DESIGNING A SET OF READING MATERIALS
BASED ON COOPERATIVE LEARNING FOR THE ELEVENTH GRADE
STUDENTS OF SMA SANTO BERNARDUS PEKALONGAN

A THESIS

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

By
Febrianty Awiredjo
Student Number: 051214050

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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25 June 2010
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Defended before the Board of Examiners
on 5 August 2010
and Declared Acceptable

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Yogyakarta, 5 August 2010
Faculty of Teachers and Training and Education
Sanata Dharma University
Dean,

H.T. Tanusius Sarkim, M.Ed., Ph.D.
“He has made everything beautiful in its time
I know that there is nothing better
for men than to be happy
and do well while they live.
I know that everything God does
will endure forever;
nothing can be added to it
and nothing can be taken from it.”

(Ecclesiastes 3:11, 12, 14)

Dedicated to:

♥ my beloved father and my late mother
♥ my beloved uncle, sister and brother
♥ my dearest boyfriend
♥ everyone I love
STATEMENT OF WORK’S ORIGINALITY

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

Yogyakarta, June 25, 2010

The writer,

Febrianty Awiredjo
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIK

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Febrianty Awiredjo
ABSTRACT


English as an international language has become one of the subjects learned in Senior High School. There are four main skills developed in English. They are listening, speaking, reading, and writing. Reading is one of the challenging and important skills for learners to develop. Unfortunately, the teaching of reading is still frequently ignored, particularly in SMA Santo Bernardus Pekalongan. The limitation of the materials available and inefficient learning activities are believed to be the obstacles of the implementation of proper reading teaching-learning activities. Considering that, this study is then aimed at developing a set of reading materials for the eleventh grade students of SMA Santo Bernardus Pekalongan which are expected to solve the problems they encountered and further improve the students’ reading skills.

There were two questions formulated in the problem formulation. The questions were (1) How is a set of reading materials based on cooperative learning for the eleventh grade students of SMA Santo Bernardus Pekalongan designed? (2) What does the designed set of reading materials based on cooperative learning look like?

In this study, the writer adopted Research and Development (R&D) method to answer the research questions above. The writer employed five out of ten steps of R&D cycle. They were (1) Research and Information Collecting, (2) Planning, (3) Development of Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Main Product Revision.

To answer the first question, the writer employed the adaptation of Kemp’s instructional design model as the realization of Research and Development (R&D) method. There were nine instructional design steps employed in this study i.e. (1) identifying learners’ characteristics, (2) pre-assessment, (3) coordinating support service, (4) determining goals, topics, and general objectives, (5) specifying learning objectives, (6) listing subject content, (7) developing instructional materials, (8) evaluating the designed set of the materials, and (9) revising the designed set of the materials.

The questionnaires were distributed to the respondents to obtain opinions, suggestions, and comments toward the materials. The respondents were two English lecturers of Sanata Dharma University and one English teacher of SMA Santo Bernardus Pekalongan. After the evaluation on the materials design had been conducted, the writer analyzed the data. The result of the analysis indicated that the mean ranged from 4 to 4.33 on five point scale. This result showed that the designed materials were acceptable and appropriate for the eleventh grade students of SMA Santo Bernardus Pekalongan.

To answer the second question, the writer designed the final version of the designed materials after making some revisions based on the comments,
evaluation, and suggestions from the respondents in the materials evaluation. In this study, cooperative learning was employed as the basis in designing materials. Cooperative learning is a way to learn in which students work together in pairs or small groups, to share knowledge, discuss together, and help each other to achieve certain goals. The designed set of the materials consists of eight units. Each unit consists of three sections. They are pre-reading, whilst-reading, and post-reading. Cooperative learning was employed as group types in accomplishing the tasks in whilst-reading sections.

Finally, the writer hopes that the implementation of the designed set of the materials could benefit both the teachers and the students.
ABSTRAK

Bahasa Inggris sebagai bahasa internasional telah menjadi salah satu mata pelajaran yang diajarkan di Sekolah Menengah Atas (SMA). Terdapat empat kemampuan utama dalam bahasa Inggris, yaitu listening, speaking, reading, dan writing. Reading merupakan salah satu kemampuan yang sulit namun penting untuk dikembangkan. Namun demikian, sangat disayangkan bahwa pengajaran reading masih sering diabaikan dan menjumpai banyak kendala, khususnya seperti yang terjadi di SMA Santo Bernardus Pekalongan. Sangat minimnya materi pembelajaran reading dan ketidakefisienan kegiatan belajar mengajar yang diterapkan diyakini sebagai faktor-faktor penghalang penerapan kegiatan pembelajaran reading yang layak bagi para siswa di sekolah. Penelitian ini bertujuan untuk mengembangkan seperangkat materi reading tambahan untuk siswa kelas XI SMA Santo Bernardus Pekalongan yang diharapkan dapat membantu memecahkan masalah dalam pelaksanaan pembelajaran reading yang mereka hadapi dan lebih lanjut dapat meningkatkan kemampuan reading siswa.

Dalam penelitian ini, terdapat dua pertanyaan dalam perumusan masalah. Pertanyaan-pertanyaan tersebut adalah (1) Bagaimana seperangkat materi reading tambahan berdasarkan cooperative learning untuk siswa kelas XI SMA Santo Bernardus Pekalongan dirancang? (2) Bagaimanakah penyajian materi reading yang telah disusun tersebut?

Dalam studi ini, penulis mengadaptasi metode Educational Research and Development (R&D) untuk menjawab pertanyaan-pertanyaan dalam penelitian ini. penulis menerapkan lima dari sepuluh langkah dalam metode R&D. Langkah-langkah tersebut adalah (1) penelitian dan pengumpulan informasi, (2) perencanaan, (3) pengembangan bentuk awal produk, (4) evaluasi produk, dan (5) perbaikan produk.

Untuk menjawab pertanyaan pertama dalam perumusan masalah, penulis mengadaptasi model perancangan instruksional yang dikembangkan oleh Kemp sebagai realisasi metode Educational Research and Development (R&D). Terdapat sembilan langkah perancangan instruksional dalam penelitian ini. Langkah-langkah tersebut adalah (1) pengidentifikasi karakteristik siswa, (2) pra-evaluasi, (3) pengkoordinasian peralatan pendukung, (4) perumusan tujuan, topik, dan tujuan umum, (5) perumusan tujuan khusus, (6) perincian isi materi, (7) pengembangan materi pembelajaran, (8) pengevaluasius materi, dan (9) perbaikan materi.

Kuesioner disebarkan pada responden untuk mendapatkan pendapat, saran, dan komentar mengenai materi yang dirancang. Para responden terdiri dari dua orang dosen bahasa Inggris dari Universitas Sanata Dharma dan satu orang guru bahasa Inggris SMA Santo Bernardus Pekalongan. Setelah evaluasi pada materi dilaksanakan, penulis menganalisa data. Hasil dari analisa menunjukkan bahwa
nilai rata-rata berkisar antara 4 - 4,33 dalam skala 1 - 5. Berdasarkan data tersebut, dapat disimpulkan bahwa materi yang dirancang dapat diterima dengan baik dan digunakan untuk mengajarkan reading pada siswa kelas XI SMA Santo Bernardus Pekalongan.


Akhir kata, penulis berharap bahwa pengimplementasian materi tersebut dapat memberikan manfaat baik bagi guru maupun siswa.
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CHAPTER I
INTRODUCTION

This chapter presents the introduction of the study. This includes the research background of the study, problem formulation, problem limitation, objectives of the study, benefits of the study and definition of terms.

A. Background

English as the lingua franca and the most widely used language is very important to master. It is needed in many aspects of our life. English takes part almost in all areas such as in scientific, technology, art, economics, international relationship, socio-culture, and education. English is used as a means of communication on those areas in the world.

Many countries use English as their first language and some use English as their second language. People from the countries that use English as their first languages do not find any difficulties since they use it everyday and in all activities. On the contrary, some people who speak English as a second language consider that this language is not easy and they learn it because they have to (Rivers, 1980). Some other people, however, learn English because they have some reasons for it. First, English as a second language. Some people assume that this language is very important to master. Second, English is a means for scientists to understand more about science and to obtain much knowledge because most of science books are written in English. Third, to follow technology
developments and understand each other, people have to use English as an international language to communicate with other people from other countries. Fourth, some people want to master English because they think that English can enrich their life. For example, by learning English they understand the conversation of foreign films (Rivers, 1980: 13).

Realizing that English is very important, the Indonesian government considers English as a compulsory subject at schools (Simanjuntak, 1988:4). It means that students learn English formally in schools. It is stated that, by the end of the course, students are expected to master language skills, namely listening, speaking, reading, and writing. In 2006, the Indonesia government established a new curriculum, namely school-based curriculum, in which reading receives part in English teaching and learning at school. This is ordinary since the reading skill mastery may facilitate the mastery of other language skills. Through reading, basic grammar patterns and contextual vocabulary items are introduced. In addition, through reading, the students may learn new ideas, concepts, attitudes, and knowledge and may take benefit from them.

One of the teachers of SMA Santo Bernardus Pekalongan said that even though the implementation of school-based curriculum is responded positively, there are still a lot of problems and obstacles in conducting teaching and learning of reading at school. Considering this phenomenon, the writer then pays attention to SMA Santo Bernardus Pekalongan. Based on the informal interview with some English teachers there, the students still faced many difficulties in reading since teaching and learning of reading at school had not been properly organized. The
students have no confidence in learning reading individually, especially in doing activities. One of the teachers of SMA Santo Bernardus Pekalongan also said that in the reading class, it is noticed that students tend to work individually. Some students given reading activities by the teacher can accomplish better and faster than the others. Consequently, the lower-achieving students fall behind the higher-achieving ones. This phenomenon leads to the situation in which the higher-achieving students are favored and therefore more advanced. Meanwhile, the lower-achieving students remain unconfident and discouraged to learn and to make some improvement to be better (Richards and Rodgers, 2003).

To deal with the problems mentioned above, it is very important to help the teachers provide appropriate reading materials that could meet both teachers’ and learners’ needs, and could solve the problems or difficulties they have in class. The students need to work in a team so that the higher-achieving students can help the lower-achieving ones. Working in a team can also develop critical thinking skills and communicative competence among the students (Richards and Rodgers, 2003). Therefore, to promote communicative interaction in the classroom among the students so that they could help each other to learn, cooperative learning is employed as the basis in designing materials. Richards and Rodgers (2003: 192) note that in cooperative learning students are engaged in socially structured activities in which they are to work collaboratively in pairs or small groups. Hence, through the use of cooperative learning, it is believed that students could be encouraged to develop communicative competence, to
appreciate others, to help each other, and to develop other social skills needed in
the working world (Richards and Rodgers, 2003).

Based on the explanation above, the writer would like to design a set of
reading materials based on cooperative learning for the eleventh grade SMA Santo
Bernardus Pekalongan. There are many schools having the same problems with
SMA Santo Bernardus Pekalongan in reading teaching-learning but the writer
pays attention to this school because the students in this school still face
difficulties in learning reading and the school can be accessed easily.

B. Problem Formulation

In this study, the writer formulates two questions.
1. How is a set of reading materials based on cooperative learning for the
eleventh grade students of SMA Santo Bernardus designed?
2. What does the designed set of reading materials based on cooperative learning
   look like?

C. Problem Limitation

In this study, the writer deals with reading as it is one of the four skills that
still has to be improved and given special attention to in SMA Santo Bernardus
Pekalongan, especially in the English teaching for the eleventh grade students.
Besides, the teaching of reading in SMA Santo Bernardus Pekalongan still has
obstacles. The students tend to work individually and develop competition rather
than cooperation. Therefore, the writer intends to design a set of reading materials
based on cooperative learning for the eleventh grade of *SMA Santo Bernardus Pekalongan*.

In this study, the writer intends to develop reading materials that can help teachers and students overcome problems they face in reading teaching-learning activities. Since *SMA Santo Bernardus Pekalongan* is a school employing school-based curriculum as the basis of the implementation of all four English skills including reading, the writer would like to develop a set of reading materials based on cooperative learning. In addition, the writer would employ the principle of some teaching approaches, that is, cooperative learning in order to develop the suitable reading materials for the eleventh grade students of *SMA Santo Bernardus Pekalongan*. Considering all the explanation above, this study is limited to designing a set of reading materials for the eleventh grade students of *SMA Santo Bernardus Pekalongan* based on the principle of cooperative learning.

**D. Objectives of the Study**

There are two objectives in this research.

1. To design a set of reading materials based on cooperative learning to help the attainment of the objectives of the eleventh grade students of *SMA Santo Bernardus Pekalongan*.

2. To present the designed set of reading materials.
E. Benefits of the Study

The mastery of reading skills gains high importance in the teaching of English in senior high school. Therefore, teachers and students should spend a lot of time to develop this skill. They should pay more attention to reading to obtain better result in their reading activities. It is hoped the objectives intended to attain are fulfilled.

The result of this research is expected to be useful in many subjects.
1. Providing the teachers and those involved in the educational field with some information about the skills of reading for the eleventh grade students of senior high school.
2. Helping the teacher to enrich students’ reading materials by applying this set of materials to teach reading based on cooperative learning in class.
3. Motivating the students to broaden their knowledge by utilizing their reading skills in doing the exercises.
4. Providing helpful information to other researchers and give a stimulus for further research.

F. Definition of Terms

All the terms used in this research are defined in such a way that they will fit the topic as well as the objectives of this research. The terms that would be defined are the designing, reading, materials, cooperative learning, current curriculum, eleventh grade students, and SMA Santo Bernardus Pekalongan.
1. Designing

Designing is defined as the process of creating a new set of materials that fits the learning objectives and specifies subject area of particular learners (Hutchinson and Waters, 1987: 65). In this study, designing refers to preparing detailed plan for developing reading materials based on cooperative learning to support the implementation of reading teaching-learning activities.

2. Reading

Reading is extracting information from a text. The text is not only the printed words but also the combination of text and picture, diagrams, graphs, illustration and so on. Reading is an active process of getting meaning. This process fulfilled by employing prior knowledge, linguistic knowledge as well as knowledge of the world (Gibson and Levin, 1979: 5). In this study, reading refers to one of four skills that should be mastered in learning English. It is a skill to understand the content and the meaning received through reading process.

3. Materials

Materials are defined as units designed and used by teachers and learners as the focus of the discussion in teaching-learning process. It could help teachers and learners to organize the teaching-learning process and to provide a stimulus to learning (Hutchinson and Waters, 1987: 107). In this study, materials refer to materials that are used to facilitate teaching and learning process. They allow the students to interact and focus on the discussion so that they could develop their reading skills.
4. Cooperative Learning

Cooperative learning refers to the instructional use of small groups in which students work together to achieve shared goals. It is a way for students to learn essential interpersonal life-skill and to develop the ability to work together collaboratively (Richards and Rodgers, 2003: 192). In this study, cooperative learning is a way to learn in which students work together in pairs or small groups, to share knowledge, discuss together, and help each other to achieve certain goals. In cooperative learning, each student gives contribution not only to his/her own improvement but also to the group’s improvement.

6. Eleventh Grade Students of *SMA Santo Bernardus Pekalongan*

Grade XI students are the students being in the second year of their study in senior high school. Their age ranges from fifteen to seventeen. According to Hurlock (1980:184), they are in a transition period between puberty and adult. Therefore, in this period they are likely to have unstable emotion. They tend to be interested in something up to date and always want to be understood.

*SMA Santo Bernardus Pekalongan* is one of senior high schools located in Jalan Patriot 14 Pekalongan. It has thirteen classes or about 362 students. This school has implemented school-based English curriculum.
This chapter covers some theories employed as the basis for the discussion. It aims to gain more understanding on the basic principles of the study so that the problems stated in the previous chapter could be solved. The discussion in this chapter includes theoretical description that discusses the relevant theories underlying this study and theoretical framework that focuses on the steps in developing the reading materials.

A. Theoretical Description

This part elaborates five key points used in this study. They are Kemp’s instructional design model, school-based curriculum, cooperative learning, and theory of reading.

1. Kemp’s Instructional Design Model

Instructional design is a method of effectively implementing the instructional process so that the objectives will be achieved. It is important to be considered in designing instructional materials as it functions to give a guideline for designing the materials (Kemp, 1977: 5).

Kemp suggests a design model to develop instructional material. He proposes eight elements that require constant planning, design, development and assessment to ensure effective instruction.
a. Determining the Goals, Topics, and General Purposes

The designer considers the goals, lists the topics and states the general purpose of teaching. It is intended to figure out what the students generally expected to learn because of instruction. The selection of the topics should be from the simple to complex level, and should also consider the correlation with the subject content (Kemp, 1977: 15). Explicit.

b. Learners’ Characteristic Identification

The designer finds out the characteristics of the learners from whom the instructions are designed. This step is very important because students’ characteristics influence the emphasis in deciding the instructional design. The characteristics include learners’ capabilities, needs, and interests (Kemp, 1977: 18).

c. Specifying Learning Objectives

The designer specifies the learning objectives so that what performances students are expected to achieve are clearly known. The objectives should be measurable and unambiguous (Kemp, 1977: 23).

d. Listing Subject Content

The subject content supports each objective. It includes the organization of the content and task analysis. In organizing the content, the designer prepares the outline of the information that will be taught. Meanwhile, in analyzing the task, the designer lists the procedural elements that will be employed in teaching (Kemp, 1977: 44).
e. Pre-assessment

This step aims to know the background knowledge of the students on the topics. Pre-assessment has two kinds of test, namely pre-requisite testing and pre-testing. The first kind of test aims to determine whether the students have already had the basic knowledge of the topic. Meanwhile, the second aims to find which objectives the students have already mastered (Kemp, 1977: 51).

f. Selecting Teaching-Learning Activities and Instructional Resources

The designer selects the teaching learning activities and instructional resources that treat the subject content so that the students could accomplish the objectives. The designer could adjust the materials and methods to support the creation of an effective and efficient teaching-learning process (Kemp, 1977: 55).

g. Coordinating Support Services

The designer coordinates support services such as budget, facilities, personnel, equipments, and schedules to carry out the instructional plan. The support services should be well prepared to prevent any possible constraints in designing the plan (Kemp, 1977: 84).

h. Conducting Evaluation

The designer evaluates the learner’s learning in terms of their accomplishment of objectives in order to revise and re-evaluate any phases of the plan that need improvement. The evaluation is conducted to check whether the materials are successfully implemented for the students (Kemp, 1977: 91).

In Kemp’s model, those eight elements are interdependent. It means that the decisions related to one element may affect others. The process of designing
and developing materials can be started with whichever element the designer is ready to start with and can be moved back and forth to the other steps. The designer can start at any point in the process that makes sense for a particular project and change the order of steps and revisions as they make sense in the project (Kemp, 1977: 9). The figure of Kemp’s model is presented in Figure 2.1.

Figure 2.1: Kemp’s Instructional Design Model (Kemp, 1977: 9)
Having an overall view of Kemp’s instructional design model, the writer concluded that it emphasizes on the formulating objectives and achievement of the instruction. Therefore, in designing the instructional reading materials, the adaptation of Kemp’s instructional design model is employed.

2. School-Based Curriculum

Curriculum refers to all aspects of the planning, implementation, and evaluation of an educational program. It includes the educational purpose of the program, the content, teaching procedures and learning experiences that will be necessary to achieve the purpose (Finney, 2002: 69).

Since 2006, there has been a new curriculum implemented in Indonesia, namely school-based curriculum. The curriculum is used as the basis of the implementation of teaching learning activities in formal education institutions. It is developed by school and its committee based on the standard competence, content and some curriculum development regulation.

