the teaching activities in class.

Furthermore, the teacher never tried using mind mapping as a tool to help students in writing. After looking at the example that the writer included, the teacher believed that mind mapping was able to help the students arrange their compositons. Mind mapping also mapped the students' ideas of the topic given. They could put and organize their important points in mind mapping. Mind mapping was also able to arouse the students' interest and creativity in the process of writing. The teacher agreed that mind mapping could be applied in writing class based on the School Based Curriculum.

2. Stating Goal, Topics, and General Purposes

In this step, the intended goal had important point for the instructional materials. In this study, the goal was to help the eighth grade students of SMPN 1 Kalikotes Klaten write compositions correctly. After identifying the goal, the writer selected the topics that were used in each unit of the materials. The topics were developed from the Basic Competence of the School Based Curriculum of SMPN 1 Kalikotes Klaten. The listed topics are stated as follows.

Table 4.2: The topics on the designed materials

Unit	Topic
Unit 1	Invitations (Let's Go to the Party)
Unit 2	Short Messages (Attention, Please!)
Unit 3	Announcements (Check This One Out!)
Unit 4	Describing Animals (In The Zoo)
Unit 5	Describing People (Celebrity Wanna Be)
Unit 6	Describing Places (Go On A Wonderful Trip)
Unit 7	Biographical Recount (From Zero To Hero)
Unit 8	Personal Recount (You've Got Mail)

In this study, there are three objectives. Those are at the end of the course, the students are able to:

a) Make a good composition using mind mapping given.

b) Use the writing characteristics of each topic.

c) Draw a mind mapping according to the students' topic.

3. Listing the Learning Objectives

Learning objectives were regarded as the indicators of the syllabus. The indicators were the measurement for the students to attain the goals of the course from each unit in writing skill. The syllabus indicators were formulated by the competence standard, basic competence, learning materials, and learning activities. The learning objectives should involve the students' ability to make compositions based on the topic given. Writing their own sentences according to the media given on the designed materials, the correlation between the content and organization would prove that the students had attained the indicator. The learning objectives of each unit can be seen in the syllabus on Appendix E.

4. Listing the Subject Contents

After listing the learning objectives, the next step to do was the writer listed the subject content. This part deals with the content of what would come up in each unit of the designed materials. The writer arranges 8 units on the materials and there would be four sections of each unit. The sections are Let's Get Started, Let's Study, Write with Joy, and Sharpen Your Skill.

a. Let's Get Started

This section provides the students' discussion of their interest, experience, and knowledge before they come to the main writing activities. This section supplies some questions to encourage students' mind so that they will find a comfortable atmosphere in writing class. It is hoped that Let's Get Started is able to enrich the students' experience and improve their communicative activity.

b.   Let's Study

Let's study is a section where students can read some examples of the unit discussion based on the topic given. The examples help the students' point of view learn the following steps in this course. After reading and learning the examples, students are going to read the explanations of the topics. Hence, students can conclude the lesson they get by understanding the examples and the explanations of the units.

c.   Write with Joy

This section is the activity for each unit. Students are going to make a writing product to be submitted to their teacher. Some mind mappings will guide students' writing process before the first submission. Teacher will evaluate students' work and give some feed back for their works. On the following meeting teacher will send it back to students so they can make some revisions of their writing. The task can be individual work and group work, depends on the instruction for every unit.

d.   Sharpen Your Skill

According to the schedule presented by SMPN 1 Kalikotes Klaten, there are only eight meetings for writing class. The writer believed that the students need more than eight meetings to practice their writing. Hence, this section provides additional exercises for students to be done at home. Students are going to have the opportunity to draw a mind mapping according to their choices and write some paragraphs. They bring their works on the next meeting. They will exchange their works with their classmates to get some feedbacks.

The subject contents of the designed materials can be seen on Appendix G.

5. Developing the Syllabus

The writer developed the syllabus in order to maximize the activities and the indicators for the eight grade student. The writer adapted this syllabus from School Based Curriculum of SMPN 1 Kalikotes Klaten. The writer saw some weaknesses in the original syllabus from SMPN 1 Kalikotes Klaten. Hence, the writer developed the learning materials, learning activities, indicators, evaluations, time allocation and sources. The writer added one column for the eight unit topics of the designed materials. The syllabus of the designed materials can be seen on Appendix E.

6. Selecting Teaching Learning Activities

The teaching learning activities were developed from the learning objectives. The writer provided some writing activities using mind mapping to help the students arrange the compositions well. The writer divided the writing activities into three parts: Pre-activity, Whilst-activity, and Post-activity.

Pre-activity provides the discussion for students to open their mind or may be to remind their past time. The writer gave some questions that closed to the students' environment to attract their interests and creativity before they come to the main activity. After finishing Unit I, the students will evaluate their friends' homework before they come to the discussion. There would be some corrections activity in class to measure the students understanding on the previous lesson. The

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goal of this section is the students are able to enrich their experiences by listening others students stories or answers.

The next is Whilst-activity. Whilst-activity provides the main students activity in class. The writer supplied examples, explanations, and exercises of each topic. Through this activity the writer wanted to deliver the important point of the course. In the Post-activity, the writer gave an opportunity to the teacher to check the students' understanding of the course. The writer also had prepared homework to be given to the students.

The teaching learning activities of each unit can be seen in the research syllabus on Appendix E.

7.   Designing Materials

The writer designed the materials after determining the topics, the subject contents, the learning activities and developing the syllabus. The materials consist of eight units with the same subject contents. The materials use mind mapping as a media to help the students make paragraphs. Some of the titles were adapted from the students questionnaire result. Therefore, every unit has different title. The writer tried to apply the title around the student's life.

The table 4.3 shows how the writer developed eight units of the writing using mind mapping materials.

Table 4.3: The writer's unit development

Unit	Topic	Title
Unit 1	Invitations	Let's Go to the Party
Unit 2	Short Messages	Attention, Please
Unit 3	Announcements	Check This One Out
Unit 4	Describing Animals	In The Zoo
Unit 5	Describing People	Celebrity Wanna Be
Unit 6	Describing Places	Go On A Wonderful Trip
Unit 7	Biographical Recount	From Zero To Hero
Unit 8	Personal Recount	You've Got Mail

8. Evaluating the Designed Materials

After designing the materials, the writer distributed the questionnaires to the evaluators to find out the opinions, weaknesses, strengths, suggestions and criticisms on the designed materials. Questionnaires were aimed at getting feedback to improve the materials. Those included the designed materials, the syllabus, and the example of the lesson plan. The questionnaires were distributed to the five evaluators on April 22, 2010 and were collected a week after. Questionnaires consisted of fifteen statements in close questionnaire and four questions in open questionnaire.

a. The Description of the Evaluator

The evaluators of the post design survey were two English teachers of SMPN 1 Kalikotes Klaten, an English teacher of SMPN 1 Ngawen Klaten, a

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lecturer of English Education Study Program of Sanata Dharma University and an English instructor of Speak First course in Klaten. The evaluators gave judgments whether the proposed a set of instructional materials was accepted or not. The Table 4.4 below describes the evaluators of the post design survey.

Table 4.4: The results of pre-design survey

Evaluators	Educational Background				Teaching Experience in Years			
	S1	S2	S3	Other	<5	5-10	10-15	>15
English teachers	3				1			2
English instructor	1				1			
English lecturer		1				1		

b.   The Data Presentation of the Result

Since the questionnaire distributed to evaluate the materials consisted of closed-form and open form items, there are two kinds of data to be presented in this section. The first data was presented in form of level of agreements as closed-form items. The number and degree of agreement are as follows.

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

Table 4.5 presents the data gathered in the closed-form questionnaire from the five evaluators. It shows points of agreement chosen by the participants for each statement and the central tendency.

Table 4.5: Descriptive data of the respondent's opinions on the designed materials

No	Statements	Central Tendency	
		N	Mean
1.	The syllabus on the designed materials is well formulated and support the attainment of the competency standard and basic competence stated in School Based Curriculum.	5	3
2.	The topic of each unit accommodates the students' need.	5	3.4
3.	Section A (Let's Get Started) encourages the students' thinking to deal with the topic of each unit.	5	3.2
4.	Section B (Let's Study) helps the students' understanding of each unit of the designed materials.	5	3.2
5.	Section C (Write with Joy) accommodates the students' exercises to practice their writing skill.	5	3.2
6.	Section D (Sharpen Your Skill) provides the students' activities to improve their writing skill.	5	3.4
7.	The exercise level of difficulty is suitable to the eighth grade students of junior high school.	5	3.2
8.	The instructions given in each section are clear.	5	2.6
9.	The materials are appropriate with the learning purpose of English for the eighth grade students of junior high school.	5	3
10.	The designed materials can support students' learning process in writing activity.	5	3
11.	The designed materials provide students with enjoyable activities and exercises.	5	3.6
12.	The materials are well-designed to the eighth grade students of junior high school.	5	2.6
13.	Mind mapping helps students arrange their writing.	5	3.4
14.	Mind mapping is appropriate to develop the students' writing skill.	5	3.4
15.	The material layout is interesting.	5	3.6

Where: N = Number of participants

Mn = Mean

It would be known whether the designed materials were accepted or not by counting the Mean. The measurement was classified as follows:

≤ 2.6 : the materials needed improvement

> 2.6 : the materials were acceptable

Meanwhile, the open form questionnaire consisted of four questions. The questions were to ask the evaluators' opinion of the general comment, the weaknesses, the strengths, and the suggestions or criticisms on the designed materials. The evaluators' opinions are presented on the following explanation on Tables 4.6, 4.7, 4.8, and 4.9.

c. The Evaluators' General Comments on the Designed Materials

In the distributed questionnaires, the evaluators provided comments on the designed materials generally. The comments were presented on Table 4.6.

Table 4.6: General comments on the designed materials

Evaluators	General Comments
1st Evaluator	➢ The designed materials are very good and very interesting to attract the students' attention in writing class. ➢ It is colorful. There are all kind of pictures and shapes.
2nd Evaluator	➢ This design is one of important things in learning writing for students. It is applied to make the students' activities easier than traditional model.
3rd Evaluator	➢ This is a very good design for eight grade students. ➢ This design can build the students' interest in writing. ➢ It can help the students to make a good paragraph.
4th Evaluator	➢ The materials are interesting enough. ➢ The students will be encouraged to write because the materials guide them to write. ➢ The students' knowledge is also broadened by the various topics.
5th Evaluator	➢ The designed materials have good layout. ➢ Mind mapping is a good choice of approach for writing.

d. The Evaluators' Opinion of the Weaknesses on the Designed Materials

The evaluators found some weaknesses on the designed materials. Table 4.7 provided evaluators' opinion of the weaknesses on the designed materials.

Table 4.7: Weaknesses on the designed materials

Evaluators	Weaknesses
1st Evaluator	➢ The topic (describing places) on section D is quite wide for the students of SMPN 1 Kalikotes Klaten.
2nd Evaluator	➢ The designed materials are lack of examples.
3rd Evaluator	➢ Mind mapping is a new media for the eighth grade students. It will take a long time for students to analyze the sub topic of the mind mapping.
4th Evaluator	➢ There are some high language focus on the instruction and questions. ➢ The vocabulary has not been discussed on each topic because some of them are quite difficult to be understood by eighth grade students. ➢ Some mind mappings are not well-ordered.
5th Evaluator	➢ There are many grammatical mistakes on the designed materials.

e. The Evaluators' Opinion of the Strengths on the Designed Materials

The open questionnaires also asked about the strengths on the designed materials. The evaluators wrote the strengths on the designed materials. The evaluators' opinion can be seen on Table 4.8.

Table 4.8: Strengths on the designed materials

Evaluators	Strengths
1st Evaluator	➢ The materials are easy to understand and interesting for the eighth grade students of SMPN 1 Kalikotes Klaten. ➢ The themes build the students focus on the topic.
2nd Evaluator	➢ The teacher can reach the goals of the basic competences when applying this material as the text book for students.
3rd Evaluator	➢ Mind mapping is going to help students make the outline of a paragraph.

	➢Mind mapping is able to organize the students' thinking to write paragraphs.
4th Evaluator	➢The designed materials have an interesting topic. ➢The examples cover the students' information on each topic. ➢The designed materials provide some well-ordered mind mappings. ➢The designed materials sharpen the students' understanding on the paragraph content.
5th Evaluator	➢The layout is easy to read. ➢The use of mind mapping can help the students expand their writing content.

f.   The Evaluators' Suggestions or Criticisms on the Designed Materials

The evaluators gave positive suggestions and constructive criticisms on the designed materials according to their on ways of thinking. Table 4.9 provides the evaluators' suggestions and criticisms for the designed materials.

Table 4.9: Suggestions and criticisms for the designed materials

Evaluators	Suggestions or Criticisms
1st Evaluator	➢The evaluators suggested change the choices on section D of describing places with the tourism places around the students' environment.
2nd Evaluator	➢It is better to apply the topics or the themes related to the students' life. ➢The writer may provide more examples in each unit.
3rd Evaluator	➢The section C is lack of exercises. Add more on it.
4th Evaluator	➢The topics should relate to the students' life. ➢This material should discuss or write the difficult vocabularies to make the students easy get more understanding of the lesson. ➢The mind mappings should use the same color on the same branch so the students will not get confused. ➢The students should not have a clue in some mind mapping exercises on section C. Let the students complete their own mapping by the form given.

Evaluators	Suggestions or Criticisms
5th Evaluator	➢ The grammatical mistake should be revised and improved to make the designed materials acceptable.

9. Revising the Designed Materials

The post-designed survey was conducted by the writer to obtain the evaluation of the syllabus, lesson plan, and designed materials in order to improve and revise the syllabus, lesson plan, and designed materials. Considering the feedback of materials' evaluation, the writer revised the designed materials to produce the final version of writing instructional materials using mind mapping.

a. Syllabus revision

Syllabus plays an important role in the designed materials. Syllabus directs the teacher to have one semester teaching planning. Meanwhile, there were some improvements applied to the research syllabus in response to the evaluation result. The writer revised the grammatical mistakes on the '*Pre-activity*' that did not have consistency in each unit. Second, the writer added the several examples in evaluation syllabus form.

The final version of the materials can be seen on Appendix E.

b. Materials revision

The materials revision was applied to the three points, they were:

1) Subject content

Considering the evaluators' suggestion, the writer made some improvements to the subject content. First, the writer revised some grammatical mistakes and mistypes in the questions in '*Let's Get Started*' and the texts in

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'*Let's Study*'. The writer also deleted some destructive pictures to the sections according to the evaluator's suggestions.

The evaluators also suggested that '*Sharpen Your Skill*' in Unit 6 to be changed. The topics were too broad for the eights grade students of SMPN 1 Kalikotes Klaten. Most of the students did not experience to visit the previous places like USA, Bali and Jakarta. The writer revised to replace the places close the students, such as the tourism places or famous places around Klaten only. According to the evaluator comment on '*Sharpen Your Skill*', the writer improved the topics of each unit to develop the students' creativity in drawing their mind.

2) Question and instruction

Section A, '*Let's Get Started*', provides some questions to guide the students' thinking of each unit. Furthermore, referring to the evaluation, some questions should be revised because three evaluators thought that the questions were quite hard for the eighth grade students. Hence, the writer made some questions easier on '*Let's Get Started*', especially in Unit 1 and Unit 3. The revision will be shown by Table 4.10.

Table 4.10: The revision on activities

Question		
Unit 1	**Before revision**	Whose birthday party did take you breath away?
	After revision	Who did hold the best birthday party?
	Before revision	Whose wedding party did you look precious?
	After revision	Who did hold the most luxurious wedding party?

Unit 3	Before revision	Why do people write announcement?
	After revision	What is the aim of announcement?
	Before revision	Where do you usually read announcement?
	After revision	Where do you find announcement?

The writer also added some questions related to the students' life as the follow up activity and as the practicing students' fluency in speaking English being discussed in each unit. However, the writer provided some simple questions which were related to the students' life.

Meanwhile, the revision was also done to the instructions. By changing instructions, it was expected that the students could follow the activities easily and correctly as the appropriate level of eighth grade students. The evaluator suggested replacing the instructions as the guidance for the students to enjoy the learning activities.

The Table 4.11 shows the revision on instruction Unit 1.

Table 4.11: The revision on instructions

Instruction		
Unit 1	Before revision	You will hold your parent's anniversary surprised party. The first thing you do is making the mind mapping. After that, you apply it into the invitation form below.
	After revision	Make an anniversary invitation according to the following mind mapping. Apply it into the invitation

		card below.
	Before revision	Fill in the blank of the mind mapping bellow according to your words. Write the invitation based on your mind mapping in the form given and submit the mind mapping and the invitation to your teacher.
	After revision	Fill in the blank of the mind mapping below. Apply it into the following invitation form and submit to your teacher.

3) Layout

According to the evaluators' suggestion and comment, the writer should have some revisions on the designed materials layout. First, one of evaluator's suggested to change the line color of the mind mapping since the materials had a very colorful layout and it might be confusing the students. The writer made the same color for the same branches to accommodate the students' understanding in reading mind mapping.

Second, the other evaluator advised editing the mind mapping direction on section A, '*Let's Get Started*'. Before revising, the mind mapping direction on '*Let's Get Started*' was deliberately written in counter-clockwise motion. After revising, the direction changed into clockwise motion. The writer agreed to the evaluator's suggestion since clockwise motion could help the students read the questions easily.

The final version of the materials can be seen on Appendix G.

B. The Discussion on Materials Evaluation

The data gathered from the materials evaluation which is presented in Tables 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 and 4.11 can be further explained in the following discussion.

1. The syllabus evaluation

The evaluation data of research syllabus was collected through one statement on the first column on close-form questionnaire. The writer adapted the syllabus form from SMPN 1 Kalikotes Klaten. The value of the central tendency was 3. It was shown in Table 4.5. It meant that the syllabus was acceptable for the eighth grade students. However, the writer revised some grammatical mistakes which did not have consistency on each sentence. An evaluator suggested developing the example of the column of evaluation on the syllabus. The example was not innovative to develop the syllabus.

2. The materials evaluation

Based on the data collected through the evaluation questionnaire, the designed materials were able to encourage the students to expand their writing skill using mind mapping as the media. The results of the materials evaluation can be discussed based on five points.

a. Topics

The value of central tendency in Table 4.5 for statement 2, which was 3.4, indicated that the evaluators agreed with the topics provided by the writer. The topic developments on the designed materials were relevant to the students' need.

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The topics could cover the goal of School Based Curriculum for eighth grade students as mentioned on the Competence Standard and Basic Competence.

Hence, the writer did not replace or add the topic of each unit on the designed materials. The writer believed that the topics were able to enrich the students' ability to make paragraphs based on the mind mapping given. The topics accommodated the students' need to improve the creativity both the teachers and the students. The topics could easily find in the students' life. However, the writer included some new knowledge for the students to enrich their experience by fixing some interesting themes on each topic. The themes are closely related to the students' life.

b.   Subject contents

Through an open-form item in questionnaire, an evaluator suggested that there were some shortages in the subject content. The evaluator found some grammatical mistakes and mistypes, especially on '*Let's Get Started*'. There were also some unattractive pictures to increase the students' interest to practice their discussion. Although the subject contents of each unit were generally acceptable on the designed materials for eighth grade students, the writer made some revisions on '*Sharpen Your Skill*'. The choices topic on '*Sharpen Your Skill*' in the describing places was not necessary for students in SMPN 1 Kalikotes Klaten. The students do not experience the some new places, cities or countries outside Klaten.

Hence, the writer improved the topics that were closely related to the students in SMPN 1 Kalikotes Klaten and based on the students' experience of

their age. The writer put some famous places in Klaten. The well-known places will help the students to explore their ideas in drawing the mind mapping.

c. Exercises

Almost all the evaluators agreed that the level of difficulty on the exercise was appropriate to the eighth grade students. This was shown by the central tendency for statement 7 in Table 4.5 which had 3 for the value. The exercises covered all the level of difficulty of each unit. The types of the exercise were innovative because the writer provided individual work, pair work, and group work. The writer divided the type of the exercise into individual work and group work, based on the difficulty of the exercises.

In Table 4.9, the third evaluator suggested that the designed materials had lack of exercises. Although it could be good consideration, the writer did not add the more exercises on the designed materials. The writer still considered the time allocation from the annual program of SMPN 1 Kalikotes Klaten. The writer provided two exercises of some units to be done at class. Another exercise was in section D, 'Sharpen Your Skill', which must be done at home. On section D, the students would experience to draw their own mind mapping. The students could extend their creativity to draw the mind mapping as long as they follow the characteristics of the discussed topic.

d. Instructions

Considering the central tendency value for statement 8 in Table 4.5, which were 2.6, the writer should make revision on the instructions of the designed materials. The instructions were too difficult to be understood for students. Hence,

the writer simplified the instructions to help the students in following the activities on '*Write for Joy*' and '*Sharpen Your Skill*'. The instructions were unclear what actually students did in the mind mapping exercise or in the activities.

The writer improved and edited the instructions of each unit, especially Unit 1. The instruction directs the students to do the steps and the activities directly in order not to make the students confused. The instructions can be the guidance for the students as the approach to ask the write paragraphs.

e.   Layout

Based on the fifteenth statement on Table 4.5, the evaluators totally agreed that the layout was very interesting. It was shown that the central tendency of the score was 3,6. It meant that the evaluators saw good combination between the colors, the fonts, the pictures, the shapes and the lines were successfully delivered by the writer. The layout was acceptable because the layout was able to attract the students' attention in writing.

However, one of evaluators suggested reducing some line color to organize the students' way of thinking in reading the mind mapping. The writer agreed with the evaluator's suggestion, and then, the writer revised some lines on the mind mapping of each unit. Many colors might disturb the students' concentration in organizing words or sentences. The writer changed some color of the same branches on the mind mapping.

In addition, the writer did not make any revisions suggested by the fourth evaluator as shown in Table 4.9. The writer did not provide Indonesian words of

the difficult vocabularies on the designed materials in order to improve the students' activity in solving their problems. It is hoped that this will create communicative teaching learning activities. The fourth evaluator, as shown in Table 4.9, also suggested deleting the clues provided on the mind mapping exercises. However, the writer did not remove the clues because mind mapping is still a new tool for students. They need directions for some difficult topics. The clues will help the students to draw their ideas in the mind mapping provided.

The writer finds out some special points of the designed materials. The material has an interesting layout – color, picture, font, line, shape, and format. It would attract the students' attention to follow the learning process. The writer designed the activities (subject content) for the students in a good order to help them understand the materials well. The topics on the materials are also easy to be taught by the students since they are closely related to the students' life. Eventually, the most special in this design is the mind mapping. Mind mapping will guide the students to put their ideas to make composition.

C. The Presentation on the Designed Materials

This section presents the final version of the designed materials by answering the second question in the problem formulation, how a set of writing instructional materials using mind mapping for the eighth grade students of SMPN 1 Kalikotes Klaten looks like. The designed materials consist of eight units with eight different titles. They are:

UNIT 1   Topic : Invitations

                Title   : Let's Go to the Party

UNIT 2   Topic : Short Messages

                Title   : Attention, Please

UNIT 3   Topic : Announcements

                Title   : Check This One Out

UNIT 4   Topic : Describing Animals

                Title   : In the Zoo

UNIT 5   Topic : Describing People

                Title   : Celebrity Wanna Be

UNIT 6   Topic : Describing Places

                Title   : Go On a Wonderful Trip

UNIT 7   Topic : Biographical Recount

                Title   : From Zero to Hero

UNIT 8   Topic : Personal Recount

                Title   : You've Got Mail

Each unit is divided into four sections; (1) Let' Get Started, which contains discussion activity (Pre-activity), (2) Let's Study, which contains the examples and the explanations on the topic (Whilst-activity), (3) Write for Joy, which contains the exercises on writing activity (Whilst-activity), and (4) Sharpen Your Skill, which contains homework to drill the students writing skill (Post-activity). The full version of the designed materials can bee seen in Appendix G.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents two parts, namely conclusions and suggestion. The conclusions present the findings in answering the problem formulations in chapter I. The suggestions are proposed to the English teachers, especially junior high school teachers and for future researchers.

