A SET OF ENGLISH READING INSTRUCTIONAL MATERIAL
BASED ON A COOPERATIVE LEARNING APPROACH
FOR THE EIGHTH GRADE STUDENTS
OF SMP TAMAN DEWASA IBU PAWIYATAN YOGYAKARTA

A THESIS

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

By
WIDAYATI
Student Number: 061214005

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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September 23, 2011
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On October 07, 2011
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Yogyakarta, October 07, 2011
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

R. Rohandi, Ph.D.
I dedicated this thesis to …

…Jesus, my beloved parents and my fiancé.

Thank you, for loving me …
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, September 23, 2011

The Writer

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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Pada tanggal: 23 September 2011

Yang menyatakan

(Widayati)
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ABSTRACT


The success of reading determines the success of learning (Nunan, 2003: 72). It is important for the students of Junior High School to have good reading skill mastery in order to understand the reading passage in English class and the information sources in English language around the students. Therefore, the students need to have good comprehension mastery to achieve their success of learning. In maximizing the students’ understanding in learning, the writer offers Cooperative Learning approach since through this approach the students could achieve reading comprehension mastery by learning cooperatively. It maximizes the use of cooperation activities in pairs and in a group of classroom learning activities. Since learning cooperatively would enhance the knowledge, cooperation, and performance during the learning process. The students would solve the problems and finish the assignments easier.

This study was conducted to design a set of English reading instructional materials based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. This study has two research questions: 1) How is a set of English reading instructional materials based on Cooperative Learning approach for the eighth grade students SMP Taman Dewasa Ibu Pawiyatan Yogyakarta designed? 2) What does a set of English reading instructional materials based on a Cooperative Learning approach for the eighth grade students SMP Taman Dewasa Ibu Pawiyatan Yogyakarta look like? To answer the two questions above, the writer employed five steps of R & D cycle. Those steps were (1) research and information collecting, (2) planning, (3) developing preliminary form of product, (4) preliminary field testing, and (5) final product revision.

In order to answer the first question, the writer adapted Taba’s and Kemp’s instructional design models. The writer employed six steps. The steps were: (1) conducting needs survey, (2) specifying goals, topics, and general purposes, (3) formulating learning objectives, (4) selecting and organizing subject contents, (5) organizing teaching learning activities and resources, and (6) materials evaluation. In order to answer the second question, the writer presented the final version of the instructional design materials based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.. The materials consisted of four units. Each unit consisted of four parts, namely Hello!, Let’s Study It Together!, Let’s Play!, and What You Have Learnt?

The materials evaluation results showed that the total point was 67 % up to 93 % from the maximum point 100 %. It showed that the designed materials were good and acceptable for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.
ABSTRAK


Hasil dari evaluasi materi menunjukkan bahwa jumlah poin adalah 67 % sampai 93 % dari poin maksimal 100 %. Ini menunjukkan bahwa rancangan materi tersebut bagus dan bisa digunakan untuk murid kelas delapan di SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.
CHAPTER I
INTRODUCTION

In this chapter, the writer will discuss six major points. They are research background, problem formulation, problem limitation, research objectives, research benefits, and definition of terms that clarifies the terms used in this study.

A. Research Background

Reading is important for everyone, especially for the students in the learning process. The success of reading determines the success of learning (Nunan, 2003: 72). The success of reading helps the reader to obtain information around the world. The students would achieve success of reading when they could comprehend what they read and the students would be able to gain the meaning which helps the students in learning the subject. As Osman (1986: 4) stated that the essential of reading instructions is developing the students’ ability in comprehending what they read. When the students are reading the reading passage in class, the students do not really make sure whether they have understood or not. “One of the difficulties which young children may have, in fact, is not knowing whether an ability to read is supposed to also involve an understanding of what is read (Wallace, 1992: 4).”

Reading as interpreting means reacting to a written text as a piece of communication. Wallace (1994: 4) stated that the reader could assume some communicative intent on the writer’s part which the reader has some purpose in attempting to understand. The students need more concentration and efforts to
understand the meaning of the passage. When the students are reading the passage they usually get bored since the topic is not interesting and the passages are difficult to read by them self.

The students who have skill in reading are the students who could increase their understanding in reading the passages. The students are called skilled readers. The unskilled readers are the students who could not increase their understanding in reading the passage. The problem of skilled and unskilled readers also happened in SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. Based on an informal interview with one of the English teachers in the school, the writer concluded that the majority of the students were unskilled readers. It happened to the students since the activities conducted in reading class were monotonous. The teacher asked the students to read the passage and answer the questions provided. After that the teacher and the students share the answers together to find the correct answers. When the students could not find appropriate answers for the questions provided, the teacher will help the students by supplying the correct answers. Sometimes the students did not find complete information and could not solve the problems well when the students reading the passage by themselves.

It is important for the students of Junior High School to have good reading mastery in order to understand the passage in English class and the English language information sources around the students. Therefore, teachers should have various activities to help and motivate the students in the learning process. In order to involve the students’ understanding in reading, it is important for the students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta to be introduced a new approach
since the students need to have good reading mastery to achieve their success of learning.

The students in class have different socio-cultural background, knowledge, personality, motivation, and creativity in learning. In order to maximize the students’ reading mastery, the teachers should provide teaching learning activities that involve students’ interaction and cooperation to learn Reading in classroom. It will facilitate the students to achieve the reading mastery through group work and share with different students. The writer uses the theory of Cooperative Learning since this theory helps the students to improve reading mastery by maximizing the use of cooperation activities in pairs and in a group of classroom learning activities. It offers ways to organize group work to enhance learning and increase academic achievement (Kessler, 1992: 1). The students would be divided into some small groups. In a group the students learn and discuss the tasks together. In working together, the problems can be solved easier. Cooperative Learning promotes the students’ desire to master the lesson. Cooperative Learning would enhance the knowledge, cooperation, and performance during the learning process. So, the students would solve the problems and finish the assignments easier.

The writer chose Junior High School students since the students in this level had already taught to read comprehensively. This is the step in forming students’ reading comprehension to prepare the next level of education. It is important to give a set of instructional material which is interesting for their age and different way in teaching reading to help the students in understanding the passages. In this research, the writer mainly concerns to develop a set of English reading instructional material based on a Cooperative Learning approach for the eighth grade students of SMP
Taman Dewasa Ibu Pawiyatan Yogyakarta in order to improve the students’ reading comprehension and cooperation ability.

B. Problem Formulation

According to the problems stated in the background of the study, the formulated questions are as follows.

1. How is a set of English reading instructional material based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta designed?

2. What does a set of English reading instructional material based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta look like?

C. Problem Limitation

The aim of this study is to design a set of English reading instructional material using Cooperative Learning approach to facilitate the eighth grade students to improve their comprehension of reading passage. This study is limited to the development of the material. Therefore, in order to achieve the objectives of the study, the writer designs a set of English reading instructional material based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta to get better comprehension through Cooperative Learning. In this study, the writer would present a set of English reading instructional material based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.
D. Research Objectives

There are two main objectives proposed by this study.

1. To find out how a set of English reading instructional material based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta is designed.

2. To present the set of English reading instructional material.

E. Research Benefits

This conducted study is hoped to bring benefits. The benefits can be described as follows.

1. For the researchers

This study can be used by other researchers as reference to conduct research and write scientific paper related to the topic. This study also gives description about designing English reading instructional material based on a Cooperative Learning approach in teaching English for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. The writer hopes that other researchers may gain beneficial information to support their research.

2. For the teachers

The study provides benefits for the English teacher in teaching English based on the Cooperative Learning approach for eighth grade students of Junior High School. By reading the study, the English teachers may have more references of teaching learning method that can be applied in class. It is also hoped that the Junior
High School English teachers may broaden their knowledge about English language teaching through the study.

3. For the students

The study provides material that is useful to learn English based on Cooperative Learning approach. Through the designed material, the students find it easier to understand the reading materials. The material provides the students to learn and to interact with their friends.

F. Definition of Terms

To avoid misunderstanding, the writer provides some definition of terms.

1. Design

According to Kemp’s (1977: 8), design is a plan which is applied in every level of education and it has three essential elements. They are the objective of the learning, the activities and resources, and evaluation. In this study, design is a plan to arrange a set of English reading material using Cooperative Learning approach that can be used to facilitate the eighth grade students to comprehend the reading material.

2. Instructional Materials

According to Dick and Reiser (1989: 3), instructional material is a set of material which is used to deliver instructions to the learners. In this study, instructional material means a set of materials provided for the students that enables the students to use the skill in comprehending the reading material.
3. Reading

Nunan (2003: 68) stated that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In this study, reading means that the students are able to gain the information from the text and use their background knowledge to help them in understanding the meaning.

4. Cooperative Language Learning

Olsen and Kagan (1982) in Kessler (1992: 1) said that cooperative learning is carefully structured and organized so that each learner interacts with others and all learners are motivated to increase each other’s learning. In this study, cooperative learning means a way in which the students work and learn cooperatively with their group, help each other, discuss the opinions, and combining the understanding in order to achieve a certain goal. Here, the students are responsible for their own learning in group with the guidance of their teacher, so that it would be beneficial for everybody in class. So, the students would enhance the knowledge, cooperation ability, and performance of learning. Since the students would learn successfully and maximize the knowledge through the process.

5. The eighth grade of Junior High School Students

Eighth grade students are the students about 13-17 years old. Grade is a school level where students gather in the group of the same age. The writer chose this level for the research since the students need to facilitate to gain knowledge as soon as possible and it is useful for the learning process. So, the students are ready for the next level of education. In this study, eighth grade students of Junior High School is
a group of students age between 13 - 17 years old who are learning in the SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.
CHAPTER II

REVIEW OF RELATED LITERATURE

There are two major points that will be discussed in this chapter. The first point is about the theoretical description of related theory to the study. The second point is the theoretical framework. It will be used as guidelines to conduct the research.

A. Theoretical Description

In this section, there are three topics to discuss. The first is instructional design model. The second is theory of reading. The third is cooperative language learning.

1. Instructional Models

In this research, there are two instructional designs to discuss. The first is Taba’s model. The second is Kemp’s model. The writer employs Taba’s and Kemp’s models in order to answer the question presented in the previous chapter. The Taba’s and Kemp’s designs are explained as follows.

a. Taba’s Model

Taba (1962: 12) offers planning in which it is suited to view curriculum as product. The main concern of this planning is on the students’ outcomes. Therefore, the stating of the objectives becomes the main focus of the planning. There are seven stages offered by Taba in this planning. The explanations are as follows.

1) Diagnosis of Needs

Diagnosis, then, is an important first step in determining what the curriculum should be for a given population (Taba, 1962: 12). The diagnosis of needs is to analyze the problems, the conditions, and the difficulties of the students as they come
from different background of knowledge. It is conducted by drawing together the existing knowledge with the new information to get the new improvement for the new approach. In this study, the data analysis results are used to design the suitable English reading instructional material for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.

2) Formulation of objectives

Taba (1962: 12) stated that formulation of clear and comprehensive objectives provides an essential platform for the curriculum. The formulation of the specific objectives is determined by the results of the needs analysis. Since need analysis will give clear direction to which aspect to emphasize and from the general objectives of the school.

3) Selection of content

Taba (1962) said that the selection and organization of the content of a curriculum also involve criteria other than objectives, such as its validity and significance, the making of proper distinctions between the various levels of content, and decisions about the level of development at which to introduce it. The selection of content is influenced by the analysis of the needs and the formulation of objectives for the reason that both stages provide guidance to determine which aspects to put emphasis on. This stage encompasses three steps that are; the selection of topics, the selection of basic ideas, and selection of specific content.

4) Organizing of Content

It aims to arrange the content according to the feasible learning sequence. The topics, the basic ideas, and the specific content should be arranged from the known to unknown, from the concrete to the abstract, or from the easy to the difficult.
5) **Selection of Learning Experiences**

The task of selecting and organizing learning experiences involves more than applying certain principles of learning (Taba: 1962). In selecting learning experiences, it is important to visualize what the students need to do or experience in order to achieve some behavioral competencies and what the order of these experiences should be. Furthermore, the success of the students in achieving the objective depends on the learning experiences will be used in this study.

6) **Organizing of learning Experiences**

Taba (1962: 13) stated that it involves ideas about such matters as strategies of concept attainment and sequences in formation of attitudes and sensitivities. In organizing learning experiences is that it follows a sequence to create continuous and accumulative learning. This learning sequence should include the generalization and abstraction, the development of central ideas, and the appropriate steps to attain concepts and attitudes.

7) **Determining of what to evaluate and of what ways and mean of doing it**

According to Taba (1962: 13), plans need to be made for evaluation. The purpose of conducting evaluation after the program completed is to check the overall consistency among the components. The evaluation among its components is important to do in order to correct some errors which may occur. It can be used to re-examine the total plan to see that there are no serious inconsistencies among the components. The results of the evaluation can be used to revise and make improvements on the designed materials. By establishing the suitable means of evaluation, the designer may design appropriate reading material in this study. The seven steps of Taba’s design model are as follows.
The seven steps by Taba derive from the way of approaching curriculum theory and practice. The choice of sequence is organized and systematic where the focus of the instruction is on the formulation of the objectives. Furthermore, the determination of objectives may promote the outcomes of the students and support the formulation of the contents, the method of teaching, and the evaluation.

Figure 2.1 Taba’s Instructional Design Plan (Taba, 1962: 12)
b. Kemp’s Model

In the design presented by Kemp (1977: 8), there are three essential elements of the instructional technology. These elements are objectives (What must be learned?), activities and resources or method (What procedures and resources will work best to reach the desired learning levels?), evaluation (How will we know when the required learning has taken place?). Kemp (1977: 8) stated that this design can be implemented at any educational level. It can be treated to single topic and then to units and then to the whole course.

There are eight stages offered by Kemp in order to sustain the three essential elements. The eight stages are as follows.

- Consider goals, and the list of topics, stating the general purpose for teaching each topic.
- Enumerate the important characteristics of the learners for whom the instruction are to be designed.
- Specify the learning objectives to be achieved in terms of measurable students’ behavioral outcomes.
- List the subject content that supports each objective.
- Develop pre-assessments to determine the student’s background and presents level of knowledge about the topic.
- Selecting teaching or learning activities and instructional resources that will treat the subject content so students will accomplish the objectives.
- Coordinate such support services as budget, personnel, facilities, equipment, and schedules to carry out the instructional plan.
- Evaluate students’ learning in terms of their accomplishment of objectives, with a view to revising and reevaluating any phases of the plan that need improvement.

There is interdependence among the eight stages since any decision made for one stage will affect others. Moreover, Kemp said that this design still takes the objectives as the starting point and the evaluation as the end of the stages. The eight steps of Kemp’s design model are as follows.

![Diagram of Kemp's design model]

**Figure 2.2: Instructional design by Kemp (1997:9)**

2. Theory of Reading

   a. The Nature Reading

   The understanding of the total language situation and the use of language master is the understanding of the process of learning to read. It is more than just a
communication art, but it is as the vehicles of our thought processes. Gray (1937) said that the view of the nature of reading involves the recognition of the important elements of the meaning, including the accuracy and the thoroughness in comprehension. The comprehension itself means the ability to grasp the meaning in the form of reading passage (Moyle, 1972: 25). The methods used in the teaching bring the different effects on the students since they have different abilities and different level of comprehension.

According to Reinking and Scheiner (1985), cited by Kustaryo (1988:2), reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Whenever the readers deal with the print, they recognize the symbol and relate these symbols to their background information in order to build interpretation and gain comprehension of the written text. Goodman (1967) pointed reading as an active psycholinguistic guessing game. The reader makes further prediction about what will happen next reflecting to what they have already read. The readers search for cues presented in the text to support them in order to make prediction.

There is also an interaction occurred between the writer and the reader in the reading process. There are two approaches namely: text-based and reader-based approaches. The text-based approach concern with what the writer plans to write and how the text is written while reader-based approach deals with what the readers bring to the text and what is got by the readers after reading (Cohen, 1990: 75-76). This study also focuses on the improvement of reading comprehension mastery of the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.
b. The Teaching Reading Skills

According to Bonnie and Jean (2002: 85-87), there are activities involved in reading process, namely pre-reading activity, while-reading activity, and post-reading activity. For the further explanation will be discussed as follows.

1) Pre-reading Activity

According to Bonnie and Jane (2002: 85), pre-reading activity is important to help the students understand the selection. There are some activities involved in pre-reading activity:

a) Activate Background Knowledge

According to Bonnie and Jane (2002: 85), background knowledge may derive from all of the experiences that the reader has. When the students activate their background knowledge, they recognize and use information they already have. The meaning construction happens when the students connect new information from the selection with the information they have to build meanings. One of the ways which can be used to activate the students’ background knowledge is by asking the students to question the topics. The teacher may also ask the students to make predictions about what will be discussed in the reading passages from the titles and the illustrations presented. On the other hand, if the students deal with unfamiliar topics, it is the teacher’s job to give brief instruction about the concepts of what is being read.

b) Build Vocabulary Base

Bonnie and Jane (2002: 63) stated that build vocabulary holds the important role in the success of reading. The vocabulary knowledge grows through repeated
exposure. The practice building the vocabulary base should be conducted regularly in order to facilitate the students to understand the reading text. Moreover, it is the essential to provide the students with some key vocabulary words to help them understand the selection. Nunan (2003) suggested teaching the students the basic vocabulary and the use of the context-based approach in guessing meaning so that the students do not need to understand all of the words in the selection to grasp the meaning.

c) Set Purposes and Direction for Reading

According to Bonnie and Jane (2002: 85), the aim of setting purposes is to assist the students focus their attention to what they look for and to facilitate them connecting their background knowledge to new information. Purposes can be drawn by asking the students to predict what will be discussed in the selection or by asking the students to question the text. The direction may occur at the end of pre-reading activity. It is used as the direction for the students to enter while-reading activity.