School-based curriculum requires that the teachers, headmasters, and school committees be involved in the formulation of the curriculum. Therefore, all of them are given a chance to participate in the formulation of learning goals, contents of learning, and anything related to the implementation of teaching and learning process at school.

The full participation in developing the curriculum is expected to liven up the feeling of possessing and to encourage all parties (teachers, headmasters, and school committees) to be more responsible. Through the implementation of
school-based curriculum, schools have full authority and responsibility in constructing the curriculum and learning activities that are in accordance with their visions and aims (Finney, 2002: 74).

Based on the Decree of the Minister of National Education no 22 Year 2006, Senior High School students are expected to be able to access the knowledge using their English skills. They are to reach at the informational level in mastering English.

In this study, school-based curriculum is employed as the basis in determining the goals and general objectives of the program. Based on the determination of the general objectives, specific objectives or learning indicators of reading could be elaborated.

3. Cooperative Learning

Cooperative learning is the instructional approach that maximizes the use of cooperative activities involving pairs and small groups of learners in learning process. In second language teaching, it is also adopted as a way of promoting communicative interaction in the classroom (Richards and Rodgers, 2003: 192). Cooperative learning is an approach to teach that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. Therefore, cooperative learning is a learning method focusing on students group work. The students work in groups to achieve the academic objectives together.
a. Goals of Cooperative Learning

The overall objectives of cooperative learning are to foster cooperation rather than competition, to develop critical thinking skills, and develop communicative competence through socially structured activities (Richards and Rodgers, 2003: 195). Cooperative learning essentially involves students learning from each other in groups.

b. Characteristics of Cooperative Learning

Millis (1996: 5) elaborates the characteristics of cooperative learning methods.

1) Students work together on common tasks or learning activities that are best handled through group work.

2) Students work together in small groups containing two to five members.

3) Students use cooperative, pro-social behavior to accomplish their common tasks or learning activities.

4) Students are interdependent. Activities are structured so that students need each other to accomplish their common tasks or learning activities.

5) Students are individually responsible for their work or learning.

c. Benefits of Employing Cooperative Learning

Johnson & Johnson (1991: 79) proposes some benefits from small-group learning in a collaborative environment from the general perspective. They are celebration of diversity, acknowledgment of individual differences, interpersonal development, actively involving students in learning, and more opportunities for personal feedback.
1) Celebration of Diversity

Cooperative learning provides chances for learners to work with all types of people. During small groups interactions, they find many opportunities to reflect upon and reply to the diverse responses other learners bring to the questions raised.

2) Acknowledgment of Individual Differences

When questions are raised, different learners will have a variety of responses. Each of these can help the group create a product that reflects a wide range of perspectives and is thus more complete and comprehensive.

3) Interpersonal Development

Learners learn to relate to their peers and other learners as they work together in a group. This can be helpful for learners who have difficulty with social skills.

4) Actively Involving Students in Learning

Each member has opportunities to contribute in small groups. Learners are likely to take more ownership of their material and to think critically about related issues when they work as a team.

5) More Opportunities for Personal Feedback

There are more exchanges among learners in small groups. Therefore, the learners receive personal feedback about their ideas and responses.
d. Group Types and Activities

Richards and Rodgers (2003: 196) proposes three types of cooperative learning groups. They are formal cooperative learning groups, informal cooperative learning groups, and cooperative base groups.

1) Formal Cooperative Learning Groups

These are established for a specific task and engage students to work together to achieve certain goals. These last from one class period to several weeks.

2) Informal Cooperative Learning Groups

These are also called ad-hoc groups and used to focus students’ attention or to facilitate learning during direct teaching. These last from a few minutes to a class period.

3) Cooperative Base Groups

These consist of heterogeneous learning groups with stable membership. These are long term, lasting for at least one year.

The success of cooperative learning significantly depends on the organization of group work. Richards and Rodgers (2003: 196-197) state that in setting up groups, teachers should pay attention to many factors.

1) Size of the Groups

It depends on the task students have to carry out, the age of the students, and time limits for the lesson. Group size is ideally from two to four.

2) Assigning Students to Groups

In order to create groups that are heterogeneous, teacher-selected group is more recommended rather than random or student-selected group.
3) Students Roles in Groups

Each member of the group has a specific role to play, such as turn-taker monitor, noise monitor, recorder, or summarizer.

Richards and Rodgers (2003: 198-199) describe various descriptions of activity types. These types could be employed with cooperative learning.

1) Three-step Interview

Three-step Interviews can be used as an icebreaker for team members to get to know one another by assigning roles to students. The procedures are first, students are in pairs; one is to be interviewer and the other is interviewee. Next, students reverse roles. At last, each student shares with team member what was learned during the two interviews.

2) Roundtable

Roundtable structures can be used to brainstorm ideas and to generate a large number of responses to a single question or a group of questions. The procedures are first, teacher poses questions to students. Second, teacher gives one piece of paper and one pen for each group. Third, each of the group members of the team makes contribution by writing the answer and then passing the paper and pen to the student of his or her left. Each student makes contribution in turn.

3) Round Robin

The procedures in round robin are the same as is roundtable. However, in round robin the procedures are done orally.
4) Think-pair Share

The procedures are first, teacher poses a question (usually a low-consensus question). Second, students think of a response. Next, students discuss their responses in pairs. At last, students share their partner’s response with the class.

5) Solve-pair Share

The steps are first, teacher poses a problem (a low-consensus or high-consensus question that may be resolved with different strategies). Second, students work out solutions individually. Then, students explain how they solved their problem in ‘interview’ or ‘round robin’ structures.

6) Numbered Heads

The steps are first, students number off in teams. Second, teacher asks a question (usually high-consensus one). Third, students literally put their heads together and make sure that everyone knows and can explain the answer. Next, teacher calls a number and student with that number raise his or her hands to be called on and answer the question.

In this study, cooperative learning is employed to develop materials that could encourage cooperation among students during the learning process. Since cooperative learning emphasizes the use of socially structured activities in which students are to work collaboratively, it could encourage the students to develop communicative competence, to help each other, to appreciate others, and to develop other social skills needed in the working world.
4. Theory of Reading

This section refers to some theories related to reading that supports this study. The theories include reading comprehension, the teaching of reading, and the English curriculum for senior high school.

a. The Nature of Reading Comprehension

Reading comprehension is a process of understanding written information that requires underlying knowledge of the reader in order to be able to get the purpose from the writer in a certain text and understand the text thoroughly. Some experts have their own definition about the meaning of reading comprehension.

Griscoe and Gee (1984: 24) say that the essence of reading is comprehension. Comprehension is a bridge between what is being read and what is already known. While Anderson (1979:384) says that the result of reading is the comprehension of the written material.

Kustaryo (1988: 11-12) states that reading with comprehension means understanding what has been read. It is an active thinking process depending not only on comprehension skills but also on the students’ experiences and prior knowledge. Comprehension involves understanding vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing the author’s purpose, making judgment and evaluation.

b. Skills in Reading Comprehension

In reading activity, many reading skills of the reader are required. The skills include the ability to get the meaning of words, understand the structural
pattern, perceive ideas, and so on. Each reading skill does not stand by itself, however it depends and interrelates one another.

According to Heaton (1979: 104), there are some specific skills involved in reading. They are defined as the ability to:

1) distinguish between letters and recognize the letter sound relationship,
2) recognize words and word groups, requiring ability to associate sounds with their corresponding graphic symbols, and understanding meaning,
3) understand the meaning of words and word groups in the context in which they appear,
4) recognize structural clues and comprehend structural patterns,
5) comprehend the plain meaning of a sentence or any complete sequence of words,
6) perceive relationship and sequences of ideas,
7) comprehend paragraph and longer unit of prose and select the main idea,
8) draw conclusion, make inferences and ‘read between line.’

Kustaryo (1988: 12) states that in a broader sense, comprehension can be divided into three levels of skills. They are literal, inferential, and critical.

1) Literal

Literal reading refers to the ideas and facts that are directly stated on the printed page. The literal level of comprehension is fundamental to all reading skills at any level because the reader must understand first what the author said before drawing an inference or make an evaluation.
2) Inferential

To obtain inferences, or implied meanings, from the reading material one must ‘read-between lines’. Inferences are ideas a reader receives when he goes beneath the surface to sense relationship. Making inferences requires more thinking because the reader must depend less on the author and more personal insight.

3) Critical

Critical reading requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active, creative looking for false statements. It means questioning, comparing, and evaluating.

In order to read with a degree of comprehension to succeed in reading process, the reader must be proficient in each of the reading level. Each reading skill depends on another skill.

c. Basic Principles in Reading Comprehension

In order to achieve an adequate understanding of reading comprehension, a number of basic principles must be taken into account. Cushenberry (1985: 57) notes four principles in reading comprehension.

1) Reading is holistic concept, therefore it should not be taught as a single skill. The teacher should be concerned in promoting the students’ ability in such areas as reading for detail, finding main idea, getting general information, finding sequence or event, and deducing meaning from context.
2) Some students develop a few of comprehension skills on their own, but the total accomplishment of learning these skills will be seen when the teachers plan for it. The use of tests and sample lessons provide the teacher with beneficial data related to each student’s proficiency in a given skill area.

3) One major aspect causing the poor comprehension is a lack of purpose for reading. Before asking the students to read, the teacher should explain the skills that will be developed through the passage.

4) The materials used must help the students to build their comprehension skills and they must be written in the appropriate level of difficulty that matches the reading level of the students.

d. Facilitating Comprehension

According to Darkin (1987: 379), facilitating comprehension is divided into three responsibilities having to do with (1) new vocabulary, (2) essential background information, and (3) purposes for reading.

1) Teaching New Vocabulary

Knowing the meaning of words in a passage is important in order to understand the idea. However, not knowing some words in a piece of text is no major obstacle to comprehension unless one or more of them are central importance to the author’s or the reader’s purpose. In this case, teaching new vocabulary is important.
2) Providing Essential Background Information

Adequate preparations for reading a piece of text include helping students either recall or acquire necessary information to comprehend it. It is very effective phase in reading activity, which it helps students to understand the text. This preparation may be provided in the form of pre-reading activity.

3) Establishing Purpose of Reading

The purpose of reading should be established first before starting to read. The purpose of reading is not only to get information but also to get adequate comprehension. Establishing the purpose of reading will make the reading more meaningful.

e. Reading Materials

According to Simanjuntak (1988: 31-33), in preparing reading materials for the reading lesson, some points of view need to be considered.

1) Readability

A text should be at the right level of difficulty for the students. Both aspects of reading, linguistic difficulty and semantic relevance, should be weighed before it is selected for use. The combination of structural and lexical difficulty is readability.

2) Suitability of Content

Before the teacher selects reading materials, a need survey is needed to obtain information concerning students’ characteristics. The teacher may use the following guidelines:
a. Will the text do one or more of these things?

b. Does the text challenge the students’ intelligence?

   If there are new lexical items, are they worth learning at this stage and not too much?

c. Does the text enable the teacher to ask good questions?

3) Exploitability

When the teacher exploits a text, he uses it to develop his students’ competence as a reader. Every text the teacher handles in the reading course helps to move the students toward the goal.

   To sum up, in preparing reading materials, those experts consider some aspects that are similar. They are the reader’s interest, and the relevant vocabulary or language.

   The curriculum for the eleventh grade students of SMA Santo Bernardus Pekalongan is school-based curriculum. School-based curriculum is employed in semester one and semester two as the basis in determining the goals and general objectives of the program.

   The general objective required in this study is to understand the meaning of short functional text in the form of narrative, explanation, and discussion in the context of daily life and to access knowledge. Meanwhile, the specific objectives required in this study are:

   1) to respond to the meaning of short functional text (banner, poster, pamphlet) formally and informally used in written text accurately and fluently in the context of daily life,
2) to respond to the meaning and generic structure in an essay used in the text accurately and fluently in the context of daily life and to access knowledge in the form of report, narrative, and analytical exposition,

3) to respond to the meaning of short functional text (banner, poster, pamphlet) formally and informally used in written text accurately and fluently in the context of daily life,

4) to respond to the meaning and generic structure in an essay used in the text accurately and fluently in the context of daily life and to access knowledge in the form of narrative, spoof, and hortatory exposition.

B. Theoretical Framework

To design a set of reading materials, the writer adopts Kemp’s instructional design model. Kemp’s instructional design model steps are then taken as the framework in developing the instructional materials.

1. Identifying Learners’ Characteristics

In this step, the investigation of the learners’ characteristics is needed in obtaining information about students’ capabilities, needs, interests, learning styles, and learning conditions. The data on learners’ characteristics are important to establish realistic and acceptable objectives.

2. Conducting Pre-assessment

This step is aimed at acquiring the information about students’ background knowledge. The data are valuable to determine students’ readiness and the level at which the program should be set or started.
3. **Coordinating Support Services**

The information obtained in this step includes the facilities and equipments to carry out the instructional plan. All elements have to be prepared to prevent any possible constraints in designing the plan.

4. **Determining Goals, Topics, and General Objectives**

In School-based curriculum, the term ‘competence standard’ is used to refer to the goals of the whole instruction. Therefore, in this study, the term ‘standard competence’ is employed instead of the term ‘goal’ to make some adjustment.

Besides, ‘competence standard’, there are also more specific goals. In Kemp’s model they are called general purposes. However, in this study, the writer employs the term ‘basic competence’ instead of the term ‘general purpose’ to make some adjustment.

5. **Specifying Learning Objectives**

After determining the general purposes, the writer then has to specify the learning objectives. Kemp suggests that this step should be done in order to achieve certain students’ measurable performances.

The specified learning objectives here are also known as ‘learning indicators’. ‘Learning indicators’ are the performances the students should be able to demonstrate in order to be categorized as successful in achieving the general purposes.
6. **Listing Subject Contents**

This step, according to Kemp (1977: 45), is aimed at selecting and organizing specific knowledge (information and facts) that the students need to acquire. The objectives of the course and the selected topics are considered in the selection and organization of subject contents.

7. **Developing Instructional Materials**

In this step, the writer selects the teaching-learning activities and instructional resources that could support the learners’ to achieve the objectives and construct the instructional reading materials (Kemp, 1977: 55).

Cooperative learning is determined as the appropriate teaching approach to select. Therefore, it is important to refer to this approach in deciding which learning activities and resources to choose.

8. **Evaluating the Designed Set of the Materials**

After designing the reading materials, the writer conducts the evaluations to make some improvements on the designed set of the materials. Evaluation is conducted on the basis of the perspective of the English teachers and lecturers to give feedback and suggestions for the improvement of the designed set of the materials.

9. **Revising the Designed Set of the Materials**

According to Kemp’s instructional design model, revision is needed to improve the materials designed by the writer. In this step, the writer revises the designed set of the materials based on the data gathered in the evaluation step.
CHAPTER III
METHODOLOGY

This chapter presents detailed discussion on the methodology used in this study. This includes the description of the research method, research participants, research instruments, and data gathering technique, data analysis technique, and research procedures.

A. Research Method

This research was conducted to obtain relevant data needed to achieve the objectives of the study. The data gathered from the research were then analyzed and employed to answer the questions stated in the problem formulation. There were two questions to answer. The first question is how a set of reading materials using short stories for the eleventh grade students of SMA Santo Bernardus is designed. The second question is what the designed materials based on cooperative learning looks like.

To achieve the objectives of this study, the writer employed Educational Research and Development (R & D) method. According to Borg and Gall (1983), Educational Research and Development (R & D) is a process used to develop and validate educational products. R & D method was developed by Walter R. Borg and aimed at developing the research knowledge and incorporating it into a product that combines educational research educational practice rather than finding out new knowledge (Borg and Gall, 1983:771).
R & D consists of a cycle in which a product is developed, field-tested, improved on the basis of field-test data. The cycle of R & D comprises ten steps, namely research and information collecting, planning, development of preliminary form of product, preliminary field-testing, main product revision, main field-testing, operational product revision, operational field-testing, final product revision, and dissemination and implementation (Borg and Gall, 1983:775). However, due to the limitation of time and resources, the writer decided to employ only five steps of ten major steps. These five steps are research and information collecting, planning, development of preliminary form of product, preliminary field testing, and main product revision.

To answer the questions stated in the problem formulation, the adaptation of Kemp’s instructional design model was also employed as the realization of Educational Research and Development (R & D) method. The elaboration of all steps was conducted in the study.

1. Research and Information Collecting

In this step, the writer formulated the instructional problem, gathered information about learners’ lacks, needs, interests, and expectations. Besides, the writer also conducted some review of literature to determine the state of knowledge in the area of concern. Research and information collecting was necessary to provide the writer with sufficient information and knowledge relevant to the designed materials. It included literature review and information
gathering about what was needed in relation to kinds of the instructional materials expected to develop (Borg and Gall, 1983: 776-777).

In this study, to obtain the data on learners’ lacks, needs, interests, and expectations, the writer administered two kinds of instruments. These instruments consisted of conducting an informal interview with the English teachers of SMA Santo Bernardus Pekalongan and distributing the questionnaires to the eleventh grade of students of SMA Santo Bernardus Pekalongan.

2. Planning

The second step was planning. The most important aspect in planning is stating the specific objectives to be achieved by the whole instruction. Indeed, objectives offer the best basis for developing instructional materials since the instructional materials could be tested and revised until they meet the objectives (Borg and Gall, 1983: 779).

The information obtained in the first step was utilized to define and specify the objectives of the design. Therefore, Kemp’s instructional design steps including determining goals, topics and general objectives, specifying learning objectives, and listing subject contents were employed in this step. The data gathered would be processed to construct the syllabus and lesson plans.

3. Development of Preliminary Form of Product

After the primary planning was completed, the next step to do was to structure the preliminary form of instructional materials. An important principle in
developing preliminary form of the product is to structure the instructional materials to permit obtaining as much feedback as possible from preliminary field test phase (Borg and Gall, 1983: 781).

To develop the preliminary form of the instructional materials, the writer employed adapted Kemp’s instructional design step ‘developing instructional materials.’ The analysis of the data gathered in research and information collecting phase with stated objectives as a guide and goals to achieve served as the basis to select the teaching earning activities and resources. After accomplishing the process of selecting teaching learning activities and resources, the writer then constructed the preliminary form of the instructional materials.

4. Preliminary Field Testing

After the process of the developing the preliminary form of the materials was finished, the next step to do was evaluating the designed materials. This step was conducted to obtain some information needed to make some improvements on the designed materials (Borg and Gall, 1983: 781). Thus, the writer adapted Kemp’s instructional design step ‘evaluation’ to judge the appropriateness of the designed materials for the required purposes.

In this study, evaluation was utilized as a means of obtaining feedback and suggestions to improve the designed materials. The questionnaires were distributed to the English teachers of SMA Santo Bernardus Pekalongan and some lecturers of the English Language Education Study Program of Sanata Dharma University.
5. Main Product Revision

The instructional designed set of the materials revision was the next step to do after evaluating the designed materials. Based on the preliminary field-testing results, some revisions were conducted to improve the designed set of the materials. Material revisions were carried out to guarantee the attainment of the predetermined objectives (Borg and Gall, 1983: 783).

The adaptation of Kemp’s instructional design step ‘conducting revision’ was employed in this step. Some revisions on the designed set of the materials were conducted on the basis of the results analysis of the designed set of the materials evaluation questionnaires.

B. Research Participants

In this study, there were two groups of research participants. The first group was two English teachers of SMA Santo Bernardus Pekalongan. They were chosen to contribute the data for needs survey. The English teachers were interviewed as the participants since they are closely related to the implementation of school-based curriculum. They were asked to give opinions about the materials, method, and the interesting activities in learning English.