A. Conclusions

The aim of this study is to answer two questions stated in the Problem Formulation. First, how a set of writing instructional materials using mind mapping to the eighth grade students of SMPN 1 Kalikotes Klaten is designed. Second, what the set of writing instructional materials using mind mapping to the eighth grade students of SMPN 1 Kalikotes Klaten looks like.

In order to answer the first question, Kemp's and Yalden's models of instructional design were adapted to propose theoretical framework. Yalden's model of instructional design was adapted for it includes the important of need survey to obtain as much as possible in any given situation about the learner's needs and the evaluation on the overall outcomes of the designed instructional materials. The other steps were adapted from Kemp's model of instructional design. This theoretical framework was suited to the first five steps of Educational Research and Development (R&D) cycle by Borg and Gall (1963). The theories of

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School Based Curriculum (SBC), writing, and mind mapping were also included.

There were 9 steps of theoretical framework, namely:

1. conducting need survey,

2. stating goals, topics and general purposes,

3. stating the learning objectives,

4. listing the subject contents,

5. developing the syllabus,

6. selecting teaching learning activities,

7. designing the materials,

8. evaluating the designed materials,

9. revising the designed materials.

The presentation of the designed materials was intended to answer the second question, that is, what the writing instructional materials using mind mapping for the eighth grade students looks like. The writer presented eight units for the final version of the designed materials. The units are as follows.

Unit 1 : Invitations

Unit 2 : Short Messages

Unit 3 : Announcements

Unit 4 : Describing Animals

Unit 5 : Describing People

Unit 6 : Describing Places

Unit 7 : Biographical Recount

Unit 8 : Personal Recount

Every unit in the materials is divided into four parts which presents three kinds of learning activity; pre-activity, whilst-activity, and post-activity. The four parts are (1) *Let's Get Started*; it serves lead-in activity and was involved in the pre-activity, (2) *Let's Study*, it provides some examples and the explanation of the topic and was involved in whilst-activity, (3) *Write with Joy*, it contains some exercises for the students to enjoy writing with mind mapping and was involved in whilst-activity, (4) *Sharpen Your Skill*, it presents homework for students to draw the mind mapping and make paragraph, and was involved in post-activity. Based on the results of the materials' evaluation, generally, the designed writing materials are acceptable. The whole final version of the designed materials can be seen in Appendix G.

B. SUGGESTIONS

The writer has finished the study about a set of writing instructional materials using mind mapping to the eight grade students of SMPN 1 Kalikotes Klaten. Furthermore, the writer would like to present some suggestions for English teachers and for future researcher.

1. For the English Teachers

The use of mind mapping for writing activity might be considered as an attractive medium to guide and organize the student's mind to produce a piece of writing at this grade. Mind mapping is like an outline for students instead of the traditional outline. Since the writer took the title "Designing A Set of Writing Instructional Materials Using Mind Mapping to the Eighth Grade Students of

SMPN 1 Kalikotes Klaten", the writer suggested the English Teachers, especially in SMPN 1 Kalikotes Klaten, apply the English writing instructional materials. The English teachers can use it as a creative writing material, which is appropriate to the eighth grade students to improve their writing ability.

Teachers have an important role to make writing class enjoyable. The writing process is going to measure how well the students enjoy the lesson. Hence, the teacher should be creative in making main writing activities comfortable.

2. **For the Future Researchers**

In the designed materials, the writer uses mind mapping to expand the students' skill in writing. Mind mapping is only one medium for writing. There are other media and techniques in developing the writing skill. Thus, further studies using different techniques and medium to teach writing are recommended.

In this study, the writer does not have opportunity to apply the designed materials. Therefore, it is highly suggested that the future researchers, who intend to use the materials, apply the designed materials to the eighth grade students of SMPN 1 Kalikotes Klaten. It is expected that the further researchers to be able to improve the variety both in skills and in learning activities and evaluate the implementation of the designed materials in order to know the weaknesses.

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APPENDICES

APPENDIX A

Surat Ijin Penelitian

UNIVERSITAS SANATA DHARMA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Tromol Pos 29, Yogyakarta 55002
Telp.(0274) 5153301,515352; Fax.(0274)562383

Nomor   : 068/Pnlt/Kajur/JPBS/III/2009
Hal   : Pemohonan Ijin Penelitian

Kepada
YTh.Kepala Sekolah
SMP Negeri 1 Kalikotes
Klaten

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama   : Lia Ardiana Safitri

No.Mhs   : 051214025

Program Studi : Pendidikan Bahasa Inggris

Jurusan   : Pendidikan Bahasa dan Seni

Semester   : IX (Sembilan)

untuk melaksanakan penelitian dalam rangaka persiapan penyusunan Skripsi/Makalah,dengan

ketentuan sebagai berikut.

Lokasi   : SMP Negeri 1 Kalikotes

Waktu   : November - Desember

Topik/Judul   : A SET OF WRITING INSTRUCTIONAL MATERIALS USING MIND

                 MAPPING TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1

                 KALIKOTES, KLATEN

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

Yogyakarta, 18 November 2009
u.b Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

Ag.Hardi Prasetyo,S.Pd,M.A
NPP: 2064

Tembusan Yth:
1. _____
2. Dekan FKIP

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APPENDIX B

Questionnaire For Students

KUESIONER

Nama   : _____

Jenis Kelamin : _____

Umur   : _____

A. Berilah tanda *centhang* (√) untuk tiap pernyataan yang Anda anggap sesuai!

1 = Sangat Tidak Setuju (STS)
2 = Tidak Setuju (TS)
3 = Setuju (S)
4 = Sangat Setuju (SS)

No.	Pernyataan	1 (STS)	2 (TS)	3 (S)	4 (SS)
1.	Guru Saya mengajarkan *writing* (menulis dalam bahasa Inggris, contoh: membuat paragraf deskripsi) di kelas.				
2.	Saya memerlukan pelajaran *writing* (contoh: menulis cerita, surat, memo atau membuat berita).				
3.	Saya sangat senang mengikuti pelajaran Bahasa Inggris terutama *writing* (menulis).				
4.	Saya tertarik untuk mempelajari *writing* (menulis).				
5.	Saya bisa menulis deskripsi dan surat dalam bahasa Inggris dengan baik.				
6.	Saya bisa menulis memo dan kartu pos dalam bahasa Inggris dengan baik.				
7.	Saya sering melatih keterampilan *writing* (menulis).				
8.	Saya mempunyai buku acuan/pegangan (misalnya: buku paket) untuk *writing* (menulis).				
9.	Materi *writing* (menulis) disampaikan dengan baik.				
10.	Materi *writing* (menulis) yang saya peroleh menarik.				
11.	Tugas/kegiatan yang diberikan dalam *writing* (menulis) menyenangkan.				
12.	Guru saya memberikan media (contoh: gambar, foto) untuk belajar *writing* (menulis).				

13.	Guru saya memberikan media *mind mapping* atau kerangka karangan (lihat halaman 4) untuk belajar *writing*.				
14.	Saya tertarik untuk belajar *writing* (menulis) menggunakan *mind mapping* (lihat halaman 4).				
15.	Saya akan merasa senang apabila guru saya menggunakan *mind mapping* dalam mengajar *writing* (menulis).				

B. Berilah tanda silang (x) bila Anda memilih jawaban berikut.

Jawaban bisa lebih dari satu.

1. Bagaimana pendapat Anda mengenai *writing* (menulis) dalam pelajaran Bahasa Inggris di kelas?

   a. Sulit   c. Mudah

   b. Biasa saja   d. Lain-lain: _____

2. Faktor apa yang membuat *writing* (menulis) menjadi sulit?

   a. Banyak kosakata Bhs. Inggris yang baru / tidak Saya tahu

   b. Bahan ajar (topik) yang disampaikan kurang menarik

   c. Media (contoh: gambar) yang disampaikan kurang menarik

   d. Jarang diajarkan

   e. Kurangnya konsentrasi saat menulis

   f. Kurang banyak latihan

   g. _____

3. Apa yang Anda lakukan ketika mendapat kata-kata yang baru atau tidak Anda mengerti?

   a. Bertanya kepada teman   d. Membiarkan saja

   b. Bertanya kepada guru   e. Lain-lain: _____

   c. Melihat kamus

4. Apa saja kegiatan yang dilakukan di kelas ketika medapat materi *writing* (menulis)*?*

   a. Menjawab pertanyaan tertulis   d. *Drills* (latihan langsung dari guru)

   b. Tanya jawab   e. Mengisi informasi yang masih

   c. Diskusi   kosong

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5. **(a)** Sehubungan dengan judul skripsi yang diangkat oleh penulis, *A Set of Writing Instructional Materials Using Mind Mapping for the Eighth Grade Students of SMPN 1 Kalikotes Klaten,* menurut Anda apakah topik-topik yang disajikan berikut menarik (berilah tanda √ pada jawaban Anda)? (lihat 5.b)

☐ Ya   ☐ Tidak

(b) Urutkanlah topik-topik di bawah ini dari **yang paling Anda butuhkan** sampai ke **yang tidak begitu Anda butuhkan**. Berilah no (1) untuk yang paling Anda butuhkan, dan no (5) untuk yang tidak begitu Anda butuhkan.

1 ⟶ 5

(yang paling Anda butuhkan)   (tidak begitu Anda butuhkan)

☐   In the Zoo (di kebun binatang)   (descriptive (deskripsi))

☐   A letter for My Best Friend   (short fuctional text (teks
(Surat Untuk Sahabatku)   pendek))

☐   Unforgetable Moment in My Life   (recount (cerita))
(Kenangan Yang Tak Terlupakan Dalam Hidupku)

☐   My Holiday with Family   (recount (cerita))
(Liburanku Bersama Keluarga)

☐   Short message for you (memo)   (short fuctional text (teks
pendek))

6.   Apakah Anda mempunyai usulan topik-topik lain? Tuliskan ide-ide Anda di bawah ini dalam bahasa Indonesia.

☺   _____

☺   _____

☺   _____

☺   _____

☺   tERiMA KASiH   ☺

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Contoh penggunaan *mind mapping* untuk belajar *writing* (menulis) dalam pelajaran Bahasa Inggris untuk siswa kelas VIII

Topik: Mendeskripsikan hewan di kebun binatang

Mind Mapping (kerangka karangan):

Paragraf:

     Snake is **very long**. It does not have **any legs**. Snake **eats** small **animal**, for example: **mouse, chicken, frog**, etc. Snake is sometimes **dangerous** because some of snakes are **poisonous**. It lives in land and water.

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APPENDIX C

Interview Questions

List of Interview Questions

1. Bagaimana minat siswa terhadap mata pelajaran bahasa Inggris?

2. Hal apa saja yang menarik minat siswa untuk belajar Bahsa Inggris?

3. Kemampuan Bahas Inggris apa saja yang paling diminati siswa?

4. Bagaimana kemampuan menulis siswa kelas VIII SMP N 1 Kalikotes?

5. Berapa kali dalam seminggu atau berapa jam dalam seminggu, siswa kelas VIII mendapat pelajaran menulis?

6. Masalah apa saja yang dihadapi oleh siswa kelas VIII dalam pelajaran menulis?

7. Sejauh ini, bagaimana Ibu mengatasi masalah-masalah tersebut?

8. Media pembelajaran apa saja yang Ibu gunakan untuk menunjang kegiatan belajar/mengajar di dalam kelas, khususnya dalam pelajaran menulis?

9. Apakah Ibu mengenal mind mapping?

10. Apakah Ibu pernah mencoba memakai mind mapping sebagai bahan menulis bagi siswa kelas VIII?

11. Menurut Ibu, apakah mind mapping akan dapat meningkatkan minat siswa dalam menulis?

12. Menurut Ibu, apakah mind mapping sesuai dengan media pembelajaran yang dianjurkan dalam Kurikulum Tingkat Satuan Pendidikan (KTSP)?

APPENDIX D

Questionnaire for Evaluator

A QUESTIONNAIRE
FOR EVALUATING THE DESIGNED MATERIALS

As a respondent of this research, you are expected to state your evaluation toward the designed materials of writing using mind mapping to the eighth grade students of SMPN 1 Kalikotes Klaten, which are enclosed with the close questionnaire and open questionnaire.

Respondent's Identity

Name   : ……………………………………………..

Sex   : ☐ Male

                                 ☐ Female

Educational background   : ☐ S1

                                 ☐ S2

                                 ☐ S3

                                 ☐ Others ………………………………

Teaching experience   : ……………years

Instruction

1. Put a tick (√) to the number points of agreement column which represents your agreement to the statements provided. The points of agreement indicate the following explanation:

    1 = strongly disagree

    2 = disagree

    3 = agree

    4 = strongly agree

2. Write your comments, suggestions, and criticisms on the strengths and the weaknesses of the designed materials in the provided space.

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Close Questionnaire

No	Statements	Points of Agreement			
		1	2	3	4
1.	The syllabus on the designed materials is well formulated and support the attainment of the competency standard and basic competence stated in School Based Curriculum.				
2.	The topic of each unit accommodates the students' need.				
3.	Section A (Let's Get Started) encourages the students' thinking to deal with the topic of each unit.				
4.	Section B (Let's Study) helps the students' understanding of each unit of the designed materials.				
5.	Section C (Write with Joy) accommodates the students' exercises to practice their writing skill.				
6.	Section D (Sharpen Your Skill) provides the students' activities to improve their writing skill.				
7.	The exercise level of difficulty is suitable to the eighth grade students of junior high school.				
8.	The instructions given in each section are clear.				
9.	The materials are appropriate with the learning purpose of English for the eighth grade students of junior high school.				
10.	The designed materials can support students' learning process in writing activity.				
11.	The designed materials provide students with enjoyable activities and exercises.				
12.	The materials are well-designed to the eighth grade students of junior high school.				
13.	Mind mapping helps students arrange their writing.				
14.	Mind mapping is appropriate to develop the students' writing skill.				
15.	The material layout is interesting.				

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Open Questionnaire

1. Generally, what is your opinion about the designed instructional materials?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

2. What are the strengths of the designed materials?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

3. What are the weaknesses of the designed materials?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

4. What are your suggestions or criticisms for the designed materials?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………
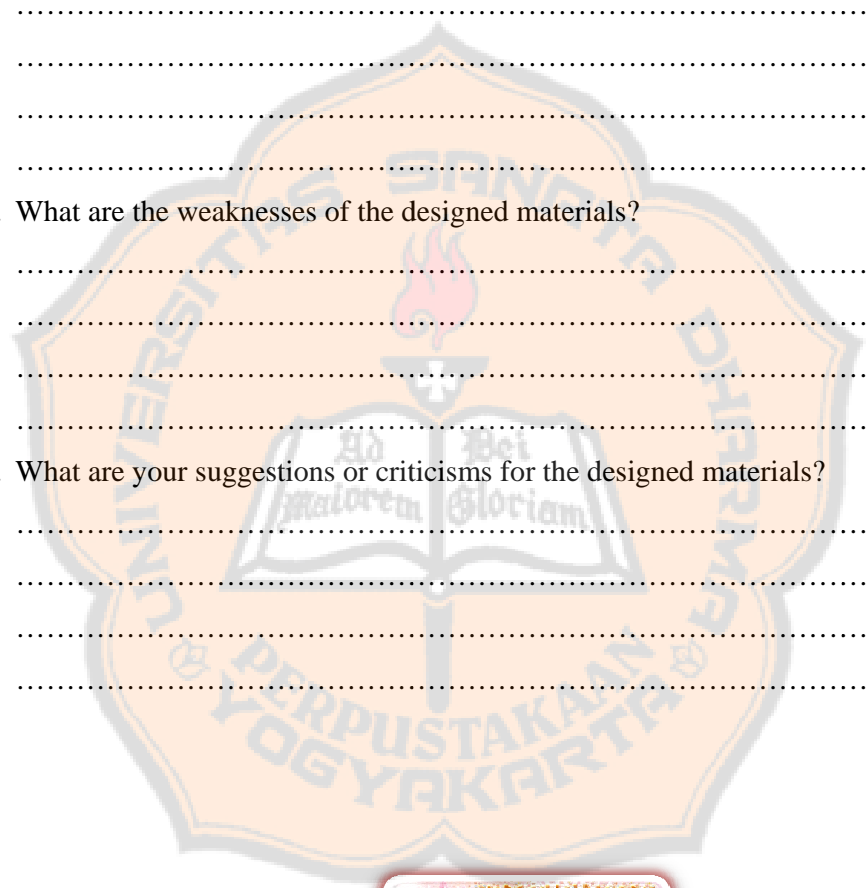
APPENDIX E

Syllabus

THE SYLLABUS OF A SET OF WRITING INSTRUCTIONAL MATERIALS

USING MIND MAPPING FOR THE EIGHTH GRADE STUDENTS OF

SMPN 1 KALIKOTES KLATEN

Semester   : I

Language skill   : Writing

Competence Standard   : 6. To express the meaning of short functional texts and short essay in a form of descriptive and recount in the environment nearby.

Unit	Basic Competence	Learning Materials	Learning Activities	Indicators	Evaluation			Time Allocation	Sources
					Task	Form	Example		
1	6.1 To express the meaning of short functional texts using several written languages accurately, fluently, and acceptability in the environment nearby.	Short functional texts, such as: 1. Invitation (Let's Go To the Party) • Birthday invitation • Wedding invitation	**1. Pre Activity** ▪ Greet the students. ▪ Check the students' preparations for today's meeting by asking some questions. ▪ Share with the group about invitations according to the questions given. **2. Whilst Activity** ▪ Read the examples of invitations. ▪ Explain some important points about invitations. ▪ Learn the characteristics of invitations and post card. ▪ Write an invitation according to the mind mapping given then	1. Students are able to identify the characteristics of invitations. 2. Students are able to use the invitation characteristics in writing form. 3. Students are able to write an invitation according to the mind mapping given.	Written test	Essay	*Complete the following mind mapping and make it in paragraph*	2 x 40'	English in Focus: For Grade VIII Junior High School (*SMP/MTs*).

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Unit	Basic Competence	Learning Materials	Learning Activities	Indicators	Evaluation			Time Allocation	Sources
					Task	Form	Example		
2		2. Short messages (Attention, Please) • Memo • SMS	submit to the teacher. **3. Post Activity** ▪ Ask students understanding about invitation. ▪ Give students homework to write another invitation that will be submitted on the next meeting. **1. Pre Activity** ▪ Greet the students. ▪ Check the students' preparations for today's meeting by asking some questions. ▪ Evaluate students homework in pairs ▪ Share with the group about short messages according to the questions given. **2. Whilst Activity** ▪ Read the examples of short messages. ▪ Explain some important points about short messages. ▪ Learn the characteristics of short messages. ▪ Write a short message according	1. Students are able to identify the characteristics of short messages. 2. Students are able to use the short message characteristics in writing form. 3. Students are able to write a short message according to the mind mapping given.	Written test	Essay	*Write a good paragraph according to the mind mapping*	2 x 40'	English in Focus: For Grade VIII Junior High School (*SMP/MTs*).

Unit	Basic Competence	Learning Materials	Learning Activities	Indicators	Evaluation			Time Allocation	Sources
					Task	Form	Example		
			to the mind mapping given then submit to the teacher. **3. Post Activity** ▪ Ask students understanding about short message. ▪ Give students homework to write another short message that will be submitted on the next meeting.						
3		3. Announcement (Check This One Out) • School announcement • Advertisement announcement	**1. Pre Activity** ▪ Greet the students. ▪ Check the students' preparations for today's meeting by asking some questions. ▪ Evaluate students homework in pairs ▪ Share with the group about announcements according to the questions given. **2. Whilst Activity** ▪ Read the examples of announcements. ▪ Explain some important points about announcements. ▪ Learn the characteristics of	1. Students are able to identify the characteristics of announcement. 2. Students are able to use the announcement characteristics in writing form. 3. Students are able to write an announcement according to the mind mapping given.	Written test	Essay	*Make a good paragraph according to the mind mapping*	2 x 40'	English in Focus: For Grade VIII Junior High School (*SMP/MTs*).

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Unit	Basic Competence	Learning Materials	Learning Activities	Indicators	Evaluation			Time Allocation	Sources
					Task	Form	Example		
			announcements. ▪ Write an announcement according to the mind mapping given then submit to the teacher. **3. Post Activity** ▪ Ask students' understanding about announcements. ▪ Give students homework to write another short message that will be submitted on the next meeting.						
4	6.2 To express the meaning and the rhetorical ways of short essay using various of written languages in a form of descriptive and recount accurately, fluently, and acceptable in	Some descriptive texts, such as: 1. Describing animals (In the Zoo)	**1. Pre Activity** ▪ Greet the students. ▪ Check the students' preparations for today's meeting by asking some questions. ▪ Share with the group about announcements according to the questions given. **2. Whilst Activity** ▪ Read the examples of announcements. ▪ Explain some important points about announcements. ▪ Learn the characteristics of	➢ Students are able to identify the characteristics of descriptive text of animal. ➢ Students are able to use the characteristic of descriptive texts of animal correctly. ➢ Students are able to write a simple descriptive text	Written test	Essay	*Complete the following mind mapping and make it in a good paragraph*	2 x 40'	Contextual Teaching and Learning *Bahasa Inggris Sekolah Mene-ngah Pertama Kelas VIII.*

Unit	Basic Competence	Learning Materials	Learning Activities	Indicators	Evaluation			Time Allocation	Sources
					Task	Form	Example		
5	the environment nearby	2. Describing people(Celebrity Wanna Be)	announcements. ▪ Write an announcement according to the mind mapping given then submit to the teacher. **3. Post Activity** ▪ Ask students' understanding about announcements. ▪ Give students homework to write another short message that will be submitted on the next meeting. **1. Pre Activity** ▪ Greet the students. ▪ Check the students' preparations for today's meeting by asking some questions. ▪ Evaluate students homework in pairs ▪ Share with the group about announcements according to the questions given. **2. Whilst Activity** ▪ Read the examples of announcements. ▪ Explain some important points about announcements.	of animal according to the mind mapping given. ➢ Students are able to identify the characteristics of descriptive text of people. ➢ Students are able to use the characteristic of descriptive texts of people correctly. ➢ Students are able to write a simple descriptive text	Written test	Essay	*Complete the following mind mapping and make it in a good paragraph*	2 x 40'	Contextual Teaching and Learning *Bahasa Inggris Sekolah Menengah Pertama Kelas VIII*.

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Unit	Basic Competence	Learning Materials	Learning Activities	Indicators	Evaluation			Time Allocation	Sources
					Task	Form	Example		
			▪ Learn the characteristics of announcements. ▪ Write an announcement according to the mind mapping given then submit to the teacher. **3. Post Activity** ▪ Ask students' understanding about announcements. ▪ Give students homework to write another short message that will be submitted on the next meeting.	of people according to the mind mapping given.					
6		3. Describing places (Go On An Overseas Trip) • The Beautiful Singapore • The Hawaiian Islands	**1. Pre Activity** ▪ Greet the students. ▪ Check the students' preparations for today's meeting by asking some questions. ▪ Evaluate students homework in pairs ▪ Share with the group about announcements according to the questions given. **2. Whilst Activity** ▪ Read the examples of announcements.	➢ Students are able to identify the characteristics of descriptive text of place ➢ Students are able to use the characteristic of descriptive texts of place correctly. ➢ Students are able to write a simple	Written test	Essay	*Write a good paragraph according to the following mind mapping*	2 x 40'	English on Sky 2: for Junior High School Students Year VIII.