2) While-reading Activity

One of the ways to achieve comprehension is by questioning. Question helps the students to understand the selection and helps the teacher to figure out the understanding of the students. Question related to the selection may help the students organize and integrate information. Furthermore, this questioning may facilitate the students to relate what they are reading and what they already know. There are also many activities conducted which can assist the students during the learning process. Bonnie and Jane (2002) suggested some activities.
a) have the students to follow pre-reading activity by asking them to find the answers of the questions they pose or by asking them to confirm their predictions about selection.

b) remind the students to use some comprehension strategy suggested.

c) ask the students to draw inferences, conclusion, or make prediction outcomes.

d) ask the students to record the main ideas and supported details, outline, or summarize.

3) Post-reading Activity

The main purpose in post-reading activity is to enhance students’ understanding about what has been read. It can be used as a device to fortify the students’ background knowledge with the new information. According to Bonnie and Jane (2002: 87), the teacher can encourage the students to think critically and creatively about what they have read and to apply the information for their new learning. There are some activities suggested in post-reading activity. Bonnie and Jane (2002: 87) suggested some activities.

a) Further questioning

The formulated questions should help the students apply, synthesize, or elaborate the information in the materials they have read.

b) Discussion

It is used as the place for the students to share and exchange ideas. Furthermore, small group discussions facilitate the students to grasp the comprehension on the selection.
c) Writing

Writing will help the students connect the information they know with the new information from selection. There are many activities in written form, namely: summaries, journals, reports, stories.

3. Cooperative Language Learning

Richard and Rodgers (2001: 192) stated that Cooperative Learning (CLL) is a part of a more general instructional approach which is also known as Collaborative Learning (CL). Cooperative Language Learning or Cooperative Learning is an approach to teach that makes maximum use of cooperative activities involving pairs or small groups of students in the classroom. Through group work organized, it promotes the students’ academic achievement. The word cooperative in Cooperative Learning emphasizes another important dimension of CLL. It seeks to develop classrooms that foster cooperation rather than competition in learning (Richard & Rodger, 2001: 192). The writer concludes that Cooperative Learning is a learning method which focuses on the students group work in order to achieve the academic objectives together.

Cooperative Learning theory is a group base learning and focus on group work. It requires students’ interaction in groups and promotes the students to be active. It is also appropriate for any level of learning and it can be used to teach four skills of English elements.

a. The Characteristics of Cooperative Learning

This part discusses the characteristics of Cooperative Learning. The characteristics of Cooperative Learning also become the main elements that can
determine the success of the materials design applied. According to Olsen & Kagan (1992), as cited by Richard & Rodger (2001: 196), there are five key elements of successful group-based learning in Cooperative Learning. The descriptions of those elements are as follows.

1) Positive Interdependence

Positive Interdependence occurs when the group members feel that what helps one member helps all and what hurts one member hurts all. It means that one of the groups should be responsible to himself and also to the group he or she belongs to. Students work together to achieve a group goal. The success of a group determines by all members of that group.

2) Group Formation

Group formation is an important factor in creating positive Interdependence. Factors involved in setting up groups include.

- Deciding the size of the group. This will depend on the tasks they have to carry out, the age of the learners, and time limits for the lesson. Typical group size is from two to four.

- Assigning students to form groups. Groups can be teacher-selected, random, or students-selected. Although teacher-selected is recommended as the usual mode so as to create groups that are heterogeneous on such variables as past achievement, ethnicity, or sex.

- Student’s role group. Each group member has a specific role to play in a group, such as noise monitor, turn-taker monitor, recorder, or summarizer.
3) Individual Accountability

Individual accountability involves both group and individual performance by assigning each student a grade on his or her portion of a team project or by calling on a student at random to share with the whole class, with group members, or with another group. Students may be made individually accountable by assigning each student a grade on his or her portion of a team project or by the rule that the group may not go to the next activity until all members finish the task (McDonnel, 1992: 13).

4) Social Skills

Social skills determine the way the students interact with each other as teammates. Usually some explicit instructions in social skills are needed to ensure the successful interaction. Social skills behavior may not occur spontaneously with all students and teaching them can have a profound impact on attentiveness, morale, and motivation (McDonnel, 1992: 14).

5) Structuring and Structures

Structures are generic, content-free ways of organizing students’ interaction with content and with each other. Structuring and structures refers to ways of organizing students’ interaction and different way students are to interact (McDonnel, 1992: 14). According to Slavin (1995: 12), there are six principal characteristics of Cooperative Learning. They are group goals, individual accountability, equal opportunities for success, team competition, adaptation to individual needs, and task specialization. The descriptions of those characteristics are as follows.
a) Group Goals

Most Cooperative Learning methods use some of group goals (Slavin, 1995: 12). In the Students Team Learning methods, these may be certificates or other recognition given to teams that meet a preset criterion.

b) Individual Accountability

Individual accountability is achieved in two ways. One is to have group scores be the sum or average of individual quiz scores or other assessments, as in the Student Team Learning methods (Slavin, 1995: 12). The other is task specialization, whereby each student is given a unique responsibility for part of group task. Each student in a group has responsibility to take part in doing a task for part of the group task to achieve academic objectives together.

c) Equal Opportunities for Success

A characteristic unique to the Student Team Learning methods is the use of scoring methods that ensure all the students an equal opportunity to contribute to their team (Slavin, 1995: 12). These methods consist of improvements points, competition with equals, or adaptation of task to individual performance levels. It means that each student has the same opportunity to contribute maximum points for the team.

d) Team Competition

Early studies of the Student Teams Achievement Division (STAD) and Teams Games Tournaments (TGT) used competition between teams as a means of motivating students to cooperate within teams (Slavin, 1995: 12). The aim of the team competition is to encourage the students to try harder. Each of the students
should support and give maximum contribution for the team to achieve the group’s goals.

e) Task Specialization

Each task has its function to develop student’s performance. Each member of the group has responsibility to the group’s improvement as in solving the task given by the teacher. A key element of Jigsaw, Group Investigation, and other task-specialization methods is the assignments of a unique subtask to each group member (Slavin, 1995: 13).

f) Adaptation to Individual Needs

There are many methods in Cooperative Language. According to Slavin (1995: 13), most Cooperative Learning methods use is group paced instruction, but TAI (Team Accelerated Instruction) adapt instruction to students’ individual needs. The teacher should choose appropriate activities in order to achieve the academic objectives.

In this study, most principles of Cooperative Learning will be used to determine teaching learning activities. The writer believes that each of students has different needs in learning English.

b. The Teacher Roles in the Cooperative Classroom

In Cooperative Learning Classroom, teachers have some significant roles to encourage the students in learning English. Teachers are sources of learning for students. However, teachers do not merely become the centre of the teaching learning activities. Teachers have their own roles in Cooperative Learning.
1) The Teacher as Inquirer

According to River (1987), as cited by Mc.Donell (1992: 164), the teacher must inquire the following questions about the learners: what is the age of the learner?, what is the language proficiency level?, what are the previous learning experiences, interest, abilities, and needs? By knowing such questions, the teacher can manage his or her class based on the circumstances and condition that he or she really knows. From the description above, both of teacher and learners have the same responsibility in responding the circumstances and condition during the teaching learning process.

2) The Teacher as Creator

According to Johnson et al. (1984), as cited by Mc.Donell (1992: 165), the teacher’s duty as creator lies on creating the social climate, setting goals, planning and structuring the task, establishing the physical arrangement of the classroom, assigning the students to group and roles, and selecting materials and time. Teachers create and prepare many things to make teaching learning process in the classroom really ready and conducive especially for the learners.

3) The Teacher as Observer

Mc.Donell (1992: 167) states that observation is the basis of decision making about learners progress. The teacher can observe and monitor many aspects of his learners, so that the teacher knows the progress of his learners’ learning during learning process. Beside that, the teacher can know the strengths and weaknesses of the learners and how success his teaching strategies.

4) The Teacher as Facilitator

Teachers as facilitator mean that teacher should facilitate, encourage, and support the students to learn actively. The teacher roles as a facilitator in Cooperative
classroom can be done by giving suggestion to the groups, encourage and support teams to solve teams’ problems, giving feedback, giving available sources, and observing the students’ work. Mc.Donell (1992: 169) stated that it is the students who learn and it is the teacher’s duty to help them learning.

5) The Teacher as Agent of Change

In a classroom, teachers are responsible to control teaching learning process. The teachers also have rights to change the classroom when the process of teaching learning such as the activities and strategies in the classroom are far from the objectives because of the circumstances and condition change. Bissex and Bullock (1987), as cited by Mc.Donell (1992: 170), stated that when teachers allow the classroom to become a place of inquiry, where questions are explored in meaningful context and teachers and students collaborate to seek answers, then the teachers have a redefined role as teacher-researcher.

In Cooperative Learning, the teacher is not only one person who takes control of all the reaching learning process absolutely. However, the teacher has right to change the strategies and activities used in the classroom when the situation changes. The teacher also has responsibility to create objectives and materials in order to achieve the academic goals. It means that the teacher roles both in the classroom and outside the classroom are needed. Nevertheless, the teacher is not the center person in the classroom. Conversely, the students are the center of learning in the teaching learning process.
c. The Learners’ Roles in the Cooperative Classroom

According to Richard and Rodgers (2001: 199), the primary role of the learner is a member of group who must work collaboratively on tasks with other group members. Each learner must cooperate with other group members to achieve the goals of group work. As a member of a group, each member has the responsibility to encourage other group members in learning and to learn from them. Learners are also directors of their own learning, which is viewed as a compilation of lifelong learning skills. Therefore, learning is something that requires students’ direct and active involvement and participation.

d. Types of Learning and Teaching Activities in Cooperative Learning

There are some types of learning and teaching activities in Cooperative Learning. The writer elaborates some types of learning and group’s formation. The next part will discuss about some classroom activities that can be applied in Cooperative Learning.

1) Types of Learning in Cooperative Classroom

According Johnson et al., (1994: 4-5), as cited by Richard and Rodgers (2001: 196), there are three types of cooperative learning activities. The explanations of those three types are as follows.

- First is Formal Cooperative Learning Groups. These are established for a specific task and involve student working together to achieve shared learning goals.

- Second is Informal Cooperative Learning groups. These are ad-hoc groups that last from a few minutes to a class period and are used to focus students’ attention or to facilitate learning during direct teaching.
- Third is Cooperative base groups. These are long terms, lasting for at least a year and consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other to support, help, encouragement, and assistance they need to succeed academically.

2) Types of Activities in Cooperative Classroom

There are many activities that can be used based on Cooperative Learning, for example Students Teams Achievement Division (STAD), Team Games Tournament (TGT), Jigsaw, Cooperative Integrated Reading and Composition (CIRC), Group Discussion, and Think-Pair-Share (TPS). In this study, the writer will use STAD, Group Discussion, Think-Pair-Share (TPS), and Jigsaw which are considered appropriate for students. The description of STAD, Group Discussion, Think-Pair-Share (TPS), and Jigsaw which are based on Slavin’s (1995) and Kessler’s theory (1992) are as follows.

a) Student Teams Achievement Division (STAD)

According to Slavin (1995: 71-73), STAD consists of five major components. Those five components in STAD are class presentation, teams, quizzes, individual improvement scores, and recognition. The explanations of each part are as follows.

i) Class Presentation

According to Slavin (1995: 71), the materials in STAD are initially introduced in a class presentation. This is most often direct instruction or a lecture-discussion conducted by the teacher, but could include audiovisual presentations. Class presentation in STAD differs from usual teaching only in that they must be clearly focus on the STAD unit. In this way, students realize that they must pay careful
attention during the class presentation, because by doing so will help them do well on the quizzes, and their quiz scores determine their teams’ scores.

ii) Teams

Teams are composed of four or five students who present a cross-section of the class in terms of academic performance, sex, and race of ethnicity. The major function of the team is to make sure that all the team members are learning (Slavin, 1995: 71). Specifically, the function is to prepare its members to do well on the quizzes. After the teacher presents the material, the team meets to study worksheets or other material. The study involves students discussing problem together, comparing answers, and correcting any misconceptions if team mates makes mistakes.

The team is the most important feature of STAD. At every point, an emphasis is placed on team members doing their best for team and on the team doing its best to help its members. The team provides the peer support for the academic performance that is important for learning, and it provides the mutual concern and respect that are important for such outcomes as intergroup relations, self-esteem, and acceptance of mainstreamed students.

iii) Quizzes

After approximately one to two periods of teacher presentation and one to two periods of team practice, the students take individual quizzes. Students are not permitted to help one another during the quizzes (Slavin, 1995: 73). Thus, every student is individually responsible to know the materials.
iv) Individual Improvement Scores

The idea behind the individual improvement scores is to give each student a performance goal that can be attained if he or she works harder and performs better than in the past (Slavin, 1995: 73). Any student can contribute maximum points to his or her team in this scoring system, but no student can do so without doing his or her best work. Each student is given a “base” score, derived from the student’s average past performance on similar quizzes. Students then earn points from their team based on the degree to which their quizzes scores exceed their base scores.

v) Recognition

Teams may earn certificates or other rewards if their average scores exceed a certain criterion. Students’ team scores may also be used to determine up to 20 percent of their grades (Slavin, 1995: 73). Each member of a group gives contribution to the group’s achievement.

b) Group Discussion

In the group discussion, teacher will present a topic or question to the students. Then students will discuss the topic or question in a small groups. After the students discuss the topic or question in their group, one of the students in the group will be a group representative to summarize the group’s discussion for the class. The teacher could create some variations that may focus on roles within groups, kinds of summary reporting, and kinds of topics or information to discuss.
c) Think-Pair-Share

The teacher gives the students questions. After the students receive the question, they think to find the response for the question. The students share the answer or response by interviewing other students. According to Budd-Rowe (1974), as cited by Kessler (1992: 21), that an advantage to TPS is that students have increased wait time. The students will have opportunity to think about their answer before thinking about who they will share with.

d) Jigsaw

Slavin (1995: 6) states that Jigsaw II is an adaptation of Elliot Aronson’s (1978) Jigsaw Technique. In this technique, students work on the same four-member, heterogeneous teams as in STAD and TGT. The students are assigned chapters, short books, or other materials to read, usually social studies, biographies, or other expository material. Each team member is randomly assigned to become an “expert” on some aspects of the reading assignment. In Jigsaw, every member has the same opportunity to work in a group racially and culturally mixed. In order to know the content of a source, the success of a team is determined by interaction among the group members because a member should share and give explanation about what has been learned from the source. When the group is discussing a kind of topic, there are interaction and cooperation among group members to achieve academic objectives.
e. The Disadvantages of Cooperative Learning

According to Kagan (1985: 156), there are some advantages and disadvantages of cooperative learning. There are seven disadvantages mentioned by Kagan. First is the student having a lack of social skills would not know how to work in groups. This lack of social skills could result in task or social conflicts. Second is the group grades would decrease if only one student is working in a group. When there is only one student working in a group and all the others are enjoying the results it would decrease the group grades. Third is the fear of failure. A student who might want to avoid failure might not participate in the group task by expressing worries by blaming the task or group members.

Fourth is competition between teams. The competition would start between teams and the team not winning will stop trying. This will not only lower their grades but also their self-esteem. Fifth is the group members’ dependency. The dependency on the group members would make some students not able to work alone. Since the students accustom to work in group. Sixth is the teacher has to control many groups. The teacher never knows when a single group goes off-track from the task and find out a lot of time has been wasted. Seventh is the parent of high achievers would complain that their child is being used in spending their precious time to teach the other group members.

B. Theoretical Framework

There are some steps in the process of designing a set of English reading instructional material based on a Cooperative Learning approach for the eighth grade
students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. The writer will apply Cooperative Language Learning as the basis of teaching learning process since Cooperative Language Learning helps the students to have interaction to each other in order to comprehend the reading material and develop other learning. The writer proposes the reading activities offered by Bonnie and Jane (2002). In the reading material, the students deal with three sessions each unit. The sessions are before reading, while reading, and after reading. In each session the students will practice different skills and strategies which enable them to develop their understanding toward the English reading texts.

In the designed material, the writer adapts Kemp’s design models. Taba’s model is chosen since this model is made to fulfill the need of achieving the desired curriculum in order to bring about changes toward the students’ performance. The strength of this design is that it emphasizes on the stating of behavioral objectives which become the main concern in viewing the product curriculum. It is said that by stating clear objectives, it enables the designer to determine the students’ outcomes, the formulation of content, the teaching method, and the evaluation of the program. On the other hand, Taba’s model does not concern more to the stating of goals, topics, general purposes for each topic, and revision after conducting the evaluation process of the designed material. Hence, the writer also employs Kemp’s model. Kemp’s model can be applied at any education level. The interdependencies among the stages indicate that one treatment made for one stage will affect others. The broken lines among the stages indicate the revision step where it is based on the evaluation data gathering of the students’ achievement of the objectives. This
framework is used by the writer as a guideline to conduct the study. The framework used by the writer consists of nine steps.
Figure 2.3 The Design Model Conducted in the Study

- Conducting diagnosis of needs
- Determining the competencies standard, the basic competence, and the topics.
- Formulating the objectives
- Determining and organizing the subject contents
- Determining and organizing teaching-learning experiences
- Designing the materials
- Determining what to evaluate, the ways and means of doing the evaluation
- Evaluating the materials
- Revising the materials
CHAPTER III
METHODOLOGY

In this chapter, the writer will discuss some important points. The discussions are about research method, research participants, research instruments, and data gathering technique, data analysis technique, and research procedure.