The second group was one English teacher of SMA Santo Bernardus Pekalongan and two English Language Education lecturers of Sanata Dharma University. The questionnaire was distributed to give feedback, opinions, comments, and suggestions toward the designed set of the materials.
C. Research Instruments

To obtain the data for this study, some instruments employed in research and information collecting and preliminary field testing. The instruments are interviews and questionnaires.

1. Interviews

An interview is a way of people’s feelings, thoughts, beliefs, and opinions by asking them some questions related to the issues/topics being investigated. The responses of the interviews are taken by recording using a tape-recorder or taking notes (Ary et al., 1979: 434).

In this study, an informal interview was conducted to the English teachers of SMA Santo Bernardus Pekalongan. To conduct the interview, the writer employed an interview guideline consisting of some questions to obtain information on learners’ background knowledge, lacks, needs, and interests from the teachers’ perspectives. An informal interview instrument was conducted in pre-design section.

2. Questionnaires

A questionnaire is a list of questions asking about people’s opinion. It is a printed form of data collection containing some statements or questions to respond. There are two types of questionnaires, namely close-ended and open-ended questionnaires. (Brown and Rodgers, 2002: 120). The closed form items are used to make it easier for the respondents in filling the questionnaires since the
answers are available. On the other hand, the open form items are used to obtain more information from the respondents because they are permitted to answer freely.

In this study, the writer distributed two kinds of questionnaires. The first kind of questionnaire was distributed to the eleventh grade of students of SMA Santo Bernardus Pekalongan. Moreover, it was conducted in pre-design section since it functions to obtain the data concerning students’ capabilities, needs, interests, and background knowledge viewed from the perspective of the students.

The second kind of questionnaires was distributed to the English teachers of SMA Santo Bernardus Pekalongan and some lecturers of the English Language Education Study Program of Sanata Dharma University. This kind of questionnaires was distributed to obtain feedback and suggestions to improve the designed set of the materials. The data gathered were then used as the basis to revise the designed set of the materials. There were two sections in the second questionnaires. The first section of the questionnaires was close-ended and consisted of some statements investigate participants’ opinion on the designed set of the materials. In the first section of the questionnaires, the response to each statement was expressed in a scale of 1 to 5. The participants completed the first section of the questionnaires by choosing one of five alternatives provided. Meanwhile, the second section of the questionnaires was open-ended and consisted of some questions to elicit participants’ personal opinions and suggestions to improve the designed materials. The questionnaires instrument was done in post-design section.
To avoid misunderstanding and to ease the respondents in answering the questions, the questionnaires were written in Indonesian. This was meant to make it easier for the respondents to catch the points of the questions and would not find any difficulties in filling the questionnaires provided.

D. Data Gathering Technique

In order to gather the data needed in this study, some techniques were applied in research and information collecting and preliminary field-testing. In research and information collecting, the writer conducted an interview with the English teachers of *SMA Santo Bernardus Pekalongan* and distributed questionnaires to the eleventh grade students of *SMA Santo Bernardus Pekalongan*. The purpose of gathering data in the first way was to obtain the data on learners’ background knowledge, needs, and interests.

In preliminary field-testing, the writer distributed questionnaires to the English teachers of *SMA Santo Bernardus Pekalongan* and to some lecturers of the English Language Education of Sanata Dharma University. The purpose of distributing questionnaires in the second way was to obtain feedback, opinions, comments, and suggestions toward the designed materials to improve the designed set of the materials. From the materials evaluation, it would be used to revise the designed set of integrated reading materials.
E. Data Analysis Technique

The data obtained through the first questionnaires were analyzed to find out the percentage of participants’ opinions and other factual data needed for needs analysis. The formulation to calculate the percentage is:

\[ \frac{n}{\sum n} \times 100\% \]

Note:
- \( n \) = the number of participants who choose certain statements
- \( \sum n \) = the total number of participants

For the second questionnaires, the writer employed two types of questionnaires, namely close-ended and open-ended questionnaires. The participants’ judgments to the statements in the close-ended questionnaires were expressed using some points of agreement (Brown and Rodgers, 2002:120).

In the close-ended questionnaires, there are five points of agreement to judge the statements. The assessment of the respondents’ opinions on the material used five points of agreements:
1: strongly disagree
2: disagree
3: neither agree nor disagree, or doubt
4: agree
5: strongly agree

The data gathered through the close-ended questionnaires were recorded in the table of raw data. After being recorded, the data were then analyzed using
descriptive statistics. The type of descriptive statistics used to summarize and describe the data of central tendency.

There are three major measurements of the central tendency, namely mean, median, and mode. Mean (Mn) is the average of all points in a distribution. The formula to calculate the mean is:

$$\bar{x} = \frac{\sum X}{N}$$

Note:

- $\bar{x}$: mean
- $\sum$: sum
- $X$: score
- $N$: number of participants

The calculation of the data on participants’ opinions to the designed materials were summarized and presented in the statistical description. It means that the result of the calculation was presented in the form of data that showed the mean, median, and mode.

F. Research Procedures

There were five procedural steps in accomplishing this study. The first step was gathering data on learners’ background knowledge, lacks, needs, and interests. The data were obtained through conducting an informal interview with the English teachers of SMA Santo Bernardus Pekalongan, and distributing the questionnaires to the eleventh grade students of SMA Santo Bernardus.
Pekalongan. The data gathered helped the writer to develop suitable reading materials for the eleventh grade students of SMA Santo Bernardus Pekalongan.

The next step was analyzing and interpreting the data. This step was conducted in order to help the writer develop the reading materials in accordance with participants’ capabilities, lacks, needs, interests and to solve their problems especially in reading teaching-learning activities.

The third step was developing the reading materials. The writer designed reading materials by referring to school-based English curriculum, the analysis and interpretation of the data gathered, and by considering some theories related to reading skill and reading materials design.

The fourth step was evaluating the materials. This was done through distributing questionnaires to the English teachers of SMA Santo Bernardus Pekalongan and to some lecturers of the English Language Education of Sanata Dharma University. It was conducted to check the appropriateness of the designed set of the materials and to obtain feedback and suggestions to improve the designed set of the materials.

The last step was revising the designed set of the reading materials based on the feedback given. This step was conducted to make some improvements on the designed set of the materials.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the writer would like to present the research findings and discussions to answer the questions stated in the problem formulation. As formulated in the first chapter, the questions to be answered in this study are how a set of reading materials based on cooperative learning for the eleventh grade students of SMA Santo Bernardus is designed and what the designed set of the materials look like. Dealing with these questions, this chapter is divided into two main parts, namely steps in designing the instructional reading materials and presentation of the designed set of the materials.

A. Steps in Designing the Instructional Reading Materials

To answer the first questions, the adaptation of Educational Research and Development (R & D) method and Kemp’s instructional design model was employed. There were five steps of R & D method employed in designing the instructional materials, namely research and information collecting, planning, development of preliminary form of product, preliminary field testing, and main product revision. The elaborations of all steps in designing the instructional materials were conducted in this study.
1. Research and Information Collecting

In this step, some instructional design steps proposed by Kemp were employed to obtain some information as the basis to develop the instructional materials. These steps were identifying learners’ characteristics, pre-assessment, and coordinating support services. A needs survey was employed as a means of gathering the information. The survey was administered through two different types of procedures, namely conducting an interview with the English teachers of SMA Santo Bernardus Pekalongan and distributing questionnaires to the eleventh grade students of SMA Santo Bernardus Pekalongan.

a. Results of the Interview

To obtain the data concerning the students’ capabilities, needs, and background knowledge from the teacher’s perspective, an interview with the two English teachers of SMA Santo Bernardus Pekalongan was conducted on 25 September 2009. The list of the interview questions can be seen in Appendix 2. The findings of the interview are presented below.

1) The time allocated for English reading class was uncertain. It was revealed that during the semester the reading class had only been conducted six times.

2) Dealing with the English competence of the students, it was found out that the students’ grammar and pronunciation competence was good. Nevertheless, according to the teachers, their reading competence was generally weak. The teachers added that only a few students had good reading competence. In fact, it was revealed that these students were frequently exposed to the English communities.
3) The teacher stated that in teaching, they still used lecturing to teach English and most of the activities still focused on the teacher.

4) Generally, the students always actively participated in the English teaching-learning activities at school. Nevertheless, the teacher also informed that if they often easily felt bored. If the teacher did not direct the students to engage in various activities, they would no longer focus on the lesson. In additions to that, in the reading class the students who had good reading competence tended to dominate the discussions. Consequently, the students who had weak reading competence felt more discouraged to participate in the discussions. It was because they felt inferior to the smart ones and felt afraid of making mistakes.

5) Based on the interview, it was revealed that individual work was the only learning strategy employed in the reading class.

6) The teacher stated that they had often heard about cooperative learning approach. Unfortunately, they still did not really understand what cooperative learning was and its application in teaching learning process.

   Based on the data obtained from the interview, it was concluded that reading class was not easy to carry out by most students of SMA Santo Bernardus Pekalongan. Even though they had good English language competence, their reading competence was still below average. Therefore, in order to have good reading competence, students need many deliberate and continual exposures to any kind of the texts in the target language. It means that the students need any assistance to develop their reading skills.
b. Results of the Questionnaires

To obtain the information on students’ capabilities, needs, interests, and background knowledge viewed from the perspective of the students, questionnaires were distributed to the eleventh grade students of SMA Santo Bernardus Pekalongan on 26-27 September 2009. There were 104 students of four classes; XI A1, XI A2, XI S1, and XI S2. They consisted of 48 male students and 56 female students. The data gathered are presented in Table 4.1.

Table 4.1: Summary of the Results of the Questionnaires

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students like reading to English texts</td>
<td>a. yes</td>
<td>88.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. no</td>
<td>11.5</td>
</tr>
<tr>
<td>2</td>
<td>Students’ engagement in the reading class at school</td>
<td>a. once a week (90’)</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. one hour a week (45’)</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. uncertain</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Kind of learning activities that the students usually do in the reading class</td>
<td>a. answering questions based on the reading text</td>
<td>81.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. discussion</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. lecturing</td>
<td>14.4</td>
</tr>
<tr>
<td>4</td>
<td>There is homework for reading skills lesson</td>
<td>a. yes</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. no</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Students have any chance to have their own reading materials to practice at home</td>
<td>a. yes</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. no</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>The reading teaching-learning activities students have at school are sufficient yet to help them improve their reading skills</td>
<td>a. yes</td>
<td>7.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. no</td>
<td>92.3</td>
</tr>
<tr>
<td>No</td>
<td>Statements</td>
<td>Answers</td>
<td>%</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>7</td>
<td>Students have any difficulty in learning English, especially in reading</td>
<td>a. yes</td>
<td>85.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. no</td>
<td>14.4</td>
</tr>
<tr>
<td>8</td>
<td>The difficulties that the students have in reading</td>
<td>a. lack of vocabularies</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. do not really master the grammar</td>
<td>26.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. the topic of the reading passage is not interesting so that it is not motivated to read and know deeper about it</td>
<td>20.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. feel nervous so that it is difficult to concentrate</td>
<td>36.5</td>
</tr>
<tr>
<td>9</td>
<td>The students’ expectations for future reading teaching-learning activity at school</td>
<td>a. the topics of reading passages are interesting</td>
<td>70.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. the reading activities are interesting</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. reading teaching-learning activities are not only focusing on learning the language features but also enabling the students to gain new, interesting, and useful knowledge</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. teachers could help students reduce nervousness</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. students could have their own reading materials to practice outside the class</td>
<td>54</td>
</tr>
<tr>
<td>10</td>
<td>The students are interested in learning English in groups, especially in reading class</td>
<td>a. yes</td>
<td>94.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. no</td>
<td>5.7</td>
</tr>
<tr>
<td>No</td>
<td>Statements</td>
<td>Answers</td>
<td>%</td>
</tr>
<tr>
<td>----</td>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----</td>
</tr>
</tbody>
</table>
| 11 | The students’ reasons if the answer is ‘yes’ | a. working in groups could reduce tension in learning  
b. through working in groups, the tasks could be easier to solve/do  
c. through working in groups, high-achieving students could help the low-achieving ones  
d. working in groups could develop/improve students’ social skills; this skill is really needed in the real world life and in the working place  
e. group works provide a chance to give feedbacks to each other  
f. working in groups could raise students’ confidence | 35  
69  
48  
73  
43  
38 |
| 12 | The students’ reasons if the answer is ‘no’ | a. working in groups make students tend to chat with other students  
b. working in groups make low-achieving students depend on the high-achieving ones | 3.8  
5.7 |
| 13 | Kind of reading activities that the students like | a. group discussion (3-4 persons in group)  
b. work in pairs  
c. presentation  
d. work individually  
e. games | 73  
38  
23  
18  
60 |
| 14 | The topics of the reading passage that the students read affect their motivation to learn | a. yes  
b. no | 88.4  
11.5 |
From the data gathered through distributing the questionnaires, it was found that most of the students of *SMA Santo Bernardus Pekalongan* like reading. To be exact, 88.5% of them like reading. Unfortunately, according to the students, it was revealed that reading classes were rarely conducted. It means that students lacked exposure to reading in English and they did not have enough chance to develop their reading skills. Moreover, 92.3% of the students acknowledged that the reading class activities were not sufficient yet to help them improve their reading skills.

In relation to the difficulties students had in learning English, especially reading, most of them said that they have difficulties in reading teaching-learning process. Based on the data, it was revealed that they lack of vocabularies.

Most of the students (75%) demanded that the reading class activities would not only focus on learning the language features but also enable the students to gain new, interesting, and useful knowledge. In the second place,
interesting reading passages’ topics were expected by 70% of the students and the use of interesting reading activities in the reading class (68%). Besides, more than half of the students wanted that they could have their own reading materials to practice outside the class.

The next question was about the use of group work in the reading class. Most of the students (94.2%) were interested in working in groups. The reasons of their being interested in group works were varied. Working in groups could develop or improve their social skills was stated by 73% of the students. Besides, according to them, through working in groups the tasks could be easier to do (69%), high-achieving students could help the low-achieving ones (48%), and there would be a chance to give feedbacks to each other (43%).

Dealing with kinds of reading activities the students like, most of the students chose group discussions (73%) and games (60%) as their main preferences. In addition, 38% of the students liked working in pairs.

In relation to the topics of the reading passages, 88.4% of the students confirmed that the topics of the reading passages they read could affect their motivation to learn. More than half of the students (65.3%) stated that after reading the text, they wanted to know more about vocabulary.
2. Planning

Attaining the necessary data of the learners’ characteristics, and background knowledge, the writer then developed the framework to design the instructional materials. Dealing with this, the writer employed some instructional design steps of Kemp’s, namely determining goals, topics and general objectives, specifying learning objectives, and listing subject contents.

a. Determining Goals, Topics, and General Objectives

To formulate the goals of the course, the writer utilized the information obtained from the needs survey and the prescribed curriculum (School-based Curriculum). The goals of the course indicated what the students would be able to do after they completed the instruction.

After formulating the goal of the course, the writer listed some topics to be presented in the designed materials. The topics were then divided into eight subtopics. The presentation of the topics and subtopics of the designed materials is presented in Table 4.2.

Table 4.2: Topics and Subtopics of the Designed Set of the Materials

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Narrative</td>
<td>Telling Stories</td>
</tr>
<tr>
<td>2</td>
<td>Report</td>
<td>Tell Me about It</td>
</tr>
<tr>
<td>3</td>
<td>Poster</td>
<td>Be Imaginative</td>
</tr>
</tbody>
</table>
After listed the topics and subtopics of the designed materials, the next step to do was formulating general objectives of the course. Since this design was in line with the School-based Curriculum, the general objectives were referred to as the basic competence. The basic competence of the designed materials is presented in Table 4.3.

Table 4.3: Basic Competence

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Titles</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Narrative</td>
<td>Telling stories</td>
<td>Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge</td>
</tr>
<tr>
<td>2</td>
<td>Report</td>
<td>Tell Me about It</td>
<td>Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge</td>
</tr>
<tr>
<td>Units</td>
<td>Topics</td>
<td>Titles</td>
<td>Basic Competence</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Poster</td>
<td>Be Imaginative</td>
<td>Students are able to respond to the meaning of short functional text in formal and in informal used in written text accurately and fluently in the context of daily life</td>
</tr>
<tr>
<td>4</td>
<td>Analytical</td>
<td>Figuring out</td>
<td>Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge</td>
</tr>
<tr>
<td></td>
<td>Exposition</td>
<td>Conclusion</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Narrative</td>
<td>Telling Stories</td>
<td>Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge</td>
</tr>
<tr>
<td>6</td>
<td>Spoof</td>
<td>Telling Funny</td>
<td>Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge</td>
</tr>
<tr>
<td></td>
<td>Exposition</td>
<td>Stories</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Banner</td>
<td>Be Creative</td>
<td>Students are able to respond to the meaning of short functional text in formal and in informal used in written text accurately and fluently in the context of daily life and to access knowledge</td>
</tr>
<tr>
<td>8</td>
<td>Hortatory</td>
<td>It Should Be Like This</td>
<td>Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge</td>
</tr>
<tr>
<td></td>
<td>Exposition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b. Specifying Learning Objectives

After determining the goals, topics, and general objectives, the writer then specified learning objectives of each unit. Learning objectives in this design referred to as learning indicators. Learning indicators were defined as the performances that the students should be able to demonstrate in order to be categorized as successful in achieving the basic competences. The learning indicators for each topic are listed in Table 4.4.

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Titles</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 1     | Narrative | Telling Stories   | Students are able to:  
1. identify the meaning of the word in the text  
2. identify the incidents or events in the text  
3. identify the cases studied in the text  
4. identify the arguments provided in the text  
5. identify the rhetoric steps of the text |
| 2     | Report   | Tell Me about It  | Students are able to:  
1. identify the meaning of the word in the text  
2. identify the characteristics of the reported thing  
3. identify the cases studied in the text  
4. identify the arguments provided in the text  
5. identify the rhetoric steps of the text |
<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Titles</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Poster</td>
<td>Be Imaginative</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. identify the topic of the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. identify certain information from a poster</td>
</tr>
<tr>
<td>4</td>
<td>Analytical</td>
<td>Figuring out Conclusion</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td>Exposition</td>
<td></td>
<td>1. identify the meaning of the word in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. identify the incidents or events in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. identify the cases studied in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. identify the arguments provided in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. identify the rhetoric steps of the text</td>
</tr>
<tr>
<td>5</td>
<td>Narrative</td>
<td>Telling Stories</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. identify the meaning of the word in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. identify the incidents or events in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. identify the cases studied in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. identify the arguments provided in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. identify the rhetoric steps of the text</td>
</tr>
<tr>
<td>6</td>
<td>Spoof</td>
<td>Telling Funny Stories</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. identify the meaning of the word in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. identify the incidents or events in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. identify the cases studied in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. identify the arguments provided in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. identify the rhetoric steps of the text</td>
</tr>
</tbody>
</table>
### Units, Topics, Titles, Indicators

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Titles</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 7     | Banner       | Be Creative        | Students are able to:  
1. identify the topic of the text  
2. identify certain information from a poster |
| 8     | Hortatory Exposition | It Should Be Like This | Students are able to:  
1. identify the meaning of the word in the text  
2. identify the incidents or events in the text  
3. identify the cases studied in the text  
4. identify the arguments provided in the text  
5. identify the rhetoric steps of the text |

### c. Listing Subject Contents

The subject contents in this study were determined based on the needs, survey, standard competence, basic competence, topics, and indicators. Adapting from the concept of reading from Pearson and Fielding’s generative learning quoted by Urquhart and Weir (1988:183), each unit consists of three parts, namely pre-reading, whilst-reading, and post-reading.