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Unit	Basic Competence	Learning Materials	Learning Activities	Indicators	Evaluation			Time Allocation	Sources
					Task	Form	Example		
			▪ Explain some important points about announcements. ▪ Learn the characteristics of announcements. ▪ Write an announcement according to the mind mapping given then submit to the teacher. **3. Post Activity** ▪ Ask students' understanding about announcements. ▪ Give students homework to write another short message that will be submitted on the next meeting.	descriptive text of place according to the mind mapping given.					
7		Some recount texts, such as: 1. Biographical recount (From Zero To Hero) • R.A. Kartini	**1. Pre Activity** ▪ Greet the students. ▪ Check the students' preparations for today's meeting by asking some questions. ▪ Evaluate students homework in pairs ▪ Share with the group about announcements according to the questions given.	➢ Students are able to identify the characteristics of writing a simple biographical recount text. ➢ Students are able to use the characteristic of biographical recount text	Written test	Essay	*Make a good paragraph according to the mind mapping*	2 x 40'	English on Sky 2: for Junior High School Students Year VIII.

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Unit	Basic Competence	Learning Materials	Learning Activities	Indicators	Evaluation			Time Allocation	Sources
					Task	Form	Example		
			2. **Whilst Activity** ▪ Read the examples of announcements. ▪ Explain some important points about announcements. ▪ Learn the characteristics of announcements. ▪ Write an announcement according to the mind mapping given then submit to the teacher. 3. **Post Activity** ▪ Ask students' understanding about announcements. ▪ Give students homework to write another short message that will be submitted on the next meeting.	correctly. ➢ Students are able to write a simple biographical recount text according to the mind mapping given.					
8		2. Personal recount (You've Got Mail) • The Yogyakarta's Earthquke • My Best Friend's	1. **Pre Activity** ▪ Greet the students. ▪ Check the students' preparations for today's meeting by asking some questions. ▪ Evaluate students homework in pairs ▪ Share with the group about	➢ Students are able to identify the characteristics of write a simple personal recount text ➢ Students are able to use the	Written test	Essay	*Draw a mind mapping based on your topic then write in paragraph*	2 x 40'	Contextual Teaching and Learning *Bahasa Inggris Sekolah*

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Unit	Basic Competence	Learning Materials	Learning Activities	Indicators	Evaluation			Time Allocation	Sources
					Task	Form	Example		
		Wedding	announcements according to the questions given. **2. Whilst Activity** ▪ Read the examples of announcements. ▪ Explain some important points about announcements. ▪ Learn the characteristics of announcements. ▪ Write an announcement according to the mind mapping given then submit to the teacher. **3. Post Activity** ▪ Ask students' understanding about announcements. ▪ Give students homework to write another short message that will be submitted on the next meeting.	characteristic of personal recount text correctly. ➢ Students are able to write a simple personal recount text according to the mind mapping given.					*Mene-ngah Pertama Kelas VIII*

The Syllabus Format is adapted from SMPN 1 Kalikotes Klaten's KTSP Silabus

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APPENDIX F

Lesson Unit Plan

LESSON UNIT PLAN

SCHOOL NAME : SMPN 1 Kalikotes Klaten

SUBJECT : English

CLASS/ SEMESTER : VIII/ 1

COMPETENCE STANDARD : 6. To express the meaning of short functional texts and short essay in a form of descriptive and recount in the environment nearby.

BASIC COMPETENCE : 6.1 To express the meaning of short functional texts using several written languages accurately, fluently, and acceptability in the environment nearby.

INDICATORS : 1. Students are able to identify the characteristics of invitations.

2. Students are able to use the invitation characteristics in writing form.

3. Students are able to write an invitation according to the mind mapping given.

TITLE : Let's Go To the Party

SKILL : Writing

TIME ALLOCATION : 2 x 40'

I. Learning Objectives

In the end of the study, the students are expected to be able:

1. To identify the characteristics of invitations.

2. To use the invitation characteristics in writing form.

3. To write an invitation according to the mind mapping given.

II. Learning Materials

1. An anniversary invitation

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Hi Every One !!!!!!!!!!

Mark your calendar on Sunday, July 16, 2010

**Help us to celebrate
"Smoothie Café 4ᵗʰ Anniversary"**

…………………………………….

2. Characteristics of invitation

- Invitation is the first thing that your guests would come across, when you invite them to any kind of event.
- Before you start writing an invitation, consider the event or the occasion to which you want to invite people - whether it is a formal or an informal one.
- Here are some requirements for writing invitation: ……………….

III. Learning Methods

1. Discussion
2. Explanation
3. Writing practice

IV. Learning Activities

1. **Pre Activity (15')**
   - Greeting
   - Check the students' preparations for today's meeting by asking some questions.
   - Share with the group about invitations according to the questions given.

2. **Whilst Activity (60)**
   - Read the examples of invitations.
   - Explain some important points about invitations.
   - Learn the characteristics of invitations and post card.
   - Write an invitation according to the mind mapping given then submit to the teacher.

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3. Post Activity (5')

- Ask students understanding about invitation.
- Give students homework to write another invitation that will be submitted on the next meeting.

V. Sources

Let's Write, Page 1-7

VI. Evaluation

1. Technique   : Written Text
2. Form   : Essay
3. Instruments   :

a. Fill in the mind mapping diagram according to your own. Then, write the invitation in the form given and submit them to your teacher.

b. Draw a mind mapping according to your topic and make it into paragraphs.

Evaluation Guidance

N o	Criteria	Rating			
		poor (1-8)	fair (9-12)	good (13-17)	very good (18-20)
1.	Text Organization				
2.	Content				
3.	Correlation of text and mind mapping				
4.	Vocabularies				
5.	Grammar				
Total Score		100			

The Lesson Unit Plan Format is adapted from SMPN 1 Kalikotes Klaten's KTSP RPP

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APPENDIX G

Designed Materials

Let's Write

FOR THE EIGHTH GRADE STUDENTS OF SMPN 1 KALIKOTES KLATEN

Lia Ardiana Safitri

Writing English Materials for the Eighth Grade Students of SMPN 1 Kalikotes Klaten

I. The Description of the Course

This course is designed to help the students' writing ability, especially for the eighth grade of junior high school. This course provides the mind mapping to facilitate students before they write paragraph. There are eight units title selected, namely:

1. Let's Go to the Party (Short Functional Text)
2. Attention, Please (Short Functional Text)
3. Check This One Out (Short Functional Text)
4. In the Zoo (Descriptive Text)
5. Celebrity Wanna be (Descriptive Text)
6. Go on a Wonderful Trip (Descriptive Text)
7. Unforgettable Experience in My Life (Recount Text)
8. You've Got Mail (Recount Text)

Each unit consists of four sections. The sections are:

1. Let's Get Started

This section provides the students' discussion of their interest, experience, and knowledge before they come to the main writing activities. This section supplies some questions to explore students' mind in order to find good atmosphere in writing class and get closer to each other.

2. Let's Study

Let's study is a section where students can read some examples based on the topic given in every unit. The examples will help the students' point of view in each unit to learn the following steps in this course. After reading and learning the examples, students are going to read the explanations of the topics. Hence, students can conclude the lesson they get by understanding the examples and the explanations of the units.

3. Write with Joy

This section is the activity for each unit. Students are going to write a writing product to be submitted to their teacher. Some mind mappings will guide students' writing process before the first submission. Teacher will evaluate students' work and give some feedback for their work. On the following meeting, teacher will send it back to students so they can make some revisions of their writing. The task can be individual work and in a group work depends on the instruction for every unit.

4. Sharpen Your Skill

Since the writing course has limited time, so this section provides exercises for students to be done at home. Students are going to have the opportunity to draw a mind mapping according to their choices and write some paragraphs. Then, students bring their works on the next meeting. They will exchange their work with their classmates to get some feedback.

II. Teaching Learning Types

1. Communicative activities to open students mind before they write.
2. Reading the examples and the explanations.
3. Writing activities according to the mind mapping given.

III. Contact Hours

This course is designed for 8 meetings. Each meeting is 80 minutes.

IV. Evaluation

1. Students' creativity by drawing mind mappings.
2. Students' writing product based on their correlation with the mind mapping.

V. References

Wardiman, Artono, et al. 2008. *English in Focus: For Grade VIII Junior High School (SMP/MTs)*. Jakarta: Book Central, Department of National Education.

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Unit 1

Let's Go to the Party !!!

A. Let's Get Started

1. Have you ever attended a birthday party?

2. What was so special about the birthday party?

How was the party

3. Have you ever attended a wedding party?

6. Did you read some important points in the invitations?

4. What was so special about wedding party?

5. Did you receive the invitation? What did it look like?
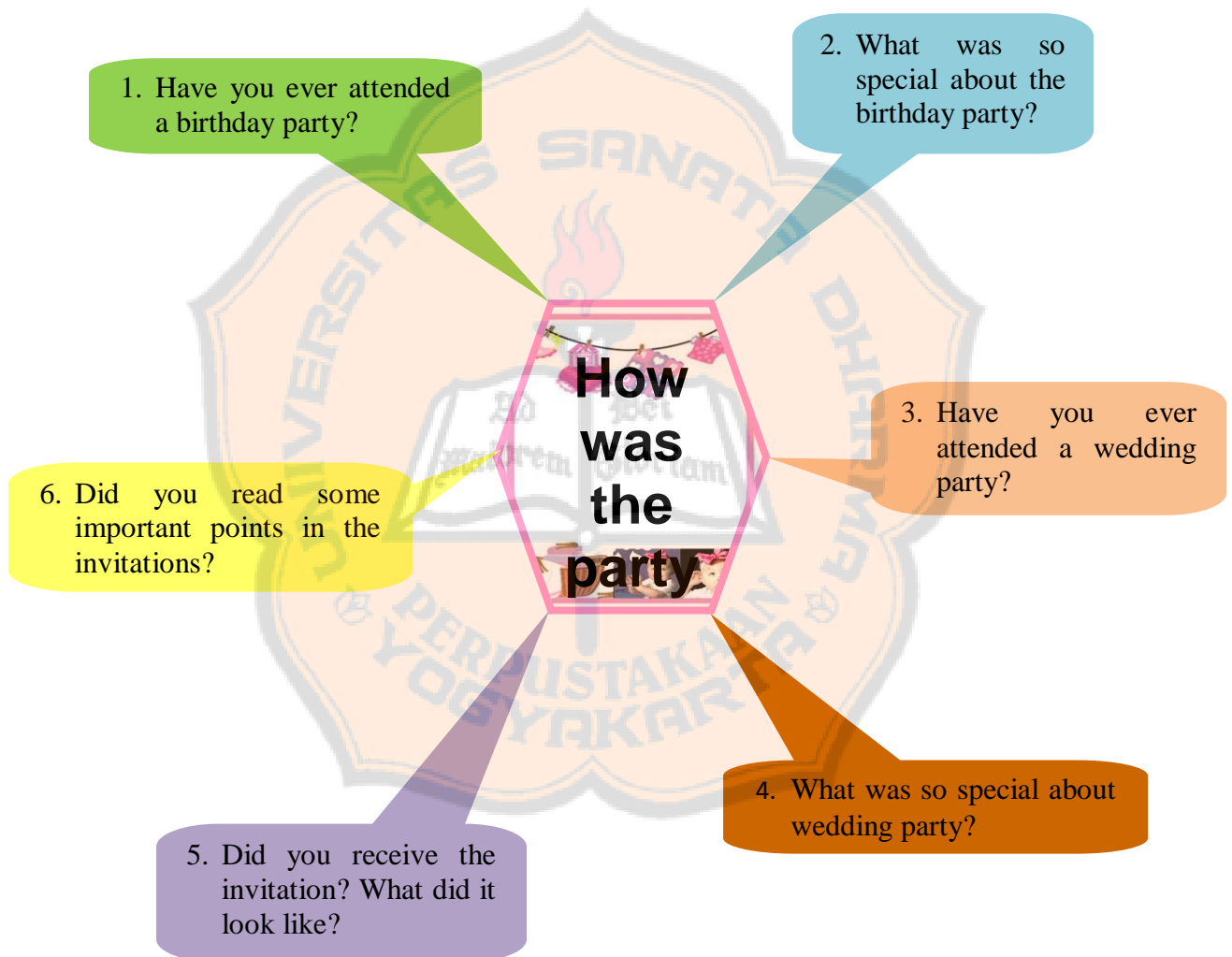
B. Let's Study

Please study the following examples of the short functional texts (birthday invitation and wedding invitation). Learn the mind mappings and then read the texts.

1. Birthday/ Anniversary Invitation

Smoothie Café's 4th Birthday

For:

get the

live music

Day/date:Sunday, July 16,

Anniversary Invitation

free soto & bubble chocolate

Time: from 11am – 5pm

Place: at Smoothie Cafe

Hi Everyone !!!!!!!!!!!

Mark your calendar on Sunday, July 16, 2010

Help us to celebrate
        "Smoothie Café's 4th Anniversary"

You'll get free:
1. Soto & Bubble chocolate milk shake
2. Live music performace
3. Nice souvenirs

Open: 11 am – 3 pm
Place: Smoothie Cafe

2. Wedding Invitation

Shinta and Robert's wedding party

to: Eko

from: Couple and Family

reception & Campur Sari

Wedding invitation

Saturday, March 3

place: Jogja Expo, South Ring Road

at 7 o'clock

invitation

To: Eko

You are cordially invited to celebrate the wedding of

Sandra Shinta Dewi
and
Robert Budi Santosa

On Saturday night
May, the 3rd
at seven o'clock
Jogja Expo, South Ring Road
followed by a reception,
and Campur Sari live music

What is an invitation ?
Please check this out!!!

Invitation

1. Invitation is the first thing that your guests would come across, when you invite them to any kind of event.

2. Before you start writing an invitation, consider the event or the occasion to which you want to invite people - whether it is a formal or an informal one.

3. Here are some requirements for writing invitation:
   - Date

     Example: This is going to be held **on Saturday, August 12, 2009**.
   - Time

     Example: **1:00 - 3:00 PM**
   - Place

     Example: Come **at By Pass Street 212, West Jakarta**.
   - Type of events (birthday party, meeting, wedding party, etc)

     Example: Sally's **8th birthday** celebration!
   - Dress code or RSVP (if any)

     Example: **Pajamas** Party

       *RSVP: **354-889017**

     *RSVP stands for *repondez s'il vous plait* (France words). It means to respond or to reply whether you come to the party/event or not.

4. These are some tips for writing invitation:
   - Be specific about who is invited, whether addressee only, with the guest, or with spouse and children
   - Always send written invitations for formal events
   - If guests are not from your local area, include a map to location of event
   - Send anywhere from 4 to 2 weeks in advance depending on formality of occasion

C. Write with Joy

1. Make an anniversary invitation according to the following mind mapping. Apply it into the invitation card below.

Mr. and Mrs. Smith's silver anniversary

at Bromo Restaurant

Anniversar v Invitation

at 18.oo

RSVP: 001-~~536792~~

Tuesday, 11th May 2010

Please welcome to

_____

_____

_____

_____

So, be there!

©123Greetings.com
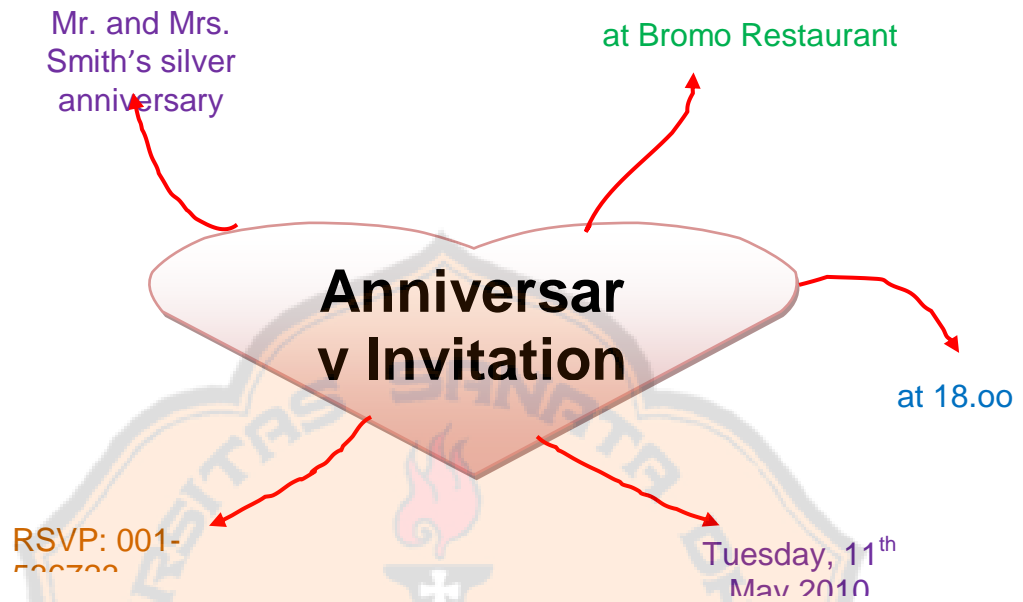
2. Fill in the mind mapping below. Write the invitation based on your mind mapping in the form given and submit the mind mapping and the invitation to your teacher.

....
(man's name) and (woman's name)

....
(place)

....
(time)

Weddin
d

....
(day and date)

....
(note/ RSVP – if any)

....
(entertainment)

....
(who invite)

WEDDING

and

INVITATION

9
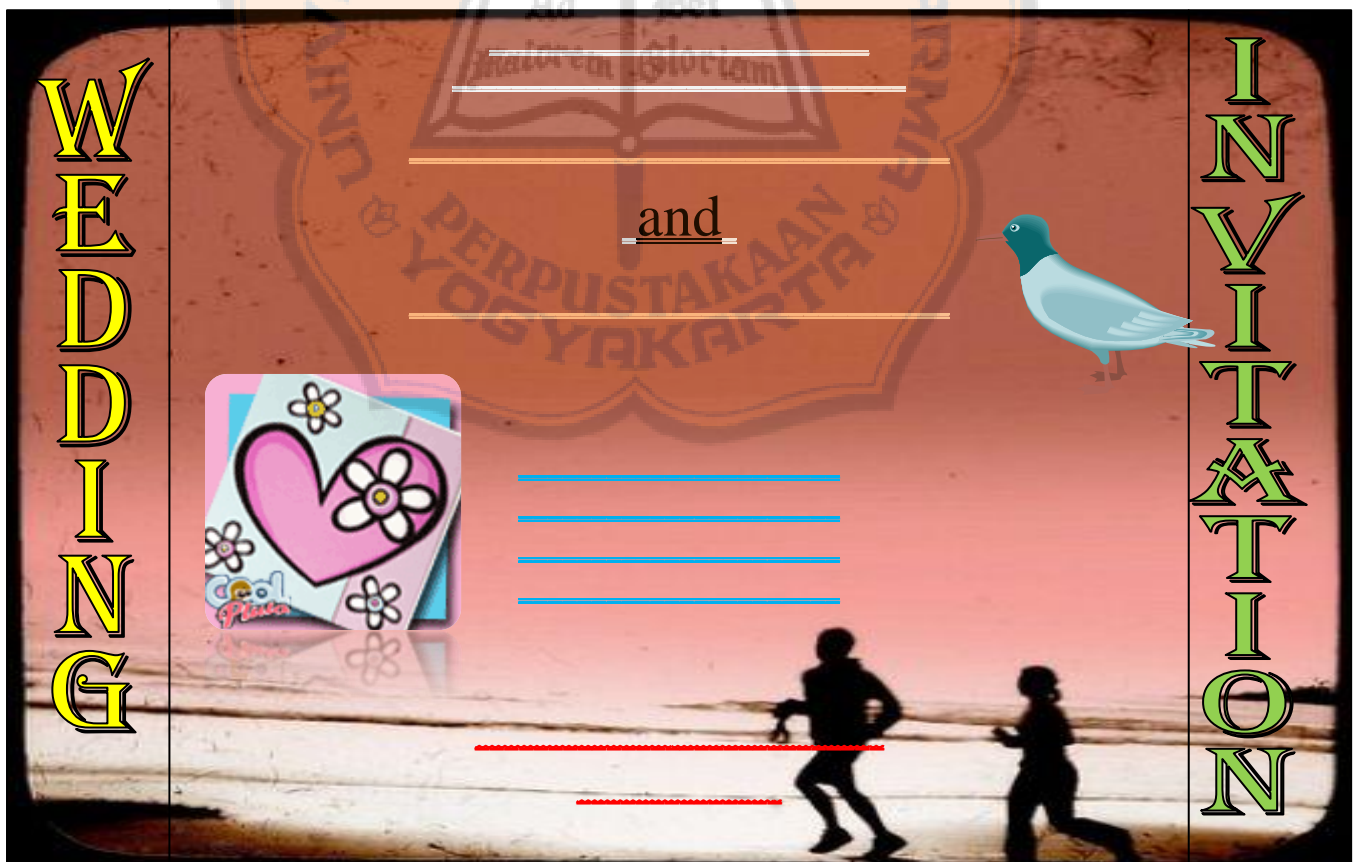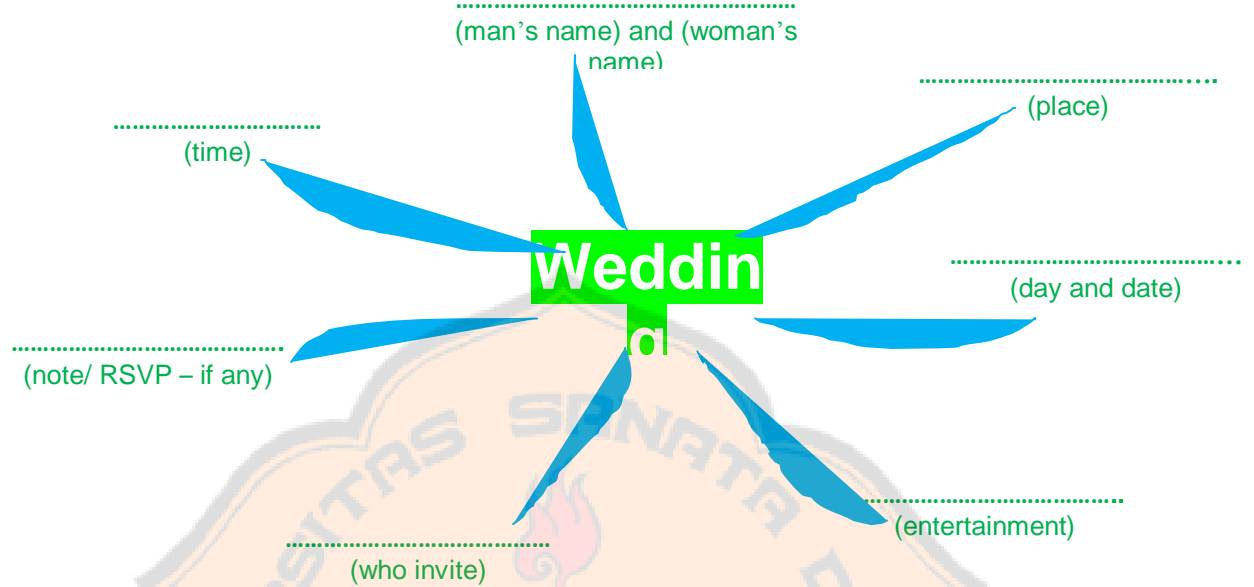
D. Sharpen Your Skill

❖ Do this homework individually
❖ Choose one of these topics:
    ♪ My 14th birthday party invitation
    ♪ The wedding invitation party of your uncle/aunt
    ♪ School anniversary
    ♪ Invitation of new year celebration
    ♪ School camping invitation
❖ Make it in good mind mapping
❖ Write it in a form of invitations based on yourself
❖ Submit the mind mapping and invitation on the next meeting