A. Research Method

The researcher intended to answer the two questions that were stated in the problem formulation. The questions were “How is a set of English reading instructional material based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta designed?” and “What does a set of English reading instructional material based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta look like?”

In order to answer those two questions, the writer employed Educational Research & Development method (R & D). The writer used R & D since it used the findings to build tested products that were ready for operational use in the school. Borg and Gall (1983: 772) stated that educational research and development is a process used to develop and validate educational products. The products include teaching material, teaching method, and method for organizing instructions. The goal of R & D is to develop research knowledge and incorporate it into a product by combining educational research and educational practice (Borg and Gall, 1983: 771).
Furthermore, R & D could increase potential of impact of findings upon the school practice by constructing the materials into useable educational product. R & D cycle has three major steps: developing product based on research finding, doing field testing on the product, and revising the product on the basis of field – test data.

In this study, the writer only used five steps of R & D cycle. It was used by the writer in order to answer the two questions above. The writer used five steps of R & D because the study was only designing the material. It did not need products revision and implementation. There was one product revision based on the results of the materials evaluation questionnaire. The five steps were elaborated by the writer in the following explanation. The explanation of each step was as follows.

**Step 1. Research and Information Collecting**

The writer conducted a survey to obtain as much information as possible from the learners, textbooks, and other sources as the foundation for designing and developing the materials. The data for the survey study were collected through questionnaires. The purpose of the pre-design questionnaire was to find out the student’s interest, problems, and opinions for the need analysis of this study. The results of questionnaire were used as the base in designing a set of instructional material.

**Step 2. Planning**

Based on the data gathered, the writer started to collect sources that were used in designing the material. The writer made the design based on the Cooperative Learning. In this step, the writer formulated the goals, topics, and purposes in order to plan the material design.
Step 3. Developing Preliminary Form of Product

The writer made the design based on the student’s needs that were obtained from the result of the questionnaire and also from the writer’s observation. In this step, the writer started to design the material based on the needs survey results. The writer determined the learning objectives, subject content, teaching/learning activities, and resources.

Step 4. Preliminary Field Testing

The post-design questionnaire attempted to find out the opinions and suggestions from the respondent. This questionnaire gave contribution in improving the final version of the instructional material. The respondents of the post-design questionnaires for material evaluation were one English Junior High School teacher and two English lecturers of the English Language Education study Program of Sanata Dharma University. The purposes of this step were to measure whether the design was appropriate and relevant, and to evaluate the material.

Step 5. Final Product Revision

In this step, R & D cycle was used to determine whether the product appropriate with the objectives. Borg and Gall (1983: 772) stated that in addition the primary purpose of the main field test, which is to determine the success of the new product in meeting its objectives, the secondary purpose is to collect information that can be used to improve the course in its next revision. Therefore, the writer should be obtained the questionnaire and interview data from all participants in the main field test.
B. Research Participants

There would be two parts of discussions in this section. The first discussion is about the participants for the pre-design study and the second discussion will describe the participants for the post-design study.

1. Participants of the Pre-design Study

In this section, there were two groups of participants involved. The first group participant was about 38 students of the eighth grade of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. They belonged to 2009-2010 academic years. The students of the eighth grade of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta were chosen as the participant of this study by the writer since they learnt English and experienced the English reading skill in the class. The second group was the eighth grade English teacher of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. The writer expected valuable inputs from the teachers especially about the implementation of reading skill in the teaching learning process.

2. Participants of the Post-design Study

The participants of the Preliminary Field Testing were one English teacher of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta and two lecturers of English Language Education Study Program of Sanata Dharma Univerity Yogyakarta who have possessed adequate teaching learning experiences. They were expected to be able to evaluate the designed material. In this study, there were three participants involved. The participants were one English teacher of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta and two lecturers of English Language Education Study Program of Sanata Dharma Univerity Yogyakarta. The participants of this study had
many experiences in teaching which shown by their teaching period. The third was a lecturer who guides the writer in designing the material. The participants served as the evaluator of the designed material.

The writer hoped that the participants would give evaluation, feedback, and comments on the designed material. From the evaluation, feedback, and comments that had been gathered, the writer would make revision and improvement on the materials.

C. Research Instruments

In this part, the writer discussed the instruments conducted in the pre-design study and post-design study. The instruments were needed in order to know whether the material for the students of eighth grade of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta were acceptable or not. Instrument of the study is a mean that is used to gather the data needed. In the pre-design study the writer used interview and questionnaire, for the post-design study the writer used questionnaire.

1. Pre-design Study

In the pre-design study, the writer applied the first step of R & D cycle. The first step was Research and Information Collecting. In the pre-design study, the writer employed two instruments. The first instrument that the writer employed was interview. Interview is an instrument to gather information needed through question and answer held by the interviewer and interviewee. According to Wallace (1998: 146), there are three kinds of interview, namely structured interview, unstructured interview, and semi-structured interview. According to Ary (2002: 382), one of the most important aspects of the interview is its flexibility. The interviewer had the
opportunity to observe the subject and the total solution in which he or she collected respond.

Questions could be repeated or their meaning explained in case they are not understood by the participants. The purpose of conducting this kind of interview was to obtain information about the students’ background knowledge and to find out the data about the teaching learning process conducted in the reading class. The data gathered from interview will be used as supporting data to design the materials. The writer used semi-structured interview in order to create conducive atmosphere so that the interviewee could give more detailed responses.

The second instrument used in this study was pre-design questionnaire. Questionnaire is an instrument to gather information through the respondents’ written responses to a list of questions. Ary (1972: 175) stated that there are two types of questionnaires; they are structured or closed questionnaire and constructed or open questionnaire. Closed or structured questionnaire is questionnaire which gives the participants some alternatives. There are two forms of questionnaire, closed and open form. In the closed form, the answer should be written down so that the participants just choose one of the options. This was meant to avoid respondents’ misinterpretation. In the open form the respondents could write down their opinions freely in order to know the reason of answers or options. In this study, the questionnaires given were closed and open form. It was called as semi-open questionnaire. The writer hoped by using both kinds of questionnaires would obtain appropriate information from the students to design the material.
In order to avoid misunderstanding between the writer’s and the students, the writer made the questionnaire in Indonesian. It was hoped that the participant understood the content of the questionnaire and answer it correctly.

2. Post-design Study

In this section, the writer applied step 4 & 5 of R & D cycle. The steps were Preliminary Field Testing and Main Product Revision.

In the post-design study, the instrument employed was post-design questionnaire. The writer distributed the post-design questionnaire to one English teacher of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta and two lecturers of English Language Education Study Program of Sanata Dharma Univerity Yogyakarta. The writer distributed the questionnaire in order to obtain feedbacks, comments, and suggestions on the designed material to evaluate and revise the design so that the writer was able to produce proper design to improve the reading comprehension of the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.

In this post-design study, the writer used Likert scale item type (closed-form) and open-ended questions to gain feedback for the designed material. Likert scale item type indicated response in numbers and the total score of responses signified the respondent’s attitude toward certain case (Ary et al, 2002:224).

D. Data Gathering Technique

In this section, the writer will elaborate the techniques that were used to gather the data in pre-design study and post-design study. As the writer had written in the
research instruments, the writer conducted interview and distributed the questionnaire in order to obtain information about the students’ background knowledge, the data about the teaching learning process, feedbacks, comments, and suggestions on the designed material to evaluate and revise the design. The surveys were done by distributing questionnaire and conducting interview with English teacher of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.

1. Pre-design Study

Pre-design study was conducted for needs analysis. It was done before designing the material. The purpose of conducting the pre-design survey was to find out the needs of the target learners so that the researcher could design the material which was relevant to the learners’ needs. In the pre-design survey the writer used structured or closed questionnaire and constructed or open questionnaire in order to find out the needs analysis. This meant that the students were asked to answer the questions by choosing one of the available responses and some questions were answered by using their own sentences.

2. Post-design Study

Post-design survey was conducted after designing the material in order to evaluate the material. In order to obtain relevant and suitable material, and ensure the validity the designed material needed to be evaluated by the writer. The writer distributed material evaluation questionnaire to the one English Junior High School teacher and two English lecturers of English Language Education Study Program of Sanata Dharma University.
The interview was conducted in order to know the students’ background. The questionnaires were distributed to obtain data about the students’ interest, abilities, and difficulties regarding to the implementation of reading lesson in the classroom. The result of interview and questionnaire which the writer distributed was used by the writer to know about the students’ interests, students’ abilities, and students’ difficulties. The questionnaire that the writer distributed to the one English teacher and two lecturers was used to obtain feedback, comments, and suggestion in order to revise and improve the material.

**E. Data Analysis Technique**

This section would discuss the technique in analyzing the obtained data. The data was obtained from the pre-design study and post-design study.

**1. Pre-design Study**

In this pre-design study, the writer analyzed the interview results with one of the two English teachers of *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta*. The data from the result were analyzed by deriving a conclusion for each answer of each question and made it into main idea. After conducting the interview, the writer distributed the pre-design questionnaire to the eighth grade students of *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta* to find out the needs. The data gathered from the 38 students of the eighth grade were analyzed by calculating the percentage of each item from the questionnaire and it was presented in form of table. The data presented the reading activities, the difficulties in reading, the interest and the abilities of the students related to the reading lesson. From the interview and the questionnaire, the
writer would gather the data in which these data were used as the basis in the designing the reading material.

2. Post-design Study

In the post-design study, the writer distributed the post-design questionnaire and the designed material to the users and the experts. The user was an English teacher of *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta* and the experts were two English lecturers of English Language Education Study Program of *Sanata Dharma University*. It was conducted to obtain feedbacks, comments, and suggestions on the designed material. The data gathered would be used to revise and improve the designed material.

The writer analyzed two kinds of data. The first one was the data about the participants’ educational background. The description of participants is presented as follows.

<table>
<thead>
<tr>
<th>Group of Participants</th>
<th>Educational Background</th>
<th>Teaching Experiences(in year)</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>D3</td>
<td>S1</td>
<td>&lt;1</td>
<td>M</td>
</tr>
<tr>
<td>S2</td>
<td>S3</td>
<td>1-5</td>
<td>F</td>
</tr>
<tr>
<td>S3</td>
<td></td>
<td>5-10</td>
<td></td>
</tr>
<tr>
<td>&lt; 10</td>
<td></td>
<td>&lt; 10</td>
<td></td>
</tr>
</tbody>
</table>

*Table 3.1. The blueprint of Description of Post-design Participants*

The second one was descriptive data about the participants’ statements. The questionnaire was in the closed form questionnaire. In this type of questionnaire, the judgments of the participants’ statements use five points of agreement:
1 : strongly disagree with the statement
2 : disagree with the statement
3 : undecided with the statement
4 : agree with the statement
5 : strongly agree with the statement

In analyzing the post-design questionnaire, the writer calculates the gathered data. Brown and Rodgers (2002: 125) stated that, percentages are calculated by dividing the total number in one category by the total number in all categories and multiplying the result by 100. In order to make the result easier to be understood by the reader, the data from participants were analyzed by calculating the percentage of each item from the questionnaire. The formula is as follows.

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

Note: \(N\) : the total number of point chosen by the participants
\[\sum n\] : the maximum total of point (Number of participants x 5 point)

In the preliminary field testing, the data showed whether the designed material were good and acceptable or not. In order to judge whether the designed material was acceptable or not, the writer gave description to categorize the results. The maximum points were five. The material designed was called good and acceptable if the total points were more than seventy five percent from the maximum points. The material designed was called good but needed crucial revisions if the total points
were fifty percent up to seventy five percent. The material designed was called poorly designed if the total points were below fifty percent.

For the open questionnaire, the participants had to write their own answers and make criticisms, evaluation, suggestions about the designed material. The result was used as the basis for improving and revising the designed material into final version of the material. The results were used to make necessary adjustments to improve the designed material with the intention that it would provide acceptable and appropriate English reading instructional material based on a Cooperative Language approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.

G. Research Procedure

In this study, the writer employed some steps. The steps are as follows.

1. Asking for permission letter to Sanata Dharma University to conduct the research in SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.

2. Asking permission to the principle of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.

3. Distributing the questionnaire to the students in order to obtain the information needed for designing materials (pre-design).

4. Reading and analyzing the respondents’ answers.

5. Conducting interview to SMP Taman Dewasa Ibu Pawiyatan Yogyakarta English teacher (pre-design).

6. Developing a set of English instructional material based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.
7. Providing questionnaires for evaluating the designed materials (post-design).

8. Distributing questionnaires to three respondents (one English Junior High School teacher and two English lecturers) in order to obtain feedback of material designed.

9. Analyzing the results of the questionnaires.

10. Revising the designed materials based on the results of the questionnaires in order to obtain the final version.

11. Doing some necessary adjustment on the designed materials and syllabus
Asking for permission to conduct research

Distributing the questionnaire to the students

Reading and analyzing the respondents’ answers.

Conducting interview (pre-design)

Developing the English instructional material

Providing questionnaires for evaluating the designed materials (post-design).

Distributing questionnaires to the three respondents to obtain feedback of materials designed.

Analyzing the results of the questionnaires

Revising the designed materials to obtain the final version.

Figure 3.1 Research Procedure
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter is divided into three main parts. The first is the designing process of a set of English reading instructional material based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. The second is the findings and discussion on the designed materials evaluation. The third part is the presentation of the set of English reading instructional material based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta is designed.

A. The Process of Designing a Set of English Reading Instructional Material Based on a Cooperative Learning Approach for the Eighth Grade Students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta

In this study, the writer applied five steps in the designing a set of English reading instructional material based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. The five steps are the combination of two instructional design models; they are Taba’s and Kemp’s models. The five steps are research and information collecting, planning, and developing preliminary form of product, preliminary field testing, and final product revision.

1. Research and Information Collecting

In order to obtain data of the students’ needs, the writer conducting interview and distributed the questionnaire. The interview was for the eighth grade teacher of
SMP Taman Dewasa Ibu Pawiyatan Yogyakarta and the questionnaire for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. The detail information of those two results are presented below.

a. Students’ Needs Based on the Interview with the Teacher

The writer interviewed the English teacher of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta who taught the eighth grade students. The interview was conducted on August 3, 2010. The English teacher said that the eighth grade students were interested in English if it was presented interestingly. They were at the average level. Half of the students were smart and only a few of them are less smart. In order to help the teacher in understanding the lesson, the teacher used some activities to improve the students’ skills, such as describing, drawing, testing vocabulary, and using communicative learning when the teacher teaches the students. These activities were effective enough in the classroom.

The teacher said that the students’ ability in reading skill was good enough. There were some of problems when the students learn reading such as vocabulary and pronunciation. In order to solve those problems, the teacher always gives a kind of vocabulary drill to help the students learning vocabulary. Besides, the teacher gives the new vocabularies from the new topic and guides the students to practice how to pronounce the words. In teaching reading skill, the teacher always starts the teaching learning activity by giving the general topic of what will the students learn before start to learn the lesson. When the students read the passage, the teacher asked the students to underline the difficult vocabularies and then find the meaning in the dictionary. The teacher said that the students’ vocabulary ability was low.
The teacher stated that the school needed English teaching-learning materials that could help the students to study faster and providing media for example pictures and games. The teacher also stated that activities and materials that the students needed were materials that could improve students’ will to learn English. The teacher said that the students were accustomed to using English in the classroom such as greeting, describing themselves, asking and offering help and asking permission. The teacher use bilingual in the teaching learning activities, Bahasa Indonesia was commonly used to explain the materials because the students did not understand all the explanation in English. The teacher also said that some of the students who are smart could understand the teacher’s explanation in English.

The teacher said that the learning materials were taken from student books. The teacher explained that the students did not involve in deciding the topics for learning materials. The teacher finds the topics for the learning materials based on curriculum, what the students’ needs and what the students’ interested in. the teacher also stated that the students were not accustomed to work in group, but the students often discuss the lesson in group without the teacher’s order. The teacher also stated that the students liked to study in group. Some advantages of working in group were sharing, gathering opinions on how to solve the problems or difficulties in learning, completing each other promoting to the discussion, promoting the passive students to become more active. The disadvantage of working in group was that the students who are passive were usually as followers.

The teacher found two obstacles when the students worked in group. First, the teacher should make sure that all of group members work together, not only depends on other group members. Second, the teacher must check groups frequently. The
teacher said that the students could work better in group when the materials seem little bit difficult for them. The teacher said that Cooperative Learning was a method focusing on group based learning and there was cooperation among the students to achieve the goals together. The teacher also said that teaching learning through Cooperative Learning could be applied for the eighth grade student of *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta*. Since Cooperative Learning material was possible for discussion, the students could discuss and argue their ideas in group in order to find the answer. Besides, the materials are interesting and familiar enough for the students. In this study, the writer tried to design acceptable materials which can help students to succeed in their learning in Reading based on Cooperative Learning.

b. **Students’ Needs Based on the Questionnaires for the Students**

In order to obtain clear description of the students’ needs, the writer distributed questionnaires to the eighth grade students of *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta* on August 20, 2010. The writer only distributed questionnaire in one class. The class consisted of 38 students.