#### a) Pre-reading

The function of this part is to activate students’ knowledge about the text and motivate the students so they will have motivation or interest in reading. The pre-reading activities become important because the activities can give support to the students in their attempts to deal with a series of complex tasks. In this activity, the teacher will give the students a picture related to the topic.
b) Whilst-reading

Whilst-reading becomes the main activity in every unit. The purpose of this activity is to develop the students’ skills in reading. In this part, the students are encouraged to be active and reflective. They have to be able to read aloud and understand the message sent by the writer in the text. This part will provide the students with a reading passage related to the topic discussed and some questions to be discussed.

c) Post-reading

This part provides an opportunity for the students to develop their other skills since this part consists of communicative activities or reflection to find out whether they are learning or not.

3. Developing Preliminary Form of Product

After the primary planning was completed, the next step to do was to structure the preliminary form of instructional materials (Borg and Gall, 1983:781). Dealing with that, the writer employed Kemp’s instructional design step, namely developing instructional materials.

In this stage, the writer determined the most effective and efficient methods and then selected materials to provide learning experiences that could support the attainment of the objectives. Thus, the writer decided the appropriate teaching-learning activities that could support the learners to achieve the objectives.
To encourage cooperation among the students so that they could help each other to learn, cooperative learning is also employed as the basis in designing materials. By using cooperative learning, it is believed that students could be encouraged to develop communicative competence, to appreciate others, to help each other, and to develop other social skills needed in the working place (Richard and Rodgers, 2003:195). By helping each other to learn in pairs or small groups, it is believed that lower-achieving students could feel safe and confident to learn. Furthermore, using cooperative learning, the achievements of all students could be raised. Considering this, informal cooperative learning group was then employed as the group types in accomplishing the tasks in whilst-reading. In particular, roundtable, jigsaw, and numbered heads were the types of the activities utilized.

In designing the materials, instructional resources were selected to obtain supporting materials that could motivate the students to learn. Based on the consideration, some textbooks and websites in the internet were selected as the resources to obtain some texts or data, which further adopted to develop materials. The instructional resources were selected to obtain some reading texts, pictures, and some theories on the language and text structure.

4. Preliminary Field Testing

After the process of the developing the preliminary form of the materials was accomplished, the next step to do was evaluating the designed set of the materials. In conducting the evaluation, the writer adapted Kemp’s instructional design step, namely evaluation. Through distributing post design questionnaires to
an English teacher of *SMA Santo Bernardus Pekalongan* and two lectures of English Language Education Study Program of Sanata Dharma University, feedback and suggestions were obtained to improve the designed set of the materials. They were selected to evaluate the designed set of the materials since they were expert in the field of materials design. In addition, they had teaching experience more than ten years. The evaluation was conducted from February 16th until March 12th, 2010. The results obtained from the questionnaires were then analyzed and further were utilized as the basis for revisions. The description of the respondents is presented in Table 4.5.

<table>
<thead>
<tr>
<th>Group of Respondents</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>S1</td>
</tr>
<tr>
<td>English teachers</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>English lecturers</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

The questionnaires distributed to the English teacher and lecturers were divided into two sections. The first section was closed-form and consisted of 12 statements to investigate respondents’ opinions on the designed materials. Meanwhile, the second section of the questionnaires was open-form and consisted of some questions to elicit respondents’ personal opinions and suggestions to improve the designed materials.
a. Results and Discussions of the First Section of the Questionnaires

In the first section of the questionnaires, the response to each statement was expressed on a scale of 1 to 5. The respondents completed the first section of the questionnaires by choosing one of the five alternatives provided. The alternatives indicated respondents’ degree of agreement to the statements. The classification of the points of agreement is as follows.

1 : if the respondents strongly disagree with the statement
2 : if the respondents disagree with the statement
3 : if the respondents are uncertain/doubt
4 : if the respondents agree with the statement
5 : if the respondents strongly agree with the statement

After the data of post-designed questionnaire were recorded, it then, was computed to measure the central tendency. The computation of the data on respondents’ opinions toward the designed materials was summarized and presented in the statistical description that showed a major measurement, namely mean. The record of the respondents’ opinions on the designed set of the materials is presented in Table 4.6.
Table 4.6: The Descriptive Statistics of Respondents’ Opinions

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents’ Opinions</th>
<th>Frequency of Occurrence</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>The indicators are well formulated</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>The indicators are able to support the attainment of the standard competence and the basic competence</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>The topics are well developed</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>The tasks or activities in each unit are appropriate</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>The tasks or activities in each unit are well-arranged</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>The tasks or activities in each unit can facilitate the students to comprehend the topic being discussed</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>The designed materials are appropriate for the eleventh grade students</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>The designed materials and tasks/activities are suitable with the objectives</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No</td>
<td>Respondents’ Opinions</td>
<td>Frequency of Occurrence</td>
<td>Central Tendency</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>9</td>
<td>The designed materials could help the students to improve their communication skills, especially their reading skills</td>
<td>-  -  -  2  1</td>
<td>3  4.33</td>
</tr>
<tr>
<td>10</td>
<td>Generally, the designed materials are interesting and could motivate the students to learn</td>
<td>-  -  -  3  -</td>
<td>3  4</td>
</tr>
<tr>
<td>11</td>
<td>The instructions of each activity are understandable</td>
<td>-  -  -  2  1</td>
<td>3  4.33</td>
</tr>
<tr>
<td>12</td>
<td>The lesson plans are well elaborated</td>
<td>-  -  -  3  -</td>
<td>3  4</td>
</tr>
</tbody>
</table>

After the data from the first section of the questionnaires were computed and analyzed, it was found that all respondents agreed that the learning indicators were already well formulated. In addition, all respondents agreed that the learning indicators were able to support the attainment of the standard competence and the basic competences.

Basically, the respondents agreed that the tasks or activities in each unit had been well developed and useful. It was indicated through the respondents’ opinions that the tasks or activities in each unit were able to facilitate the students to comprehend the topic being discussed.
The respondents’ positive judgments on the overall designed set of the materials showed that the designed set of the materials were applicable and encouraging. It was implied in their agreements on the statement that the designed materials could help the students to improve their reading skills as well as motivate them to learn.

Based on the data shown in the table, it could be inferred that the designed set of the materials were good and acceptable. It was indicated by the result that there was no statement scored below 4.

Statement number four; the tasks or activities in each unit are appropriate and well-arranged, was related to cooperative learning concepts since the informal cooperative learning group was employed in accomplishing the tasks. In particular, roundtable, jigsaw, and numbered heads were the type of the activities utilized. Since cooperative learning emphasizes the use of socially structured activities in which students are to work collaboratively, statement number eight; the designed materials could encourage the students to develop their communication skills, was also related to cooperative learning concepts. Using cooperative learning concepts could encourage the students to develop communicative competence, to help each other, to appreciate others, and to develop other social skills needed in the working world.

b. Results and Discussions of the Second Section of the Questionnaires

As what was mentioned before, the second section of the questionnaires consisted of some questions to elicit the respondents’ personal opinions and
suggestions to make some improvement on the designed set of the materials. This section allowed the respondents to elaborate their responses to the designed set of the materials in a more comprehensive way.

1) **Respondents’ personal opinions on the designed set of the materials**

   Respondents’ personal opinions on the designed set of the materials were divided into two parts, that is, the strengths of the designed materials and the weaknesses of the designed materials. The summary of the respondents’ opinion on the strengths of the designed materials is presented as follows.

   a) the designed materials were interesting,
   
   b) the designed materials were systematic and consistent (the division of the sections of each unit was clear),
   
   c) the designed materials were supported by relevant pictures,
   
   d) the surface structure of the designed materials was reader friendly,
   
   e) the activities in the designed materials were interesting,
   
   f) the activities used some techniques of cooperative learning,
   
   g) the designed materials were well-developed and well-arranged,
   
   h) the chosen topics were appropriate for senior high school students since the topics were from everyday life,
   
   i) the designed materials were applicable.

   Based on the results presented above, the writer concluded that all respondents gave positive judgments on the overall designed materials. All respondents commented that generally the designed materials were good, properly-developed, and interesting. Two respondents said that the materials and
the activities in the designed materials were interesting since most of the activities used some techniques of cooperative learning. In addition, they commented that the pictures presented in the designed materials were interesting supported the designed materials. Moreover, one respondent added that the divisions of each unit were systematic and consistent. All respondents stated that the designed materials were properly designed.

Besides stating the strengths of the designed materials, the respondents also gave some criticism on the designed materials. The summary of the respondents’ opinions on the weaknesses of the designed materials is presented as follows.

a) there were some grammatical mistakes in the designed set of the reading materials,
b) no variation in pre-reading section (lack of questions),
c) the writer did not develop post-reading section seriously,
d) the pictures in unit one and two were not related to the topics.

Based on the data gathered, the writer realized that the designed materials still needed some improvements. There were some criticisms given by the respondents. Two respondents stated that there were some grammatical mistakes in the designed materials.

In relation to the tasks employed in the designed materials, one respondent argued that there were no variations in pre-reading section (lack of questions). The respondents also stated that the writer did not develop the post-reading section
seriously. Moreover, the respondent stated that the pictures in unit one and two were not related to the topics.

2) **Respondents’ suggestions to improve the designed set of the materials**

In the last part of the second section of the questionnaires, the respondents gave some suggestions to make some enhancement on the designed materials. The suggestions given by the respondents are presented as follows.

a) the respondents suggested that the writer should recheck and correct some grammatical mistakes in the designed set of the reading materials,

b) the writer should vary the pre-reading section,

c) the writer should develop the post-reading section seriously so that the tasks could be more challenging,

d) the writer should change the pictures in unit one and two with the new pictures which were related to the topics.

Based on the data gathered, two respondents suggested that the writer should recheck and correct some grammatical mistakes in the designed materials. Besides, one respondent suggested that the writer should vary the pre-reading section with some questions and develop the post-reading section in the designed materials. The respondent added that it was important to make the exercises more challenging.

5. **Main Product Revision**

The adaptation of Kemp’s instructional design step, namely conducting revision, was employed in this step. Employing the data that was gathered through
post design questionnaires, the writer made some revisions to improve the designed set of the materials. In this step, respondents’ opinions, feedbacks, and suggestions were taken into considerations in revising the designed materials. At last, there were some revisions made in the designed materials. The revisions are presented below.

a) Some grammatical mistakes in the designed materials were rechecked and then corrected. Therefore, it is hoped that the designed materials could help the teachers and the students would not be confused with the reading materials.

b) Some questions were added in pre-reading section. It is hoped that the questions activate students’ knowledge about the text being discussed.

c) Reflection was given in the post reading section. It is hoped that the students develop their other skills since this part consists of reflection to find out whether they are learning or not.

d) The writer changed the pictures in unit one and two with the new pictures which were related to the topics.

B. Presentation of the Designed Set of the Materials

In this part, the writer presented the final version of the designed set of the materials as the answer to the second question in the problem formulation. After undergoing some revisions, the final version of the designed set of the materials are described below.
There were eight topics developed in this designed materials. Each topic was developed into one unit. The time allocated for each unit was 2 x 45 minutes. The activities of each unit were categorized into three main activities, they are, pre-reading activities, whilst-reading activities, and post-reading activities. The topics, subtopics, and subsections can be seen in the Table 4.7.

**Table 4.7: Presentation of the Designed Set of the Materials**

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Titles</th>
<th>Sections and Subsections</th>
<th>Cooperative Learning Structure</th>
</tr>
</thead>
</table>
| 1     | Narrative    | Telling Stories          | 1. Pre-reading  
   • Picture  
   • Answering questions related to the picture  
   2. Whilst-reading  
   • Vocabulary Building  
   • Reading the text  
   • Exercise about the text  
   • Reading the text  
   • Exercise about the text  
   3. Post-reading  
   • Reflection                                                   | Make a Match  
   Roundtable  
   Jigsaw  
   Numbered Heads                                               |
| 2     | Report       | Tell Me about It         | 1. Pre-reading  
   • Picture  
   • Answering questions related to the picture  
   2. Whilst-reading  
   • Vocabulary Building  
   • Reading the text  
   • Exercise about the text  
   • Reading the text  
   • Exercise about the text  
   3. Post-reading  
   • Reflection                                                   | Make a match  
   Roundtable  
   Jigsaw  
   Numbered heads                                               |
<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Titles</th>
<th>Sections and Subsections</th>
<th>Cooperative Learning Structure</th>
</tr>
</thead>
</table>
| 3     | Poster | Be Imaginative | 1. Pre-reading  
• Picture  
• Answering questions related to the picture  
2. Whilst-reading  
• Vocabulary Building  
• Picture  
• Exercise about the picture  
• Comprehension questions  
• Exercise about the topic  
3. Post-reading  
• Reflection | Make a match  
Roundtable  
Jigsaw  
Group Work |
| 4     | Analytical | Figuring out Conclusion | 1. Pre-reading  
• Picture  
• Answering questions related to the picture  
2. Whilst-reading  
• Vocabulary building  
• Reading the text  
• Exercise about the text  
• Reading the text  
• Exercise about the text  
3. Post-reading  
• Reflection | Make a Match  
Roundtable  
Jigsaw  
Numbered Heads |
| 5     | Narrative | Telling Stories | 1. Pre-reading  
• Picture  
• Answering questions related to the picture  
2. Whilst-reading  
• Vocabulary building  
• Reading the text  
• Exercise about the text  
• Reading the text  
• Exercise about the text  
3. Post-reading  
• Reflection | Make a match  
Roundtable  
Jigsaw  
Numbered heads |
<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Titles</th>
<th>Sections and Subsections</th>
<th>Cooperative Learning Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Spoof</td>
<td>Telling Funny Stories</td>
<td>1. Pre-reading • Picture • Answering questions related to the picture</td>
<td>Make a Match Roundtable Jigsaw</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Whilst-reading • Vocabulary building • Reading the text • Exercise about the text</td>
<td>Numbered heads</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading the text • Exercise about the text</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Post-reading • Reflection</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Banner</td>
<td>Be Creative</td>
<td>1. Pre-reading • Picture • Answering questions related to the picture</td>
<td>Make a match Roundtable Jigsaw</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Whilst-reading • Vocabulary building • Picture • Exercise about the picture</td>
<td>Group Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Comprehension questions • Exercise about the topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Post-reading • Reflection</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Hortatory</td>
<td>It Should be Like This</td>
<td>1. Pre-reading • Picture • Answering questions related to the picture</td>
<td>Make a match Roundtable Jigsaw</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Whilst-reading • Vocabulary building • Reading the text • Exercise about the text</td>
<td>Numbered heads</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading the text • Exercise about the text</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading the text • Exercise about the text</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Post-reading • Reflection</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of this study and some suggestions for English teachers and further researchers. The conclusion consists of the summary of the answers to the problems of this study and is drawn from the results of the research discussed in the previous chapter. Some suggestions to the English teachers and further researchers are also included to propose some useful ideas to consider.

A. Conclusion

This study was aimed at designing a set of reading materials based on cooperative learning for the eleventh grade students of SMA Santo Bernardus Pekalongan. To achieve the goal of the study, there were two questions to answer. The first question was how a set of reading materials based on cooperative learning for the eleventh grade students of SMA Santo Bernardus Pekalongan is designed. The second question was what the designed set of the materials look like.

To answer the first question in the problem formulation, the writer employed the adaptation of Kemp’s instructional design models as the realization of research and Development (R & D) method. There were nine instructional design steps to follow in this study i.e. identifying learners’ characteristics, pre-assessment, coordinating support service, determining goals, topics, and general
objectives, specifying learning objectives, listing subject content, developing instructional materials, evaluating the designed set of the materials, and revising the designed set of the materials.

In this study, the data obtained through needs survey were served as the basis to develop the materials. After the designed materials were completely developed, three respondents consisting of a teacher of SMA Santo Bernardus Pekalongan and two lectures of English Language Education Study Program of Sanata Dharma University, were requested to give some feedback and suggestions to improve the designed materials. The responses of the respondents were analyzed and then described in terms of the central tendency. The data showed that the instructional materials were acceptable and applicable since the mean for each statement was above 3.5. Thus, the writer concluded that generally, the respondents agreed that the designed materials were suitable for the eleventh grade students of SMA Santo Bernardus Pekalongan. The feedback and suggestions from the English teacher and lecturers were then employed as the foundation to revise the designed set of the materials.

After being revised, the final version of the designed set of the materials was ready to be presented to the eleventh grade students of SMA Santo Bernardus Pekalongan. The presentation of the final version of the designed materials was the answer to the second question in the problem formulation.

The designed set of the materials consists of eight units which were developed from eight topics. The eight units of the designed materials are Telling Stories (unit 1), Tell Me about It (unit 2), Be Imaginative (unit 3), Figuring out...
Conclusion (unit 4), Telling Stories (unit 5), Telling Funny Stories (unit 6), Be Creative (unit 7), and It Should Be Like This (unit 8). The time allocated for each unit is 2 x 45 minutes. Each unit of the design was then divided into three components, namely Pre-reading, Whilst-reading, and Post-reading. The final version of the designed set of the materials can be seen in Appendix 7.

B. Suggestions

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

1. Suggestions to senior high school English teachers

a. It is suggested that the English teachers employ the designed materials to teach reading for the eleventh grade students.

b. In the real reading class, the teachers are expected to be a good facilitator of the class. It is necessary for the teachers to motivate and make the students feel comfortable to participate in every activity. The teachers should continuously encourage the students to work collaboratively and make sure that each of them gives contribution to the group’s discussions and the accomplishment of the tasks.

c. Teachers should always encourage the students to speak in English during teaching-learning activities, especially when the students engage in group discussions.
2. Suggestions to Further Researchers

This study is intended to design a set of English reading materials for the eleventh grade students of SMA Santo Bernardus Pekalongan. The writer, in this study, does not implement the designed materials. Thus, it is expected that the future researchers will implement these materials and observe the results in order to identify the strengths and weaknesses of the materials.

Lastly, it is expected that this study could benefit everyone who is concerned with English teaching.
REFERENCES


APPENDIX A

Letter of Permission
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

UNIVERSITAS SANATA DHARMA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Tronro Pos 28, Yogyakarta 55002
Telp. (0274) 513301, 515352, Fax. (0274) 552383

Nomor : FKA/PPL/KuJau/0851/2/2009
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Kepala SMA Santo Bernardus

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : 
N. Mat : 97254638
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Semester : 

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

Lokasi : 
Waktu : Oktober - September 2009
Topik / Judul : Scoping a set of Reading Materials Based on Cognitive Learning for the Eleven Grade Students of SMA Santo Bernardus Probolinggo

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

Yogyakarta, 12 Oktober 2009
u.b, Dehan,
Ketua Jurusan Pendidikan Bahasa dan Seni

Ag. Hardi Prasetyo, S.Pd, M.A
NPF. 2084

Tembusan Yth:
1.
2. Dekan FKIP
APPENDIX B

Questionnaire of Research and Information Collecting
KUESIONER

Umur: ………… Jenis kelamin: L / P (lingkarilah salah satu)

Lingkarilah jawaban yang paling cocok dengan pendapat Anda!