Good luck

Unit 2

Attention, please…

A. Let's Get Started

1. Have you ever got a message/memo?

2. When was it?

3. Who wrote the message/memo?

4. Do you have a hand phone?

5. Do you send messages to your friends every day?

6. What do you usually talk about (e.g.: homework, sharing, gossiping, etc)?

7. Why do people write messages?

8. What can you expect when finding message?
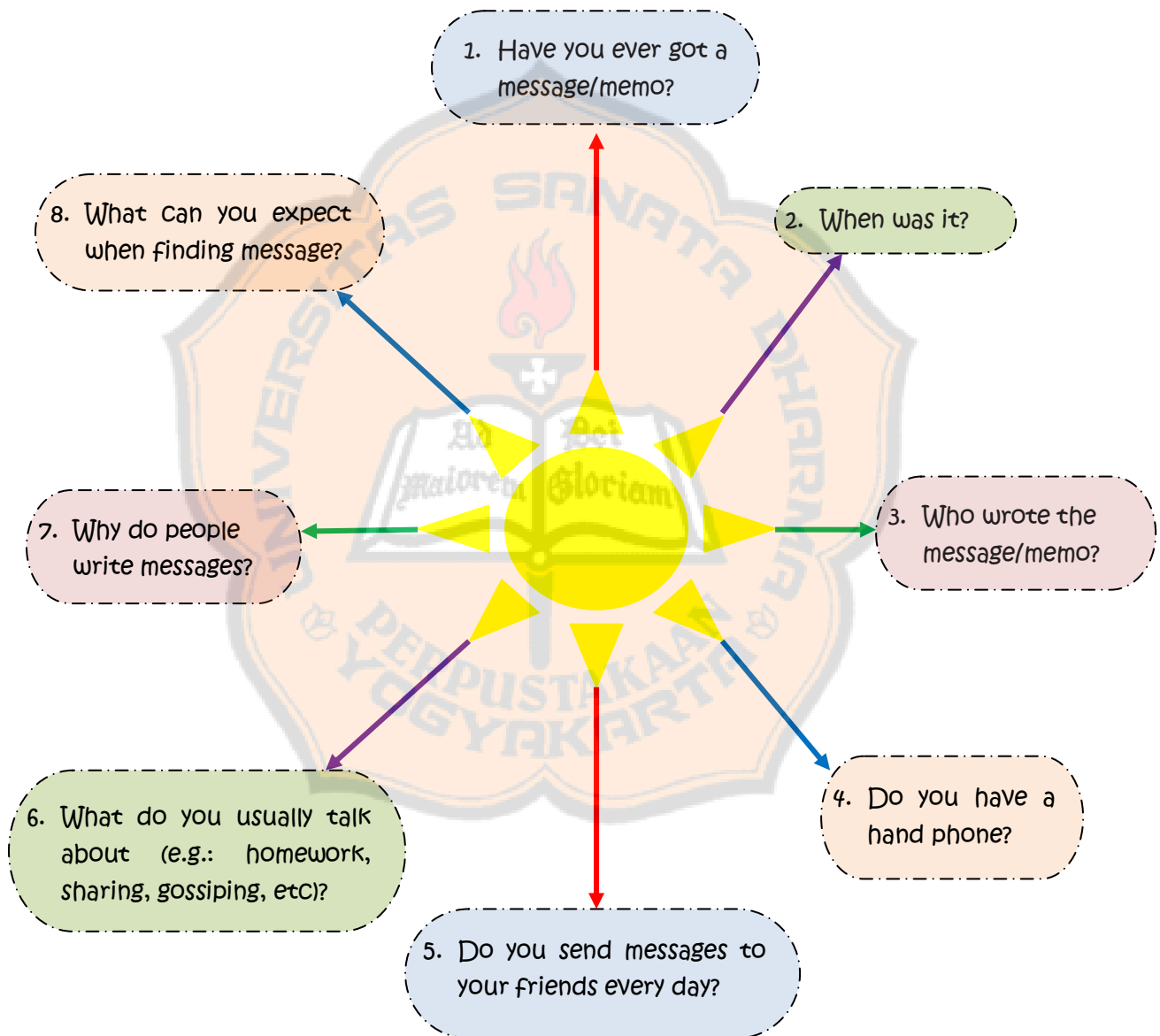
B. Let's Study

Please study the following examples of the short functional texts (memo and message).

Learn the mind mappings and then read the following texts.

3. Memo

from Rico

for mother

go home late

MEMO

at Tian's house

do Biology project

Dear mom,
    Mom, I will go home late. I have to go to Tian's house after school. We must finish the Biology project group work.. Thanks
Rico

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4. Message

to Maya

from Richard

SMS

have a dinner with Richard's family

at 7 pm

at Richard's house

RedBerry

Receiver:
Maya Brown
+6280987654321

Good afternoon darling…How's life?
I want to invite you to have a candle
light dinner with my family tonight.
I will pick you up at 7. See u

Sender:
Richard
+6280912345678

what is MEMO?

❖ There are many ways to convey a memo.

❖ It can be delivered by sending a short message using hand phone, writing on a paper, sending an email, posting a wall in Facebook.

❖ Please read the following explanation to get more understanding about memo.

Untitled Message

File Edit View Insert Format Tools Table Window Help   Type a question for help

Send   Rich Text
                                                              HTML
                                                              Rich Text
                                                              Plain Text
From...   **Teacher**

To...   **Eighth Grade Students**

Cc...

Subject: **The Explanation of Memo**

Arial   10   B I U

Memo

a. Memo is a short written type communication to remind or to convey some basic information.

b. A memo format is generally short, consisting of between one and four sentences.

c. Writing a memo is a relatively simple and informal task. Some things to and tips to consider when writing and considering the format of a memo:

   ⬥ Who do you need to communicate with?

   ⬥ The content of a memo includes information such as: times and reminders/ new information

   ⬥ Don't use a memo format for lots of information

d. There is no universal standard for a briefing memo, but it is generally understood to be a concise, coherent summary of a public policy problem with a clearly articulated logic for following a recommended course of action.

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C. Write with Joy

1. You come to Michael's house to take your English conversation book. Unfortunately, he is not at home. Then you leave a memo for him that you want to get your book and ask him to send it to your house tonight. Please write your memo on the blank memo box according to the mind mapping below.

Diana

Michae

tonight

MEM

take conversa -tion

Send it to my home

To:
From:

MEMO:

....

....

....

....

....

FRIENDHU

2. Mrs. Sandra, an English teacher, will attend an international seminar in Jakarta next week. She will leave a memo for her eighth grade students to do some assignments while she is absent for her English class. Please help her to write a memo according to this mind mapping given. Then, submit the memo to your teacher.

Eighth grade

Mrs.

March 23-30,

Submit the work in the

Memo

Attend an international

Don't be

Read pages

Do the exercises B and C

Date : _____

To : _____

From : _____

Subject: English Assignments

Memo:

Dear students,

_____

_____

_____

_____ Thank you.

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D. Sharpen Your Skill

Mr. and Mrs. Carter are having business trip to Japan for three days. They will send an SMS to their servant to do a lot of things in their house. Please make the mind mapping of that message at home. Then, write it in a good SMS. Use the ideas of your own for the jobs below.

Things to do!
- the bathroom - clean
- the dishes- wash
- clothes - iron
- the bedrooms - tidy
- dinner – prepare

Unit 3

Check this one out !

A. Let's Get Started

1. What do you know about announcement?

2. Have you ever read an announcement?

Contribute Your Opinion

5. What is the aim of announcement?

3. What kind of announcement do you usually read?

4. Where do you usually find announcement (school announcement board, newspaper, magazine, etc)?
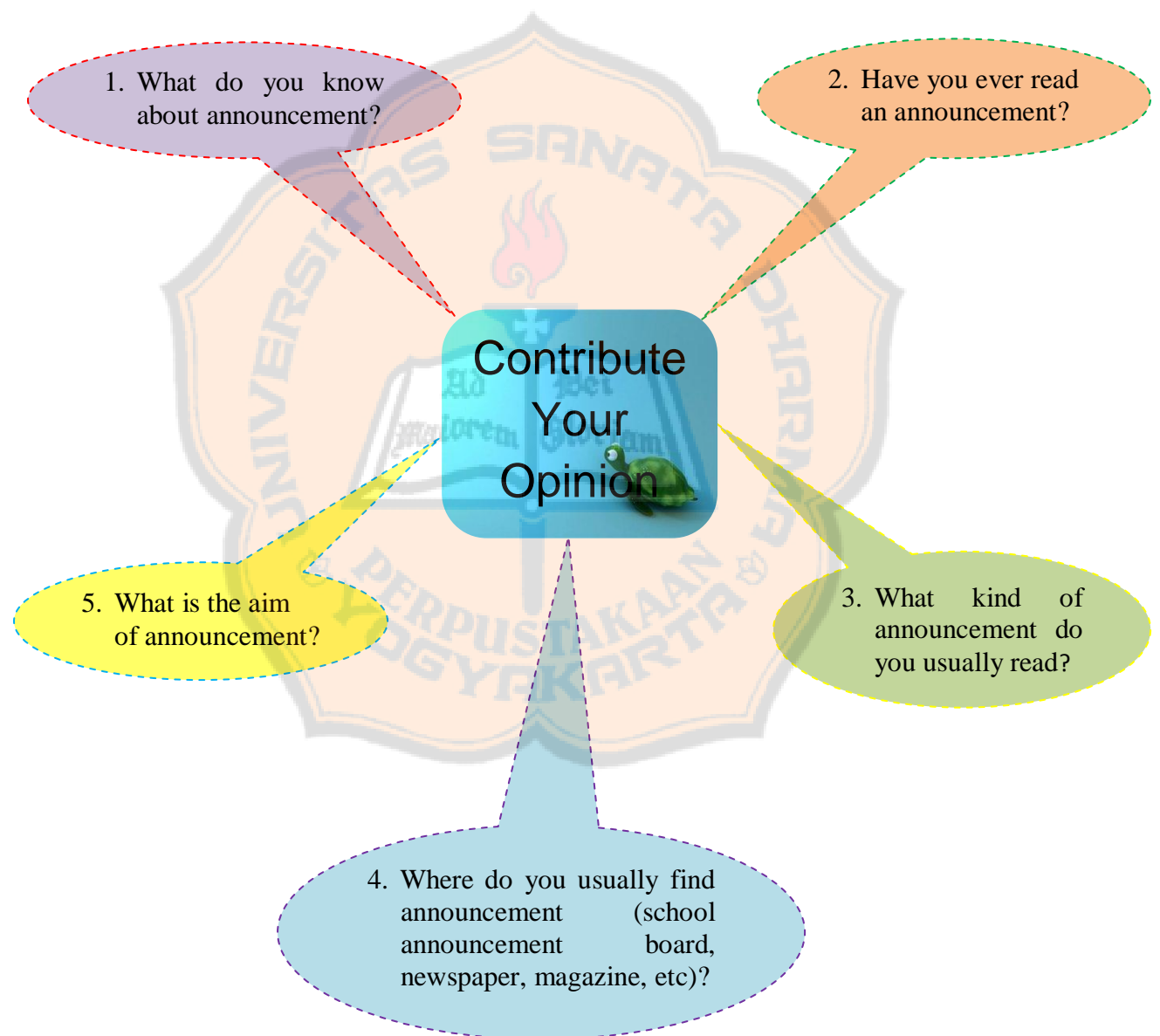
B. Let's Study

Please study the following examples of the short functional texts (announcement). Learn the mind mappings and then read the texts.
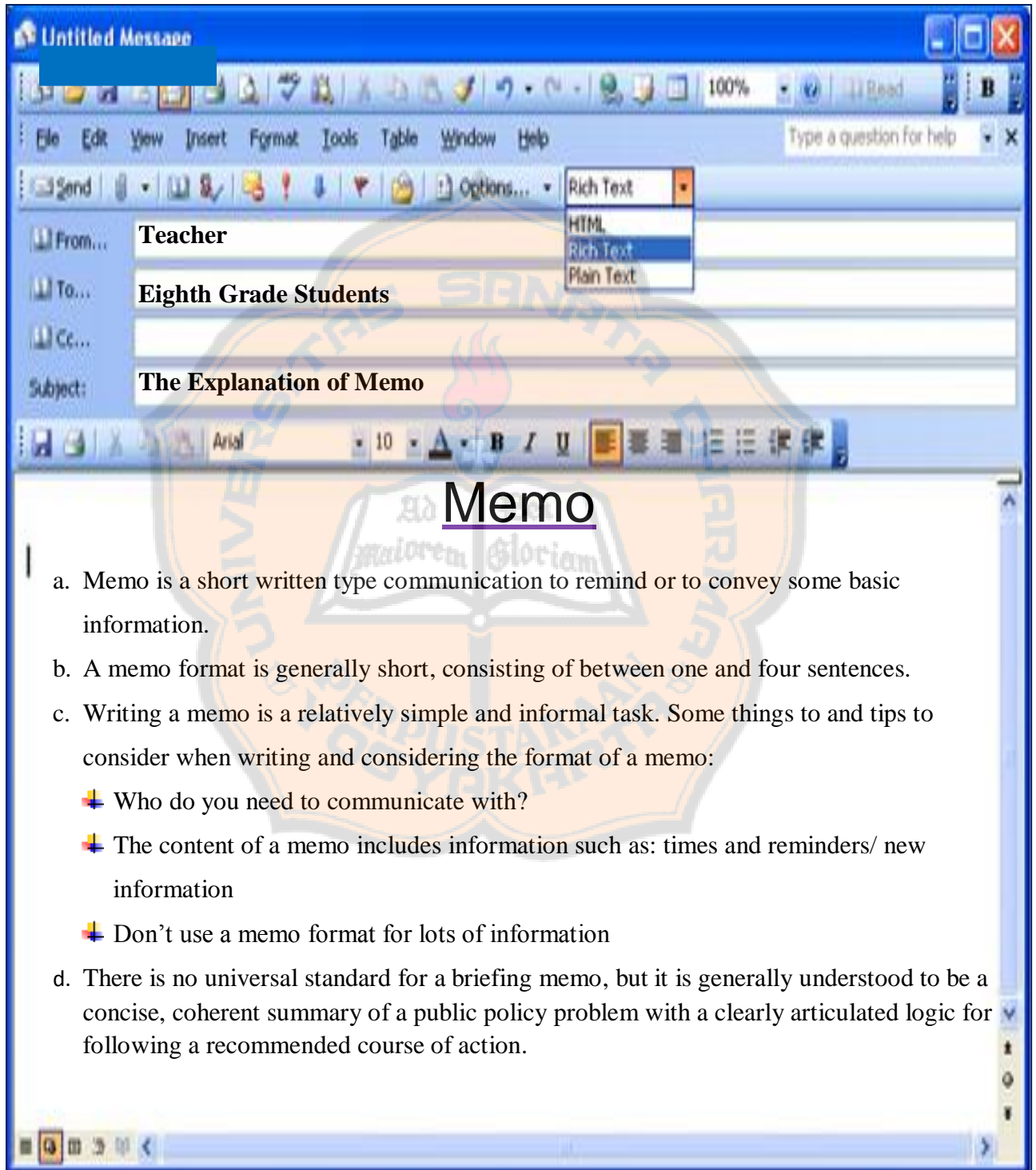
1. School Announcement

2. Advertisement

LOVELY Supermarket

from today until July22nd

soft opening

get 20% discount off the total bill

at lower ground floor Jakarta Grand Mall

Now open LOVELY Supermarket

Get 20% discount off the total bill

Soft Opening
TODAY until July 22nd
@ Jakarta Grand Mall
Lower ground floor

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anything about announcement

a public statement containing information about an event that has happened or is going to happen.

a broadcast message

a brief item or advertisement, as in a newspaper

an printed formal statement or notice

definition

announcemen

reason

purpose

characteristics

date

to inform or to promote or to advertise something to be known by public.

simple

place

time

21
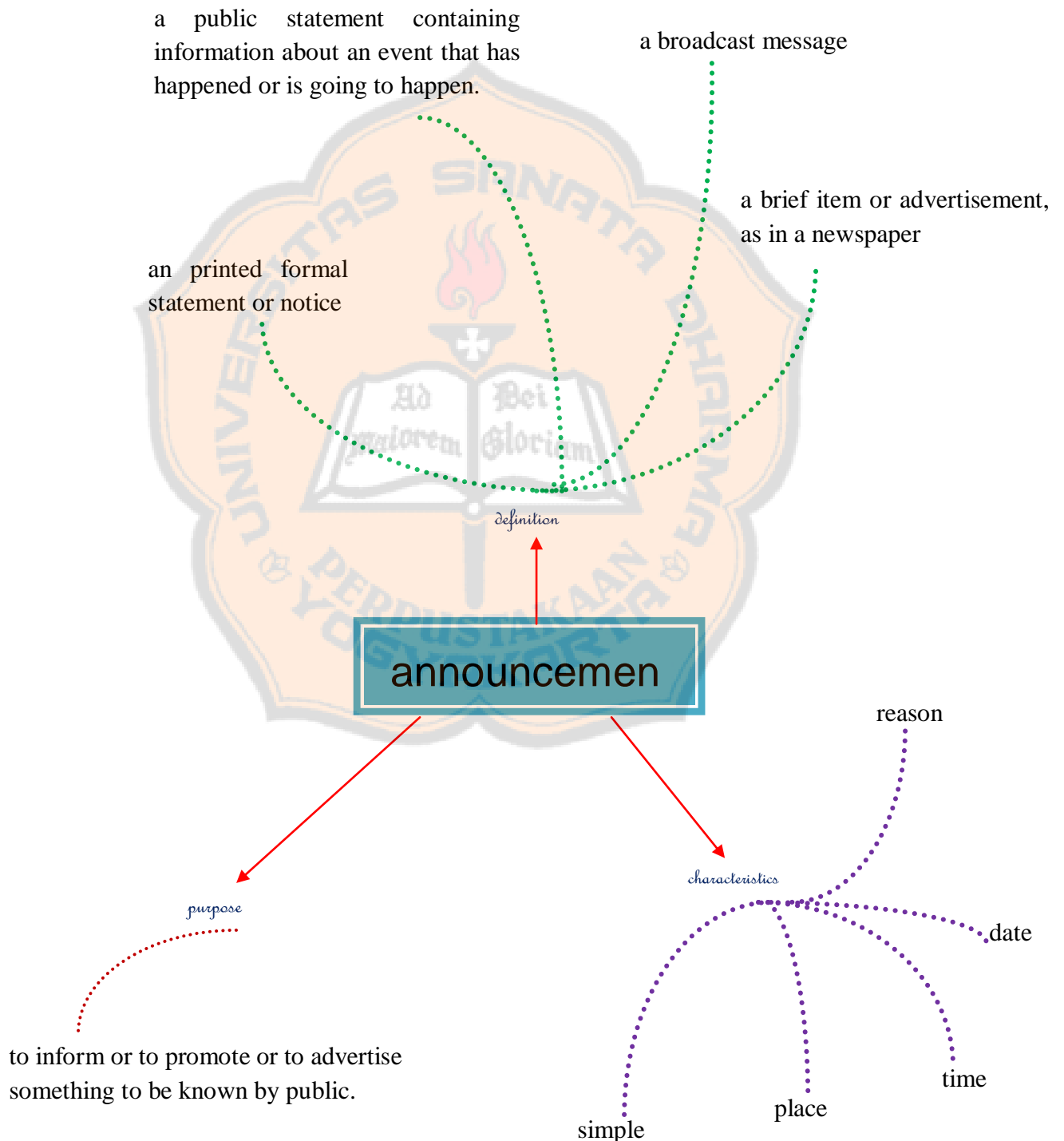
C. Write with Joy

1. You are a promotion manager in Citra Tour. You will make an announcement in local newspaper to promote Bali. First, you made a mind mapping, then, you write it in a brochure as the following.

see Mount Agung

come and see the art shops

call Citra Tour, telp. 62-31-5087062

buy beautiful souvenirs

the BEAUTIFUL bali

visit the art city of Ubud

stay in Asia's finest hotels

the exotic dances

try our restaurants

beautiful beaches

22
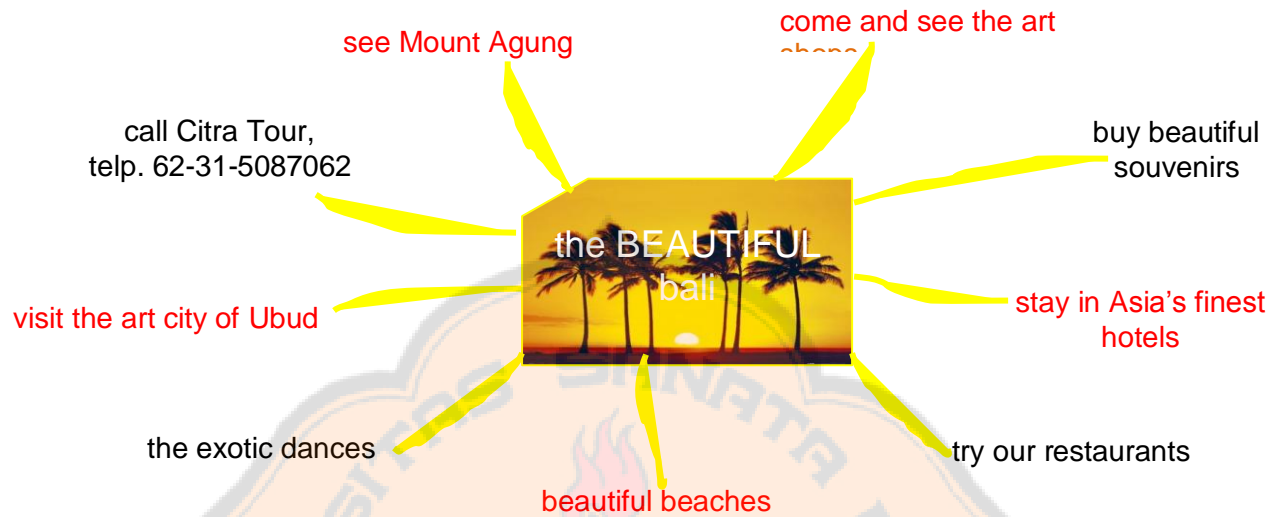
2. You are the chair person of OSIS. You want to write an announcement in your school announcement board to ask the OSIS members to have a meeting after class. This mind mapping will help you and your partner to write the announcement you need on the following form. Then, submit your work to your teacher.

Place: at school meeting room

From: the chair person

For: the members of OSIS

Osis Announce-ment

Date: tomorrow

be on time

Time: after the class (2pm)

bring the report of last month

monthly meeting

OSIS ANNOUNCEMENT

_____

_____

_____

_____

_____

_____

The Chairperson of OSIS

D. Sharpen Your Skill

- ☺ This is an individual homework
- ☺ Choose one of this topic:
  - ☼ The class treasurer asks the class to pay 1000 rupias for the charity before Saturday
  - ☼ The sport teacher will hold the sport subject for eighth grade students in their own class for this week
  - ☼ You inform in school announcement board that you loose your wallet at school and hope somebody will return it back to you
  - ☼ You promote your parents batik shop
  - ☼ You want to promote your new restaurant that full of traditional food
- ☺ Draw a mind mapping to help you before writing the announcement
- ☺ After that, write it in a concise announcement
- ☺ Bring your work on the following meeting

Unit 4

IN THE ZOO

A. Let's Get Started

What do they look like?

2. What have you seen there? Birds, mammals, insects, snakes or fish?

1. Have you ever visited a zoo? Where was it?

Why?

3. What are your favorite animals?

Discussion Forum

Why?