From the result of needs analysis, the writer obtains some information. On the statement of the students’ opinion about their reading abilities, 32 % students said that they were *good* at reading and 68 % students said that they were *adequate*. There were 60 % students said that they were active and 40 % students were passive in classroom. Based on the opinion about English reading skill, 64 % students stated that reading was difficult and 36 % stated that it was sufficient. The students stated the factors which made English reading skill become difficult. There were 66 %
students stated that the factor was the vocabulary, 63 % students stated that the factor was the grammar, 8 % students stated that the factor was the passage too long, and 56 % students stated that the factor was the topic does no interesting. It was stated by 68 % students who were interested in learning English in groups and 32 % students who were not interested in learning English in group. There were 95 % students who were interested in learning English in groups because they could learn from smarter students, 79 % students said that learning in group would help them to be more confident in the interaction because they got support from friends, 71 % students said that cooperation in groups would make the lesson more enjoyable, 63 % students said that friends would help to correct some mistakes, 29 % students said that they were not afraid to make mistakes in learning because they were with friends in group, 37 % students said that learning in group could reduce sense of inferiority because there was no competition among the students, and 26% students said that they can understand the difficult words.

Related to the students’ opinion about how to make a group of learning, there were 95 % students said that a group consisted of clever students and less clever students; 79 % students said that a group which consisted of 4 students because that was more effective; 61 % students said that a group which consisted of males and females students; 13 % students said that a group consisted of clever students only or less clever students only. This meant that the characteristics of Cooperative Learning in grouping the students can be applied in the material because what the students think in making group learning was appropriate with the Cooperative Learning.

Related to the situation that the students wanted in learning English, 65 % students answered serious situation, 61 % students answered relaxing situation, and
93% students answered enjoyable situation. These results challenge the writer to design the materials and conducted teaching learning process as enjoyable and serious as possible. Based on the last question, the writer decides to rank the top 4 topics from 8 options. The writer presents those four topics in Table 4.1.

Table 4.1 The List of 4 Top Topics

<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sport</td>
<td>92%</td>
</tr>
<tr>
<td>2.</td>
<td>Idols</td>
<td>89%</td>
</tr>
<tr>
<td>3.</td>
<td>Fairy tales</td>
<td>87%</td>
</tr>
<tr>
<td>4.</td>
<td>Environment</td>
<td>81%</td>
</tr>
</tbody>
</table>

2. Planning

This section would discuss about considering competency standards, basic competences, and topics. The Competency Standards in this study were considered as Goals. The writer specified the Basic Competences that were stated as General Purposes. The Goals and General Purposes of the designed material based on principles of Cooperative Learning for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta are presented in Table 4.2.
Table 4.2 The Goals and General Purposes of the Designed Material

<table>
<thead>
<tr>
<th>NO.</th>
<th>SKILL</th>
<th>GOALS (COMPETENCY STANDARDS)</th>
<th>GENERAL PURPOSES (BASIC COMPETENCIES)</th>
</tr>
</thead>
</table>
| 1.  | Reading | At the end of the course, the students are able to understand meaning of functional written text and simple short essay in form of recount, narrative, and descriptive in daily life context. | The students are able to:  
1. Read aloud of functional written text and simple short essay in form of descriptive, recount, and narrative using acceptable intonation, syllable, and spelling in daily life context.  
2. Respond meaning in simple short functional written text accurately, fluently and acceptably in daily life context in form of recount and narrative texts.  
After formulating the goals, the writer listed the topics that were used in the designed material based on the basic competence and needs survey. From the results of the diagnosis needs, there were four topics chosen by the eighth grade students. After selecting the topics, the writer determined the texts. The texts were taken from internet. The arrangement of the topics was based on the level of difficulty and the relation of each topic. The topics were presented in table 4.3.

<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sport</td>
</tr>
<tr>
<td>2.</td>
<td>Idols</td>
</tr>
<tr>
<td>3.</td>
<td>Fairy tales</td>
</tr>
<tr>
<td>4.</td>
<td>Environment</td>
</tr>
</tbody>
</table>

The purpose of the designed material was to develop the students’ comprehension toward English reading passage based on Cooperative Learning. Nevertheless, the students were also expected to develop their vocabulary mastery and other language skill. Therefore, the goals of the course was to develop the students’ comprehension toward the English reading skill with the attention that at the end of the meetings the students are able to communicate in English as in the real life in the context of daily life.
3. Developing Preliminary Form of Product

The next step after determining the competency standard and the basic competencies for each unit was to determine the indicators for each unit. The competency standard and the basic competencies were derived from the *Kurikulum 2006*. The formulation of indicators of reading skill of each topic was presented in table 4.4.

**Table 4.4 The Indicators of Reading Skill of Each Topics**

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 1.  | Sports| The students are able to:  
|     |       | 1. Find the main idea of text essay in form of *recount* text.  
|     |       | 2. Identify the meaning of *recount* text.  
|     |       | 3. Identify rhetorical steps of *recount* text.  
|     |       | 4. Identify communicative purpose of *recount* text.  
|     |       | 5. Identify language genre of *recount* text.  |
| 2.  | Idols | The students are able to:  
|     |       | 1. Find the main idea of text essay in form of *descriptive* text.  
|     |       | 2. Identify the meaning of *descriptive* text.  
|     |       | 3. Identify rhetorical steps of *descriptive* text.  
|     |       | 4. Identify communicative purpose of *descriptive* text.  
<p>|     |       | 5. Identify language genre of <em>descriptive</em> text.  |</p>
<table>
<thead>
<tr>
<th></th>
<th>Fairy Tales</th>
<th>The students are able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td></td>
<td>1. Read aloud in meaning of text essay in form of <em>narrative</em>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Identify main ideas of <em>narrative</em> text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Identify communicative purpose of <em>narrative</em> text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Identify rhetorical step and language genre of <em>narrative</em> text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Environment</th>
<th>The students are able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td></td>
<td>1. Read aloud in meaning of text essay in form of <em>recount</em>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Identify main ideas of <em>recount</em> text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Identify communicative purpose of <em>recount</em> text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Identify rhetorical step and language genre of <em>recount</em> text.</td>
</tr>
</tbody>
</table>

In this study, the subject contents were based on the results of needs survey, competency standards, basic competencies, topics, and indicators. The strategies offered by Cooperative Learning were also used in this step, that is, STAD, Group Discussion, Think-Pair-Share (TPS), and Jigsaw. These strategies based on Slavin’s (1995) and Kessler’s theories (1992) were also used to determine and organize the contents of the designed material.

There are 4 units in the design and the writer divided the subject contents into four parts in each section. The name of the four parts in each section are **Hello!**, **Let’s Study It Together!**, **Let’s Play!**, **What Have You Learnt?**.
a. Hello!

**Hello!** is pre-activity to motivate the students’ interest towards a topic and to aim the students to the main topic that is going to be learnt. This part also activates the students’ background knowledge about a topic of each unit.

b. Let’s Study It Together!

**Let’s Study It Together!** is the main part of the material with tasks and activities in group that can develop students’ performance individually and in group. In this part, **Let’s Discuss!** contains tasks and activities to be learnt in groups. This aims to develop the students to interact with friends in group and to achieve the collective goals. **Are you ready for the quiz?** is used to measure the students’ performance individually after the students learn a kind of tasks and activities in group.

c. Let’s Play!

**Let’s Play!** is an activity for the students to learn a topic in the form of games that are used in the designed material are group game types or games that involve some students in groups. This part is aimed to make learning atmosphere become comfortable and interesting for the students. This also make the students feel relax in learning.

d. What Have You Learnt?

**What Have You Learnt** is post teaching activity of each unit that contains reflection activity about what the students have learnt from the unit. The function of this part is to review the material that has been learnt by the students. What the students do in this activity is to write about what they have learnt and to answer the questions about the topic of each unit.
The writer also developed and varied the activities in order to enhance the students’ comprehension and provide the students the enjoyable teaching learning activities. Since the designed material was based on the principle of Cooperative Learning, the activities in each of unit would be done in pair work, group work and some activities were done individually. In pair work and group work, the students had opportunity to discuss the material, answered the questions, and solved the problems. While in individual activities, the students had opportunity to develop themselves in learning English. This was aimed to measure the progress of each student’s development in learning English related to the topic learnt by the students.

In this study, the writer tried to apply the principles of Cooperative Learning. The Cooperative Learning activities were shown in each part of the learning materials and by the instruction given in each activity of the unit. The writer used individual work, pair-work, group work, presentation, games, role play, and discussion. The detailed information would be explained in the following description.

a. Hello!

In this section, the activities used are pair-work and group work. Some of them are individual work, however the students may discuss with friends. Since the aim of this section is for activating the students’ prior knowledge, the students have opportunity to put forward what they have known about the topic discussed. The instructions of this part are arranging pictures, matching pictures, answering questions and interviewing.
b. Let’s Study It Together!

In this section, the activities used are pair-work, group work, and individual work. All the activities in this section are based on the principles of Cooperative Learning. There are subsections entitled Let’s Discuss! and Are You Ready for the quiz? in each unit in this section. The activities are based on the principle of Student Team Achievement Division (STAD). The students have discussion about question and answer based on the passage and name of things, and then the students take a quiz related to the topic discussed in order to measure each student’s understanding after having the discussion in group of four.

While Jigsaw activities are commonly used in subsection entitled Let’s read! such as in unit 2. The students are arranged to make a group of four. Each group read its own reading text and it is not allowed to read other group’s part. The students may open vocabulary list, use dictionary, or ask the teacher to figure out the meaning of difficult words. Then, three group members move to the other three groups to share and explain about the content of the text in order to answer the questions. In the Group Discussion, students are given a question or a topic to be discussed in a small group. After discussing the questions or topics, one of the students in the group will be a group representative to summarize the group’s discussion for the class. Group Discussion activities are used in the subsection entitled Hello such as in unit 1. In the Think-Pair-Share, the students receive the question and find the response for the question. The students share the answer or response by interviewing other students.
c. Let’s Play!

The activities used in this section are group work. All the game activities are done based on cooperative work. The students are asked to make a group of four. There are variations of games used in this section related to the topic discussed. There are some different types of game in this designed material.

d. What Have You Learnt?

The designed material based on Cooperative Learning. The material can also be modified from the existing material or borrowing from other discipline. In this section, the instruction used is individual work. This section does not mean away from the Cooperative Learning principles because each student also needs individual achievement. Therefore, in this section the students work individually by answering the related questions.

In order to succeed the teaching learning activities, the writer made some instrument resources to facilitate teaching learning activities. The writer adapted games from some book and internet which were considered suitable for the teaching learning in each topic. The writer also used some books and texts from the internet that support the material. The media such as pictures and dictionary were also needed to support the teaching learning activities.

4. Preliminary Field Testing

In this step, the writer distributed the material evaluation questionnaire to the respondents. The respondents were one English Junior High School teacher and two English lecturers of the English Language Education study Program of Sanata
Dharma University in order to evaluate the designed material. The respondents were expected to give their evaluation and feedback on the designed material.

5. Final Product Revision

After the writer distributed the designed material to the respondents, the writer made some revisions based on the evaluation and feedback from the respondents. It was aimed to make the final version of the designed material.

B. Findings and discussion on the designed materials evaluation

The designed material needed some revision and improvement. The writer distributed material evaluation questionnaire to the respondents in order to obtain evaluation, comments, suggestions, and feedbacks. There were two main parts of the findings and discussion; those were preliminary field testing and final product revision.

1. Preliminary Field Testing

The writer delivered preliminary field testing by distributing questionnaire to the respondents. The respondents were two lecturers of English Language Education Study Program of Sanata Dharma University and one Junior High School teacher of SMP Taman Siswa Ibu Pawiyatan Yogyakarta. Those lecturers were the experts on designing materials. The lecturers had many experiences in teaching English. The Junior High School teacher had a bachelor degree. The teacher had a lot of experiences in teaching English. The description of the respondents of the preliminary field testing is presented in Table 4.5.
In order to obtain evaluation, comments, suggestions, and feedbacks on the designed material, the writer distributed the questionnaire. The evaluation, comments, suggestions, and feedbacks were used to revise and improve the designed material. The results of the preliminary field testing are presented in Table 4.6.

**Table 4.5. The Description of the Respondents of the Preliminary Field Testing**

<table>
<thead>
<tr>
<th>Group of Participants</th>
<th>Educational Background</th>
<th>Teaching Experiences (in year)</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D3 S1 S2 S3</td>
<td>&lt; 1 1-5 5-10 &gt; 10</td>
<td>M F</td>
</tr>
<tr>
<td>English Teacher</td>
<td>- 1 - -</td>
<td>- - - - - 1</td>
<td>- 1</td>
</tr>
<tr>
<td>English Lecturer</td>
<td>- - 2 -</td>
<td>- - 1 1 1</td>
<td>- 2</td>
</tr>
</tbody>
</table>

**Table 4.6. The Results of Preliminary Field testing Questionnaire**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The indicators can be used to achieve the Basic Competencies</td>
<td>12</td>
<td>80 %</td>
</tr>
<tr>
<td>2.</td>
<td>The materials are suitable with the Competency Standard and Basic Competencies</td>
<td>12</td>
<td>80 %</td>
</tr>
<tr>
<td>3.</td>
<td>The materials are interesting, suitable, and relevant for the eighth grade students of High School</td>
<td>14</td>
<td>93 %</td>
</tr>
<tr>
<td>4.</td>
<td>The materials on each unit are relevant to the topics</td>
<td>12</td>
<td>80 %</td>
</tr>
<tr>
<td>5.</td>
<td>The materials enable the learners to improve their reading skill</td>
<td>11</td>
<td>73 %</td>
</tr>
<tr>
<td>6.</td>
<td>The task in each unit can facilitate the learners to achieve the indicators</td>
<td>12</td>
<td>80 %</td>
</tr>
<tr>
<td>7.</td>
<td>The topics are well selected and arranged by the writer</td>
<td>12</td>
<td>80 %</td>
</tr>
<tr>
<td>8.</td>
<td>The instructions are already clear</td>
<td>12</td>
<td>80 %</td>
</tr>
<tr>
<td>9.</td>
<td>The designed materials enable the students to have responsibility to her/himself and also to the group the students belongs to</td>
<td>11</td>
<td>73 %</td>
</tr>
<tr>
<td>10.</td>
<td>The designed materials enable the students to work in group and pairs</td>
<td>13</td>
<td>87 %</td>
</tr>
<tr>
<td>11.</td>
<td>The designed materials enable the students to have equal portion in finishing the group tasks</td>
<td>10</td>
<td>67 %</td>
</tr>
</tbody>
</table>
12. The designed materials enable the students to develop the students’ social interaction on attentiveness, morale, and motivation through cooperation in group activities

13. The designed materials enable the students to have various types of interaction in group

14. Generally, the contents are well elaborated

15. Generally, the instructional materials are well elaborated

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. The Discussion of the Designed Materials

Based on the results on the questionnaire, the designed material was called good and acceptable. The average total point of the designed material was 80% from the maximum point 100%. This meant that the designed material was well designed and acceptable for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. The designed material still needed revisions based on the respondents’ evaluation, comments, suggestion, and feedback.

b. Respondents’ Comments and Suggestions on the Designed Materials

In the material questionnaire, the writer also asked the respondents to give comments, feedback, and suggestions on the designed material. In general, they stated that the material was well-developed, creative and interesting. Besides, the material contains pictures and games to support the learning activities. They also stated that there were variation activities and the material can develop the students’ social skills through group activities. Moreover, the material was also designed in line with Kurikulum 2006. However, the material needed some improvements to develop the designed material. There were some points of suggestions, feedbacks and comments from the respondents.

1) The writer should revise some instructions because there were some mistypes and unclear instructions. The writer should make those instructions clearer.
2) Some activities were not clear because there were the different arrangement of pictures and the instructions.

3) There were some grammatical mistakes and misspelling. The writer should revise those grammatical mistakes and misspelling.

4) In *It’s Time to Read!* session of unit 3, the writer should provide story from Indonesian culture. The story from Indonesian culture would help the students to understand the story because they already have background knowledge of Indonesian culture.

5) The writer should give more reading passages or stories in each unit because those reading passages and stories would make learning more interesting.

6) The writer should mention the source of the pictures because the source would help the writer to avoid plagiarism.

2. Final Product Revision

After evaluating the designed material, the writer revised the designed material based on the respondents’ comments, feedback and suggestions. There were some points’ revisions. The description of the revisions is as follows.

1) The writer changed or revised some instruction that were mistyped and unclear.

2) The writer changed the arrangement of pictures and instructions.

3) The writer revised some grammatical mistakes and misspelling in the designed material.

4) The writer changed the story or reading passage in *It’s Time to Read!* session of unit 3 and provide story from Indonesian culture. The writer changed the story
“Cinderella” in It’s Time to Read! session of unit 3 with the story “Telaga Warna”.

5) The writer mentioned the sources of the picture in the designed material.

However, there was one suggestion that the writer did not accept. The writer did not accept the suggestion to give more reading passages or stories in each unit. The writer considered that the reading passage and story in each unit of the designed material were enough for the time allocation.

C. Presentation of the Designed Materials

In order to answer the second question on the problem formulation, the writer presents the final version of the designed material in this part. The designed material consists of four units. Those topics are:

UNIT 1 : Sports
UNIT 2 : Idols
UNIT 3 : Fairy tales
UNIT 4 : Environment

There are four parts of each unit. Those parts are Hello!, Let’s Study It Together!, Let’s Play!, and What Have You Learnt?. The explanation for each part is as follows.
1. **Hello!**

   The first section deals with the preparation before entering the main material. It consists of activities that aim to stimulate the students to use their background knowledge to prepare them before discussing the new topic. The teacher asks the students to interview other students and guess a picture related to the topic being discussed. The teacher asks the students to match some pictures and discuss some aspect related to the pictures.