1. Apakah anda menyukai pembelajaran reading?
   a. ya    b. tidak

2. Berapa kali anda memperoleh pembelajaran reading di sekolah?
   a. satu kali dalam seminggu (90 menit)
   b. satu jam dalam seminggu (45 menit)
   c. tidak tentu

3. Selama ini aktivitas belajar yang dilakukan di kelas reading adalah .......
   (boleh memilih lebih dari satu)
   a. menjawab pertanyaan berdasarkan teks reading
   b. diskusi
   c. ceramah/penjelasan

4. Selama ini apakah anda selalu diberi tugas atau pekerjaan rumah yang berhubungan dengan pembelajaran reading?
   a. ya    b. tidak

5. Selama ini apakah anda memperoleh kesempatan untuk mendapatkan teks reading (materi reading) dari guru atau sekolah untuk belajar di rumah?
   a. ya    b. tidak

6. Apakah pembelajaran reading yang anda dapatkan di sekolah telah cukup membantu Anda dalam meningkatkan kemampuan reading anda?
7. Apakah anda mengalami kesulitan dalam belajar Bahasa Inggris, khususnya dalam pembelajaran reading?
   a. ya  
   b. tidak

8. Kesulitan/hambatan apa yang anda temui dalam pembelajaran reading?
   a. kurang menguasai kosakata (vocabulary) Bahasa Inggris
   b. kurang menguasai tata bahasa (grammar) dalam Bahasa Inggris
   c. teks reading yang diberikan tidak menarik (topic tidak menarik) sehingga tidak menimbulkan motivasi untuk memahami lebih dalam
   d. sulit berkonsentrasi karena merasa tegang/nervous saat membaca teks reading

9. Apakah harapan anda dalam kaitannya dengan pembelajaran listening di sekolah?
   a. topik teks reading yang diberikan menarik
   b. aktivitas belajar di kelas menyenangkan
   c. aktivitas belajar tidak hanya fokus pada tata bahasa tetapi dapat memudahkan para siswa untuk menambah ilmu yg baru, menarik dan bermanfaat
   d. guru dapat membantu siswa mengurangi ketegangan di kelas dan dapat membantu memupuk rasa percaya diri siswa
   e. siswa dapat memperoleh materi reading (teks reading dapat dibagikan kepada siswa untuk berlatih diluar jam sekolah)

10. Apakah anda tertarik belajar Bahasa Inggris dalam kelompok (kerja kelompok), terutama dalam pembelajaran reading?
    a. ya  
    b. tidak
11. Jika jawaban pada pertanyaan nomor 10 ‘Ya’, mengapa? (boleh memilih lebih dari satu) 
   a. dengan bekerja dalam kelompok dapat mengurangi ketegangan dalam belajar  
   b. melalui kerja kelompok pekerjaan menjadi mudah dan ringan  
   c. dengan bekerja dalam kelompok siswa yang lebih pandai dapat membantu siswa yang kurang pandai  
   d. dengan bekerja bersama-sama dapat meningkatkan social skill siswa; siswa belajar bekerja dalam tim yang sangat dibutuhkan dalam kehidupan sehari-hari dan dunia kerja  
   e. dalam kelompok siswa memperoleh kesempatan untuk memberi masukan/pendapat satu sama lain  
   f. dengan bekerja kelompok siswa dapat meningkatkan kepercayaan diri  

12. Jika jawaban pada pertanyaan nomor 10 ‘No’, mengapa? (boleh memilih lebih dari satu)  
   a. bekerja dalam kelompok membuat siswa cenderung untuk berbicara dengan teman  
   b. bekerja dalam kelompok membuat siswa yang kurang pandai bergantung pada siswa yang lebih pandai  

13. Jenis aktivitas belajar dalam pembelajaran reading seperti apakah yang anda inginkan/sukai? (boleh memilih lebih dari satu)  
   a. diskusi dalam kelompok (3-4 orang)  
   b. diskusi dengan partner (in pairs)  
   c. presentasi  
   d. individual works  
   e. games  

14. Apakah topic/tema teks reading yang anda baca mempengaruhi motivasi anda dalam belajar reading?
a. ya  
b. tidak

15. Jika jawaban pada pertanyaan nomor 14 ‘Ya’, mengapa?
   a. setelah membaca teks, siswa ingin mengetahui lebih banyak kosakata dalam teks bacaan
   b. setelah membaca teks, siswa ingin mengetahui lebih banyak mengenai tata bahasa dalam teks bacaan

   a. banyak kata-kata (vocabulary) sulit yang siswa tidak tahu
   b. topic/tema teks bacaan tidak sesuai dengan kehidupan sehari-hari

TERIMA KASIH

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX C

Interview of Research and Information Collecting
INFORMAL INTERVIEW FOR ENGLISH TEACHERS
OF SMA SANTO BERNARDUS PEKALONGAN

Nama : 
Pendidikan : 
Lama Mengajar : .............. tahun

1. How many hours allocated for English for Reading class in a week?
2. How is the English proficiency of the students, especially their reading competence?
3. Do the students always actively participate in reading teaching-learning activities in class?
4. What kind of activities do you usually employ in the reading class?
5. Is there any reading strategy to employ in the reading class? What are they?
6. Is there any text book to employ for reading?
7. Are the materials from the textbook adequate to support reading teaching-learning activities?
8. Are there any other resources or references to support the available text book in conducting reading teaching-learning activities in class, such newspapers, internet, etc?
9. Are the provided facilities adequate to conduct reading teaching-learning activities?

THANK YOU
APPENDIX D

Questionnaire for Feedback Gathering
DESIGNED MATERIALS EVALUATION QUESTIONNAIRE

Designing a Set of Reading Materials Based on Cooperative Learning for the Eleventh Grade Students of SMA Santo Bernardus Pekalongan

The questionnaire is intended to gather data on respondents’ opinions, feedbacks, and evaluation on the designed materials. The data gathered are, then, employed to make some improvement on the designed materials.

Respondent’s Identity
Name: 
Sex: M / F
Age (optional): 
Educational Background: 
- a. Bachelor Degree (S1)
- b. Master Degree (S2)
- c. Doctoral Degree (S3)
- d. Other ________
Teaching Experience: 
- a. < 1 year
- b. 1-5 year
- c. 5-10 year
- d. > 10 year

I. Put a thick ( ) in the boxes based on the classification below. Give your opinions on the statements listed in the table based on the following classifications:

1 : if you strongly disagree with the statement
2 : if you disagree with the statement
3 : if you are uncertain/doubt
4 : if you agree with the statement
5 : if you strongly agree with the statement
<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Points of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The indicators are well formulated</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The indicators are able to support the attainment of the standard competence and the basic competence</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The topics are well developed</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The tasks or activities in each unit are appropriate</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The tasks or activities in each unit are well-arranged</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The tasks or activities in each unit can facilitate the students to comprehend the topic being discussed</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The designed materials are appropriate for the eleventh grade students</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The designed materials and tasks/activities are suitable with the objectives</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The designed materials could help the students to improve their communication skills, especially their reading skills</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Generally, the designed materials are interesting and could motivate the students to learn</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The instructions of each activity are understandable</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The lesson plans are well elaborated</td>
<td></td>
</tr>
</tbody>
</table>
II. Please give your comments and suggestions on the designed materials.

1. What are the strengths and weaknesses of the designed materials?
   a. Strengths
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   b. Weaknesses
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

2. What is (are) your comment(s) about the overall materials?
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

3. What is (are) your suggestion(s) to improve the designed materials?
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

Thank You
Overview of the Designed Set of the Materials
DESIGNING A SET OF READING MATERIALS BASED ON COOPERATIVE LEARNING FOR THE ELEVENTH GRADE STUDENTS OF SMA SANTO BERNARDUS PEKALONGAN

OVERVIEW

This study is entitled “Designing a Set of Reading Materials based on Cooperative Learning for the Eleventh Grade Students of SMA Santo Bernardus Pekalongan”. This study is aimed at providing the eleventh grade students of SMA Santo Bernardus Pekalongan with reading materials that could motivate them to learn, help to develop their reading skills, and also to encourage cooperation among them.

A. Background

Reading skills play an important role in acquiring the language. Unfortunately, reading and then comprehending English utterances is not always considered easy to carry out by many Indonesian students who are still struggling with the language. In addition to that, in the reading activity, it is noticed that students tend to work individually, develop competition rather than cooperation. As a consequence, the lower-achieving students fall behind the higher-achieving ones.

This study is an attempt to offer a solution to solve some of the many potential problems in relation to reading. Considering this, it is important to help the teachers provide reading materials which could meet their (both teachers’ and students’) needs and solve the problems or difficulties they have in the reading activity.

To encourage cooperation among the students so that they could help each other to learn, cooperative learning (CL) is, then, also employed as the basis in designing materials. Cooperative learning is the instructional approach that maximizes the use of cooperative activities involving pairs and small groups of
learners in learning process. In second language teaching, it is also adopted as a way of promoting communicative interaction in the classroom (Richards and Rodgers, 2003:192). Cooperative learning is an approach to teach that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. Therefore, cooperative learning is a learning method focusing on students group work. The students work in groups to achieve the academic objectives together.

Through the use of cooperative learning, it is believed that students could be encouraged to develop communicative competence, to appreciate others, to help each other, and to develop other social skills needed in the working world. By helping each other to learn in pairs or small groups, it is believed that the lower-achieving students could feel safe and confident to learn. Furthermore, through the use of cooperative learning, the achievements of all students could be raised.

B. Purpose

The purpose of this design is to provide the eleventh grade students of SMA Santo Bernardus Pekalongan with English reading materials that are expected to encourage the students to learn and help them develop their reading skills. Besides, the materials are deliberately designed employing cooperative learning that could ease the students to do the reading activities cooperatively. Therefore, it is expected that the students can maximize their learning.

C. Content

There are eight units in the designed materials. The topics of all units were decided based on the students’ interests. The activities of each unit are categorized into three main activities, that is, pre-reading activity, whilst-reading activity, and post-reading activity.
1. Pre-reading

The function of this part is to activate students’ knowledge about the text and motivate the students so they will have motivation or interest in reading. The pre-reading activities become important because the activities can give support to the students in their attempts to deal with a series of complex tasks. In this activity, the teacher will give the students a picture related to the topic.

2. Whilst-reading

Whilst-reading becomes the main activity in every unit. The purpose of this activity is to develop the students’ skills in reading. In this part, the students are encouraged to be active and reflective. They have to be able to read aloud and understand the message sent by the writer in the text. This part will provide the students with a reading passage related to the topic discussed and some questions to be discussed.

3. Post-reading

This part provides an opportunity for the students to develop their other skills since this part consists of communicative activities or reflection to find out whether they are learning or not.

Each topic of the designed materials was developed into the materials for one meeting. Therefore, there were eight meetings since the designed materials consisted of eight topics. In order to reach the goals in each topic, the writer employed some approaches of cooperative learning. The subject contents of all topics are presented in the table.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic/ Subtopic</th>
<th>Reading Section</th>
<th>Approaches of CL</th>
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</thead>
<tbody>
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<td>Narrative/ Novels</td>
<td>Pre-reading</td>
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<td>Report/ Plants</td>
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<td>Poster/ Health</td>
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<td>Analytical/ Text/ Technology</td>
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| 5    | Narrative/Folktale | Pre-reading  
- Brainstorming  
- Whilst-reading  
- Vocabulary building  
- Reading passage  
- Comprehension questions  
- Reading passage  
- Comprehension questions  
- Post-reading  
- Reflection | Individually  
Group Work  
Roundtable  
Jigsaw  
Individually  
Numbered Heads  
Individually |
| 6    | Spoof/Comedy    | Pre-reading  
- Brainstorming  
- Whilst-reading  
- Vocabulary building  
- Reading passage  
- Comprehension questions  
- Reading passage  
- Comprehension questions  
- Post-reading  
- Reflection | Individually  
Group Work  
Roundtable  
Jigsaw  
Individually  
Numbered Heads  
Individually |
| 7    | Banner/Sport    | Pre-reading  
- Brainstorming  
- Whilst-reading  
- Vocabulary building  
- Reading passage  
- Comprehension questions  
- Comprehension questions  
- Post-reading  
- Reflection | Individually  
Group Work  
Roundtable  
Jigsaw  
Individually |
| 8    | Hortatory/Environment | Pre-reading  
- Brainstorming  
- Whilst-reading  
- Vocabulary building  
- Reading passage  
- Comprehension questions  
- Reading passage  
- Comprehension questions  
- Post-reading  
- Reflection | Individually  
Group Work  
Roundtable  
Jigsaw  
Individually  
Numbered Heads  
Individually |
**SYLLABUS**

**DESIGNING A SET OF READING MATERIALS BASED ON COOPERATIVE LEARNING FOR THE ELEVENTH GRADE STUDENTS OF SMA SANTO BERNARDUS PEKALONGAN**

**Competence Standard:** students are able to understand the meaning of short functional text in the form of narrative, explanation and discussion in the context of daily life and to access knowledge.

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<thead>
<tr>
<th>Unit</th>
<th>Topic/Subtopic</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time 2 x 45’</th>
<th>Learning Materials</th>
</tr>
</thead>
</table>
| 1    | NARRATIVE         | Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge | Students are able to: 1. identify the meaning of the word in the text 2. identify the incidents or events in the text 3. identify the cases studied in the text 4. identify the arguments provided in the text 5. identify the rhetoric steps of the text | A. Pre-reading  o answering the questions related the picture  
B. Whilst-reading  o matching the words with the appropriate vocabularies  o reading the text carefully  o discussing anything related to the text  o answering the comprehension questions  o discussing the answers  
C. Post-reading  o reflection  o identifying the generic structure of narrative text | 8’           | 10’ 10’ 10’ 8’ 5’ 10’ 10’ 5’ 10’ 2’  
- a narrative text entitled *The Legend of Loro Jonggrang*  
- a narrative text entitled *The Legend of Danau Toba* |
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<th>Unit</th>
<th>Topic/Subtopic</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time 2 x 45’</th>
<th>Learning Materials</th>
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</thead>
</table>
| 2    | REPORT Tell Me About It | Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge | Students are able to:  
1. identify the meaning of the word in the text  
2. identify the characteristics of the reported thing  
3. identify the cases studied in the text  
4. identify the arguments provided in the text  
5. identify the rhetoric steps of the text | A. Pre-reading  
   o answering the responses related to the picture  
B. Whilst-reading  
   o matching the definitions with the words  
   o reading the text carefully  
   o discussing anything related to the text  
   o answering the comprehension questions  
   o discussing the answers  
   o reading the text carefully  
   o answering the comprehension questions  
   o discussing the answers  
C. Post-reading  
   o reflection  
   o identifying the generic structure of report text | 8’ 10’ 10’ 10’ 5’ 10’ 10’ 5’ 10’ 2’ | • a report text entitled Coconuts  
• a report text entitled Durian |
| 3    | POSTER Be Imaginative | Students are able to respond to the meaning of short functional text in formal and in informal used in written text accurately and fluently in the context of daily life | Students are able to:  
1. identify the topic of the text  
2. identify certain information from a poster | A. Pre-reading  
   o answering the responses related to the picture  
B. Whilst-reading  
   o matching the definition with the appropriate words listed in the box | 8’ 12’ | a poster related to drugs |
<table>
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<tr>
<th>Unit</th>
<th>Topic/Subtopic</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time 1 x 45’</th>
<th>Learning Materials</th>
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<td>ANALYTICAL Figuring Out Conclusion</td>
<td>Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge</td>
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<td>o discussing anything related to the poster o answering the comprehension questions o discussing the answers o making a poster</td>
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<td>C. Post-reading  o reflection o identifying the generic structure of poster</td>
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<td>A. Pre-reading  o answering the questions related to the picture</td>
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<td>B. Whilst-reading  o matching the words with the definitions  o reading the text carefully o discussing anything related to the text o answering the comprehension questions o discussing the answers</td>
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- an analytical text entitled The Danger of Air Pollution
- an analytical text entitled Why is Learning English Important
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<thead>
<tr>
<th>Unit</th>
<th>Topic/Subtopic</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Activities</th>
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<tbody>
<tr>
<td>5</td>
<td>NARRATIVE</td>
<td>Telling Stories</td>
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<td>Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge</td>
<td>Students are able to: 1. identify the meaning of the word in the text 2. identify the incidents or events in the text 3. identify the cases studied in the text 4. identify the arguments provided in the text 5. identify the rhetoric steps of the text</td>
<td>A. Pre-reading  o answering the questions related to the picture  B. Whilst-reading  o completing the sentences using the words listed in the box  o reading the text carefully  o discussing anything related to the text  o answering the comprehension questions  o discussing the answers  o reading the text carefully  o answering the comprehension questions  o discussing the answers  C. Post-reading  o reflection  o identifying the generic structure of narrative text</td>
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<td>Unit</td>
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| 6    | SPOOF Telling Funny Stories | Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge | Students are able to:  
1. identify the meaning of the word in the text  
2. identify the incidents or events in the text  
3. identify the cases studied in the text  
4. identify the arguments provided in the text  
5. identify the rhetoric steps of the text  
A. Pre-reading  
o answering the questions related to the picture  
B. Whilst-reading  
o matching the definition with the words listed in the box  
o reading the text carefully  
o discussing anything related to the text  
o answering the comprehension questions  
o discussing the answers  
C. Post-reading  
o reflection  
o identifying the generic structure of spoof text | A. Pre-reading  
o answering the questions related to the picture  
B. Whilst-reading  
o matching the definition with the words listed in the box  
o reading the text carefully  
o discussing anything related to the text  
o answering the comprehension questions  
C. Post-reading  
o reflection  
o identifying the generic structure of spoof text | 8’  
10’  
10’  
10’  
5’  
10’  
10’  
10’  
5’  
10’  
2’ | • a spoof text entitled A Strange Beginning to a Courtship  
• a spoof text entitled Loving Money Too Much |
| 7    | BANNER Be Creative     | Students are able to respond to the meaning of short functional text in formal and informal used in written text accurately and fluently in the context of daily life and to access knowledge | Students are able to:  
1. identify the topic of the text  
2. identify certain information from a poster  
A. Pre-reading  
o answering the questions related to the picture  
B. Whilst-reading  
o matching the words with the definitions  
o discussing anything related to the banner  
o answering the comprehension questions | A. Pre-reading  
o answering the questions related to the picture  
B. Whilst-reading  
o matching the words with the definitions  
o discussing anything related to the banner  
o answering the comprehension questions | 8’  
10’  
10’  
10’  
10’  | a banner related to sport |
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<th>Unit</th>
<th>Topic/Subtopic</th>
<th>Basic Competence</th>
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<th>Learning Activities</th>
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<tr>
<td>8</td>
<td>HORTATORY It Should Be Like This</td>
<td>Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge.</td>
<td>Students are able to:</td>
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<td>o answering the questions related to the picture</td>
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<td>2. identify the incidents or events in the text</td>
<td>B. Whilst-reading</td>
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<td>3. identify the cases studied in the text</td>
<td>o matching the words with the definitions</td>
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<td>4. identify the arguments provided in the text</td>
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<td>5. identify the rhetoric steps of the text</td>
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<td>C. Post-reading</td>
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<td>o identifying the generic structure of hortatory exposition text</td>
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Assessments

- Students’ participation in the class
- Written assignments

Learning instruments

- White board
- Board marker
- Cards (papers)

References


http://www.enchantedlearning.com
http://www.esol.online.com
http://www.greatindonesia.com
http://www.reachout.com
http://www.storytell.com
http://www.teenheakthfx.com
APPENDIX G

Lesson Plan
LESSON PLAN

Unit 1

I. Lesson Identity
- Language Skill : Reading
- Grade/semester : XI/1
- Time Allotment : 2 x 45’
- Topic/subtopic : Narrative/Telling Stories

II. Standard Competence
Students are able to understand the meaning of short functional text in the form of narrative, explanation and discussion in the context of daily life and to access knowledge.