4. What animal that describes your personality?

5. Do you have pets in your house? What are they?
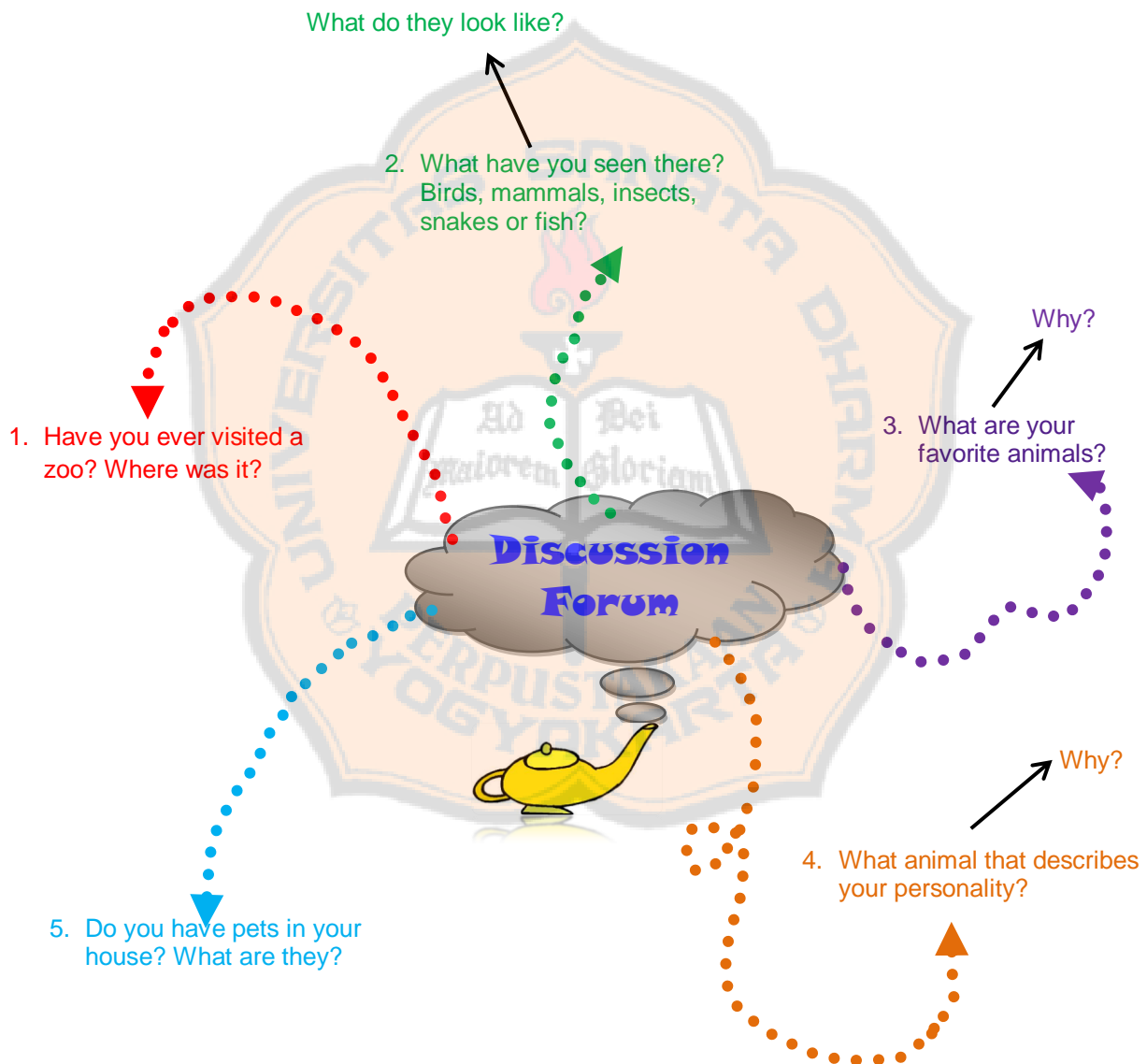
B. Let's Study

Read and learn the example of the mind mappings and the following text.

1. The description of Gregory

name: Gregory

gray Persian Cat

spends his time by watching TV

identification

GREGORY

Soft orange fur

milk and fish

description

active animal

white and black spots

Sleeps in sofa or under table

no rice
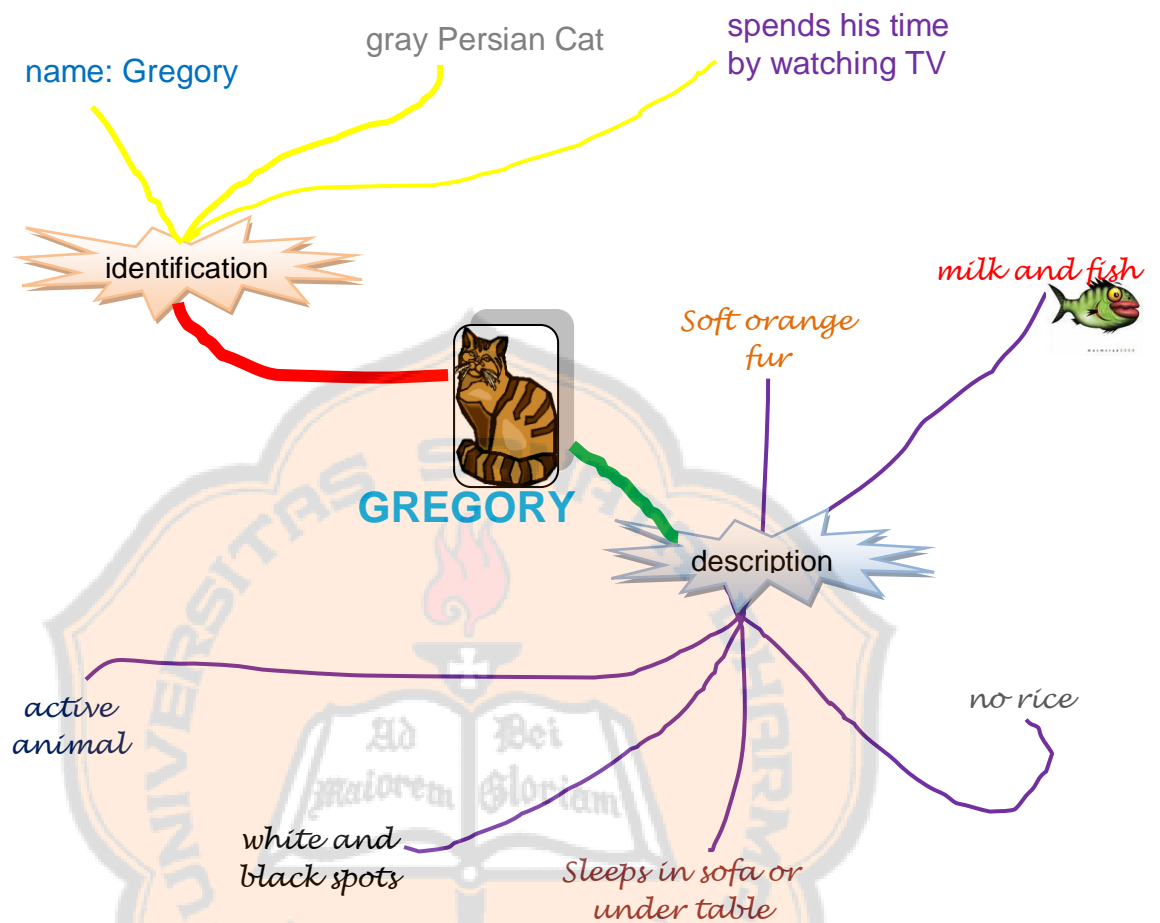
My Cat, Gregory

Hi everyone! My name is Zivara. I want to introduce you about Gregory. Gregory is my beautiful gray Persian cat. He spends most of his time indoors watching television and growing fat.

identification

Gregory has orange fur with white and black spots. His fur is very soft. He likes milk very much. Gregory doesn't like rice, so every day I give him cat food, or sometimes a fish. He is an active animal. He loves to run around the house. When he feels sleepy, he usually sleeps in sofa or under the table.

description

2. The description of Bongo
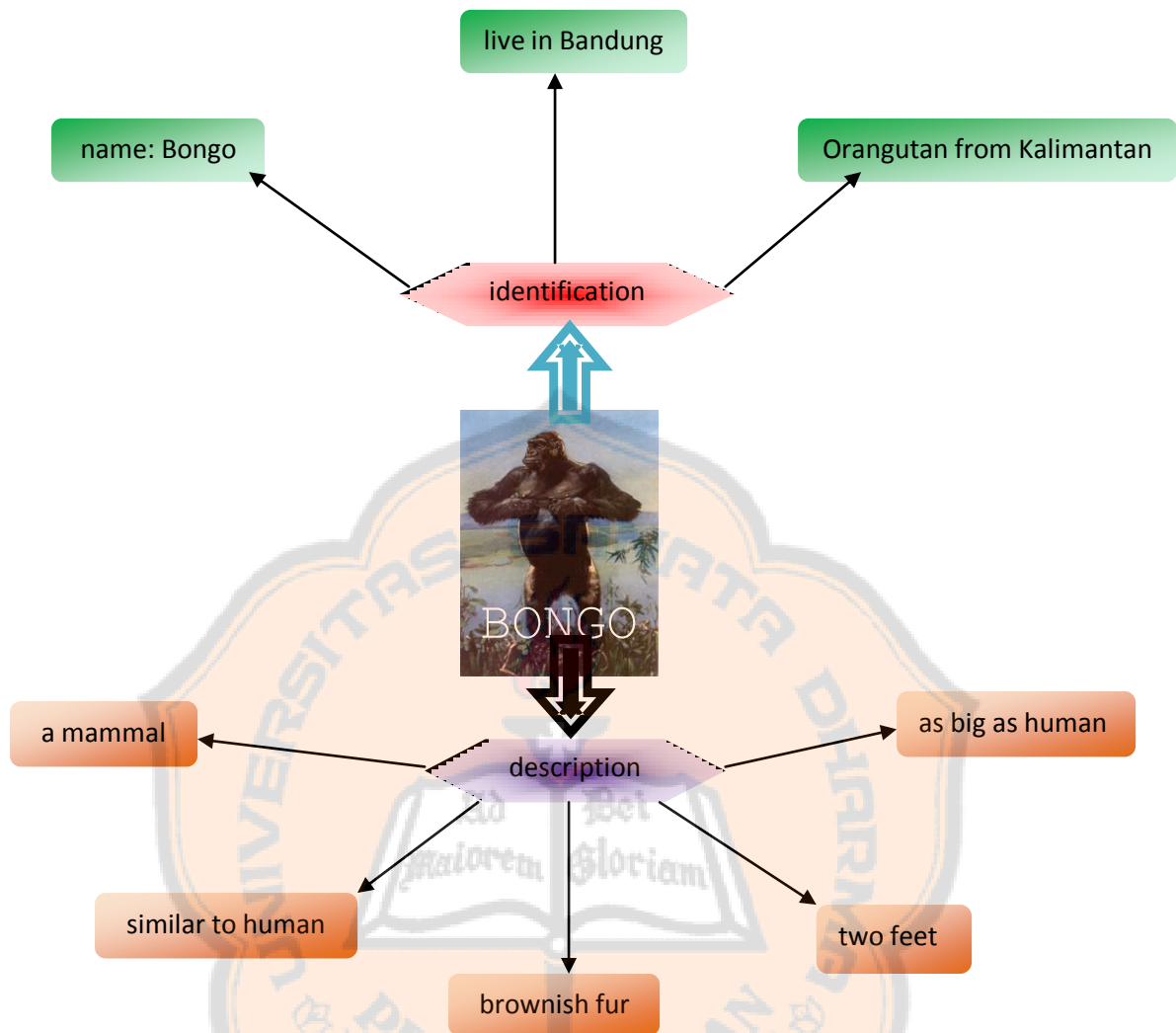
Bongo the Orangutan

There is an orangutan in Bandung zoo. People call her Bongo. She comes from dense forest on the island of Kalimantan.

She has physical features similar to human. Bongo has brownish fur and walk with two feet. Bongo is almost as big as a human. She is a mammal that means she gives birth to her children and breast feeds them.

identification

description

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Get more understanding by reading the following mind mapping and the explanation.

introduce the character of the animal

describe the characteristic of the animal

1st Identificat

2nd Descriptio

Contents

Descript

Function

Tense

To describe certain place, animal, someone, or something

Simple Present Tense
S+V1 (es/s)
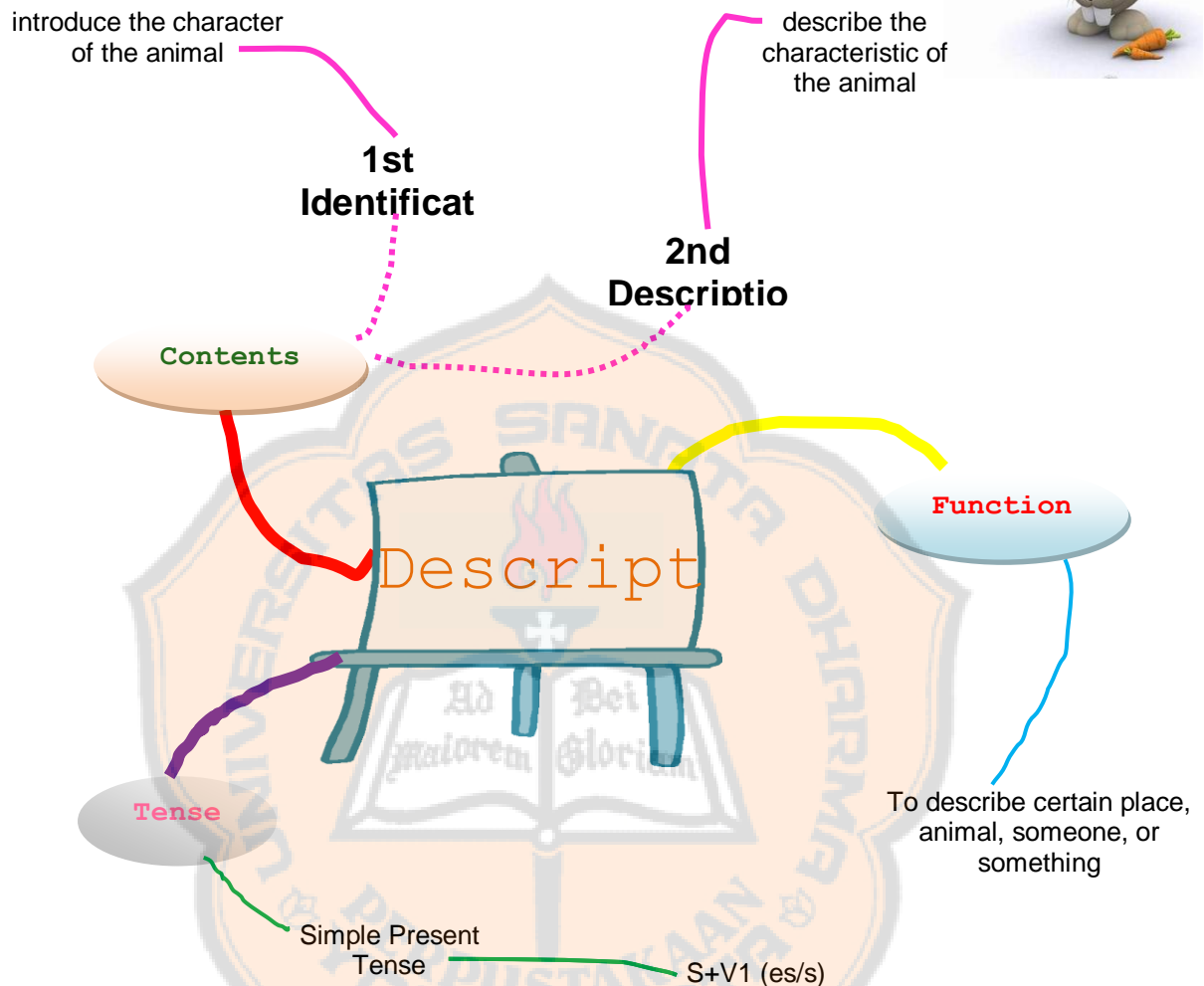
♣ We apply Simple Present Tense to show events that happen in the present.

Example:

1. Gregory **has** orange fur with white and black spots.
2. He **does not like** meat.
3. Fish **lives** in water.

♣ There are two main contents in descriptive text:

1. Identification

Example: Duyung belongs to mammals because it gives a birth baby.

2. Description

Example: Snake does not have legs and arms.

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C. Write with Joy

1. Learn the mind mapping below. Then, guess what the animal it is. Next, write some paragraphs on the following form and submit to your teacher.

icon of Australia   shy animal

from Australia

identification

marsupial

What am i ?

Has a pouch

9 meters in one hop

description

Front legs are shorter than back

brown fur

mammal   Jump with two legs   endangered

_____
(Title/Name of the Animal)

This animal is from _____. _____

_____

_____

_____

_____

_____

_____

_____.

2. Fill in the blank of the mind mapping below according to the topic. Then, write some paragraphs about it in the form.

_____

Cobra

identifi

_____

From India

_____

No legs

descrip

_____

Eat frog,
mouse

_____
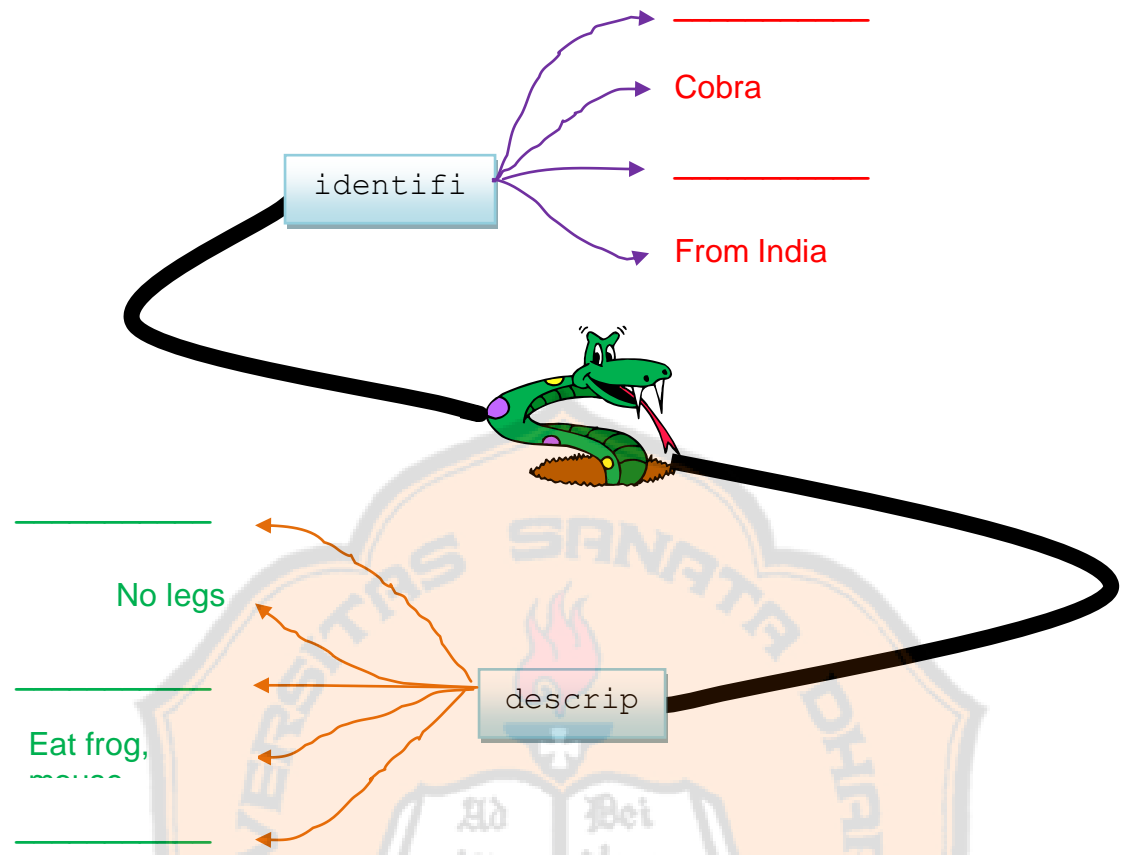
Snake

_____

_____

_____.

_____

_____

_____

_____

_____.

D. Sharpen Your Skill

Work in pairs and do the following steps at home.

a. Choose one of these animal pictures:

dog

tiger

swan

penguin

zebra

peacock

b. Explore the description of your picture you chose by drawing a good mind mapping.

c. Write it in a good paragraph.

d. Submit them on the following meeting.

Unit 5

Celebrity wanna be

A. Let's Get Started

1. Do you like watching movie at cinema?
2. What is your favorite Indonesian movie? Why?
3. Do you like watching television?
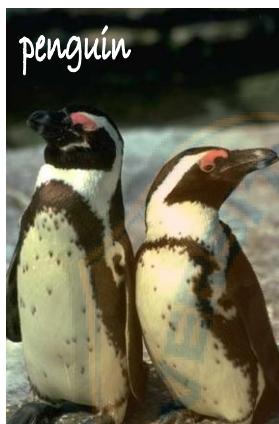4. What are your favorite television programs (TV serial/ *sinetron*, news, talk show, reality show, music program, cartoon, comedy, sport, etc)? Why?
5. Who is your favorite actress? Why?
6. Who is your favorite actor? Why?
7. Who is your favorite presenter? Why?
8. Guess who the celebrity below is!
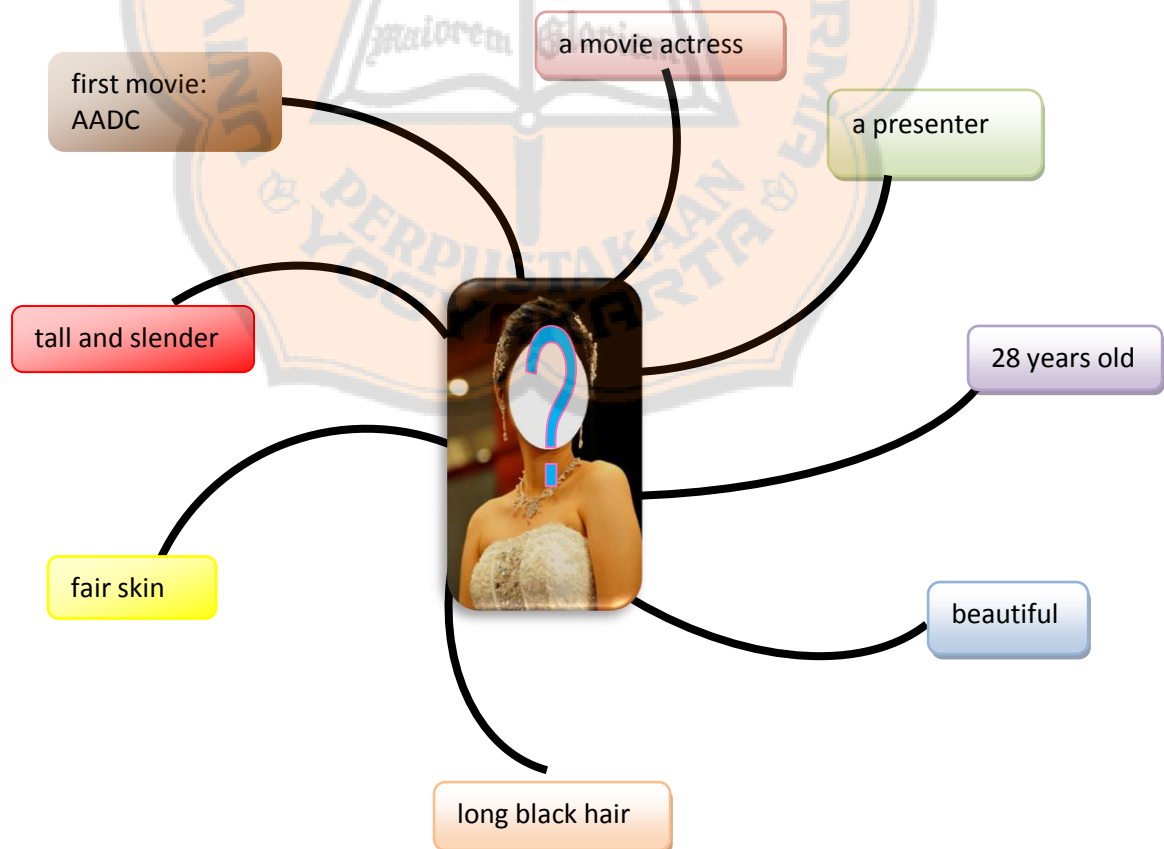
first movie: AADC

a movie actress

a presenter

tall and slender

28 years old

fair skin

beautiful

long black hair

B. Let's Study

Read and learn the mind mappings and the following texts below.