2. **Let’s Study It Together!**

   The second section deals with the main activities of the designed material. This second section contains the reading task and activities. In this section, most activities are group activities. The activities allow students to discuss and solve the problems in group. The group work aimed to improve the academic and social skills. The students can help each other to gain the group’s objectives. There is also individual activity such as in doing the quiz. The quiz is aimed to measure each student’s understanding towards the topic discussed.

3. **Let’s Play!**

   The third section deals with the group game activities. This section is aimed to improve the students’ understanding about the related topic being discussed because the games used are based on the topic. This activity is also aimed to make learning process interesting. The game also facilitates the students to enhance their social skills through group games.

4. **What Have You Learnt?**

   The fourth section deals with the students’ reflection on each unit. The students write down the reflection about what they have learnt through the unit and answer
the comprehension questions related to the topic. The students can learn from their
learning process and they can improve their performance to gain better achievement.
This fourth section is individual activity and the students are hoped to improve
themselves to gain better improvement.

Table 4.7. Table 4.6 The Presentation of the Designed Material

<table>
<thead>
<tr>
<th>No.</th>
<th>UNIT</th>
<th>INDICATORS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sport</td>
<td>The students are able to:</td>
<td>GROUP DISCUSSION</td>
</tr>
<tr>
<td></td>
<td>(Recount)</td>
<td>1. Find the main idea of text essay in form of <em>recount</em> text.</td>
<td>Hello! :</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Identify the meaning of <em>recount</em> text.</td>
<td>- Matching the pictures, discuss the topic and summarize in front of the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Identify rhetorical steps of <em>recount</em> text.</td>
<td>class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Identify communicative purpose of <em>recount</em> text.</td>
<td>Let’s Study It Together! :</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Identify language genre of <em>recount</em> text.</td>
<td>- Read the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Choose the right answer based on the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Mention some of sport activities based on the instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Mention the name of sport activities based on the instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Answer the quiz questions correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Let’s Play! :</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Describing the sport activity based on the instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What Have You Learnt? :</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Answer the questions by writing the answer in the bracket.</td>
</tr>
<tr>
<td>2.</td>
<td>Idols</td>
<td>The students are able to:</td>
<td>JIGSAW</td>
</tr>
<tr>
<td></td>
<td>(Descriptive)</td>
<td>1. Find the main idea of text essay in form of <em>descriptive</em> text.</td>
<td>Hello! :</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Identify the meaning of <em>descriptive</em> text.</td>
<td>- Interviewing in pair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Identify rhetorical steps of <em>descriptive</em> text.</td>
<td>Let’s Study It Together! :</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Read the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Choose the right answer based on the text.</td>
</tr>
<tr>
<td>No.</td>
<td>UNIT</td>
<td>INDICATORS</td>
<td>ACTIVITIES</td>
</tr>
<tr>
<td>-----</td>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4.</td>
<td>Identify communicative purpose of descriptive text.</td>
<td>- Answer the questions and matching the pictures with the right name of the profession.</td>
<td>Let’s Play! :</td>
</tr>
<tr>
<td></td>
<td>5. Identify language genre of descriptive text.</td>
<td>- Answer the quiz questions correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What Have You Learnt? :</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Answer the questions by writing the answer in the bracket.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Fairy tales (Narrative)</td>
<td>The students are able to :</td>
<td>STUDENTS TEAM ACHIEVEMENT DIVISION (STAD)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Read aloud in meaning of text essay in form of narrative.</td>
<td>Hello! :</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Identify main ideas of narrative text.</td>
<td>- Interviewing in pair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Identify communicative purpose of narrative text.</td>
<td>Let’s Study It Together! :</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Identify rhetorical step and language genre of narrative text.</td>
<td>- Read the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Choose the right answer based on the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Mention the some of Indonesian and foreign fairy tales based on the instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Find ten Indonesian and foreign fairy tales from the box based on the instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Answer the quiz questions correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Let’s Play! :</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Choose and perform the story based on the instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What Have You Learnt? :</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Answer the questions by writing the answer in the bracket.</td>
</tr>
<tr>
<td>4.</td>
<td>Environment (Recount)</td>
<td>The students are able to :</td>
<td>THINK PAIR SHARE Hello! :</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Read aloud in meaning of text essay in form of</td>
<td>- Answering the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>UNIT</td>
<td>INDICATORS</td>
<td>ACTIVITIES</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>recount.</em></td>
<td>questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Identify main ideas of <em>recount</em> text.</td>
<td>Let’s Study It Together! :</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Identify communicative purpose of <em>recount</em> text.</td>
<td>- Read the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Identify rhetorical step and language genre of <em>recount</em> text.</td>
<td>- Choose the right answer based on the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Mention the some of disasters and when the disasters happen based on the instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Find ten names of disaster from the box based on the instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Answer the quiz questions correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Let’s Play! :</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Share the experience or what the students know related to the disaster based on the instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What Have You Learnt? :</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Answer the questions by writing the answer in the bracket.</td>
</tr>
</tbody>
</table>

From the description above, it could be summarized that the designed materials had some strengths, such as well developed, had various activities, provide nice pictures, and interesting. The results of post design study survey results showed that the total point was 67% up to 93% from the maximum point 100%. This meant that designed material were acceptable to be used for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.
CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter consists of two parts namely, conclusions and suggestions. The first part deals with the conclusions of the study. The second part deals with the suggestions that are expected to help the English teacher of the eighth grade students of SMP Taman Siswa Ibu Pawiyatan Yogyakarta and future researchers.

A. Conclusions

The study was to design a set of English reading instructional material based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. In this study, the writer formulated two problem formulations. Those problem formulations were (1) How is a set of English reading instructional material based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta designed? and (2) What does a set of English reading instructional material based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta look like?

In order to answer the first question, the writer used an instructional design model adapted from Taba’s and Kemp’s. The writer combined these two models to design the material because the combination reveals a clear and complete step in designing the material. Those steps are (1) conducting needs survey, (2) specifying goals, topics, and general purposes, (3) formulating learning objectives, (4) selecting
and organizing subject contents, (5) organizing teaching learning activities and resources, and (6) materials evaluation. Furthermore, the instruction design model applied in the study was appropriate with R & D method employed by the writer.

In order to answer the second question, the writer presents the final version of the set of English reading instructional material based on a Cooperative Learning approach for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. The designed material contains four units. Those four units are presented as follows.

UNIT 1 : Sport
UNIT 2 : Idols
UNIT 3 : Fairy tales
UNIT 4 : Environment

Each unit is divided into four parts, namely Hello!, Let’s Study It Together!, Let’s Play!, and What Have You Learnt?. Hello! contains activities which aim to activate the students’ background knowledge. The activities are done in groups. By doing this part, the students would find it easier to study the related topic. Let’s Study It Together! is the main part of each unit. This part contains activities in group and in pairs, such as It’s Time to Read!, and Let’s Discuss!. Are You Ready for the Quiz? is the activity done individually in this section. This activity is aimed to measure students’ achievement after they have discussion in group about the related topic. Let’s Play! provides group games related to the topic being discussed. Group games activities are aimed to make learning atmosphere become comfortable and interesting for the students. This game also make the students feel relax in learning English. In the last part, What Have You Learnt? is the students’ activity
to write down about what the students have learnt through the topic. There is only one kind of activity in this section. The students are asked to answer the comprehension questions related to the topic being discussed by writing “Yes, I can” or “No, I can’t” on the box. By answering the comprehension questions, the students are able to review and measure their understanding of the unit.

Evaluation was also conducted in the study by distributing questionnaire to some respondents. The respondents gave positive responses by stating that the material was interesting, creative, and well-developed. The data from the material evaluation questionnaire were analyzed using percentage. The result showed that the English reading instructional material based on a Cooperative Learning approach designed by the writer was appropriate for the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.

B. Suggestions

The writer has some suggestions for Junior High School English teachers and their students, especially for the students and English teachers of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. The writer also provides suggestions for the future researchers who are interested in conducting research of similar topic.

1. Suggestions for English Teachers

The English teachers have to understand and comprehend Cooperative Learning approach (Cooperative Language Learning approach). The teachers are suggested to read some books and articles about Cooperative Learning approach. By understanding about Cooperative Learning approach, it is hoped that the teachers can apply the designed materials. The teachers should also give a clear description to the
students on Cooperative Learning approach because it will be easier for the students to participate in the teaching learning process when they had already understood what to do. The teachers should make creative and interesting activities so the students are motivated and interested in learning English in the classroom.

2. Suggestions for Students

The students are expected to participate actively in the teaching learning process since Cooperative Learning required learners to be active in every activity. The students should participate in every group work and pairs work because every group member determines the group goal and achievement. Through cooperation in group, the students can also achieve the individual objectives, for example in doing the quiz. The students should be proactive by asking what they do not know to their friends and the teacher.

3. Suggestions for Future Researchers

The writer suggests for the future researchers to implement the material because the writer only designed the material and did not implement the designed material in class. The future researchers can make some improvements of the teaching learning activities of the designed material. The writer also suggests that it would be better if the future researchers make some useful media and create comfortable atmosphere to support teaching learning process.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

APPENDICES
APPENDIX A

Surat Permohonan Ijin Penelitian
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PEMERINTAH KOTA YOGYAKARTA
DINAS PERIZINAN
Jl. Kenari No. 56 Yogyakarta 55155 Telepon 514448, 515865, 515866, 552682
EMAIL: perizinan@yogyo.id EMAIL INTRANET: perizinan@intra.yogyo.id

SURAT IZIN

NOMOR: 0701986

Membaca Surat:
Dari Dekan FKIP - USD Yogyakarta
Nomor: 105/PnK/Kunj/PBS/VII/2010
Tanggal: 31/07/2010

Mengingat:
1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rintangan Tugas Dinas Perizinan Kota Yogyakarta

Dilanjutkan Kepada:
Nama: WIAYATI
Pekerjaan: Mahasiswa FKIP - USD Yogyakarta
Alamat: Mriain, Trimati Po 29 Yogyakarta
Pemangku agama: Christina Kristyanti, S.Pd, M.Pd
Keperluan: Melakukan Penelitian dari Judul Proposal: A SET OF ENGLISH READING MATERIALS BASED ON COOPERATIVE LEARNING FOR THE EIGHTH GRADE STUDENTS OF SMP TAMAN DEWASA IBI PWIYATAN YOGYAKARTA

Lokasi/Responen: Kota Yogyakarta
Waktu: 03/08/2010 Sampai: 03/11/2010
Lampiran: Proposal dan Daftar Pertanyaan
1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta
(Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menerapkan Tata tertib dan muntah ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalakan untuk luaran tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat ini sebaiknya tidak dipusahkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut dibatasi

Kemudian dihubungi para Pejabat Pemerintah setempat dapat memberi bantuan sesepulnya

Tanda tangan

Pemegang Izin

DIKELUARKAN DI: Yogyakarta
pada Tanggal: 31/8/2010

Dek. Dinas Perizinan
Sekretaris

NIP: 195640911985031013

Tembusan Kepada:
Yth. 1. Walikota Yogyakarta (sebagai laporand)
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMP Tamam Dewasa Ibi Pwiyatan Yk
4. Dekan FKIP - USD Yogyakarta
5. Ybs.
APPENDIX B

The Result of the Interview on the Needs Survey
Interview Guideline

1. Apakah siswa tertarik belajar bahasa Inggris?
   Ya, siswanya tertarik pada pelajaran bahasa Inggris asal cara menyampaikannya juga menarik. Jadi tergantung kepada cara menyampaikan materinya, apakah bisa membuat mereka tertarik untuk mempelajariannya atau tidak.

2. Jika jawaban untuk nomor 1 “tidak”, berikan alasannya! Apa solusinya?

3. Bagaimana kemampuan siswa kelas delapan dalam bahasa Inggris?
   Kemampuan siswa kelas delapan dalam bahasa Inggris sedang-sedang saja.

4. Apakah siswa memiliki tingkat ketrampilan yang sama?
   Tingkat ketrampilannya tidak sama. Ada beberapa siswa yang ketrampilan dalam bahasa Inggris terlihat menonjol, tetapi ada sedikit siswa yang yang masih kurang dalam ketrampilan bahasa Inggris.

5. Jenis kegiatan apa yang digunakan untuk mengembangkan ketrampilan siswa dalam bahasa Inggris? Apakah kegiatan tersebut efektif?
   Saya menggunakan metode komunikatif dalam menyampaikan materi. supaya siswa dapat mengerti apa yang disampaikan. Cara tersebut efektif dalam meningkatkan pemahaman mereka dalam belajar bahasa Inggris.

6. Bagaimana kemampuan siswa dalam reading skill?
   Kemampuan siswa dalam reading skill masih sedang-sedang saja.

7. Permasalahan apa yang timbul dalam reading skill? Bagaimana cara mengatasinya?
   Permasalahan yang timbul dalam reading skill itu contohnya pronunciation, dan vocabulary. Cara mengatasinya biasanya dengan memberikan mereka general topiknya pada awal pelajaran tentang hal-hal yang berhubungan dengan yang akan dipelajari, selain itu juga memberikan vocabulary baru, dan anak diminta untuk menggaris bawahi kata-kata yang masih sulit bagi mereka. Tidak lupa juga drilling.
8. **Bagaimana cara mengajar reading skill selama ini?**
Selama ini cara saya mengajar reading skill yaitu memberikan general topic tentang apa yang akan di pelajari terlebih dahulu, kemudian baru masuk ke pelajaran pokok. Selain itu juga memberikan vocabulary baru, dan anak diminta untuk menggaris bawahi kata-kata yang masih sulit bagi mereka. Tidak lupa juga drilling untuk vocabulary yang didapat sebelumnya.

9. **Bagaimana kemampuan vocabulary siswa?**
Untuk vocabulary, kemampuan siswa sebenarnya masih rendah.

10. **Apakah sekolah membutuhkan materi belajar mengajar?**
Tentu saja sekolah membutuhkan materi belajar mengajar, apalagi yang dapat membantu siswa untuk lebih mudah dan cepat mempelajari bahasa Inggris.

11. **Menurut pendapat Anda, jenis kegiatan dan materi seperti apa yang dapat membantu ketrampilan mereka dalam bahasa Inggris?**
Jenis kegiatan yang bisa membuat mereka lebih mudah dan cepat mempelajari bahasa Inggris, jadi mereka tidak merasa terlalu kesulitan dalam mempelajari reading. Bisa juga materi yang menggunakan media seperti gambar dan permainan yang bisa membuat siswa lebih tertarik belajar bahasa Inggris.

12. **Apakah siswa terbiasa menggunakan bahasa Inggris di kelas selama pelajaran berlangsung?**
Siswa sudah cukup terbiasa, seperti greeting, describing, asking and offering help, dan asking permission.

13. **Apakah Anda selalu menggunakan bahasa Inggris di kelas selama pelajaran berlangsung? Mengapa?**
Saya tidak sepenuhnya menggunakan bahasa Inggris untuk berkomunikasi di kelas karena siswa masih agak sedikit bingung bila semua penjelasan dalam bahasa Inggris. Tapi untuk instruction dan asking questions kebanyakan dalam bahasa Inggris.
14. Apakah siswa dapat mengerti penjelasan guru dalam bahasa Inggris?
Beberapa siswa yang menonjol dalam bahasa Inggris dapat mengerti penjelasan dalam bahasa Inggris.

15. Sumber materi dari manakah yang digunakan selain dari buku paket?
Selama ini banyak diambil dari buku paket.

16. Apakah siswa terlibat dalam pemilihan topic pembelajaran reading?
Siswa tidak ikut berpartisipasi dalam pemilihan topic pembelajaran reading. Jadi guru yang mencari materinya, kira-kira yang menarik untuk siswa itu material apa, dan materi seperti apa yang di butuhkan oleh siswa sesuai dengan kurikulum.

17. Apakah siswa terbiasa dan senang bekerja dalam kelompok?
Siswa terbiasa dan juga senang mendiskusikan apa yang tidak mereka pahami dengan teman-teman yang lain. Sehingga mereka bisa menyelesaikan kesulitan mereka dalam belajar.

18. Apa keuntungan dan kerugian dari kerja kelompok?
Keuntungannya banyak, siswa bisa sharing, bertukar pendapat untuk menyelesaikan kesulitan dalam belajar,saling melengkapi apa yang mereka pelajari, dan bisa mendorong siswa yang pasif bisa jadi lebih aktif. Kalo kerugiannya janya sedikit, biasanya siswa yang pasif hanya ikut-ikutan saja dengan siswa yang aktif.

19. Apa kesulitan dan juga hambatan ketika siswa bekerja dalam kelompok?
Kesulitannya ada dua. Yang pertama guru harus memastikan agar semua anggota kelompok sama-sama berpartisipasi, tidak hanya tergantung dengan anggota yang lain. Kedua guru harus lebih sering berkeliling untuk mengontrol dan mengawasi masing-masing kelompok.

20. Apakah siswa bekerja dengan lebih baik dalam kelompok? Why?
Siswa bisa bekerja lebih baik dalam kelompok ketika mereka kesulitan dalam belajar.
21. Apa menurut Anda tentang teori Cooperative Learning?
Menurut saya, Cooperative Learning itu adalah cara belajar secara berkelompok dan siswa dapat saling bekerja sama dalam mencapai tujuan belajar mereka.