III. Basic Competence
Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge.

IV. Indicators
Students are able to:
1. identify the meaning of the word in the text
2. identify the incidents or events in the text
3. identify the cases studied in the text
4. identify the arguments provided in the text
5. identify the rhetoric steps of the text
V. Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students answer the questions related to the</td>
<td>8’</td>
</tr>
<tr>
<td></td>
<td>picture individually</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Whilst-Reading</td>
<td></td>
</tr>
<tr>
<td>2a</td>
<td>Students match the words with the appropriate</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>vocabularies listed in the box</td>
<td></td>
</tr>
<tr>
<td>2b</td>
<td>Students read the text entitled The Legend of</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>Loro Jonggrang</td>
<td></td>
</tr>
<tr>
<td>2c</td>
<td>Students discuss anything related to the text</td>
<td>10’</td>
</tr>
<tr>
<td>2d</td>
<td>Students answer the comprehension questions</td>
<td>10’</td>
</tr>
<tr>
<td>2e</td>
<td>Students discuss the answers</td>
<td>5’</td>
</tr>
<tr>
<td>2f</td>
<td>Students read the text entitled The Legend of</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>Danau Toba</td>
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</tr>
<tr>
<td>2g</td>
<td>Students answer the comprehension questions</td>
<td>10’</td>
</tr>
<tr>
<td>2h</td>
<td>Students discuss the answers</td>
<td>5’</td>
</tr>
<tr>
<td>3</td>
<td>Post-Reading</td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td>Students make reflection about what they have</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>learned</td>
<td></td>
</tr>
<tr>
<td>3b</td>
<td>Students identify the generic structure of</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>narrative text</td>
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</tr>
</tbody>
</table>

VI. Learning Materials

Enclosed

VII. Learning Instruments

White board, board marker, cards (papers)

VIII. Evaluation

Students’ participation in class, written assignments
IX. References


http://www.enchantedlearning.com
http://www.greatindonesia.com
http://www.storytell.com
LESSON PLAN
Unit 2

I. Lesson Identity
- Language Skill : Reading
- Grade/semester : XI/1
- Time Allotment : 2 x 45’
- Topic/subtopic : Report/Tell Me About It

II. Standard Competence
Students are able to understand the meaning of short functional text in the form of narrative, explanation and discussion in the context of daily life and to access knowledge.

III. Basic Competence
Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge.

IV. Indicators
Students are able to:
1. identify the meaning of the word in the text
2. identify the characteristics of the reported thing
3. identify the cases studied in the text
4. identify the arguments provided in the text
5. identify the rhetoric steps of the text
VI. Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Reading</td>
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<tr>
<td></td>
<td>Students answer the questions related to the picture individually</td>
<td>8’</td>
</tr>
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<td>2</td>
<td>Whilst-Reading</td>
<td></td>
</tr>
<tr>
<td>2a</td>
<td>Students match the definitions with the words</td>
<td>10’</td>
</tr>
<tr>
<td>2b</td>
<td>Students read the text entitled Coconuts</td>
<td>10’</td>
</tr>
<tr>
<td>2c</td>
<td>Students discuss anything related to the text</td>
<td>10’</td>
</tr>
<tr>
<td>2d</td>
<td>Students answer the comprehension questions</td>
<td>10’</td>
</tr>
<tr>
<td>2e</td>
<td>Students discuss the answers</td>
<td>5’</td>
</tr>
<tr>
<td>2f</td>
<td>Students read the text entitled Durian</td>
<td>10’</td>
</tr>
<tr>
<td>2g</td>
<td>Students answer the comprehension questions</td>
<td>10’</td>
</tr>
<tr>
<td>2h</td>
<td>Students discuss the answers</td>
<td>5’</td>
</tr>
<tr>
<td>3</td>
<td>Post-Reading</td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td>Students make reflection about what they have learned</td>
<td>10’</td>
</tr>
<tr>
<td>3b</td>
<td>Students identify the generic structure of report text</td>
<td>2’</td>
</tr>
</tbody>
</table>

VI. Learning Materials
Enclosed

VII. Learning Instruments
White board, board marker, cards (papers)

VIII. Evaluation
Students’ participation in class, written assignments
IX. References


http://www.enchantedlearning.com

http://www.reachout.com
LESSON PLAN
Unit 3

I. Lesson Identity

- Language Skill : Reading
- Grade/semester : XI/1
- Time Allotment : 2 x 45’
- Topic/subtopic : Poster/Be Imaginative

II. Standard Competence
Students are able to understand the meaning of short functional text in the form of narrative, explanation and discussion in the context of daily life and to access knowledge.

III. Basic Competence
Students are able to respond to the meaning of short functional text in formal and in informal used in written text accurately and fluently in the context of daily life.

IV. Indicators
Students are able to:
1. identify the topic of the text
2. identify certain information from a poster

V. Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students answer the questions related to the picture individually</td>
<td>8’</td>
</tr>
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</table>
## Whilst-Reading

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2a</td>
<td>Students match the definition with the appropriate words listed in the box</td>
</tr>
<tr>
<td>2b</td>
<td>Students discuss anything related to the poster</td>
</tr>
<tr>
<td>2c</td>
<td>Students answer the comprehension questions</td>
</tr>
<tr>
<td>2d</td>
<td>Students discuss the answers</td>
</tr>
<tr>
<td>2e</td>
<td>Students make a poster about health</td>
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</tbody>
</table>

## Post-Reading

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<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3a</td>
<td>Students make reflection about what they have learned</td>
</tr>
<tr>
<td>3b</td>
<td>Students identify the generic structure of poster</td>
</tr>
</tbody>
</table>

## VI. Learning Materials
Enclosed

## VII. Learning Instruments
White board, board marker, cards (papers)

## VIII. Evaluation
Students’ participation in class, written assignments

## IX. References

http://www.greatindonesia.com
http://www.reachout.com
http://www.teenhealthfx.com
LESSON PLAN
Unit 4

I. Lesson Identity
- Language Skill: Reading
- Grade/semester: XI/1
- Time Allotment: 2 x 45’
- Topic/subtopic: Analytical/Figuring out Conclusion

II. Standard Competence
Students are able to understand the meaning of short functional text in the form of narrative, explanation and discussion in the context of daily life and to access knowledge.

III. Basic Competence
Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge.

IV. Indicators
Students are able to:
1. identify the meaning of the word in the text
2. identify the incidents or events in the text
3. identify the cases studied in the text
4. identify the arguments provided in the text
5. identify the rhetoric steps of the text
V. Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students answer the questions related to the picture individually</td>
<td>8’</td>
</tr>
<tr>
<td>2</td>
<td>Whilst-Reading</td>
<td></td>
</tr>
<tr>
<td>2a</td>
<td>Students match the words with the appropriate definition</td>
<td>10’</td>
</tr>
<tr>
<td>2b</td>
<td>Students read the text entitled The Danger of Air Pollution</td>
<td>10’</td>
</tr>
<tr>
<td>2c</td>
<td>Students discuss anything related to the text</td>
<td>10’</td>
</tr>
<tr>
<td>2d</td>
<td>Students answer the comprehension questions</td>
<td>10’</td>
</tr>
<tr>
<td>2e</td>
<td>Students discuss the answers</td>
<td>5’</td>
</tr>
<tr>
<td>2f</td>
<td>Students read the text entitled Why is Learning English Important</td>
<td>10’</td>
</tr>
<tr>
<td>2g</td>
<td>Students answer the comprehension questions</td>
<td>10’</td>
</tr>
<tr>
<td>2h</td>
<td>Students discuss the answers</td>
<td>5’</td>
</tr>
<tr>
<td>3</td>
<td>Post-Reading</td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td>Students make reflection about what they have learned</td>
<td>10</td>
</tr>
<tr>
<td>3b</td>
<td>Students identify the generic structure of analytical text</td>
<td>2’</td>
</tr>
</tbody>
</table>

VI. Learning Materials

Enclosed

VII. Learning Instruments

White board, board marker, cards (papers)
VIII. Evaluation

Students’ participation in class, written assignments

IX. References


http://www.enchantedlearning.com
http://www.esol.online.com
http://www.reachout.com
LESSON PLAN
Unit 5

I. Lesson Identity
- Language Skill : Reading
- Grade/semester : XI/1
- Time Allotment : 2 x 45’
- Topic/subtopic : Narrative/Telling Stories

II. Standard Competence
Students are able to understand the meaning of short functional text in the form of narrative, explanation and discussion in the context of daily life and to access knowledge.

III. Basic Competence
Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge.

IV. Indicators
Students are able to:
1. identify the meaning of the word in the text
2. identify the incidents or events in the text
3. identify the cases studied in the text
4. identify the arguments provided in the text
5. identify the rhetoric steps of the text
V. Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Pre-Reading</strong></td>
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</tr>
<tr>
<td></td>
<td>Students answer the questions related to anything about the picture individually</td>
<td>10’</td>
</tr>
<tr>
<td>2</td>
<td><strong>Whilst-Reading</strong></td>
<td></td>
</tr>
<tr>
<td>2a</td>
<td>Students complete the sentences using the words listed in the box</td>
<td>10’</td>
</tr>
<tr>
<td>2b</td>
<td>Students read the text entitled The Fox and the Crow</td>
<td>10’</td>
</tr>
<tr>
<td>2c</td>
<td>Students discuss anything related to the text</td>
<td>8’</td>
</tr>
<tr>
<td>2d</td>
<td>Students answer the comprehension questions</td>
<td>10’</td>
</tr>
<tr>
<td>2e</td>
<td>Students discuss the answers</td>
<td>5’</td>
</tr>
<tr>
<td>2f</td>
<td>Students read the text entitled Beauty and the Beast</td>
<td>10’</td>
</tr>
<tr>
<td>2g</td>
<td>Students answer the comprehension questions</td>
<td>10’</td>
</tr>
<tr>
<td>2h</td>
<td>Students discuss the answers</td>
<td>5’</td>
</tr>
<tr>
<td>3</td>
<td><strong>Post-Reading</strong></td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td>Students make reflection about what they have learned</td>
<td>10’</td>
</tr>
<tr>
<td>3b</td>
<td>Students identify the generic structure of narrative text</td>
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</tr>
</tbody>
</table>

VI. Learning Materials

Enclosed

VII. Learning Instruments

White board, board marker, cards (papers)

VIII. Evaluation

Students’ participation in class, written assignments
IX. References


http://www.enchantedlearning.com
http://www.storytell.com
LESSON PLAN

Unit 6

I. Lesson Identity

- Language Skill : Reading
- Grade/semester : XI/1
- Time Allotment : 2 x 45’
- Topic/subtopic : Spoof/Telling Funny Stories

II. Standard Competence

Students are able to understand the meaning of short functional text in the form of narrative, explanation and discussion in the context of daily life and to access knowledge.

III. Basic Competence

Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge

IV. Indicators

Students are able to:
1. identify the meaning of the word in the text
2. identify the incidents or events in the text
3. identify the cases studied in the text
4. identify the arguments provided in the text
5. identify the rhetoric steps of the text
V. Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
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</tr>
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<tbody>
<tr>
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</tr>
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<td></td>
<td>Students answer the questions related to the picture individually</td>
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</tr>
<tr>
<td>2</td>
<td>Whilst-Reading</td>
<td></td>
</tr>
<tr>
<td>2a</td>
<td>Students match the definitions the words listed in the box</td>
<td>10’</td>
</tr>
<tr>
<td>2b</td>
<td>Students read the text entitled A Strange Beginning to a Courtship</td>
<td>10’</td>
</tr>
<tr>
<td>2c</td>
<td>Students discuss anything related to the text</td>
<td>10’</td>
</tr>
<tr>
<td>2d</td>
<td>Students answer the comprehension questions</td>
<td>10’</td>
</tr>
<tr>
<td>2e</td>
<td>Students discuss the answers</td>
<td>5’</td>
</tr>
<tr>
<td>2f</td>
<td>Students read the text entitled Loving Money Too Much</td>
<td>10’</td>
</tr>
<tr>
<td>2g</td>
<td>Students answer the comprehension questions</td>
<td>10’</td>
</tr>
<tr>
<td>2h</td>
<td>Students discuss the answers</td>
<td>5’</td>
</tr>
<tr>
<td>3</td>
<td>Post-Reading</td>
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</tr>
<tr>
<td>3a</td>
<td>Students make reflection about what they have learned</td>
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<tr>
<td>3b</td>
<td>Students identify the generic structure of spoof text</td>
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</tr>
</tbody>
</table>

VI. Learning Materials

Enclosed

VII. Learning Instruments

White board, board marker, cards (papers)

VIII. Evaluation

Students’ participation in class, written assignments
IX. References


http://www.enchantedlearning.com

http://www.greatindonesia.com
LESSON PLAN

Unit 7

I. Lesson Identity
- Language Skill : Reading
- Grade/semester : XI/1
- Time Allotment : 2 x 45’
- Topic/subtopic : Banner/Be Creative

II. Standard Competence
Students are able to understand the meaning of short functional text in the form of narrative, explanation and discussion in the context of daily life and to access knowledge.

III. Basic Competence
Students are able to respond to the meaning of short functional text in formal and in informal used in written text accurately and fluently in the context of daily life.

IV. Indicators
Students are able to:
1. identify the topic of the text
2. identify certain information from a poster

V. Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tr>
<tr>
<td></td>
<td>Students answer the questions related to the picture individually</td>
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<td></td>
<td>Whilst-Reading</td>
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</tr>
<tr>
<td>2a</td>
<td>Students match the words with the appropriate definitions</td>
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</tr>
<tr>
<td>2b</td>
<td>Students discuss anything related to the banner</td>
<td>10’</td>
</tr>
<tr>
<td>2c</td>
<td>Students answer the comprehension questions</td>
<td>10’</td>
</tr>
<tr>
<td>2d</td>
<td>Students discuss the answers</td>
<td>7’</td>
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<tr>
<td>2e</td>
<td>Students make a banner about sport</td>
<td>30’</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Post-Reading</th>
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<tbody>
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<td>3a</td>
<td>Students make reflection about what they have learned</td>
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</tr>
<tr>
<td>3b</td>
<td>Students identify the generic structure of banner</td>
<td>2’</td>
</tr>
</tbody>
</table>

VI. Learning Materials
Enclosed

VII. Learning Instruments
White board, board marker, cards (papers)

VIII. Evaluation
Students’ participation in class, written assignments

IX. References

http://www.greatindonesia.com
http://www.reachout.com
http://www.teenheakthfx.com
LESSON PLAN
Unit 8

I. Lesson Identity

• Language Skill : Reading
• Grade/semester : XI/1
• Time Allotment : 2 x 45’
• Topic/subtopic : Hortatory/It Should Be Like This

II. Standard Competence

Students are able to understand the meaning of short functional text in the form of narrative, explanation and discussion in the context of daily life and to access knowledge.

III. Basic Competence

Students are able to respond to the meaning and generic structure in an essay used in written text accurately and fluently in the context of daily life and to access knowledge.

IV. Indicators

Students are able to:
1. identify the meaning of the word in the text
2. identify the incidents or events in the text
3. identify the cases studied in the text
4. identify the arguments provided in the text
5. identify the rhetoric steps of the text
## V. Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allotment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Reading</td>
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</tr>
<tr>
<td></td>
<td>Students answer the questions related to</td>
<td>8’</td>
</tr>
<tr>
<td></td>
<td>the picture individually</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Whilst-Reading</td>
<td></td>
</tr>
<tr>
<td>2a</td>
<td>Students match the words with the</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>appropriate definitions</td>
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<tr>
<td>2b</td>
<td>Students read the text entitled Never</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>Try Smoking</td>
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<td>2c</td>
<td>Students discuss anything related to</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>the text</td>
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<td>2d</td>
<td>Students answer the comprehension</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>questions</td>
<td></td>
</tr>
<tr>
<td>2e</td>
<td>Students discuss the answers</td>
<td>5’</td>
</tr>
<tr>
<td>2f</td>
<td>Students read the text entitled Wearing</td>
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<tr>
<td></td>
<td>Helmet is Important</td>
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<tr>
<td>2g</td>
<td>Students answer the comprehension</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>questions</td>
<td></td>
</tr>
<tr>
<td>2h</td>
<td>Students discuss the answers</td>
<td>5’</td>
</tr>
<tr>
<td>3</td>
<td>Post-Reading</td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td>Students make reflection about what</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>they have learned</td>
<td></td>
</tr>
<tr>
<td>3b</td>
<td>Students identify the generic structure</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>of hortatory exposition text</td>
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</tbody>
</table>

## VI. Learning Materials

Enclosed

## VII. Learning Instruments

White board, board marker, cards (papers)

## VIII. Evaluation

Students’ participation in class, written assignments
IX. References


http://www.greatindonesia.com
http://www.enchantedlearning.com
http://www.reachout.com
Presentation of the Designed Set of the Materials
A SET OF READING MATERIALS BASED ON COOPERATIVE LEARNING FOR THE ELEVENTH GRADE STUDENTS OF SMA SANTO BERNARDUS PEKALONGAN

By:
Febrianty Awiredjo
A Set of Reading Materials Based on Cooperative Learning aims to reinforce English reading skill by providing rewarding learning experiences. The materials are based on Cooperative Learning method that maximizes the use of cooperative activities involving pairs and small groups of learners in learning process. In addition, the materials based on the requirements set in the Indonesian National Curriculum, School-based Curriculum, which emphasizes contextualization of English in the learners’ natural and daily life setting.

This book consists of three sections. They are pre-reading, whilst-reading, and post reading. It begins with simple and easy concepts, which lead to more challenging activities.

Each unit is organized according to a central theme that facilitates easy access and meaningful learning experiences. The attractive illustrations in this book stimulate learners’ interest and imagination.

Best wishes,

Febrianty Awiredjo
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UNIT 1
TELLING STORIES

A. PRE-READING

Brainstorming

Look at the picture below then answer the questions.

a) Have you ever been there? When?
b) Where is it?
c) Have you ever heard or read about the legend of “Loro Jonggrang?”
d) What kind of story is it?
B. WHILST-READING

Task 1
Work in a group of 4 students. Each group will receive 7 cards containing the definitions of the word listed in the box. Keep all the cards facing down. Later, fill in the blanks with appropriate words listed in the box. (See appendix 1)

Task 2
a) Continue working in a group of 4 students.

b) Individually, read the following text entitled ‘The Legend of Loro Jonggrang.’

c) In turn, share anything you know about the text in a piece of paper.

d) The leader shares the group work in front of the class.

e) The winner is the group with the complete work.

Once upon a time in Java Island, especially in Prambanan, there were two Hindu kingdoms, Pengging and Kraton Boko. Pengging Kingdom was a prosperous and welfare kingdom that was lead by a wise king named Prabu Damar Moyo who had a son named Raden Bandung Bondowoso.

Kraton Boko is a part of Pengging Kingdom jurisdiction who was lead by a cruel and fully anger king that is not a man but a giant who was a man eater, named Prabu Boko. However, Prabu Boko had a very beautiful daughter named Princess Loro Jonggrang. Prabu Boko also had a minister named Patih Gupalo and he was a giant too. Prabu Boko had a desire to revolt and has control over...
Pengging Kingdom. Therefore, together with Patih Gupalo, they gathered the power by training men to become soldiers and collect goods from civil people as provisions.