- A description of a person
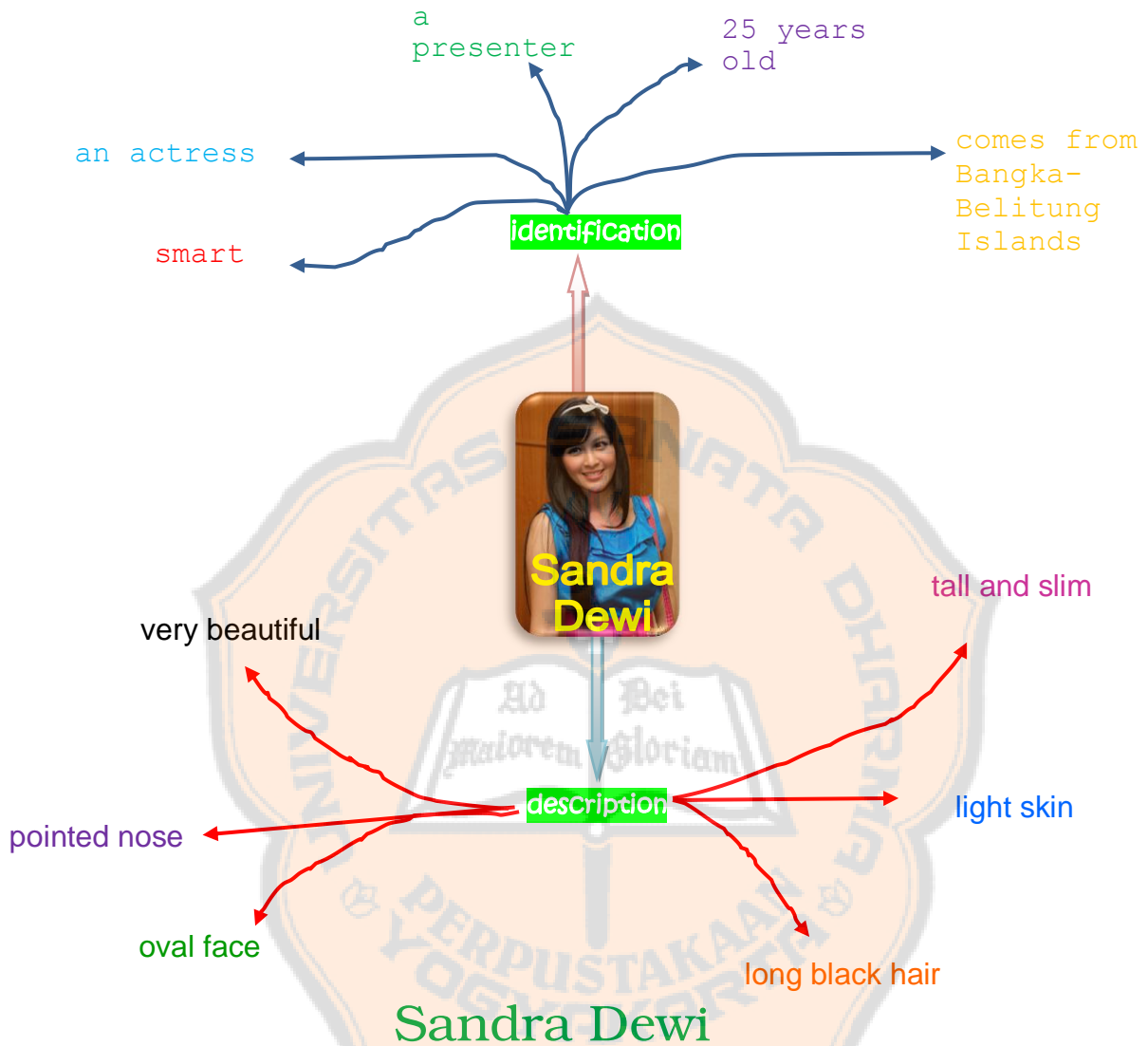
Sandra Dewi

Everyone knows Sandra Dewi. Her full name is Monica Nicholle Sandra Dewi Gunawan Basri. She comes from Bangka Belitung Islands. She is 27 years old now. She is a presenter, a model, and also an actress. You can see her face in television every day or may be in the advertisement board. ⎫ identification

Sandra Dewi is very beautiful. She has a good body. She is tall and slim. She has a pointed nose and an oval face. She has long black hair. Her skin is light. Sandra Dewi is smart and a multi-talented woman. According to the infotainment news, her favorite colors are gold and silver. That is why most of her accessories' colors are gold and silver. ⎫ decription

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To dig out more understanding about descriptive, please read the mind

To describe a certain place, animal, someone, or something

Present Tense:
S + V1

Function

Tense

Descriptive

1st identification

Contents

2nd Description

introduce the character of the person

describe the characteristic of the person
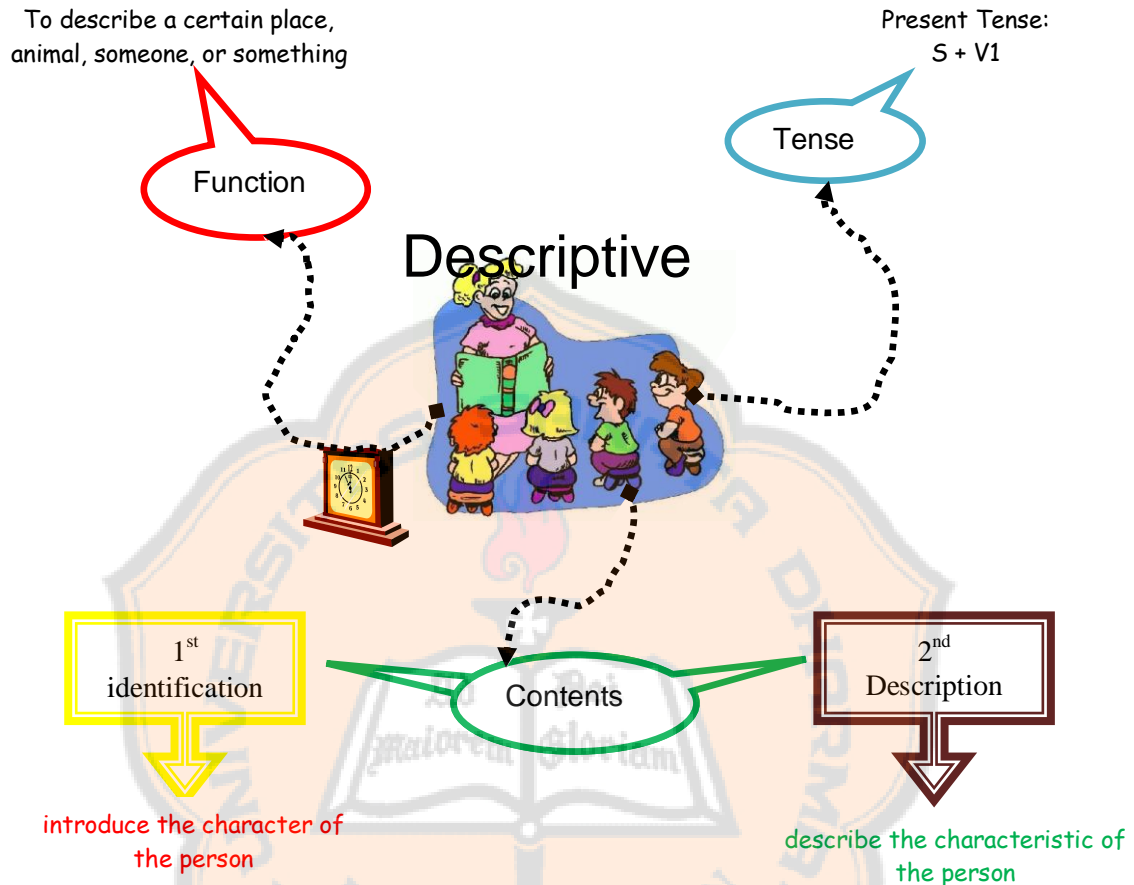
♣ We apply Simple Present Tense to show events that happen in the present.

Example:

1. She **is** tall and slim.
2. He has a dark skin.
3. They do not have dimple.
4. We are not fat.

♣ There two main contents in descriptive text:

1. Identification

   Example: She is 27 years old.

2. Description

   Example: She has a pointed nose and an oval face.

C. Write with Joy

1. This is the mind mapping of Rihanna. Write the description of her based on the mind mapping given.

hits song: umbrella

22 years old

robyn rihanna fenty

identification

singer

short hair

dark skin

pointed nose

description

oval face, round eyes

tall and slim

thick lips

RIHANNA

_____

_____

_____

_____

_____.

_____

_____

_____

_____

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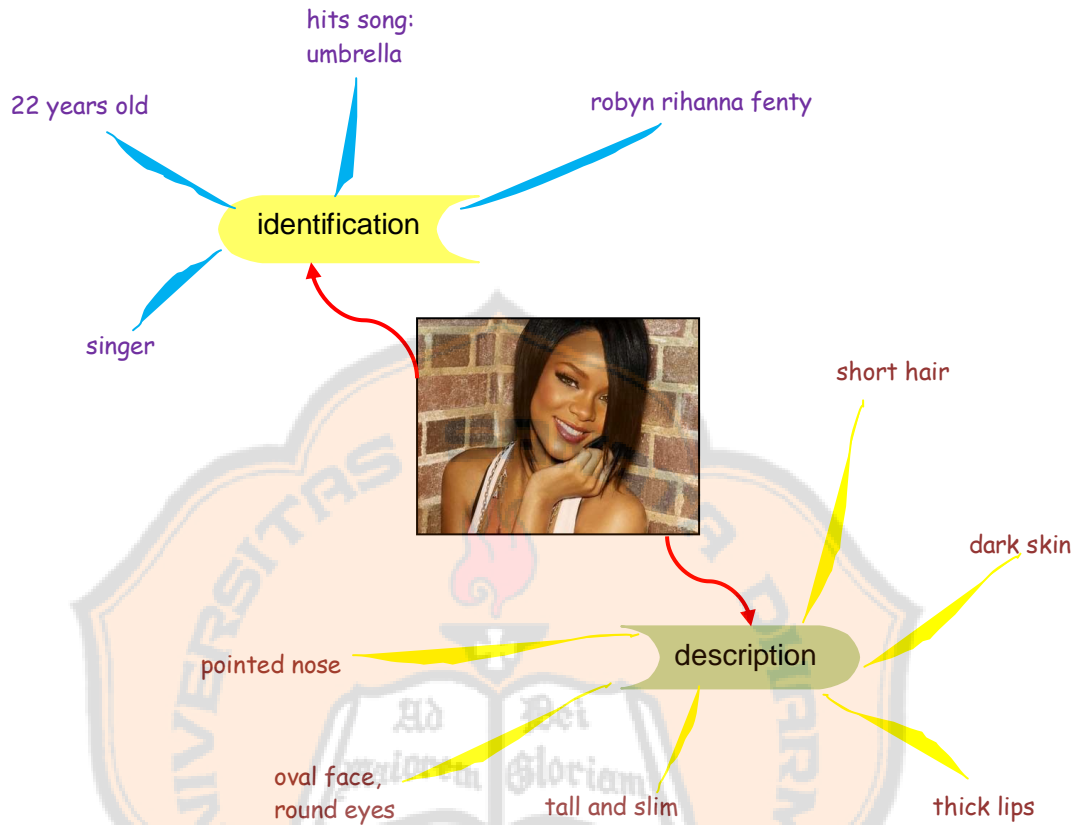
2. This is Ahmad Dhani. Work in groups and then complete the following mind mapping according your personal information about him. Your member may complete each other. You may add column on mind mapping if you need. Next, write the description of Ahmad Dhani in three paragraphs. Submit to your teacher.
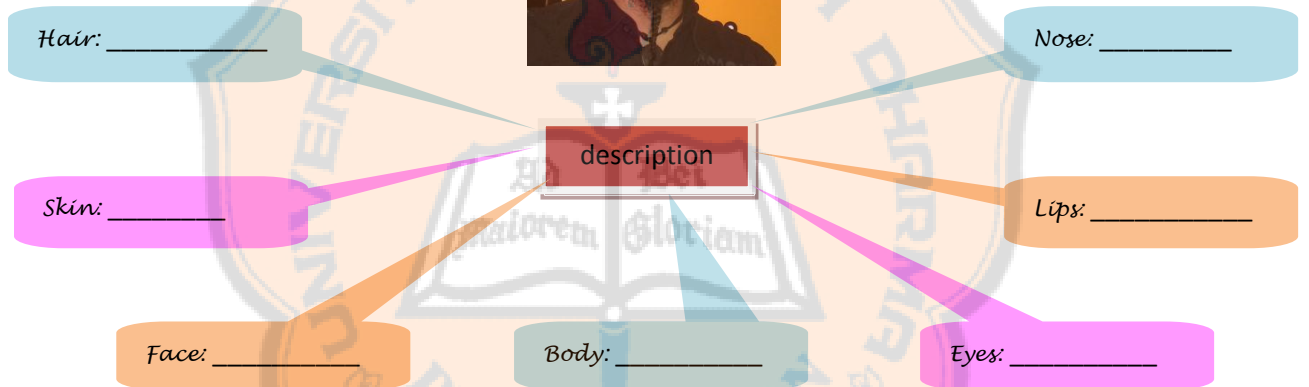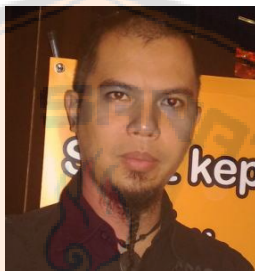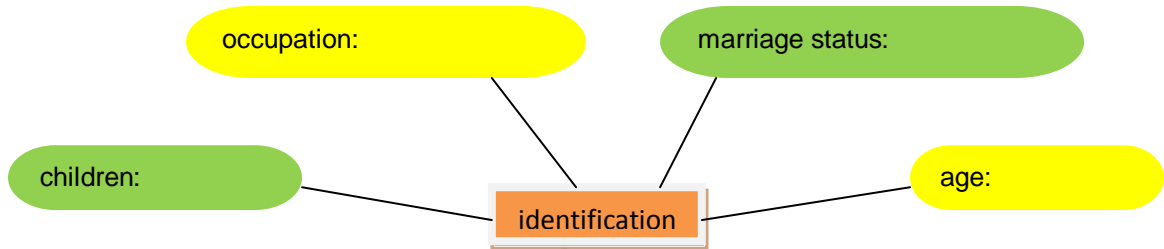
occupation:

marriage status:

children:

identification

age:

Hair: _____

Nose: _____

description

Skin: _____

Lips: _____

Face: _____

Body: _____

Eyes: _____

AHMAD DHANI

_____
_____
_____.
_____
_____
_____
_____.
_____
_____.

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D. Sharpen Your Skill

Work individually and do the following steps at home

a. Choose one of these famous people:

b. Explore the description of your topic by drawing a good mind mapping of that person

c. Write it in a good paragraph

d. Submit them on the next meeting

Unit 6

GO ON A WONDERFUL TRIP

A. Let's Get Started
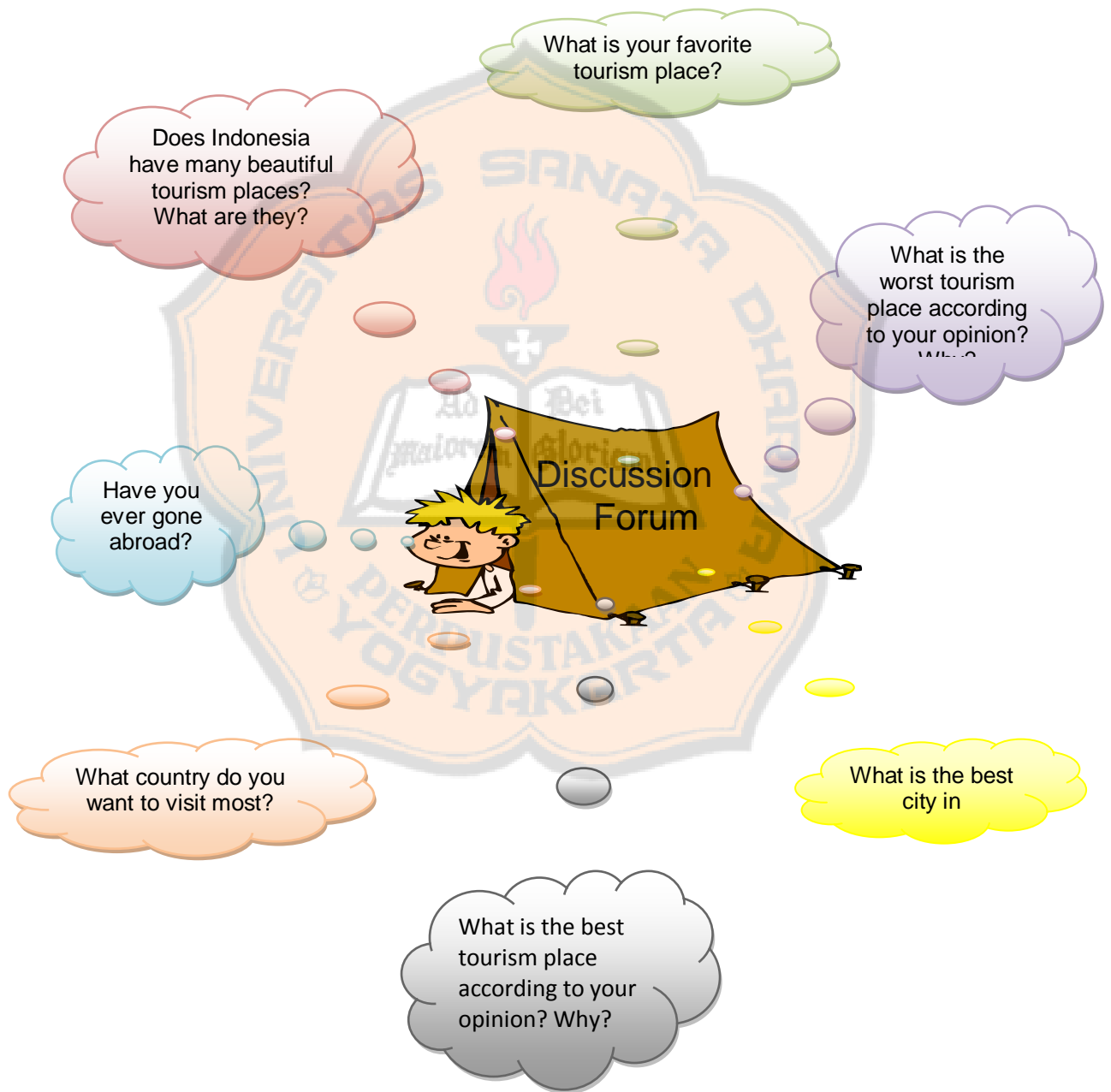
What is your favorite tourism place?

Does Indonesia have many beautiful tourism places? What are they?

What is the worst tourism place according to your opinion? Why?

Have you ever gone abroad?

Discussion Forum

What country do you want to visit most?

What is the best city in

What is the best tourism place according to your opinion? Why?

B. Let's Study

Read and learn the mind mappings and the following texts below.

A description of a place

The Beautiful Singapore
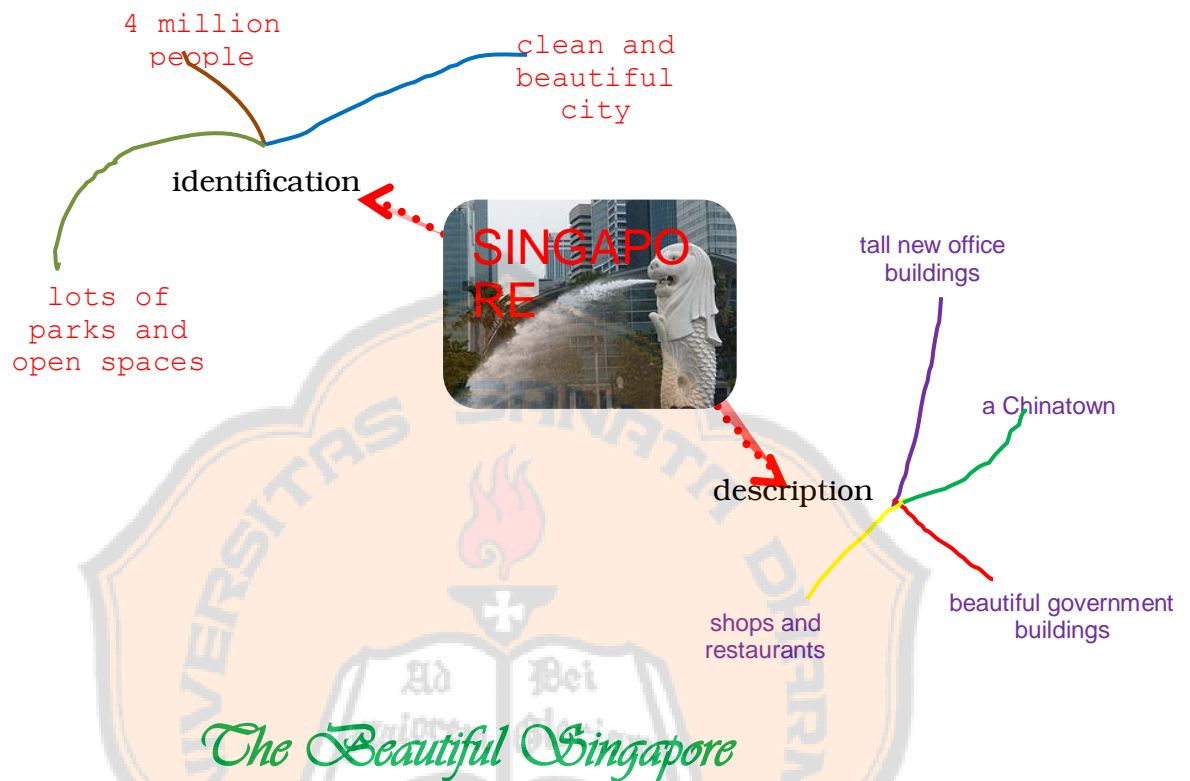
Singapore is an island city of about 4 million people. It's a beautiful city with lots of parks and open spaces. It's also a clean city.

identification

The business district is very modern, with lots of tall new office buildings. Singapore also has some nice older sections. In Chinatown there are rows of old shop houses. The government buildings in Singapore are very beautiful and date from the colonial days.