22. Menurut pandapat Anda, dapatkah desain materi berdasarkan Cooperative Learning di gunakan dalam pembelajaran bahasa Inggris untuk siswa kelas Delapan SMP Taman Dewasa Ibu Pawiyatan Yogyakarta?
APPENDIX C

Questionnaire on the Needs Survey
KUESIONER

I. Pendahuluan

Bahasa Inggris merupakan mata pelajaran wajib di SMP dan SMU. di SMP dan SMU mereka diperkenalkan dengan bahasa Inggris secara formal, walaupun saat ini telah banyak Sekolah Dasar yang memberikan mata pelajaran bahasa Inggris sebagai salah satu mata pelajaran wajib. Dalam pelajaran bahasa Inggris ada empat kompetensi dasar yang harus dicapai siswa yaitu membaca (reading), menulis (writing), mendengarkan (listening) dan berbicara (speaking). Tiap-tiap kompetensi memiliki peranan yang penting dan saling mendukung satu sama lain. Akan tetapi, dengan alokasi waktu yang terbatas, porsi yang diberikan untuk kompetensi membaca (reading) masih belum mencukupi dikarenakan masih banyak siswa yang mengalami kesulitan dalam memahami bacaan bahasa Inggris.


Atas kesediaan dan keterangan Anda, saya ucapkan terima kasih.
II. Data diri
1. Nama : 
2. Jenis Kelamin : Laki-laki / Perempuan

III. Pertanyaan

Berilah tanda silang (X) untuk jawaban yang sesuai dengan pendapat anda. Jika pendapat anda tidak terdapat dalam pilihan jawaban, silahkan mengisi pada tempat yang telah disediakan.

1. Menurut anda bagaimanakah kemampuan Anda dalam pelajaran Reading?
   a. Amat baik 
   b. Baik 
   c. Cukup 
   d. Buruk 
   e. Sangat buruk

2. Menurut Anda secara pribadi, Anda termasuk siswa yang aktif atau pasif?
   a. Aktif 
   b. Pasif 

3. Apa pendapat Anda pelajaran Reading dalam bahasa Inggris?
   a. Amat sulit 
   b. Sulit 
   c. Sedang 
   d. Mudah 
   e. Sangat Mudah

4. Jika menurut Anda Reading itu sulit, faktor apa saja yang membuat Reading itu sulit? (jawaban boleh lebih dari satu)
   a. Kosakata 
   b. Tata bahasa 
   c. Pilihan kata 
   d. Bacaan terlalu panjang 
   e. ........................................

5. Apakah Anda tertarik belajar Reading dalam kelompok di kelas?
   a. Ya 
   b. Tidak
6. Jika jawaban Anda pada nomor 5 adalah “Ya”, mengapa? (boleh memilih lebih dari satu)
   a. Karena bisa belajar dari teman yang lebih pandai.
   b. Kalau belajar secara kelompok dapat mengurangi rasa minder karena tidak persaingan antar siswa.
   c. Belajar dalam kelompok akan membantu saya lebih percaya diri dalam berinteraksi karena mendapat dukungan dari teman-teman.
   d. Adanya kerjasama dalam kelompok akan membuat pelajaran menjadi lebih menyenangkan.
   e. Teman akan membantu mengoreksi kesalahan yang dilakukan.
   f. Tidak takut melakukan kesalahan dalam belajar karena saya bersama dalam kelompok dengan teman-teman.
   g. (Lainnya) ............................................................................................................................
   h. (Lainnya) ............................................................................................................................

7. Menurut Anda, dalam 1 kelompok itu sebaiknya terdiri dari teman-teman yang bagaimana? (boleh memilih lebih dari satu)
   a. Kelompok yang terdiri dari teman-teman yang pandai dan kurang pandai.
   b. Kelompok yang terdiri dari 4 orang saja karena lebih efektif.
   c. Kelompok yang terdiri dari teman laki-laki dan perempuan.
   d. Kelompok yang terdiri dari teman-teman yang pandai saja atau kurang pandai saja.
   e. (Lainnya) ............................................................................................................................

8. Situasi belajar Bahasa Inggris yang seperti apa yang anda inginkan di kelas? (boleh memilih lebih dari satu)
   a. Serius
   b. Santai
   c. Menyenangkan
9. Topik apa kiranya yang menurut Anda menarik untuk pelajaran Reading? (pilih 8 topik, bila ada topic yang menarik dan belum tercantum, silahkan tulis topic-topik yang menurut Anda menarik)
   a. Binatang (Animal)    f. Liburan (Holiday)
   b. Kesehatan (Health)   g. Cerita Dongeng (Fairytale)
   c. Lingkungan (Environmen) h. Kegemaran (Hobbies)
   d. Olahraga (Sport)     j. ..............................................
   e. Kegiatan Rutin (Daily Activities)

10. Sumber bacaan Inggris apa sajakah yang pernah diberikan oleh guru bahasa Inggris mu selama ini? (jawaban boleh lebih dari satu)
    a. Koran                d. Jurnal pendidikan
    b. Majalah              e. Artikel
    c. Buku                 f. ..............................................

THANK YOU !!!!!
APPENDIX D

Basic Competencies on Each Unit
## Apendix: Basic Competencies on Each Unit

<table>
<thead>
<tr>
<th>Topics</th>
<th>Skill</th>
<th>Basic Competence</th>
</tr>
</thead>
</table>
| 1. Sports  | Reading | The students are able to:  
1. Read aloud of functional written text and simple short essay in form of descriptive, recount, and narrative using acceptable intonation, syllable, and spelling in daily life context.  
2. Respond to meaning in simple short functional written text accurately, fluently and acceptably in daily life context in form of *recount* and *narrative* texts.  
| 2. Idols   | Reading | The students are able to:  
1. Read aloud of functional written text and simple short essay in form of descriptive, recount, and narrative using acceptable intonation, syllable, and spelling in daily life context.  
2. Respond to meaning in simple short functional written text accurately, fluently and acceptably in daily life context in form of *recount* and *narrative* texts. |

---

*Basic Competence*
<table>
<thead>
<tr>
<th>Topics</th>
<th>Skill</th>
<th>narrative texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Fairy Tales</td>
<td>Reading</td>
<td>The students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Read aloud of functional written text and simple short essay in form of descriptive, recount, and narrative using acceptable intonation, syllable, and spelling in daily life context.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Respond to meaning in simple short functional written text accurately, fluently and acceptably in daily life context in form of recount and narrative texts.</td>
</tr>
<tr>
<td>4. Environment</td>
<td>Reading</td>
<td>The students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Read aloud of functional written text and simple short essay in form of descriptive, recount, and narrative using acceptable intonation, syllable,</td>
</tr>
</tbody>
</table>
2. Respond to meaning in simple short functional written text accurately, fluently and acceptably in daily life context in form of recount and narrative texts.

APPENDIX E
The Result of the Questionnaire on the Needs Survey
Appendix: The Results of the Questionnaire on the Needs Survey

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Menurut anda bagaimanakah kemampuan Anda dalam pelajaran <em>Reading</em>?</td>
<td>a. Amat baik</td>
<td>12</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Baik</td>
<td>26</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Cukup</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Buruk</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Sangat buruk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Menurut Anda secara pribadi, Anda termasuk siswa yang aktif atau pasif?</td>
<td>a. Aktif</td>
<td>23</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Pasif</td>
<td>15</td>
<td>40%</td>
</tr>
<tr>
<td>3.</td>
<td>Apa pendapat Anda pelajaran <em>Reading</em> dalam bahasa Inggris?</td>
<td>a. Amat sulit</td>
<td>10</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Sulit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Sedang</td>
<td>28</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Mudah</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Sangat Mudah</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Jika menurut Anda <em>Reading</em> itu sulit, faktor apa saja yang membuat <em>Reading</em> itu sulit? (jawaban boleh lebih dari satu)</td>
<td>a. Kosakata</td>
<td>25</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Tata bahasa</td>
<td>18</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Pilihan kata</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Bacaan terlalu panjang</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. (Kurang menarik)</td>
<td>10</td>
<td>26%</td>
</tr>
<tr>
<td>5.</td>
<td>Apakah Anda tertarik belajar <em>Reading</em> dalam kelompok di kelas?</td>
<td>a. Ya</td>
<td>26</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Tidak</td>
<td>12</td>
<td>32%</td>
</tr>
<tr>
<td>6.</td>
<td>Jika jawaban Anda pada nomor 5 adalah “Ya”, a. Karena bisa belajar dari teman yang lebih pandai.</td>
<td>a. Karena bisa belajar dari teman yang lebih pandai.</td>
<td>38</td>
<td>100%</td>
</tr>
<tr>
<td>No.</td>
<td>Questions</td>
<td>Responses</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>mengapa? (boleh memilih lebih dari satu)</td>
<td>b. Kalau belajar secara kelompok dapat mengurangi rasa minder karena tidak persaingan antar siswa.</td>
<td>10</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Belajar dalam kelompok akan membantu saya lebih percaya diri dalam berinteraksi karena mendapat dukungan dari teman-teman.</td>
<td>30</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Adanya kerjasama dalam kelompok akan membuat pelajaran menjadi lebih menyenangkan.</td>
<td>33</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Teman akan membantu mengoreksi kesalahan yang dilakukan.</td>
<td>35</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Tidak takut melakukan kesalahan dalam belajar karena saya bersama dalam kelompok dengan teman-teman.</td>
<td>7</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. (Karena dapat memahami kata yang tidak diketahui)</td>
<td>10</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. (Lainnya).........</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Menurut Anda, dalam 1 kelompok itu sebaiknya terdiri dari teman-teman yang bagaimana? (boleh memilih lebih dari satu)</td>
<td>a. Kelompok yang terdiri dari teman-teman yang pandai dan kurang pandai.</td>
<td>37</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Kelompok yang terdiri dari 4 orang saja karena lebih efektif.</td>
<td>30</td>
<td>79%</td>
</tr>
<tr>
<td>No.</td>
<td>Questions</td>
<td>Responses</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>8</td>
<td>Situasi belajar Bahasa Inggris yang seperti apa yang anda inginkan di kelas? (boleh memilih lebih dari satu)</td>
<td>a. Serius</td>
<td>24</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Santai</td>
<td>23</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Menyenangkan</td>
<td>36</td>
<td>95%</td>
</tr>
<tr>
<td>9</td>
<td>Topik apa kiranya yang menurut Anda menarik untuk pelajaran Reading? (pilih 8 topik, bila ada topic yang menarik dan belum tercantum, silahkan tulis topic-topic yang menurut Anda menarik)</td>
<td>a. Binatang (<em>Animal</em>)</td>
<td>16</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Artis idola (<em>Idols</em>)</td>
<td>34</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Lingkungan (<em>Environment</em>)</td>
<td>31</td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Olahraga (<em>Sport</em>)</td>
<td>35</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Kegiatan Rutin (<em>Daily Activities</em>)</td>
<td>10</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Liburan (<em>Holiday</em>)</td>
<td>12</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. Cerita Dongeng (<em>Fairytale</em>)</td>
<td>33</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. Kegemaran (<em>Hobbies</em>)</td>
<td>25</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. .................................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Sumber bacaan Inggris apa sajakah yang pernah diberikan oleh guru bahasa Inggris mu selama ini? (jawaban boleh lebih dari satu)</td>
<td>a. Koran</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Majalah</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Buku</td>
<td>11</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Jurnal pendidikan</td>
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<tr>
<td></td>
<td></td>
<td>e. Artikel</td>
<td>36</td>
<td>95%</td>
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<td>f. ...............................</td>
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</tbody>
</table>
APPENDIX F

Indicators in Each Topic
APPENDIX : The Indicators of Reading Skill of Each Topics

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sports</td>
<td>The students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Find the main idea of text essay in form of <em>recount</em> text.</td>
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<tr>
<td></td>
<td></td>
<td>2. Identify the meaning of <em>recount</em> text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Identify rhetorical steps of <em>recount</em> text.</td>
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<td></td>
<td></td>
<td>4. Identify communicative purpose of <em>recount</em> text.</td>
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<td>5. Identify language genre of <em>recount</em> text.</td>
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<tr>
<td>2.</td>
<td>Idols</td>
<td>The students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Find the main idea of text essay in form of <em>descriptive</em> text.</td>
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<tr>
<td></td>
<td></td>
<td>2. Identify the meaning of <em>descriptive</em> text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Identify rhetorical steps of <em>descriptive</em> text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Identify communicative purpose of <em>descriptive</em> text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Identify language genre of <em>descriptive</em> text.</td>
</tr>
<tr>
<td>3.</td>
<td>Fairy Tales</td>
<td>The students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Read aloud in meaning of text essay in form of <em>narrative</em>.</td>
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<tr>
<td></td>
<td></td>
<td>2. Identify main ideas of <em>narrative</em> text.</td>
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<tr>
<td></td>
<td></td>
<td>3. Identify communicative purpose of <em>narrative</em> text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Identify rhetorical step and language genre of <em>narrative</em> text.</td>
</tr>
<tr>
<td>No.</td>
<td>Skill</td>
<td>Indicators</td>
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<tr>
<td></td>
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<td>of narrative text.</td>
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<td>4.</td>
<td>Environment</td>
<td>The students are able to:</td>
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<tr>
<td></td>
<td></td>
<td>1. Read aloud in meaning of text essay in form of recount.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Identify main ideas of recount text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Identify communicative purpose of recount text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Identify rhetorical step and language genre of recount text.</td>
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</table>
APPENDIX G

Syllabus
**SYLLABUS**

<table>
<thead>
<tr>
<th>School</th>
<th>Junior High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>English Reading Course</td>
</tr>
<tr>
<td>Class</td>
<td>VIII</td>
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</table>