After they had enough with all preparation, Prabu Boko and all soldiers went to Pengging Kingdom to revolt. Then the war between Pengging and Boko Soldier happened in Pengging kingdom. A lot of soldiers died from both side. Prabu Damar Moyo sent his son, Raden Bandung Bondowoso to have a battle with Prabu Boko. The fighting between Raden Bandung Bondowoso and Prabu Boko was very furious. Because of the power of Raden Bandung Bondowoso, Prabu Boko can be died. When Patih Gupalo found out that his king has died, he ran away from the battle.

Raden Bandung Bondowoso chased him to Kraton Boko. When Patih Gupalo arrived at Kraton Boko, he reported about Prabu Boko to Princess Loro Jonggrang, that he was killed in the battle by a Pengging knight named Raden Bandung Bondowoso. Then the princess cried, she was very sad because of the death of her father. Raden Bandung Bondowoso finally arrived at Kraton Boko. He was surprised when he saw Princess Loro Jonggrang that she was very beautiful, so he could not help himself to not propose her to become his wife.

However, Princess Loro Jonggrang did not want to marry Raden Bandung Bondowoso because he just killed her father. To refuse his propose, Princess Loro Jonggrang had a strategy. She had two requests should be fulfilled by Raden Bandung Bondowoso, and then she would agree to marry him. The first request was that she asked him to make a well named Jalatunda. The second one was to make 1000 temples in one night. Raden Bandung Bondowoso accepted both requests. Immediately he started to make Jalatunda Well and he asked Princess Loro Jonggrang to see it when it finished.

Then, Princess Loro Jonggrang asked Raden Bandung Bondowoso to go into the well, and after that she ordered Patih Gupalo to pile up the well with stone. Both Princess Loro Jonggrang and Patih Gupalo thought that Raden Bandung Bondowoso had already died in the well, however Raden Bandung Bondowoso was still alive. He meditated and finally he could got out from the
well safely. Raden Bandung Bondowoso was very angry with her action and he looked after her but because of her beauty, his anger became calm down.

After that, Princess Loro Jonggrang was asking Raden Bandung Bondowoso to do the second request which was to make 1000 temples in one night. Therefore Raden Bandung Bondowoso commanded genie to make the temples immediately. However Princess Loro Jonggrang intended to foil his effort to make the temples. She ordered the girls to pound and burn stubbles, so that it looked like the bright of sunrise which mean the morning had come and the light plus the noise made the cocks crowed loudly. Heard the cock crowd and people pounded rice and also saw the brightness in the east, therefore the genies were stop making temples.

The genies reported it to Raden Bandung Bondowoso that they could not continue built the temple because morning had come. Raden Bandung Bondowoso got the feeling that the morning had not come yet. He asked Princess Loro Jonggrang to count the amount of the temples and she came out that the total was only 999 temples, there was still 1 temple left. Therefore Princess Loro Jonggrang refused to marry Raden Bandung Bondowoso.

Raden Bandung Bondowoso felt deceived then he became very angry and he cursed her "Loro Jonggrang, there is only 1 temple left, let you be the one to make it complete". It was a miracle, suddenly Princess Loro Jonggrang transformed to a stone statue. Raden Bandung Bondowoso also cursed the girls who lived around Prambanan that there would be no men want to marry those girls because they helped Princess Loro Jonggrang.

Until today, the stone statue of Princess Loro Jonggrang is still in Candi Prambanan. Based on what is believed by old people, the couple who are dating in Prambanan temple will be broke up
Task 3

a) Make a group of 3 students.
b) Each student counts 1-3. Then, each number has to gather and do the tasks with students who have the same number.
c) After finishing the tasks, please back to your first group.
d) Then, share your work to your group members. (See appendix 2)

Task 4

Individually, read the following text entitled ‘The Legend of Danau Toba.’

Once upon a time there was a farmer lived in a village in North Sumatera. He still was single. One day, the farmer went to a river to fish. He was so glad when he found a gold fish; he said “it will be so delicious.” However, it was so wonderful that it could speak. It said,” please don’t eat me and let me stay here.” The man left the fish there and went home without the fish.

When he arrived home, he was so excited to find a beautiful girl was standing in front of his house. “Who are you?” the man said. “I am the fish that you leave in the river. I want to thank you because you have let me save and I am ready to help you so let me be your wife but you have to remember that if someday we have a child you cannot tell him/her that I am from fish, if you tell you will lost me forever.” “I promise I will” not said the man. They lived together and had a child.

One day, his wife asked the child to go to rice field, “go to the rice field and bring your father this food for his lunch.” “I will” but on the way the child eat the food and just leave a little. When his father saw the food, he said angrily, “why do you spend my lunch? Perhaps, because you are from a fish, the son of a fish.”
child went home sadly and told his mother what had done. His mother was so sad and angry. She cried and left her son. Suddenly, it was rain along day and flood came so there was much water around their village and the village became a lake because of the water. The people called the lake ‘Lake Toba’ (Danau Toba).

**Task 5**

a) Make a group of 4 students. Each student has his own number.

b) Answer these following questions individually:

1. Who is the main character in the story?
2. Did the man leave the fish in the river or bring it home?
3. Why was the man so angry with his child?
4. Where did the story happen?
5. What did the story teach us?

c) Share your work to your group members then each group has to decide the right answers.

d) Student, called his/her number, shares the answers in front of the class.

**C. POST-READING**

a) What have you learned today?

b) What is (are) difficulty(ies) you have in relation to today’s materials?
Summary

Definition
Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers with a story that deals with problematic events lead to a crisis and then turns into a resolution or solution to the problem.

Generic Structure
A narrative text will consists of the following structure:
1. Orientation: introducing the participants and informing the time and the place
2. Complication: describing the rising crises that the participants have to do with
3. Resolution: showing the way of participant to solve the crises, better or worse

Language Features
- Using processes verbs
- Using temporal conjunction
- Using simple past tense
A. PRE-READING

Brainstorming
Look at the picture below then answer the questions.

a) What tree is it?
b) Where does it usually live?
c) What are the usefulness of the plants?
d) Do you like eating coconut? Why/why not?
B. WHILST-READING

Task 1
a) The class is divided into two groups.
   Group A is for ‘country’ while group B is for ‘capital city’.
b) Find your couple who has appropriate card
   with yours. For example, a person who has
   card ‘Indonesia’ will be a couple with
   a person who has card ‘Jakarta’.
c) After finding your couple, match the word with
   the definition. Then, show it off on the class board. (See appendix 3)

Task 2
a) Work in a group of 4 students.
b) Individually, read the following text entitled ‘Coconut.’
c) In turn, share anything you know about the text
   in a piece of paper.
d) The leader shares the group work in front of the class.
e) The winner is the group with the complete work.

Coconut is a common name for the fruit of a tree of the palm family. It is
classified as Cocos nucifera. People usually call the tree coconut palm. Coconut
palm trees grow well in the tropical countries. They grow especially on sandy
soils.
The trees can grow up to 30 m high. They have a single cylindrical trunk. At the top of the trunk, there is a crown of leaves. The leaves are long, about 3 to 4.5 m long.

The fruit grows in clusters. In one cluster there are about 5-20 coconuts. The fruit is oval and about 30 cm long. It has a thick husk and a hard shell. Inside the shell, there is white oily flesh. Inside the shell, there is also a sweet fluid.

Coconut is high in sugar. It also contains a lot of fat, protein and vitamin. The young coconut water can be very refreshing drink which contains minerals.

Coconut palms are very useful plants. People can use every single inch of the tree. They dry the coconut meat into copra. After that, they can get oil from it and use it for daily cooking or make it into soaps or candles. People also use the trunks to build houses. For the roof, they dry the leaves. People can also make rope and doormats from the coconut’s husk.

Task 3

a). Make a group of 3 students.
b). Each student counts 1-3. Then, each number has to gather and do the tasks with students who have the same number.
c) After finishing the tasks, please go back to your first group.
d) Then, share your work to your group members. (See appendix 4)

Task 4

Individually, read the following text entitled ‘Durian.’

Durian is classified as *Durio zibethinus*. It is native to Southeast Asia. Durian is known as ‘King of Fruits’. It is not only the most expensive fruit but
also the most controversial fruit. It is the only fruit that is banned from airline cabins, hotels and some public transports.

The durian tree is large and very tall. It can grow up to 25-50 meters and it has green elliptic leaves. A durian tree usually can bear fruit after four or five years. The durian fruit, which can hang from many branches, matures in about three months after pollination. The fruit can grow up to 30 centimeters long and 15 centimeters in diameter. The husk is covered with sharp thorns. The color of the husk ranges from green to brown. The flesh is pale yellow. It is very soft but not juicy. When it is ripe, it tastes sweet and smells very strong.

Durian contains a lot of sugar, vitamin C, and potassium. Durian is also a good source of carbohydrates, proteins, and fats. Durian is usually eaten fresh. Sometimes it is also cooked to make ‘dodol’ or jam.

Durian used to be grown from seeds, but now grafting propagates it.

**Task 5**
a) Make a group of 4 students. Each student has his own number.
b) Answer these following questions individually:
   1. Where does durian come from?
   2. How long can durian fruit grow up?
   3. What is the husk covered with?
   4. How does it smell?
   5. What does durian contain?
c) Share your work to your group members then each group has to decide the right answers.
d) Student, called his/her number, shares the answers in front of the class.

**C. POST-READING**
a) What have you learned today?
b) What is (are) difficulty(ies) you have in relation to today’s materials?
Summary

Definition

Report is used to describe and classify information. Informative reports usually tell about living things like plants and animals and non-living things like rivers, mountains or oceans.

Generic Structure

A report follows this structure:

1. Title: it states the subject to be discussed.
2. Identification or classification of subject: it introduces the subject of the report. It can classify the thing being described, locate it in time and space and/or preview the rest of the description to follow. It has an opening statement.
3. (Series of) Descriptions: they contain series of facts about various aspects of the subject.

Language Features

- Using simple present tense
- Using linking verbs
- Using general nouns
A. PRE-READING

Brainstorming

Look at the picture below then answer the questions.

a) What does the picture tell you?
b) Have you ever seen a person around you addicted to drugs?
c) According to you, what makes a person addicted to drugs?
d) What is the message from the picture?
B. WHILST-READING

Task 1
Work in a group of 4 students. Each group will receive 7 cards containing the definitions of the words listed in the box. Keep all the cards facing down. Later, match the definition with appropriate words listed in the box. (See appendix 5)

Task 2
a) Continue working in a group of 4 students.
b) Look at the following poster.
c) Write all information that you get from the poster in a piece of paper.
d) The leader shares the group work in front of the class.
e) The winner is the group with the complete work.
**Task 3**
a) Make a group of 3 students.
b) Each student counts 1-3. Then, each number has to gather and do the tasks with students who have the same number.
c) After finishing the tasks, please go back to your first group.
d) Then, share your work to your group members.
   (See appendix 6)

**Task 4**
a) Continue working in a group of 3 students.
b) Gather your ideas to make a poster about health.
c) Use simple and short sentences. To make your poster more interesting, illustrate your poster with some designs and drawings.
d) Publish your poster on the class board.

**C. POST-READING**

a) What have you learned today?
b) What is (are) difficulty(ies) you have in relation to today’s materials?
Summary

Introduction

Poster is an informative, often decorative way to attract attention to the information it contains.

Here are some ways to use posters:

- to display information or instructions
- to advertise events or products

Definition

A poster is a bill or placard usually displayed in a public place. It is often decorated with designs or illustrations.

Kinds

Here are some kinds of posters:

- posters you make yourself
- ready-made posters from:
  - community development organizations
  - business organizations
  - tourists agencies
A. PRE-READING

**Brainstorming**

Look at the picture below then answer the questions.

a) Have you ever seen this view?
b) When does air pollution usually occur?
c) How do you feel when you see this view?
d) In your opinion, what makes air pollution occur?
B. WHILST-READING

Task 1
Work in group of 4 students. Each group will receive 7 cards containing the definitions of the word listed in the box. Keep all the cards facing down. Later, fill in the blanks with appropriate words listed in the box. (See appendix 7)

Task 2
a) Work in a group of 4 students.
b) Individually, read the following text entitled ‘The Danger of Air Pollution.’
c) In turn, share anything you know about the text in a piece of paper.
d) The leader shares the group work in front of the class.
e) The winner is the group with the complete work.

Air pollution is one of the harmful substances that cause damage to the environment, human health, and quality of life. It makes people sick like having breathing problems and cancer.

Pollutants also come from other sources. For instance, decomposing garbage in landfills and solid waste disposal sites emits methane gas and many products give off VOCs.
Unlike pollutants from human activity however, natural pollutants tend to remain in the atmosphere for a short time and do not lead to permanent atmosphere change.

Task 3
a) Make a group of 3 students.
b) Each student counts 1-3. Then, each number has to gather and do the tasks with students who have the same number.
c) After finishing the tasks, please back to your first group.
d) Then, share your work to your group members. (See appendix 8)

Task 4
Individually, read the following text entitled ‘Why is Learning English Important.’

Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However, English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.

Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. It can be either as a first or second language.

Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English.
This transfer of science and technique will include many countries in economic, social and politics development.

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favourable than ones who do not.

The above facts prove that everybody needs to learn English if he likes to greet the global era.

**Task 4**

a) Make a group of 4 students. Each student has his own number.

b) Answer these following questions individually:

1. Why is it so important to learn English?
2. Do you think everybody will agree with the text?
   Why/why not?
3. What is the purpose of the text
4. How did the writer elaborate his argument?
5. What do you call this text?

c) Share your work to your group members then each group has to decide the right answers.

d) Student, called his/her number, shares the answers in front of the class.

**C. POST-READING**

a) What have you learned today?

b) What is (are) difficulty(ies) you have in relation to today’s materials?
Summary

Definition

Analytical is a text that elaborates the writer’s idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter by presenting arguments.

Generic Structure

A report follows this structure:

1. Thesis: introducing the topic and indicating the writer’s position.
2. Arguments: explaining the arguments to support the writer’s position.
3. Reiteration: restating the writer’s position.

Language Features

- Using relational process
- Using internal conjunction
- Using causal conjunction
- Using simple present tense
A. PRE-READING

Brainstorming

Look at the picture below then answer the questions.

a) What the story is it?
b) Have you ever heard or read about this story?
c) Do you like reading stories like legends, fables, etc?
   Why/why not?
d) In your opinion, what is the benefit of reading stories?
B. WHILST-READING

Task 1
Work in a group of 4 students. Each group will receive 6 cards containing incomplete sentences. Keep all the cards facing down. Later, you are to complete the sentences using the words listed in the box to make a good text entitled ‘The Boy who Cried Wolf.’ (See appendix 9)

Task 2
a) Work in a group of 4 students.
b) Individually, read the following text entitled ‘The Fox and the Crow.’
c) In turn, share anything you know about the text in a piece of paper.
d) The leader shares the group work in front of the class.
e) The winner is the group with the complete work.

One bright, sunny morning, an ugly black crow perched on the branch of a tree. She had just stolen a tasty piece of cheese and was about to enjoy it.

Just then a dark brown fox passed by. He was very hungry. Then he saw the food in the crow’s beak. His mouth watered, so he thought of a clever plan to get the cheese.
The fox looked up at the crow, he said, “I have always admired your beauty, with your soft, shiny feathers and nice beak. If your voice is as fine as your looks, you could be Queen of the birds!”

The crow wanted to be the queen. Therefore, to prove that she could sing, she opened her beak and made a loud “Caw!” Of course, when she opened her beak, the piece of cheese fell to the ground.

The fox happily snatched up the cheese and laughed. He said, “My dear crow, your face is fine but your opinion in not you should not believe everything you hear! Thanks for the cheese!”

Task 3
a) Make a group of 3 students.
b) Each student counts 1-3. Then, each number has to gather and do the tasks with students who have the same number.
c) After finishing the tasks, please back to your first group.
d) Then, share your work to your group members. (See appendix 10)

Task 4

Individually, read the following text entitled ‘Beauty and the Beast.’

The rich merchant not only had three daughters but also three sons who had little to do with the story. All the girls were good looking, particularly the youngest who became Little Beauty. The sisters were vain and jealous of Beauty who was by contrast modest and charming and wishes to stay with her father.

All of a sudden, the family lost its money and was forced into a poorer lifestyle that made life more difficult all around and exaggerated the differences
between Beauty and her sisters. Beauty and the three brothers threw themselves into working for their new life while the sisters were bored. The father took a trip in the hopes of regaining his wealth and the older sisters demanded he bring them expensive garments. Beauty asked simply for a rose.

The father was unsuccessful in his attempt to regain his wealth and in despair, wandering in the forest, was trapped in a snowstorm. He came upon a seemingly deserted palace where he found food and shelter for the night. In the morning, he wandered into the garden where he saw the perfect rose for Beauty. Upon plucking it, a hideous Beast appeared and said that for his thievery he might die. The father begged for his life and the Beast agreed to let him go if one of his daughters would take his place. If she refused, then he must return to die himself. The Beast gave him a chest filled with gold and sent him home. This treasure enabled the older daughters to make fashionable marriages. On giving Beauty the rose, her father could not help but told her what happened. Beauty insisted on taking her father’s place and so she returned with him to the Beast’s palace where he reluctantly left her.

In a dream, Beauty saw a beautiful lady who thanked her for her sacrifice and said that she would not go unrewarded. The Beast treated her well; all her wishes were met by magic. He visited her every evening for supper and gradually Beauty grew to look forwards to these meetings as a break to the monotony of her life. At the end of each visit, the Beast asked Beauty to be his wife, which she refused although agreeing never to leave the palace. Beauty saw in the magic mirror that her father was desperately missing her and asked that she might return to visit him. The Beast assented on the condition that she returned in seven days, lest he die.

The next morning, she was at home. Her father was overjoyed to see her but the sisters were once again jealous of Beauty, her newly found happiness and material comforted with the Beast. They persuaded Beauty to stay longer, but on the tenth night, she dreamed of the Beast who was dying. Wishing herself back with him, she was transported back to the castle where she found the Beast dying of a broken heart. She realized that she was desperately in love with the Beast and
said that she would gladly marry him. At this, the Beast was transformed into a prince, the Father joined them at the palace and the sisters were turned into statues until they owned up to their own faults.

The Prince and Beauty lived happily ever after because their "contentment was founded on goodness."

Task 5
a) Make a group of 4 students. Each student has his own number.
b) Answer these following questions individually:
   1. Who is the main character in the story?
   2. How many children did the rich merchant have?
   3. Was the family poor?
   4. What did the Beast do every evening to treat the Beauty?
   5. Does the story have a sad ending?
   6. What is the message of this story?
c) Share your work to your group members then each group has to decide the right answers.
d) Student, called his/her number, shares the answers in front of the class.

C. POST-READING

a) What have you learned today?
b) What is (are) difficulty(ies) you have in relation to today’s materials?
Summary

Definition
Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers with a story that deals with problematic events lead to a crisis and then turns into a resolution or solution to the problem.

Generic Structure
A narrative text consists of the following structure:

1. Orientation: introducing the participants and informing the time and the place
2. Complication: describing the rising crises that the participants have to do with
3. Resolution: showing the way of participant to solve the crises, better or worse

Language Features
- Using processes verbs
- Using temporal conjunction
- Using simple past tense
A. PRE-READING

Brainstorming

Look at the picture below then answer the questions.

a) What is so funny about the picture?
b) Is the person who stopped the car a police officer?
c) If you were that police officer, how would you feel?
   What would you do?
B. WHILST-READING

Task 1
Work in a group of 4 students. Each group will receive 7 cards containing the definitions of the words listed in the box. Keep all the cards facing down. Later, match the definition with appropriate words listed in the box. (See appendix 11)

Task 2
a) Work in a group of 4 students.
b) Individually, read the following text entitled ‘A Strange Beginning to a Courtship.’
c) In turn, share anything you know about the text in a piece of paper.
d) The leader shares the group work in front of the class.
e) The winner is the group with the complete work.