Singapore is famous for its shops and restaurants. There are many good shopping centers. Singapore's restaurants sell Chinese, Indian, Malay and European food, and the prices are quite reasonable.

description

(Source: Dit. PSMP, 2006)

Get more understanding by reading the following mind mapping and the explanation.

introduce the character of the place

describe the character of the place

1st
Identificat

2nd
Descriptio

Contents

Descriptive

Function

Tense

To describe certain place, someone, or something

Simple Present Tense

$S + V_1 (es/s)$
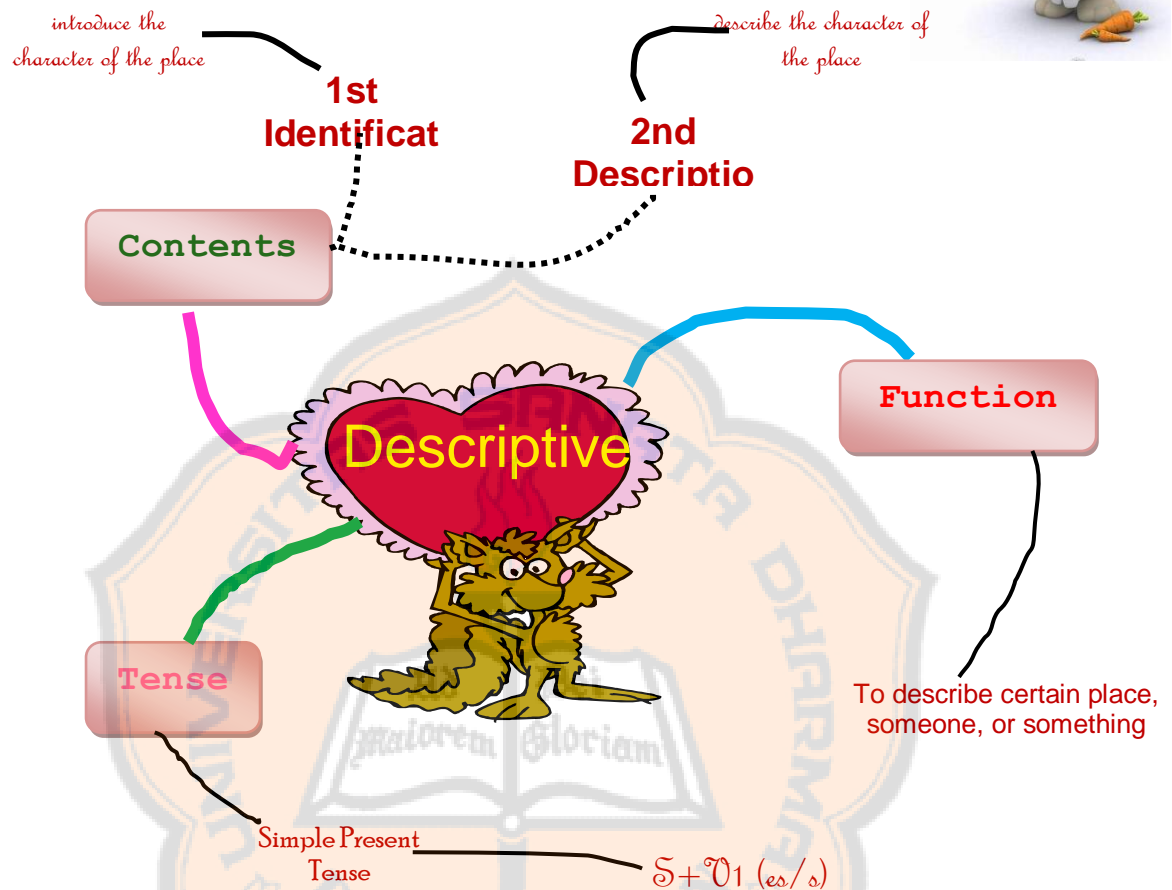
♣ We apply Simple Present Tense to show events that happen in the present.

Example:

1. Singapore's restaurants **sell** Chinese, Indian, Malay and European food.

2. Brazil **is** the largest country in South America.

3. Our school **does not have** a swimming pool.

♣ There two main contents in descriptive text:

1. Identification

Example: The museum is located in front of Candy Hotel.

2. Description

Example: it is a medium building but it is clean and tidy.

C. Write with Joy

1. Complete the following mind mapping based on your school information. Then, write the description of your school on the form given.

School status:

Extra curricular:
_____

Location:

identification

your school's

Buildings:
_____
_____
_____

description

Number of teachers:

Number of classes:

Number of students:
_____

Facilities:
_____
_____
_____

_____
(your school's name)

_____
_____
_____.
_____
_____
_____
_____
_____.

2. Write and complete some the paragraphs on the form according to the mind mapping given. Then, submit your work to your teacher.

middle of the Pacific Ocean

identification

eight islands

mountains

waterfalls

Hawaiian

rainforests

dolphins

a natural

Summer:

Winter:25

giant sea turtles

description

colorful
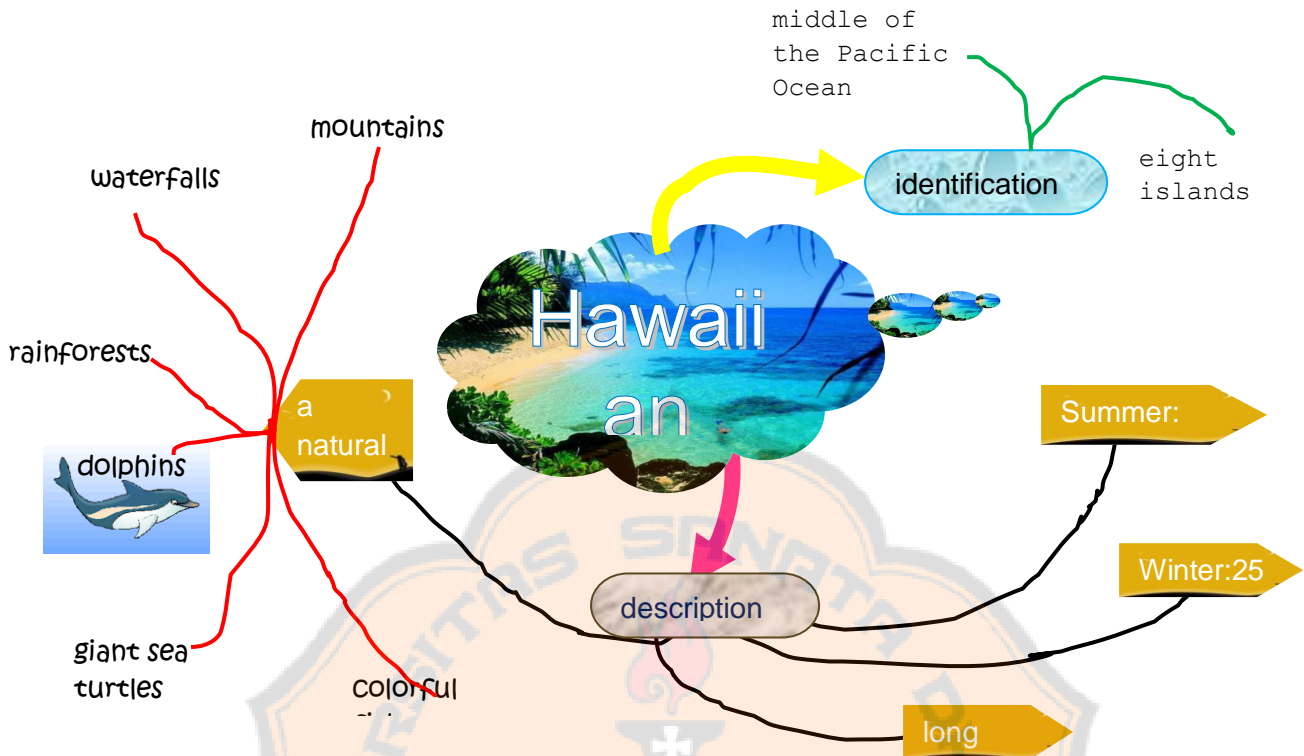
long

THE HAWAIIAN ISLANDS

The Hawaiian Islands are located in ………………………………………

from any other land. There are ………………………….. of different sizes, and while they differ from each other in some ways.

They all have a tropical climate …………………………………………………

………………………………………………………………………………………………

Rain falls often, but not for long. ………………………………………………

………………………………………………………………………………………………

………………………………………………………………………

D. Sharpen Your Skill

❖ Work in group of three or four at home.

❖ Decide one of these following topics:

1. Yogyakarta
2. *Alun-alun* Klaten
3. My grandparents' town
4. *Warung Apung*, Jombor
5. Home sweet home

❖ Arrange your ideas of your topic in a form of mind mapping.

❖ Explore your ideas by writing three paragraphs.

❖ Submit the mind mapping and your written text next week.

Unit 7

From Zero to Hero

A. Let's Get Started

Discuss these questions with a partner.

1. Do you have an unforgettable experience in your life?
2. What are the best and the worst experience in your life?
3. Did you tell your experience to a friend?
4. What did you say to start telling your experience?
5. Did you tell the events step by step?
6. Did you add your comment to your experience?
7. Make the best title of the mind mapping below.

Kuta beach — where

my family and I — who

holiday (last week) — when

Awesome, happy, exciting — feeling

celebrated my parents' anniversary — why

Title ?

What (happened)

swam

enjoyed the sun set

sun bathed

Had dinner in Kuta's seashore
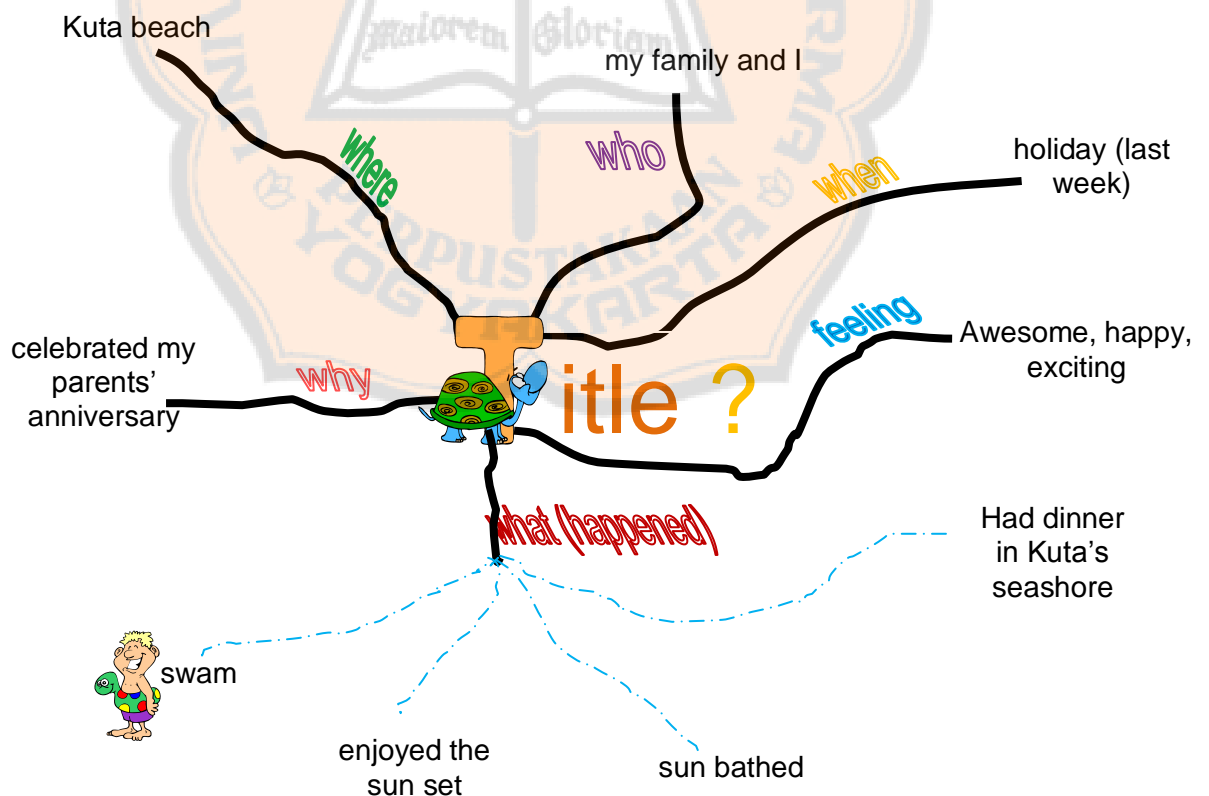
B. Let's Study

Read and learn the mind mapping and text below.

➕ Raden Ajeng Kartini

from 1879 until 1904

orientation

Kartini is always in our

in Jepara

reorientatio n

RA. Kartini

RA Kartini

Habis Gelap Terbitlah

Series of events

(5) In 1904, she gave a birth, then passed away

(1) studied at the Dutch owned school

(2) wanted to continue her study, but forbidden

(3) established a school for local people

(4) In 1903, she married

RA Kartini

RA. Kartini is our national heroine and a great lady with the bright idea. She lived from 1879 until 1904. Kartini was born in 1879, April 21 in Jepara.

orientation

Kartini could study at the Dutch owned school where only children from noble family could study here. Few years after finishing 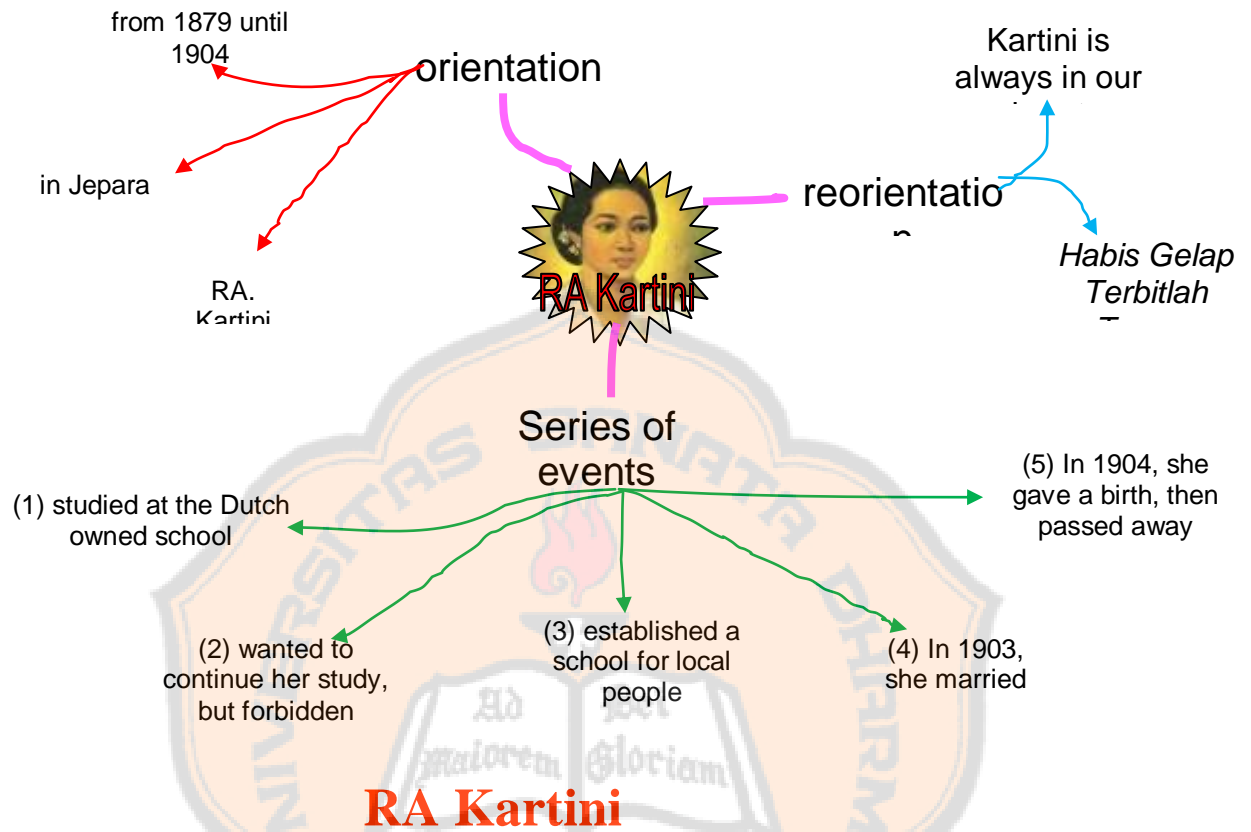her study, RA. Kartini was willing to continue her study in higher level. But the custom of that day forbid a woman to go to school. Then, she established a school for local people on the backyard of Jepara city hall.

In 1903, she married Adipati Djoyodiningrat. In 1904, she gave a birth to her son. But after giving birth to a son, her condition was getting worse and she finally passed away in 1904 on her 25 years old.

series of events

Now Kartini has gone. But her spirit and dream will always be in our heart. Nowadays Indonesian women progress is influenced by Kartini's spirit stated on collection of letter "Habis gelap terbitlah terang" from the dusk to the dawn.

reorientation

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So, what do you know about a recount text, guys? Please read & learn the explanation below.
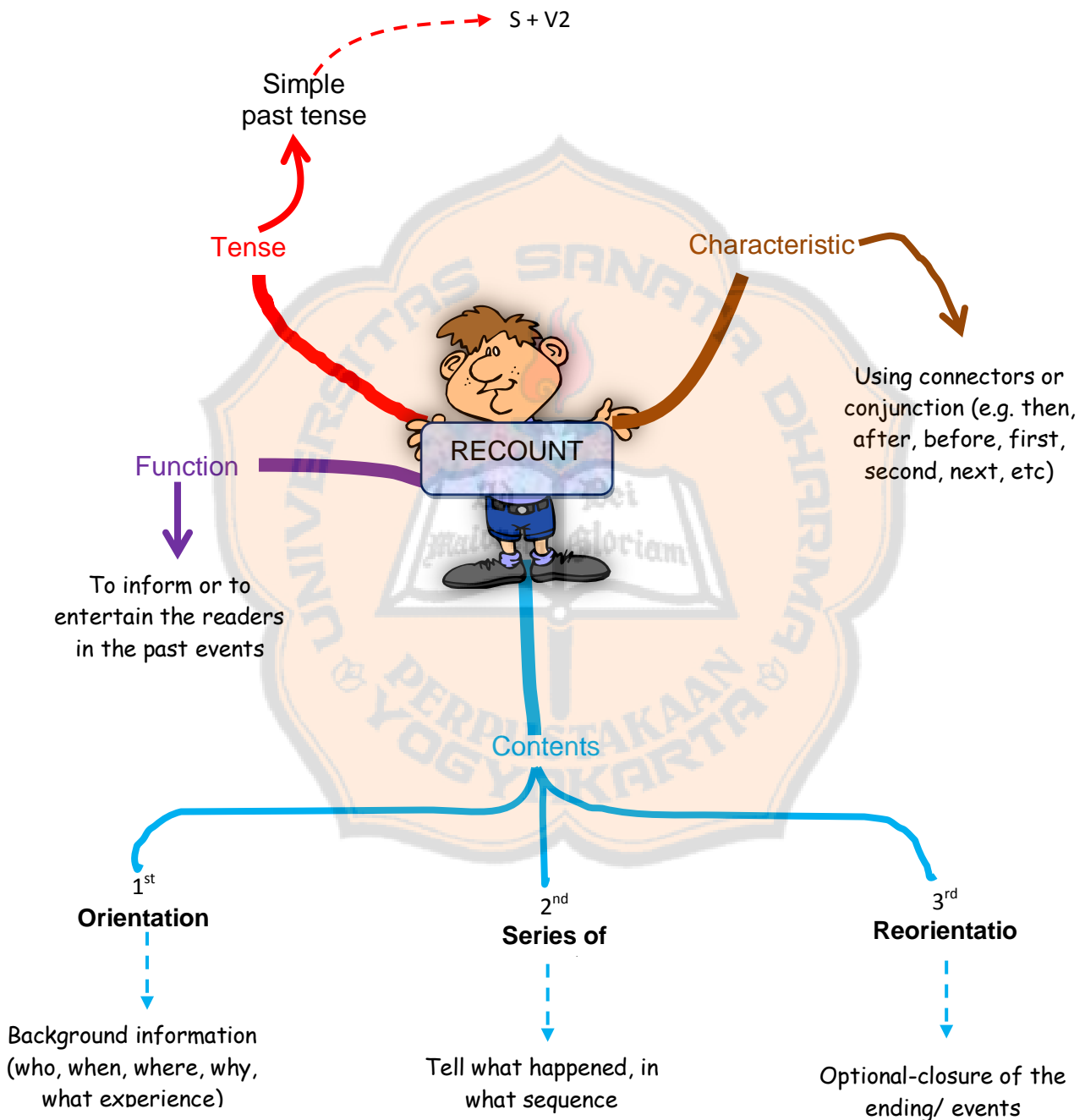
S + V2

Simple past tense

Tense

Characteristic

Using connectors or conjunction (e.g. then, after, before, first, second, next, etc)

Function

RECOUNT

To inform or to entertain the readers in the past events

Contents

1st
Orientation

2nd
Series of

3rd
Reorientatio

Background information (who, when, where, why, what experience)

Tell what happened, in what sequence

Optional-closure of the ending/ events

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✳ Language features:

a. Simple Past Tense is used in a recount text to show events that happened in the past.

e.g.:

♪ She **established** a school for local people

♪ I **went** to Semarang last week.

♪ In 1904, Kartini **gave** a birth to her son.

b. A recount text usually uses connectors or conjunction or preposition.

e.g.:

♪ **First**, I took the plastic bag.

♪ **Before** putting the book, I clean the table first

♪ **In** 1903, she married Adipati Djoyodiningrat.

c. There are action verbs in recount text.

e.g.:

♪ Moved

♪ Walked

♪ Put

♪ Went

♪ Stopped
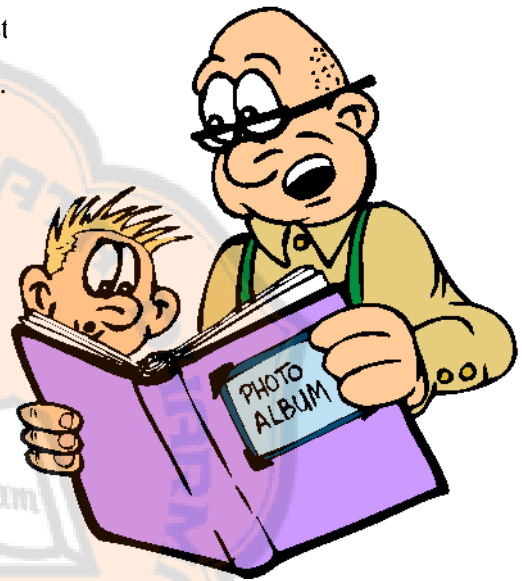
✳ The recount text consists of:

a. Title (*optional*)

It summaries the text and informs specific participants.

b. Orientation

Example: *Last holidays I visited a sheep property. I helped in the shearing sheds and in the yards.*

c. Series of events

Example: *After lunch, we started shearing the lambs. There were more than 400 so we didn't finish until the next day. Once again I was sweeping and picking up dags.*

d. Reorientation

Example: *This was a very long day but I enjoyed it a lot. I hope that next holidays I can do a better vacation in other places.*

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C. Write with Joy

Work in groups of three or four students. Then, write the biography of Albert Einstein according to the following mind mapping. Submit your work to your teacher.

born in Germany, on March 14, 1879

the inventor of theory of

died on April 18, 1955 at Princeton, New Jersey

received honorary doctorate degrees from many European and American universities

(1896) entered the Swiss Federal Polytechnic School in Zurich to be trained as a teacher in physics and mathematics

(1916) published his paper on the general theory of relativity

(1901) gained his diploma

(1909 & 1911) became Professor Extraordinary at Zurich and Theoretical Physics at Prague

(1903) married Mileva Maric and they had a daughter and two sons

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Albert Einstein

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

D. Sharpen Your Skill

Bring this assignment at home and then do these steps:

- ♣ What is the best or the worst experience in your life?
- ♣ Share your best or your worst experience to your friend by drawing a mind mapping (including orientation, series of events, and reorientation).
- ♣ Then, make it in three or four paragraphs.
- ♣ Submit them (the mind mapping and the paragraphs) on the following meeting.

Unit 8

You've Got Mail

A. Let's Get Started

What do you usually write?

Do you like writing?