**Competency Standard**

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Assessment</th>
<th>Time Allocation (minutes)</th>
<th>Learning Materials</th>
<th>Sources / Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Memahami makna dalam esei pendek sederhana berbentuk <strong>recount</strong>, dan <strong>narrative</strong> untuk berinteraksi dengan lingkungan sekitar.</td>
<td>The students are able to:</td>
<td>3x40 menit 10”</td>
<td>Pictures of sport players and instruments</td>
<td>Pictures taken from: <a href="http://www.google.com">www.google.com</a></td>
</tr>
<tr>
<td>1. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <strong>recount.</strong></td>
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<tr>
<td><strong>Unit 1 Sports Hello!</strong> Matching the sport players with the activity or sport instruments then choose one of the sports to be discussed in group. One of group’s representatives will summarize it in front of class.</td>
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<tr>
<td><strong>Let’s Study It Together!</strong> It’s Time to Read! Reading a passage of a story about</td>
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<tr>
<td>- Obtain the information and the main idea from</td>
<td>Matching the pictures, discuss the topic and summarize in front of the class.</td>
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<td></td>
<td>Read the text</td>
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<td>A passage about sport</td>
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<td>20”</td>
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*PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI*
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Learning Activities</th>
<th>Indikator</th>
<th>Assessment</th>
<th>Time Allocation (minutes)</th>
<th>Learning Materials</th>
<th>Sources / Materials</th>
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<td>Let’s Discuss!</td>
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<td>- Find the detail answers.</td>
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<td>- Mention some of sport activities based on the categories.</td>
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<td>- Mention the name of sport activities.</td>
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<td>- Mention where they are played correctly.</td>
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<td>- Answer the questions correctly.</td>
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<td>Choose the right answer based on the text.</td>
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<td>Mention some of sport activities based on the instruction.</td>
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<td>Mention the name of sport activities based on the instruction.</td>
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<td>Answer the quiz questions correctly.</td>
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<td>Multiple choices questions and true false statement.</td>
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<td>Quiz Sheet</td>
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<td>Competency Standard</td>
<td>Basic Competence</td>
<td>Learning Activities</td>
<td>Indikator</td>
<td>Assessment</td>
<td>Time Allocation (minutes)</td>
<td>Learning Materials</td>
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<td>Let’s Play!</td>
<td>- Describe the sport activity in group.</td>
<td>Describing the sport activity based on the instruction.</td>
<td>10”</td>
<td>Game</td>
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<tr>
<td></td>
<td></td>
<td>“What Game is it?”</td>
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<td></td>
<td>Playing game about describing the sport activity.</td>
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<td></td>
<td></td>
<td>What Have You Learnt?</td>
<td>- Answer the questions by writing the “Yes, I can” or “No, I can’t” in the bracket.</td>
<td>Answer the questions by writing the answer in the bracket.</td>
<td>5”</td>
<td>List of the questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answering about what the students have learnt from Unit 1</td>
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<td>Competency Standard</td>
<td>Basic Competence</td>
<td>Learning Activities</td>
<td>Indikator</td>
<td>Assessment</td>
<td>Time Allocation (minutes)</td>
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</table>
| 2. Memahami makna teks tulis fungional dan esei pendek sederhana berbentuk  
*descriptive* dan  
*recount* yang berkaitan dengan lingkungan sekitar. | 2. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk  
*descriptive*. | **Unit 2 Idols Hello!**  
Interview about idols in pair. | The students are able to: | Pair work  
Individual work  
Group work  
Discussion | Interviewing in pair | 3x40 menit | Pictures taken from  
*www.google.com* |
| | **Let’s Study It Together!**  
It’s Time to Read!  
Reading a passage of a story about idol “Justin Bieber”. | - Obtain the information and main idea from the passage.  
- Find the detail answers. | Students’ performance  
Students’ worksheet  
Read the text | Read the text | 30” | *Interview questions*  
*Multiple choices questions and true false statement* |
| | **Let’s Discuss!**  
- Answering questions based on the passage and discuss in group.  
- Answer the questions correctly.  
- Match the idols’ pictures | | | | | |
| | **Pair work**  
**Individual work**  
**Group work**  
**Discussion** | | | | | |
<p>| | <strong>Interviewing in pair</strong> | | | | | |</p>
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Learning Activities</th>
<th>Indikator</th>
<th>Assessment</th>
<th>Time Allocation (minutes)</th>
<th>Learning Materials</th>
<th>Sources / Materials</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Are you ready for the quiz?</td>
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<td></td>
<td></td>
<td>Let’s Play! “Who is He or She?”</td>
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<td></td>
<td></td>
<td>Playing game about describing an idol in group.</td>
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<td>What Have You Learnt? Answering about what the students have learnt from Unit 2.</td>
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<td>With the profession correctly.</td>
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<td>the right name of the profession.</td>
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<td></td>
<td></td>
<td>Answer the questions correctly.</td>
<td></td>
<td></td>
<td>Answer the quiz questions correctly</td>
<td></td>
<td>Quiz Sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe an idol in group.</td>
<td></td>
<td></td>
<td>Describing the idol’s characteristics based on the instruction.</td>
<td></td>
<td>Game</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer the questions by writing the “Yes, I can” or “No, I can’t” in the bracket</td>
<td></td>
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<td>Answer the questions by writing the answer in the bracket.</td>
<td></td>
<td>List of the questions</td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competence</td>
<td>Learning Activities</td>
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<td>Assessment</td>
<td>Time Allocation (minutes)</td>
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</tr>
<tr>
<td>3. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.</td>
<td>3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk narrative.</td>
<td>Unit 3 Fairy Tales Hello! Interview in pair about the fairy tales.</td>
<td>The students are able to:</td>
<td>Pair work, Individual work, Group work, Discussion</td>
<td>3x40 menit</td>
<td>Interview questions</td>
<td>Pictures taken from: <a href="http://www.google.com">www.google.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let's Study It Together! It's Time to Read! Reading a passage of a story about fairy tale “Telaga Warna”</td>
<td>- Obtain the information and the main idea from the passage.</td>
<td>Students’ performance interview</td>
<td>10”</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Let's Discuss! - Answering questions based on the passage and discuss in group.</td>
<td>- Find the detail answers.</td>
<td>Students’ worksheet</td>
<td>20”</td>
<td></td>
<td>Reading text taken from: Kindergarten-Fairy_tales2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mention some of Indonesian fairy tales and the origins.</td>
<td>- Mention some of Indonesian fairy tales correctly.</td>
<td>Choose the right answer based on the text.</td>
<td>35”</td>
<td>Multiple choices questions and true false statement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mention the origin of fairy tales correctly.</td>
<td></td>
<td>Mention the some of Indonesian and foreign fairy tales</td>
<td>15”</td>
<td>Answer sheet</td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competence</td>
<td>Learning Activities</td>
<td>Indikator</td>
<td>Assessment</td>
<td>Time Allocation (minutes)</td>
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<td>- Find ten Indonesian and foreign fairy tales from the box.</td>
<td>- Find ten titles of fairy tale from the box correctly.</td>
<td>based on the instruction.</td>
<td>5”</td>
<td>A box with letters.</td>
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<td>Are you ready for the quiz? Doing the quiz Unit 3</td>
<td>- Answer the questions correctly.</td>
<td>Answer the quiz questions correctly.</td>
<td>15”</td>
<td>Quiz Sheet</td>
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<td></td>
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<td>Let’s Play! “Play a Performance” Choose a fairy tale story and perform the story in front of the class.</td>
<td>- Choose one of fairy tales story and perform the story in group.</td>
<td>Choose and perform the story based on the instruction.</td>
<td>20”</td>
<td>Game</td>
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<tr>
<td></td>
<td></td>
<td>What Have You Learnt? Answering about what the students have learnt from</td>
<td>- Answer the questions by writing the “Yes, I can” or “No, I can’t” in</td>
<td>Answer the questions by writing the</td>
<td>5”</td>
<td>List of the questions</td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Learning Activities</th>
<th>Indikator</th>
<th>Assessment</th>
<th>Time Allocation (minutes)</th>
<th>Learning Materials</th>
<th>Sources / Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 3. the bracket.</td>
<td></td>
<td>answer in the bracket.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Learning Activities</th>
<th>Indikator</th>
<th>Assessment</th>
<th>Time Allocation (minutes)</th>
<th>Learning Materials</th>
<th>Sources / Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar</td>
<td>4. Memahami makna dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount.</td>
<td>Unit 4 Environment Hello! Answering questions about the disaster that happened on the picture and interviewing friend. Let's Study It Together! It's Time to Read! Reading a passage of a story about disaster “Four Earthquakes Hit the Philippines in Quick Succession”</td>
<td>The students are able to:</td>
<td>Pair work, Individual work, Group work, Discussion</td>
<td>3x40 menit 10”</td>
<td>Picture and questions</td>
<td>Pictures taken from: <a href="http://www.google.com">www.google.com</a> Reading text taken from: <a href="http://en.wikipedia.org/wiki/Main">http://en.wikipedia.org/wiki/Main</a> Page</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students’ performance, Students’ worksheet, Answering the questions, Read the text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Read the text. 15”</td>
<td>A passage about environment (disaster)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competence</td>
<td>Learning Activities</td>
<td>Indikator</td>
<td>Assessment</td>
<td>Time Allocation (minutes)</td>
<td>Learning Materials</td>
<td>Sources / Materials</td>
</tr>
<tr>
<td>---------------------</td>
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<td>--------------------------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
|                     |                  | **Let’s Discuss!**  | - Answering questions based on the passage and discuss in group.  
- Mention some of disasters and when the disasters happen  
- Find ten names of disasters from the box.  
|                     |                  | - Find the detail answers.  
- Mention some of disasters correctly.  
- Mention when the disasters happen correctly.  
- Find ten names of disasters from the box. | | Choose the right answer based on the text.  
Mention the some of disasters and when the disasters happen based on the instruction.  
Find ten names of disaster from the box based on the instruction.  
Answer the quiz questions correctly. | 40” | Multiple choices questions and true false statement | |
|                     |                  | **Are you ready for the quiz?**  
**Doing the quiz Unit 4** | | | 10” | Answer sheet | |
|                     |                  | **Let’s Play!**  
**“Have you** | | | 10” | A box with letters. | |
|                     |                  | **Find the detail answers.** | | | 10” | Quiz sheet | |

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Learning Activities</th>
<th>Indikator</th>
<th>Assessment</th>
<th>Techniques</th>
<th>Instruments</th>
<th>Example of Instruments</th>
<th>Time Allocation (minutes)</th>
<th>Learning Materials</th>
<th>Sources / Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>experience it?&quot; Share about your experiences or what you know related to disaster in group.</td>
<td>- Share experiences or what the students know related to the disaster in group.</td>
<td>Share the experience or what the students know related to the disaster based on the instruction.</td>
<td></td>
<td></td>
<td></td>
<td>10”</td>
<td>Game</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What Have You Learnt? Answering about what the students have learnt from Unit 4</td>
<td>- Answer the questions by writing the “Yes, I can” or “No, I can’t” in the bracket.</td>
<td>Answer the questions by writing the answer in the bracket.</td>
<td></td>
<td></td>
<td></td>
<td>15”</td>
<td>List of the questions</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX H

Topics, Sections, and Subsections of the Designed Material
## Appendix: Topics, Sections, and Subsections on the Designed Material

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Reading Texts</th>
<th>Sections and Sub-sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sport</td>
<td>Physic Octopus</td>
<td>A. HELLO!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Predicts Spain</td>
<td>B. LET’S STUDY IT TOGETHER!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>World Cup Win</td>
<td>1. It’s Time to Read!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Let’s Discuss!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Are You Ready for the Quiz?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C. LET’S PLAY!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D. WHAT HAVE YOU LEARNT?</td>
</tr>
<tr>
<td>2.</td>
<td>Idols</td>
<td>Justin Bieber</td>
<td>A. HELLO!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B. LET’S STUDY IT TOGETHER!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. It’s Time to Read!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Let’s Discuss!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Are You Ready for the Quiz?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C. LET’S PLAY!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D. WHAT HAVE YOU LEARNT?</td>
</tr>
<tr>
<td>3.</td>
<td>Fairy tales</td>
<td>Telaga Warna</td>
<td>A. HELLO!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B. LET’S STUDY IT TOGETHER!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. It’s Time to Read!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Let’s Discuss!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Are You Ready for the Quiz?</td>
</tr>
<tr>
<td>Units</td>
<td>Topics</td>
<td>Reading Texts</td>
<td>Sections and Sub-sections</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>---------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C. LET’S PLAY!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D. WHAT HAVE YOU LEARNT?</td>
</tr>
<tr>
<td>4.</td>
<td>Environment</td>
<td>Four Earthquakes</td>
<td>A. HELLO!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hit the Philippines in Quick Succession</td>
<td>B. LET’S STUDY IT TOGETHER!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. It’s Time to Read!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Let’s Discuss!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Are You Ready for the Quiz?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C. LET’S PLAY!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D. WHAT HAVE YOU LEARNT?</td>
</tr>
</tbody>
</table>
APPENDIX I

Questionnaire on the Evaluation
Designing a set of English Reading Instructional Material Based on A Cooperative Learning Approach for the Eighth Grade Students of *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta*

English is a compulsory subject in Junior High School and Senior High School. The students are introduced to English formally in Junior High school and Senior High School, although nowadays there some Elementary Schools which have considered English as one of compulsory subjects in their curriculum. There are four basic competencies that the students have to achieve; they are reading, writing, listening, and speaking. Each competency has its importance and it supports each other. Nevertheless, the practice of reading competency in the eighth grade class is still limited which brings difficulties for the students to achieve reading comprehension. In addition, the problem increases since the students find reading competency test as part of the mid-term test and National Final exam.

Based on the reasons above, the writer designed the reading instructional materials based on Cooperative Learning approach for the eighth grade students of *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta*. In order to achieve the objectives of the study, the writer employed Cooperative Learning method. Moreover, by using this approach, the students are expected to enhance their knowledge, cooperation, and performance during the learning process. Since Cooperative Learning method enable the students to maximize their learning process through groups learning and enhance the students to be active in learning English.
This questionnaire is intended to obtain evaluation and feedback from the respondents on the designed materials. The results of the evaluation and the feedback will be used to revise and to improve the materials.

You are expected to choose your preferences by giving a check (✓) in the boxes based on the classification below. Please give your opinion based on the classification as follows:

1: If you strongly disagree with the statement
2: If you disagree with the statement
3: If you doubtful/uncertain with the statement
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>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1.</td>
<td>The indicators can be used to achieve the Basic Competencies</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The materials are suitable with the Competency Standard and Basic Competencies</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The materials are interesting, suitable, and relevant for the eighth grade students of Junior High School</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The materials on each unit are relevant to the topics</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The materials enable the learners to improve their reading skill</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The task in each unit can facilitate the learners to achieve the indicators</td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>The topics are well selected and arranged by the writer</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8.</td>
<td>The instructions are already clear</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The designed materials enable the students to have responsibility to her/himself and also to the group the students belongs to</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The designed materials enable the students to work in group and pairs</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The designed materials enable the students to have equal portion in finishing the group tasks</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The designed materials enable the students to develop the students’ social interaction on attentiveness, morale, and motivation through cooperation in group activities</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The designed materials enable the students to have different ways of interaction in group</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Generally, the contents are well elaborated</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Generally, the instructional materials are well elaborated</td>
<td></td>
</tr>
</tbody>
</table>
What are the weaknesses of the designed materials?

What are the suggestions to improve the designed materials?

What are your comments and opinions about the designed materials?

Thank You >>>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX J

The Result of the Preliminary Field Testing
Appendix: The Results of Preliminary Field Testing Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The indicators can be used to achieve the Basic Competencies</td>
<td>12</td>
<td>80%</td>
</tr>
<tr>
<td>2.</td>
<td>The materials are suitable with the Competency Standard and Basic Competencies</td>
<td>12</td>
<td>80%</td>
</tr>
<tr>
<td>3.</td>
<td>The materials are interesting, suitable, and relevant for the eighth grade students of High School</td>
<td>14</td>
<td>93%</td>
</tr>
<tr>
<td>4.</td>
<td>The materials on each unit are relevant to the topics</td>
<td>12</td>
<td>80%</td>
</tr>
<tr>
<td>5.</td>
<td>The materials enable the learners to improve their reading skill</td>
<td>11</td>
<td>73%</td>
</tr>
<tr>
<td>6.</td>
<td>The task in each unit can facilitate the learners to achieve the indicators</td>
<td>12</td>
<td>80%</td>
</tr>
<tr>
<td>7.</td>
<td>The topics are well selected and arranged by the writer</td>
<td>12</td>
<td>80%</td>
</tr>
<tr>
<td>8.</td>
<td>The instructions are already clear</td>
<td>12</td>
<td>80%</td>
</tr>
<tr>
<td>9.</td>
<td>The designed materials enable the students to have responsibility to her/himself and also to the group the students belongs to</td>
<td>11</td>
<td>73%</td>
</tr>
<tr>
<td>10.</td>
<td>The designed materials enable the students to work in group and pairs</td>
<td>13</td>
<td>87%</td>
</tr>
<tr>
<td>11.</td>
<td>The designed materials enable the students to have equal portion in finishing the group tasks</td>
<td>10</td>
<td>67%</td>
</tr>
<tr>
<td>12.</td>
<td>The designed materials enable the students to develop the students’ social interaction on attentiveness, morale, and motivation through cooperation in group activities</td>
<td>12</td>
<td>80%</td>
</tr>
<tr>
<td>13.</td>
<td>The designed materials enable the students to have various types of interaction in group</td>
<td>12</td>
<td>80%</td>
</tr>
<tr>
<td>14.</td>
<td>Generally, the contents are well elaborated</td>
<td>13</td>
<td>87%</td>
</tr>
<tr>
<td>15.</td>
<td>Generally, the instructional materials are well elaborated</td>
<td>12</td>
<td>80%</td>
</tr>
</tbody>
</table>
APPENDIX K

General Description of the Designed Material
Appendix : The General Description of the Designed Materials

THE GENERAL DESCRIPTION OF THE DESIGNED MATERIALS

The title of this study is “A Set of English Reading Materials Based on a Cooperative Learning Approach for the Eighth Grade Junior High School Students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta”. This study is aimed to make a set of designed materials that is expected to help the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan to learn and develop English reading skill based on the principals of Cooperative Learning. In this part, the writer will describe three matters; they are background, content, and purpose.

A. Background

The composing of the designed materials is based on important factors. One of them is that it is important for the students of Junior High School to have good reading mastery in order to understand the passage in English class and the English language information sources around the students. In this case are the eighth grade students of SMP Taman Dewasa Ibu Pawiyatan. They are children who are developing in many aspects. Generally, each student has different characteristics and ways to learn English. Usually the children like grouping and playing together. The teachers should aware of the students’ characteristics in order to develop the students’ performance.
Dealing with the fact, the writer tried to design a set of English reading materials based on principals of Cooperative Learning approach that help the eighth grade Junior High School students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta to learn together in groups, help each other, and share the knowledge to other friends in order to achieve the collective goals.

B. Content

The designed materials consist of four units. Each unit is divided into four main parts, namely: Hello!, Let’s Study It Together!, Let’s Play!, What Have You Learnt?. The time allocation for each meeting is 2 x 40 minutes (80 minutes).

1. Hello!

Hello! is pre-activity to motivate the students’ interest towards a topic and to aim the students to the main topic that is going to be learnt. This part also activates the students’ background knowledge about a topic of each unit.

2. Let’s Study It Together!

Let’s Study It Together! is the main part of the materials with tasks and activities in group that can develop students’ performance individually and in group. In this part, Let’s Discuss! contains tasks and activities to be learnt in groups. This aims to develop the students to interact with friends in group and to achieve the collective goals. Are you ready for the quiz? is used to measure the students’ performance individually after the students learn a kind of tasks and activities in group.
3. Let’s Play!

Let’s Play! is an activity for the students to learn a topic in the form of games that are used in the designed materials are group game types or games that involve some students in groups. This part is aimed to make learning atmosphere become comfortable and interesting for the students. This also make the students feel relax in learning.

4. What Have You Learnt?

What Have You Learnt is post teaching activity of each unit that contains reflection activity about what the students have learnt from the unit. The function of this part is to review the materials that have been learnt by the students. What the students do in this activity is to write about what they have learnt and to answer the questions about the topic of each unit.

The units and topics in the designed materials are as follows.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sport</td>
</tr>
<tr>
<td>2</td>
<td>Idols</td>
</tr>
<tr>
<td>3</td>
<td>Fairy tales</td>
</tr>
<tr>
<td>4</td>
<td>Environment</td>
</tr>
</tbody>
</table>
C. Purpose

The purposes of the designed materials are to help the students to learn develop English reading skill through interaction with other students in order to achieve learning goals. The designed materials help the students to learn comfortably, relax, and to achieve the collective goals through group learning activities. Finally, the students are able to understand the materials individually. Hopefully, the designed materials can develop one of English skill that is the reading skill. In order to achieve the objective, the writer composed each unit based on the principals of Cooperative Learning that will be reflected in the instructions.

Yogyakarta, July 13, 2011

Widayati
APPENDIX L
Lesson Plan Unit 2
LESSON PLAN UNIT 2

Subject : English
Class : VIII /II
Time Allocation : 3 x 40 minutes
Competence Standard :

2. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

Basic Competence :

2. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

Theme : Idols
Skill : Reading
Learning objectives :

- Students are able to respond the meaning of short essay accurately and acceptable in daily life in form of descriptive text.
- Students are able to respond the rhetorical steps of short essay accurately and acceptable in daily life in form of descriptive text.