Ben finally found a maintenance job at a prestige hotel. Few days later, he was instructed to check out a problem in the ladies toilet. At first, he thought it might be a choked basin. Having inspected it, he found the basins were in perfect working conditions.

Suddenly, he heard a woman screaming, “I can’t get out, I’m stuck please help!”

Ben took out a screwdriver and twisted the locking mechanism to open position from outside. The door swung open inward and he saw it was the...
receptionist stuck in the toilet cubical. She was embarrassed and both left the ladies toilet quietly.

After a few days, they happened to walk along the same corridor and accidently bumped on each other – still very embarrassed of what happened at the toilet on that fateful day.

Six months after the incident, they finally overcame their embarrassment and ultimately got married. The first thing they did before they moved into their new house was to replace the bathroom door with the one without a lock or latch.

**Task 3**

a) Make a group of 3 students.
b) Each student counts 1-3. Then, each number has to gather and do the tasks with students who have the same number.
c) After finishing the tasks, please back to your first group.
d) Then, share your work to your group members. (See appendix 12)

**Task 4**

Individually, read the following text entitled ‘Loving Money Too Much.’

There was a man who liked money very much. He worked all of his life and wanted to save all of his money for his own future. He was a real miser when it came to his money. He loved money more than just about anything.
Even, just before he died, he said to his wife, “Now listen, when I die, I want you to take all my money and place it in the casket with me. I want to take my money to the afterlife.” Therefore, he asked his wife to promise him with all her heart that when he died, she would put all the money in the casket with him.

Well, one day, he really died. Then he was stretched out in the casket. The wife was sitting there in black clothes next to her closest friend. When they finished the ceremony, just before the undertakers got ready to close the casket, the wife said, “Wait just a minute!”

She had a box in her hands. She came over with the box and placed it in the casket. After that, the undertakers locked the casket down and rolled it away. Not long after that, her friend said, “I hope you were not crazy enough to put all that money in the casket.”

The wife turned to her friend and replied; "Yes, because I have promised." Then she continued; "I can't lie. I promised him that I was going to put that money in that casket with him." Feeling shocked, her friend said; "You mean that you have put every cent of his money in the casket with him?" Then the wife answered; "Surely I did. I got it all together, put all the money into my account and I just wrote him a check."

**Task 5**

a) Make a group of 4 students. Each student has his own number.

b) Answer these following questions individually:
   1. Who is the main character in the story?
   2. Do you find something funny from the story? What is it?
   3. Did his wife fulfil the promise?
   4. Do you like this kind of story? Why/why not?
   5. If you were the wife, what would you do? Why?

c) Share your work to your group members then each group has to decide the right answers.

d) Student, called his/her number, shares the answers in front of the class.
B. POST-READING

a) What have you learned today?

b) What is (are) difficulty(ies) you have in relation to today’s materials?
Summary

Definition

Spoof text is very similar to recount text. Both spoof and recount tell about the past event with chronological order. Its purpose is to amuse reader with funny story. The story mostly is ended with an unpredictable event.

Generic Structure

A spoof text consists of the following structure:
1. Orientation: It is the introduction of the story. By giving the orientation, reader will recognize, for the first time, who involves in the story.
2. Events: Several events are explored in chronological way, which able to arrange the story read nicely.
3. Twist: This is the unpredictable event/thing/way, which amuse the reader. Readers even did not predict before that it would be.

Language Features

- Using action verbs
- Using connectives
- Using adverbial phrases of time and place
- Using simple past tense
A. PRE-READING

Brainstorming

Look at the picture below then answer the questions.

a) What does the picture tell you?

b) What kind of sports included in sports camp?

c) When and where will the sports camp be held?
B. WHILST-READING

Task 1
a) The class is divided into two groups. Group A is for ‘province’ while group B is for ‘capital province’.

b) Find your couple who has appropriate card with yours.

   For example, a person who has card ‘Central Java’ will be a couple with a person who has card ‘Semarang’.

c) After finding your couple, match the word with the definition.

d) Then, show it off on the class board. (See appendix 13)

Task 2
a) Work in a group of 4 students.

b) Look at the following banner.

c) Write all information that you get from the banner in a piece of paper.

d) The leader shares the group work in front of the class.

e) The winner is the group with the complete work.
Task 3

a) Make a group of 3 students.

b) Each student counts 1-3. Then, each number has to gather and do the tasks with students who have the same number.

c) After finishing the tasks, please back to your first group.

d) Then, share your work to your group members. (See appendix 14)
Task 4

a) Continue working in groups of 3 students.
b) Gather your ideas to make a banner. The topic is free.
c) Use simple and short sentences. To make your banner more interesting, illustrate your banner with some designs and drawings.
d) Publish your banner on the class board.

C. POST-READING

a) What have you learned today?
b) What is (are) difficulty(ies) you have in relation to today’s materials?
Summary

Definition
Banner is a piece of cloth bearing a motto or legend, as of a club; a headline spanning the width of a newspaper page; long strip of cloth or paper used for decoration or advertising

Kinds
- scraping banner
- calendaring banner
- jointing banner
A. PRE-READING

**Brainstorming**

*Look at the picture below then answer the questions.*

a) Have ever seen this kind of activity in your daily life?

b) Have you tried to do it? Why/why not?

c) What do you think about people who smoke?

d) What is your reaction when you see a person smoking?

   *Do you keep silent? Do you warn him? Why/why not?*
B. WHILST-READING

Task 1

Work in group of 4 students. Each group will receive 7 cards containing the definitions of the words listed in the box. Keep all the cards facing down. Later, match the definition with appropriate words listed in the box. (See appendix 15)

Task 2

a) Work in a group of 4 students.
b) Individually, read the following text entitled ‘Never Try Smoking!’
c) In turn, share anything you know about the text in a piece of paper.
d) The leader shares the group work in front of the class.
e) The winner is the group with the complete work.

Many people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try. Therefore, they ask one of their smoker friends for a cigarette. Admittedly, they firstly cannot light it on their own so they ask his friend to do it. Then they inhale that cigarette and smoke occasionally.

Apparently, that makes them the born smokers. Now they do smoke regularly. They cannot avoid smoking and they enjoy too. They have smoker friends. Everyday they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.
Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

Then they decide it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. “Why can't I stop smoking? I really want to stop it”. It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness.

Well, do you want to try smoke? Think the facts before trying! If you are not smoker, you should never and never try to smoke.

**Task 3**

a) Make a group of 3 students.

b) Each student counts 1-3. Then, each number has to gather and do the tasks with students who have the same number.

c) After finishing the tasks, please back to your first group.

d) Then, share your work to your group members. (See appendix 16)

**Task 4**

*Individually, read the following text entitled ‘Wearing Helmet is Important.’*
We often hear many stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess.

Wearing a fitted protective helmet offers many benefits, which reduces the negative aspects of riding. First and the most important is that wearing the correct helmet can save a rider's life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

Second, wearing a helmet can give the raiders a matter of style. Helmets give the opportunity for rider to express the image they may want to project when riding on they way. This benefit may not be important to some people, but to others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as beanie, sporty, German, and many others, wearing a helmet which can projecting an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road.

However, what most important is wearing helmet when riding is a matter of using it properly. Bikers should use the helmets that are fixed to their head. It is really not good if they place simply the helmets on the head without settling them properly. The bikers should fasten the helmet correctly to their head in order to get safe and comfort.
Task 5

a) Make a group of 4 students. Each student has his own number.

b) Answer these following questions individually:
   a. What is the benefits of wearing helmet?
   b. Mention various styles of helmet based on the text!
   c. According to the text, should the bikers use the helmet?
   d. What should the bikers do to get safe in riding their bikes?

c) Share your work to your group members then each group has to decide the right answers.

d) Student, called his/her number, shares the answers in front of the class.

C. POST-READING

a) What have you learned today?

b) What is (are) difficulty(ies) you have in relation to today’s materials?
Summary

Definition

Hortatory is a text which represents the attempt of the writer to have the addressee do something or act in certain way.

Generic Structure

A report follows this structure:

1. Thesis: thesis is similar to tentative conclusion, which needs to be proven by certain fact and argument. In the end, it can be true or false
2. Arguments: this is the phase, which try to examine and support that the thesis stated above is true.
3. Recommendation: this is what should or should not be done in the hortatory text.

Language Features

1. Focusing on the writer
2. Using abstract noun; policy, advantage
3. Using action verb
4. Using temporal connective; firstly, secondly
5. Using simple present tense
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Appendix 1

**Words:**

- Jurisdiction (noun)
- Battle (noun)
- Effort (noun)
- Propose (verb)
- Statue (noun)
- Stubbles (noun)
- Meditate (verb)

**Cards (meanings):**

<table>
<thead>
<tr>
<th>Cards (meanings)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. fight or struggle { _____ }</td>
<td></td>
</tr>
<tr>
<td>B. a sculpture representing a human or animal { _____ }</td>
<td></td>
</tr>
<tr>
<td>C. think intently and at length, as for spiritual purposes { _____ }</td>
<td></td>
</tr>
<tr>
<td>D. declare a plan for something { _____ }</td>
<td></td>
</tr>
<tr>
<td>E. earnest activity intended to do something { _____ }</td>
<td></td>
</tr>
<tr>
<td>F. the right and power to interpret and apply the law { _____ }</td>
<td></td>
</tr>
<tr>
<td>G. material consisting of small pieces of leaves that have been separated from the seeds { _____ }</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2

Group 1
1. What is the purpose of the text?
2. What is the topic of the story?
3. Where did the story happen?

Group 2
1. What is the main idea of paragraph three?
2. Did the war between Pengging and Boko Soldier happen? Where did it happen?
3. Find a word in paragraph four, which has the opposite meaning of 'suggest.'

Group 3
1. Look at paragraph five. What does the underlined word refer to?
2. Look at paragraph six. What is the synonym of the italic word?
3. What happened to couples who have dating in Prambanan temple? Why?
Appendix 3

Peru      Indonesia    Germany
Bulb         Seed      Grafting
France                         Canada                         Japan
Rhizome         Fruits                Roots
Netherlands     Thailand               China
Tulip       Jasmine            Orchid
Australia          New Zealand    England
Rose      Branch            Tree

Country
Berlin
Producing new plants by using the hard object found in fruit

Paris
Producing new plants by joining a part of a plant to another plant

Lima
Producing new plants by using the thick stem of some plants, which lies under the ground and has roots and leaves growing out of it

Ottawa
Seed-bearing structure in higher plants developed from the ovary after fertilization

Jakarta
Producing new plants by using a root shaped like a ball that grows into a flower or plant

Tokyo
The usually underground organ that lacks buds, leaves, or nodes; absorbs water and mineral salts
London
A woody plant that has many secondary branches supported clear of the ground on a single main stem or trunk with clear apical dominance.

Wellington
Divisions of a stem or secondary stem arising from the main stem of a plant.

Canberra
Any of many shrubs of the genus Rosa that bear roses.

Beijing
Any of numerous plants of the orchid family usually having flowers of unusual shapes and beautiful colors.

Bangkok
Any of several shrubs and vines of the genus Jasminum chiefly native to Asia.

Amsterdam
Any of numerous perennial bulbous herbs having linear or broadly lanceolate leaves and usually a single showy flower.
Appendix 4

Group 1
1. Is coconut a tree or a fruit?
2. Where do coconuts usually grow?
3. How tall can a coconut palm grow?
4. Does a coconut palm have any branches?

Group 2
1. What is the coconut like?
2. What are the leaves like?
3. Why are coconut palms very useful?

Group 3
1. Look at line 15. What do they refer to?
2. Find a word in paragraph three, which has the opposite meaning of 'soft.' What word is it?
3. What is the purpose of the text?
Appendix 5

Definition

Illegal drug taken from pleasure by some people

Unable to stop taking or using something

Drug made from morphine

Leaves that are dried and used for smoking in cigarettes, pipes, etc

Feeling of being unable to behave naturally

Very grateful

Too much of a drug taken at one time

Words:

Addicted
Cocaine
Indebted
Overdose
Tobacco
Heroine
Inhibition
Appendix 6

Group 1
1. What does the above poster tell about?
2. What is the topic of the poster?
3. What is the suitable title of the poster?

Group 2
1. Where do you usually find this poster?
2. Do you agree with the words written in the poster? Why/why not?
3. What is your opinion after looking at the poster?

Group 3
1. According to you, what makes people consume drugs?
2. Mention five kinds of drugs based on your understanding!
3. What is the purpose of the poster above?
Appendix 7

**Words:**
- Pollution (noun)
- Emit (verb)
- Solid (noun)
- Damage (verb)
- Cancer (noun)
- Substances (noun)
- Lead (verb)

**Cards (meanings):**

A. to cause damage to something { _____ }

B. the process of polluting something or { _____ }

C. an abnormal growth of cells in the body which often causes death { _____ }

D. a particular type of matter { _____ }

E. to produce a noise, smell, etc to discharge something { _____ }

F. a substance that is solid, not a liquid or a gas { _____ }

G. to show the way { _____ }
Appendix 8

Group 1
1. What is the purpose of the text?
2. What is the main idea of the first paragraph?
3. In the writer’s opinion, why is air pollution harmful?

Group 2
1. It makes people sick like having breathing problems and cancer. (Paragraph one). What does the underlined word refer to?
2. What do solid waste disposal sites emit?
3. Does natural pollutant tend to lead to permanent atmosphere change?

Group 3
1. Find a word in paragraph two that has the opposite meaning of ‘rubbish.’
2. What is the main idea of the last paragraph?
3. What is the topic of the text?
A shepherd boy was looking after his sheep on a hill. He felt ________ being alone on a hill. Then, he thought of a way to make some fun.

“That sounds from the shepherd boy. He is in trouble. Let’s go and help him, “said the villagers. They were __________ when they did not see any wolves on the hill. “Where’s the wolf?” they asked.

The boy fell back and started laughing. The villagers __________ that the boy had played a trick. They were angry and went back to work.

The next day, the villagers heard the shepherd boy shouting for help again. they ________ towards the hill and again the boy laughed at them.
On the third day, a wolf really came and attacked the sheep. “Help! Help! A wolf is attacking my sheep!” shouted the boy at the top of his _______

However, nobody bothered him at this time. The villagers thought that the boy was trying to _______ them again. The boy watched sadly as the wolf killed all his sheep.

**Answers:**
- realized (verb)
- bored (adjective)
- rushed (verb)
- voice (noun)
- surprised (adjective)
- fool (verb)
Appendix 10

Group 1
1. What is the purpose of the text?
2. What is the topic of the story?
3. What is the main idea of paragraph 2?
4. Where did she get the piece of cheese?

Group 2
1. He was hungry (paragraph 2). What does the underlined word refer to?
2. He thought of a clever plan to get the cheese. What is the synonym of the italic word?
3. What did she do to prove that she could sing?

Group 3
1. Find a word in paragraph 5, which has the opposite meaning of 'trust.' What word is it?
2. What happened when the crow opened her beak?
3. Did they get married and live together as a couple? Why?
Appendix 11

Definition

A small metal bar used for fastening a door

A set of working parts in a machine

Feeling shy or ashamed

Respect based on good reputation

Religious service, etc on a special occasions

To wind something round something else

Small box for holding jewelry, letters, etc

Words:

Prestige (noun)
Twist (verb)
Mechanism (noun)
Embarrassed (adjective)
Latch (noun)
Ceremony (noun)
Casket (noun)
Appendix 12

Group 1
1. What is the text above?
2. What is the purpose of the text?
3. Was Ben a maintenance man at a hotel?
4. Which statement is true according to the text?
   a. The receptionist was stuck in the ladies toilet.
   b. The maintenance man cleared the basin choke.
   c. Ben is manager in a prestige hotel.
   d. The receptionist damaged the door.
   e. The door was out of order.

Group 2
1. What is the topic of the story?
2. Look at paragraph three. What does the underlined word refer to?
3. Did Ben cleared the sink’s blockage?
4. What happens to Ben and the receptionist?

Group 3
1. What is the main idea of paragraph five?
2. Which statement is true according to the text?
   a. Ben was fired for not doing a proper job.
   b. The maintenance man cleared the basin choke.
   c. Ben is demoted.
   d. The receptionist was singing in the toilet.
   e. The maintenance man was instructed to check the ladies toilet.
3. Find a word in the last paragraph, which has the opposite meaning of ‘solve.’
Appendix 13

West Kalimantan: Basketball
East Kalimantan: Football
South Kalimantan: Golf
Central Kalimantan: Tennis
North Sulawesi: Badminton
South Sulawesi: Volleyball
Central Sulawesi: Soccer
Riau: Softball
Aceh: Bowling
Maluku: Swimming
Gorontalo: Gymnastic
Papua Barat: Jogging
**Samarinda**
Any of various games played with a ball (round or oval) in which two teams try to kick or carry or propel the ball into each other's goal.

**Pontianak**
A game played on a court by two opposing teams of 5 players.

**Banjarmasin**
A game played on a large open course with 9 or 18 holes; the object is to use as few strokes as possible in playing all the holes.

**Gorontalo**
A sport involving performance of exercises requiring physical strength, flexibility, agility, coordination, balance and grace.

**Makassar**
A game in which two teams hit an inflated ball over a high net using their hands.

**Palangkaraya**
A sport played between two players (singles) or between two teams of two players each (doubles).
**Ambon**
A game with long-distance foot race

**Manado**
A game played on a court with light long-handled rackets used to volley a shuttlecock over a net

**Pekan Baru**
A game closely resembling baseball that is played on a smaller diamond than baseball

**Manokwari**
A type of exercise that involved running at a slow pace, usually for an extended period of time

**Banda Aceh**
A game in which balls are rolled at an object or group of objects with the aim of knocking them over or moving them

**Palu**
A football game in which two teams of 11 players try to kick or head a ball into the opponents' goal
Appendix 14

Group 1

1. What does the above banner tell us?
2. What is the topic of the banner?
3. What is the suitable title of the banner?

Group 2

1. Where do you usually find this banner?
2. What kinds of sports involved in USAFE sports?
3. According to you, what should we do if we want to be healthy?

Group 3

1. What is the purpose of this banner?
2. What are the sponsors of the sports?
3. Mention kinds of sports done in the water!
Appendix 15

**Definition**

- **Not nice or unpleasant**

- **A roll of tobacco enclosed in thin paper for smoking**

- **The process of gaining knowledge through seeing and doing things**

- **A change in the body that indicates an illness**

- **To breathe or breathe something in**

- **A nervous feeling caused by fear that something bad is going to happen**

- **Illness of the body, caused by infection or internal disorder**

**Words:**

- Experience (noun)
- Inhale (verb)
- Cigarettes (noun)
- Nasty (adjective)
- Disease (noun)
- Anxiety (noun)
- Symptoms (noun)
Appendix 16

Group 1
1. What is the purpose of the writer writing this text?
2. Is the text an analytical exposition or hortatory exposition?
3. Why is smoking bad? State your reasons.

Group 2
1. What is the main idea of paragraph one?
2. Is it easy to stop smoking? Why/why not?
3. ....... they often experience classic nicotine withdrawal symptoms (paragraph four). What does the word ‘they’ refer to?

Group 3
1. Unfortunately, they find that quitting smoking is so difficult (paragraph four). What is the synonym of the underlined word?
2. How many reasons does the writer mention to support his argument?
3. Which part of the text contains the advice of the writer to do something better?