Have you ever written a

Have you ever received a

What are the strengths of writing a

Letter

Forum

Why do people love sending a

Have you ever gone to post

Do you what

Do you what a correspondent
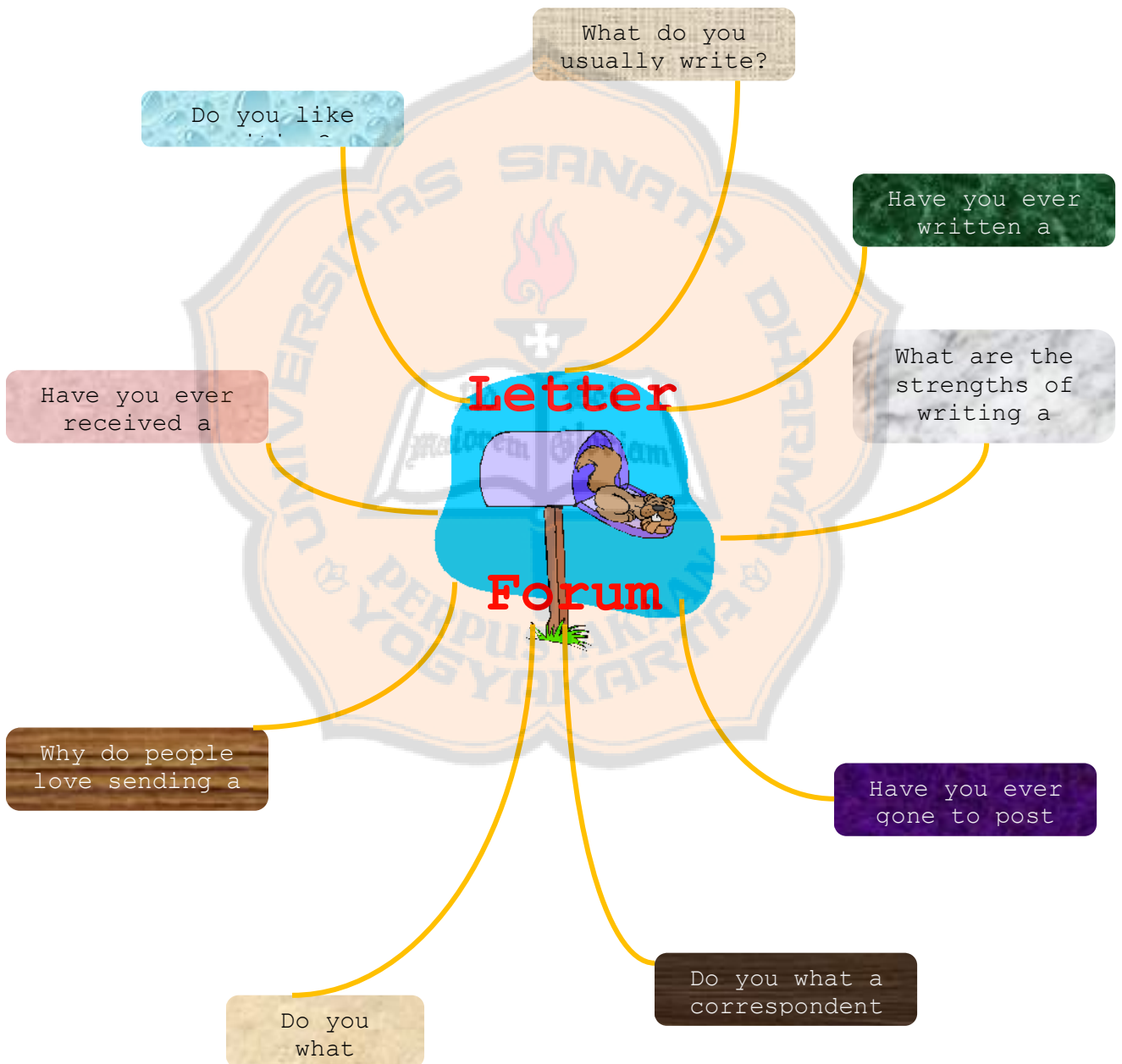
B. Let's Study

1. A Letter (Personal Recount)

To: Mother

In Yogyakarta

Earthquake on 27th May 2007

orientatio

(1) Saw telephone and electricity poles falling down

Jogja's Earthquake

reorientat ion

Series of events

From:

thanked God that nobody was seriously injured

so surprised, nothing left

(3) Left my car and walked to my house

(2) Saw rocks tumbling across the road
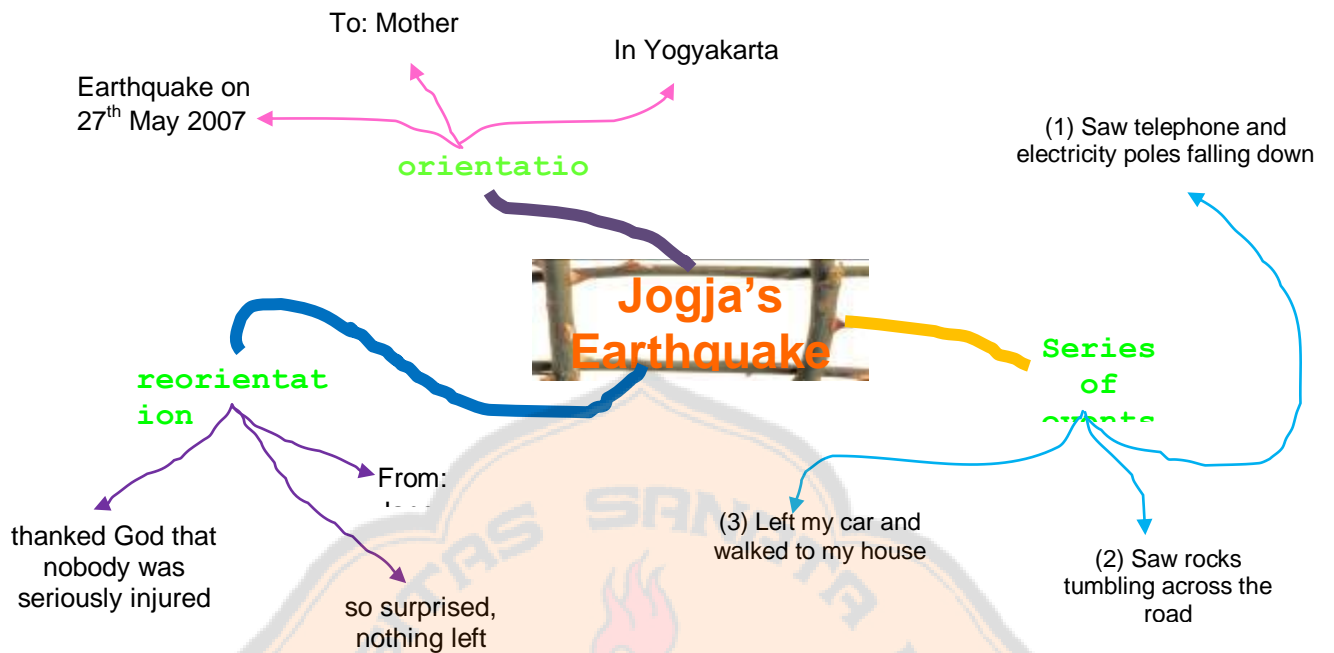
Yogyakarta, 3rd June 2007

Dear Mom,

How are you, Mom? I just want to tell you that I'm fine here since the earthquake on 27th May 2007. When the earthquake happened, I was on my car. I was driving home from my vocation to Lombok Island. } orientation

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

And then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town. } series of events
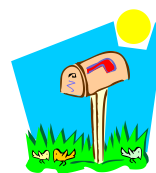
When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured. } reorientation

Your daughter,
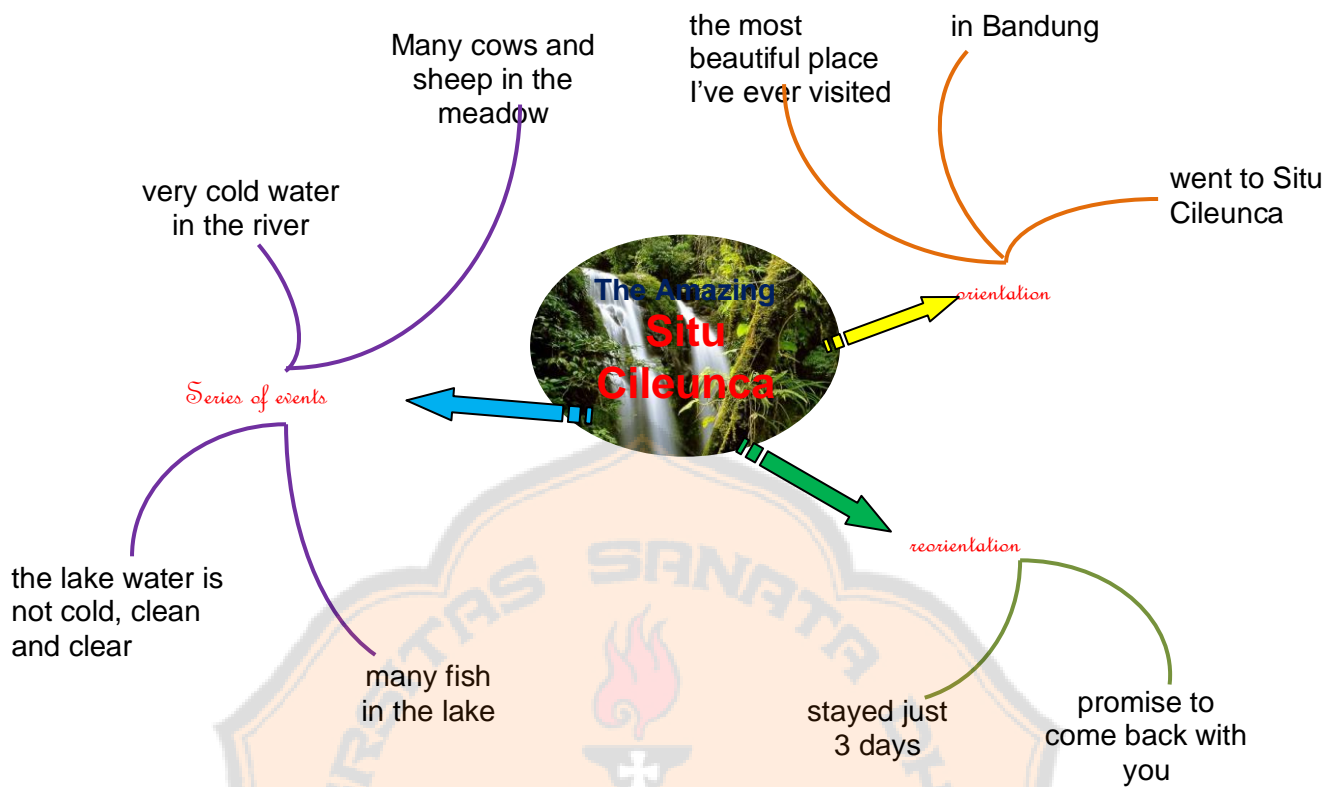Jane

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2. A letter (Personal Recount)

Many cows and sheep in the meadow

the most beautiful place I've ever visited

in Bandung

went to Situ Cileunca

very cold water in the river

The Amazing
Situ Cileunca

orientation

Series of events

reorientation

the lake water is not cold, clean and clear

many fish in the lake

stayed just 3 days

promise to come back with you

Melbourne, May

Dear Jennifer,

How is life, my sweet heart? Have you ever visited a place which made you want to stay forever? I have. Last year, I went to Situ Cileunca. At first, I thought the place was only the same as other places in Bandung. But, I was very surprised to find that it was the most beautiful place I've ever visited.

There were fantastic meadows, a lake, and a river. In the middle of the meadows there were many cows and sheep. At the edge of the meadow, there was a small river. The water in the river was very cold. But, the sound of the streaming water was good to hear, especially in the evening.

Not far from the heard of cattle, there was a lake. The lake wasn't too big, but it was very beautiful. The water was very clean and clear. We could see many fish in the lake. The most amazing thing was the water itself. It was not cold although the weather around was extremely freezing.

Unfortunately, I stayed there for just three days because we had to go back to Jakarta. But I promised myself to come back later with you.

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what is Personal Recount?

Simple past tense ⟶ S + V2

Tense

Characteristic

Using connectors or conjunction (e.g. then, after, before, first, second, next, etc)

Function

RECOUNT

To inform or to entertain the readers in the past events

Contents

1st Orientation

Background information (who, when, where, why, what experience)

2nd Series of

Tell what happen, in what sequence

3rd Reorientatio

Optional-closure of the ending/ events

☀ There are three types of recount:

1. Personal Recount
2. Procedural Recount
3. Biographical Recount

☀ In this unit we focus on Personal Recount. Personal recount usually retells an experience in which the writer was personally involved. It can be in a form of letter.

❋ Language features:

a. Simple Past Tense is used in a recount text to show events that happened in the past.

e.g.:

♪ I <u>did not know</u> that it was an earthquake.

♪ I <u>could not move</u> my car at all.

♪ We also <u>ate</u> 'mendoan' and <u>drunk</u> a cup of hot coffee.

♪ My father <u>rode</u> a horseback.

b. A recount text usually uses connectors or conjunction or preposition.
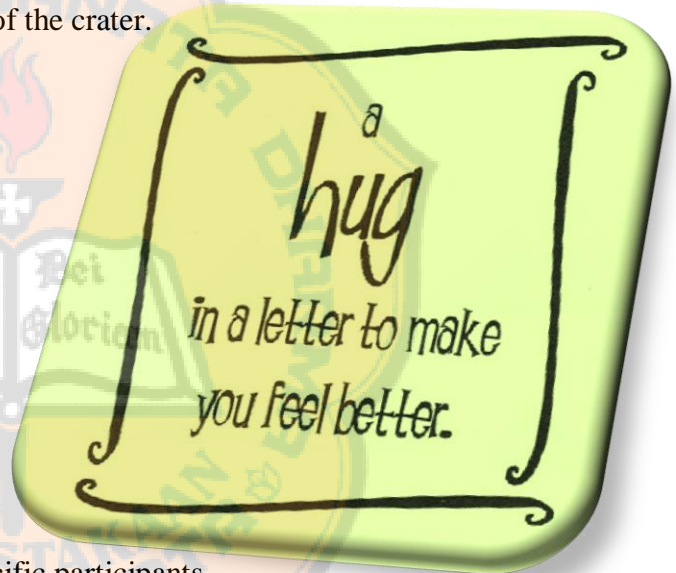
e.g.:

♪ <u>And then</u> I saw a lot of rocks tumbling across the road.

♪ <u>Suddenly</u> my car lunched to one side, to the left.

♪ <u>First</u>, we saw a very beautiful sun rise.

♪ <u>Finally</u>, all of us arrived at the top of the crater.

c. There are action verbs in recount text.

e.g.:

♪ Rode

♪ Ate

♪ Drank

♪ Went

❋ The recount text consists of:

a. Title (*optional*)

It summaries the text and informs specific participants.

b. Orientation

Example: *Last holidays I visited a sheep property. I helped in the shearing sheds and in the yards.*
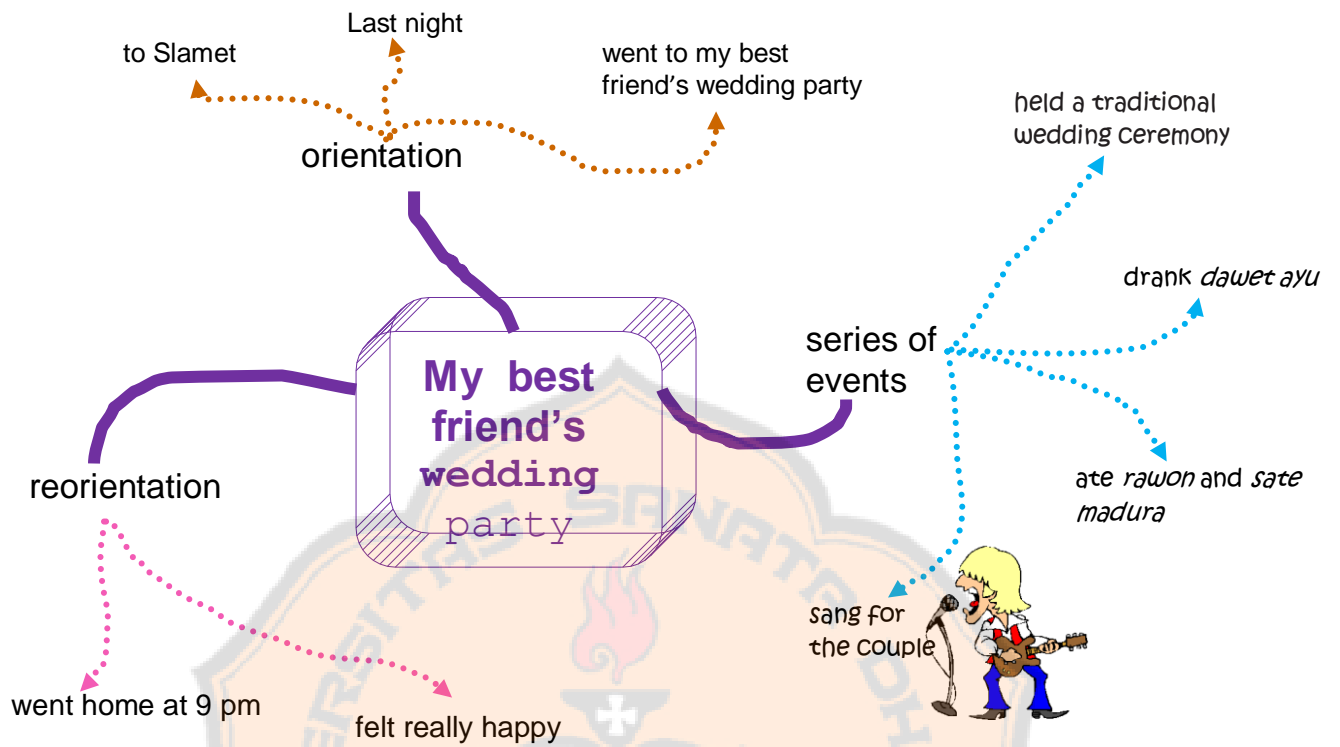
c. Series of events

Example: *After lunch, we started shearing the lambs. There were more than 400 so we didn't finish until the next day. Once again I was sweeping and picking up dags.*

d. Reorientation

Example: *This was a very long day but I enjoyed it a lot. I hope that next holidays I can do a better vacation in other places.*

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C. Write with Joy

1. Arrange a good paragraph on the following form according to the mind mapping below.
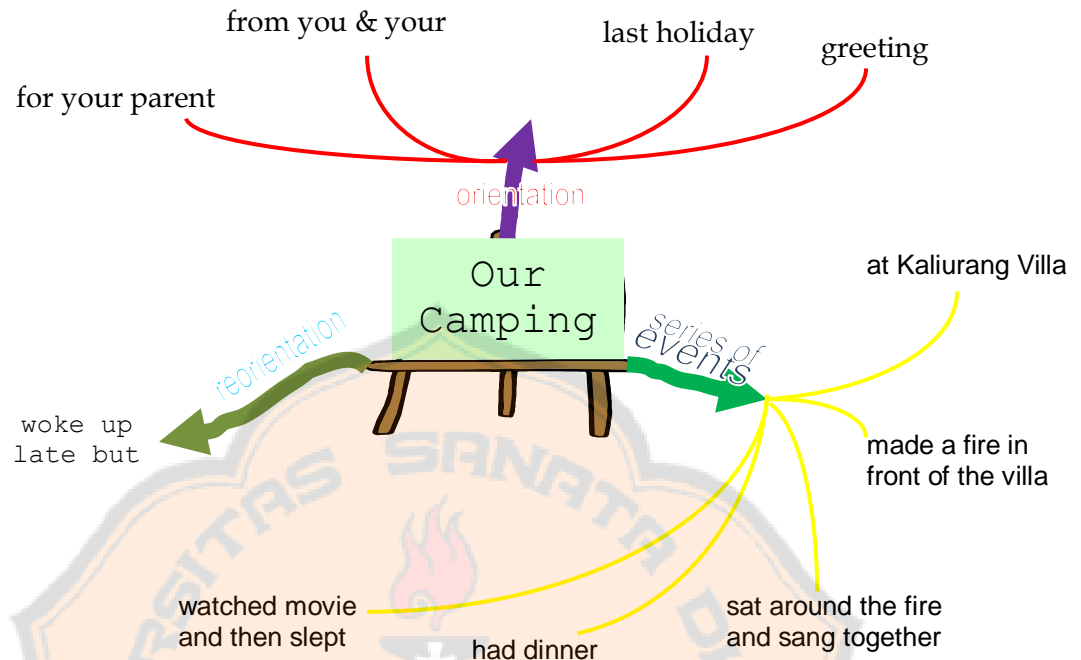
Last night

to Slamet

went to my best friend's wedding party

orientation

held a traditional wedding ceremony

drank *dawet ayu*

My best friend's wedding party

series of events

ate *rawon* and *sate madura*

reorientation

sang for the couple

went home at 9 pm

felt really happy

_____
(place, day and date)

Dear………………

2. Work with your partner. Pretend that you and your brother/sister just came from camping. This mind mapping will guide you to write the letter on the blank sheet. Then, submit your work to your teacher.

from you & your

last holiday

greeting

for your parent

orientation

at Kaliurang Villa

Our Camping

reorientation

series of events

woke up late but

made a fire in front of the villa

watched movie and then slept

had dinner

sat around the fire and sang together

_____
(place, date)

Dear my beloved father and mother,

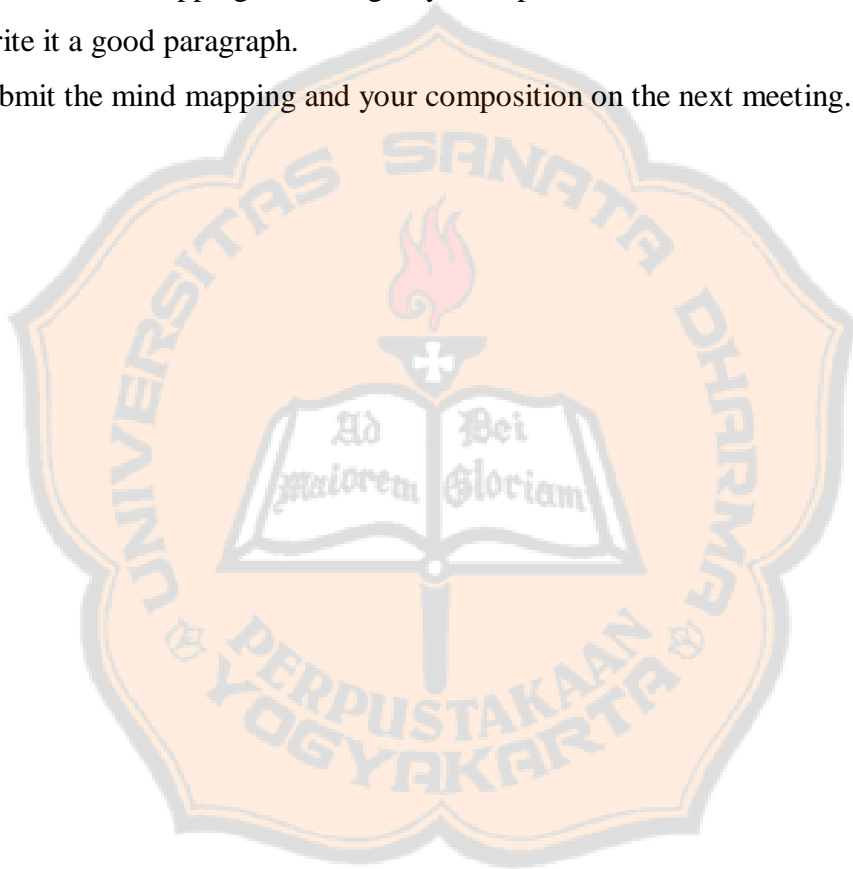_____
_____
_____.

_____
_____
_____
_____
_____.

_____
_____
_____.

D.Sharpen Your Skill

Do this individual task at home. Follow the steps below.

a. Please choose one of these topics to be told to your best friend:

- You met President Barrack Obama a month ago when he came to your school.
- You visited Dufan at Ancol with your family.
- You came to Kasih Ibu Orphanage to help the staffs because there were so many new children.
- You met a very handsome boy/beautiful girl when attending a birthday party.

b. Draw a mind mapping according to your topic.

c. Write it a good paragraph.

d. Submit the mind mapping and your composition on the next meeting.

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