Indicators :

At the end of the course, the students are able to:

1. Find the main idea of text essay in form of *descriptive* text.
2. Identify the meaning of *descriptive* text.
3. Identify rhetorical steps of *descriptive* text.
4. Identify communicative purpose of *descriptive* text.
5. Identify language genre of *descriptive* text.
Learning Materials :
- Reading passage
- Question sheet

Learning Method : Cooperative Language Learning (Jigsaw)

Learning Media :
- Reading text
- Game
- Pictures
- Worksheet

Learning Activities :

<table>
<thead>
<tr>
<th>Learning activities</th>
<th>Explanation</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 2 Idols</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hello!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview about idols in pair.</td>
<td>Help the students to figure out the topic that they are going to study by interviewing in pair</td>
<td>10”</td>
</tr>
<tr>
<td><strong>Let’s Study It Together!</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s Time to Read!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reading a passage of a story about idol “Justin Bieber”.</td>
<td>Read the passage</td>
<td>30”</td>
</tr>
<tr>
<td>Let’s Discuss!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Answering questions based on the passage and discuss in group.</td>
<td>Choose the right answer based on the text.</td>
<td>35”</td>
</tr>
<tr>
<td>- Answer the questions and match the idols pictures with the profession in the bracket.</td>
<td>Answer the questions and matching the pictures with the right name of the profession.</td>
<td>15”</td>
</tr>
</tbody>
</table>
## Learning activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Explanation</th>
<th>Time allocation</th>
</tr>
</thead>
</table>
| Are you ready for the quiz?  
- Doing the quiz Unit 2 | ▪ Answer the quiz questions correctly | 15” |
| Let’s Play!  
“Who is He or She?”  
- Playing game about describing an idol in group. | ▪ Describing the idol’s characteristics based on the instruction. | 10” |
| What Have You Learnt?  
- Answering about what the students have learnt from Unit 2. | ▪ Answer the questions by writing the answer in the bracket. | 5” |

## References


Yogyakarta, 12th February 2008  
Sincerely yours

Principal  
_________________
NIP.

Teacher  
_________________
NIP.
APPENDIX M

Presentation of the Designed Material
LEARN READING WITH FRIENDS!

Student's Book

A SET OF ENGLISH READING MATERIALS
BASED ON COOPERATIVE LEARNING
FOR THE EIGHTH GRADE STUDENTS
OF SMP TAMAN DEWASA IBU PAWIYATAN YOGYAKARTA

By: WIDAYATI
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A. HELLO!

Work in your group. Guess and write the name of the sport activities in the box. Discuss one of the sport activities and choose a group representative to summarize the discussion in front of the class.

1. .................................................................
2. .................................................................
3. .................................................................
4. .................................................................
Psychic Octopus Predicts Spain World Cup Win

Football fans in Spain were rejoicing Friday after an octopus called Paul predicted the European nation will win the World Cup. Paul, who has forecast correctly who will win every World Cup game involving Germany, also predicts Germany will beat Uruguay in the match for third place. Spaniards watched the Octopus made his final prediction of this World Cup live on television.
The eight-legged sea creature had two boxes, one box with the flag of Netherlands and another with the flag of Spain. Paul chose the box with the flag of Spain. People watching at a bar in Spain were happy with the choice. The bar's owner said the octopus has always been right so far. Paul lives in an aquarium in western Germany. He became an overnight celebrity after he predicted all six of Germany’s World Cup games correctly. Germany only has one game left against Uruguay. Paul calculated the European country will win it, taking third place in the tournament.

Rupert Adams is from William Hill, one of Britain’s largest bookmakers. He said that the octopus’s success rate was remarkable. "If you had had ten pounds on each and every prediction then re-invested your winnings you would currently have over 1,450 pounds," said Adams. "It’s an astonishing feat to get six predictions in a row. I was walking into bar and said ‘I will have what the Octopus predicted.’" Before taking Paul’s word for this World Cup, it might be worth checking out the competition.

Paul isn't the only animal who was making predictions on this World Cup. Mani the Parakeet, 13, lives in Singapore. His owner said he has predicted the World Cup's four quarterfinal games and Spain's semifinal victory over Germany correctly. One customer said Spain will win anyway, with or without the octopus. As always in the World Cup, there can only be one winner and only time will tell whether this time round the octopus or the parakeet who has predicted correctly.
2. Let’s Discuss!

Answer the following questions based on the passage. You may work individually first, then compare the answers and discuss the information with your group.

1. Who were rejoicing Friday after Paul the octopus predicted the European nation will win the World Cup?
   a. Football fans in Germany
   b. Football fans in Uruguay
   c. Football fans in Spain
   d. Football fans in Europe
   e. Football fans in world

2. Paul has forecasted who will win every World Cup game involving Germany
   ________________
   a. Firstly
   b. Correctly
   c. Surprisingly
   d. Suddenly
   e. Happily

3. Based on Paul’s prediction, which nation will beat Uruguay in the match for third place?
   a. Germany
   b. Spain
   c. Netherlands
   d. Africa
   e. Indonesia

4. Which box did Paul choose?
   a. Uruguay
   b. Germany
   c. Spain
   d. Netherlands
   e. Europe

5. Where does Paul live?
   a. In a beach in eastern Germany
   b. In a museum in western Germany
   c. In an aquarium in eastern Spain
   d. In an aquarium in western Germany
   e. In a pool in western Germany
6. Where does Rupert Adam come from?
   a. Germany    c. Uruguay    e. Britain
   b. Italy      d. America

7. Rupert Adams is ..............................................
   a. One of Britain's largest bookmakers
   b. One of Britain's football players
   c. One of Britain's football fans
   d. One of Britain's football captains
   e. One of Britain's famous reporters

8. Where does Rupert Adams come from?
   a. CNN        c. William Hill  e. Germany
   b. British News d. Europe

9. Where does Mani live?
   a. Singapore  c. Spain       e. Uruguay
   b. Germany    d. Europe

10. What did Parakeet predict correctly?
    a. World Cup's semifinal
    b. The World Cup's quarterfinal games
    c. the World Cup's four quarterfinal games and Spain's semifinal victory over Germany
    d. The World Cup's four quarterfinal games and semifinal
    e. The World Cup's four quarterfinal games and Germany's semifinal victory over Spain.

Work in your group! Decide whether the statements below are true or false. Write T if the statement is true and F if the statement is false.
1. Paul predicted the European nation will win the World Cup.
2. Paul predicted that Germany will beat Uruguay in the match for third place.
3. The eight-legged sea creature chooses the box with the flag of Spain.
4. Paul lives in an aquarium in eastern Germany.
5. Paul became an overnight celebrity after he correctly predicted all six of Germany’s World Cup games.
6. Rupert Adams is one of Britain’s largest bookmakers in the world.
7. Adams said that it was an astonishing feat to get six predictions in a row.
8. Paul is the only animal making predictions on this World Cup.
10. Paul predicted the World Cup's four quarterfinal games and Spain's semifinal victory over Germany correctly.

Find some sport activities which are played on the land, air, water, ice / snow. Write the answers in the boxes below. Work in pairs!

**Land Sport**
1. ........................................
2. ........................................
3. ........................................
4. ........................................
5. ........................................

**Air Sport**
1. ........................................
2. ........................................
3. ........................................
4. ........................................
5. ........................................
The teacher will show some sport pictures. Match the name of the sport activity from the box A and where the activity is played from box B.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

1. It is ........................................... 2. It is ........................................... 3. It is ...........................................

It is done in the...........  It is done in the...........  It is done in the...........

4. ........................................... 5. ........................................... 6. ...........................................

It is done in the...........  It is done in the...........  It is done in the...........

7. ........................................... 8. ........................................... 9. ...........................................

It is done in the...........  It is done in the...........  It is done in the...........
3. Are you ready for the quiz?

Find some sport activities and mention where the sport activities are played.

<table>
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<th>Activities</th>
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</table>
C. LET’S PLAY!

Choose a sport activity and describe it by making some clues of the sport activity. Each of the groups describe the sport activity in front of the class. The other groups that guess the name of the sport activity correctly will get points.

Example:
The first group
What sport activity is it?
1. It is land sport activity.
2. It is like fighting between two people.
3. The players use swords.
4. The people are wearing masker.
5. The people are wearing sport costume.

D. WHAT HAVE YOU LEARNT?

Can you understand all of the lessons in this unit? Write your answers in the box provided.

Yes, I can     No, I can’t

Can you get the main idea of the passage?

Can you answer the questions related to the passage?
Can you mention the name of sport activities in English?

Can you classify sport activities into land sports, water sports, air sports, and ice / snow sports?

Can you mention some of the sport activities?

Can you mention where the sport activities are played?
A. HELLO!

Ask your friend about his or her idol(s) using these questions below in pairs.

1. Do you have an idol? Who is he or she?

2. Can you tell about his or her occupation?

3. Why do you like him or her?

B. LET’S STUDY IT TOGETHER!

1. It’s Time to Read!

In a group of five, every student in the group is assigned to read a different paragraph from the passage based on the group number. The group members will become experts and inform the content of the paragraph to the other groups.
Recently, there is a new Pop R&B singer idol. His name is familiar among young and adult people. The new idol is Justin Bieber. Justin Drew Bieber is a Canadian pop R&B singer. Bieber's career was begun when Scooter Braun searching for videos of a different singer. Bieber was discovered in 2008 by Scooter Braun who happened across Bieber's videos on YouTube and later became his manager. Braun arranged for him to meet with Usher in Atlanta, Georgia. Soon after that, Bieber was signed to Raymond Braun Media Group (RBM).

At that time, Braun clicked on one of Bieber's 2007 videos by accident. Braun impressed by Bieber's video performance at school. Then Braun contacted Mallete. Mallete was permitting Braun to fly Bieber. Then, Braun took Bieber went to Atlanta to record demo tapes. A week after arriving from Atlanta, Bieber sang for Usher. Bieber was soon signed to Raymond Braun Media Group (RBMG). Braun had a joint venture between him and Usher. Justin Timberlake was also reported that he was in the running to sing Bieber. Usher arranged an audition with Antonio L. A. Reid. Now, Bieber and his mother moved to Atlanta, to base his career.
Then Bieber signed a recording contract with Island Records offered by L.A. Reid. His debut single “One Time” was released worldwide during 2009 and charted within the top 30 in over town countries. It was followed by his debut release “My World” on November 17, 2009 which was certified Platinum in the United States. At the first time giving Bieber the highest debut by a new artist in the year and making him the first artist to have seven songs from a debut album chart on the Billboard Hot 100.

His first full studio released My World 2.0. It was released on March 23, 2010 and has since received similar success, it debuted at number one and within the Top Ten of several countries and was certified Platinum in less than two months of the release in the United States. It was preceded by “Baby” in January 2010. Bieber was born on March 1, 1994 in London, Ontario. He was raised in Stratford, Ontario. Bieber’s mother, Mallette, worked a series of low-paying office jobs. She raised Bieber as a single mother. However, Bieber maintains contact with his father. The name of Justin Bieber is Jeremy Bieber.

As he grew, Bieber taught himself to play the piano drums, guitar, and trumpet. In early 2007, Bieber sang Ne-Yo's song titled “So Sick” for a local singing competition in Stratford. The competition held when he was twelve years old. His mother posted a video of the performance on You Tube for their family and friends to see. She continued to upload videos of Bieber singing the songs of various R&B. Since that time, Bieber’s popularity on the site grew up.
2. Let’s Discuss!

Answer the following questions based on the passage. Compare the answers and discuss the information with your group.

1. Who is the new Pop R&B idol based on the passage?
   a. Georgia
   b. Ne-Yo
   c. Braun
e. Justin Bieber
d. Usher

2. When was Bieber discovered by Scooter Braun?
   a. In 1994
c. In 2008
e. 2010
b. In 2007
d. In 2009

3. Who is Bieber’s manager?
   a. Usher
c. L.A. Reid
e. Ne-yo
b. Braun
d. Mallete

4. When did Bieber’s release his debut single “One Time” worldwide?
   a. During November 2009
d. On March 23, 2010
b. During 2009
e. In January 2010
c. In November 17, 2009

5. Bieber’s debut which was certified Platinum in the United States is .........
   a. My World
c. Baby
e. So Sick
b. One Time
d. My World 2.0

6. When did Bieber’s first full studio release “My World 2.0”?
   a. During November 2009
d. On March 23, 2010
b. During 2009
e. In January 2010
c. In November 17, 2009

7. When was Bieber born?
   a. On November 14, 2009
d. On March 23, 2010
b. On March 1, 1994
e. On January 2010
c. On November 17, 2009
8. Bieber's mother worked as a ..............................
   a. Single mother  
   b. Woman career  
   c. A series of low-paying office jobs  
   d. Teacher  
   e. Singer
9. What instruments did Bieber learn?
   a. Keyboard, drums, and bass  
   b. Piano, guitar, and trumpet  
   c. Piano, drums, guitar, and harmonica  
   d. Piano, drums, guitar, and trumpet  
   e. Piano, drums, bass, and trumpet
10. Who has been posting Bieber's performance video on You Tube?
    a. Braun  
    b. Jeremy Bieber  
    c. Bieber's mother  
    d. Ne-yo  
    e. Bieber's friends

Work in your group! Decide whether the statements below are true or false. Write T if the statement is true and F if the statement is false.
1. Justin Drew Bieber is a Canadian Pop Rock singer.
2. Braun and Bieber went to Atlanta to record a demo tape.
3. Scooter Braun was searching for a different singer.
5. Justin Bieber was raised by her mother in Stratford.
7. Bieber lost contact with his father.
8. Jeremy Bieber is Justin Bieber's uncle.
Answer the questions below from the box A. Then, guess the profession of the idols on the pictures from the box A.

1. A woman who has a job to sing her songs is called as a ____________________________
2. A man who has a job to sing his songs is called as a ______________________________
3. A woman who has a job to act in movies or film is called as an ______________________
4. A man who has a job to act in movies or film is called as an _________________________
5. A man or woman who has a job to lead or master the programs in television is called as a ______________________

1. 
![Image of a woman](https://www.google.com)

She is a / an ______________________________

2. 
![Image of a man](https://www.google.com)

He is a / an ______________________________
3. Are you ready for the quiz?

Find ten idols from Indonesia and decide what kind of occupation they have by giving the check mark (✓) in the table. Are they actors, actresses, hosts, or singers? You may give more than one check mark (✓) if the idols have more than one occupation.
1. Afgan has a profession. He is singing so many songs and entertaining his fans. Afgan’s profession is as a ..................................

2. Shirren Sungkar has a profession. Everyday she almost spends all of her time in front of the camera. She acts in the movies and films. Shirren Sungkar’s profession is as an ........................

3. Gita Gutawa is a talented girl. She has a profession in the music industry. Gita Gutawa has a beautiful voice. Gita Gutawa’s profession is as a .............................

4. Choky Sitohang is a public figure. His job is leading the progress of events or television programs. Choky Sitohang’s profession is as a .................................

5. Dude Herlino has a good ability in acting. He has starred in so many movies and films. Dude Herlino’s profession is as an .......................................

C. LET’S PLAY!

Choose an idol and describe it by making some clues of the idol. Each of the groups describes the idol in front of the class. The other groups that guess the name of the idol correctly will get points.

Example:
The first group
Who is she or he?
1. She has long black hair.
2. She is tall.
3. She has fair skin and sweet smile.
4. She has many moles on her face.
5. She acts as Kamila in “Kemilau Cinta Kamila”.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
D. WHAT HAVE YOU LEARNT?

Can you understand all of the lessons in this unit? Write you answers in the box provided.

Yes, I can  No, I can’t

Can you understand the passage?

Can you answer the questions related to the passage?

Can you mention the name of the idols in the pictures?

Can you mention one of Indonesian idols for each category?

Can you mention one of foreign idols for each category?

Can you mention the name of Indonesian idols and what kind of job those idols have?

Can you mention the name of foreign idols and what kind of job those idols have?
A. HELLO!

Ask your friend about his or her favorite fairy tale using these questions below in pairs.

1. Do you like fairy tales? Tell your reasons!

2. What do you know about a fairy tale?

3. What is/are your favorite(s) fairy tale?
B. LET’S STUDY IT TOGETHER!

1. It’s Time to Read!

In a group of four, read the passage below. Discuss and share the information from the passage by answering the tasks below in your group.

**Telaga Warna**

Taken from [www.geocities.com](http://www.geocities.com)

Long time ago, there was a kingdom in West Java. The kingdom was ruled by a king. People called their king “Prabu”. Prabu was a kind and wise king. No wonder if that country was prosperous. But it was a pity that Prabu and his queen hadn’t got any children. The queen was very sad when Prabu decided to go to the jungle. In the jungle, he prayed to God and begged for a child. His dream came true. A few months later, the queen got pregnant. Nine months later a princess was born. People sent their presents as a gift to a little princess.

Prabu and queen gave whatever the princess wanted. It made Princess a very spoiled girl. When her wish couldn’t be realized, she became very angry and said bad things. Even though the princess behaved badly, her parents and the people in that kingdom loved her. In a few days, Princess would be 17 years old. So, people of that kingdom went to palace and brought many presents for the princess. Prabu stored them in a building. Prabu only took some gold and jewels. Then he brought them to the goldsmith. “Please make a beautiful necklace for my daughter,” said Prabu. “My pleasure, Your Majesty,” the goldsmith replied. The goldsmith worked with whole heartily and his ability because he loved his princess.

At the birthday, people welcomed Prabu and queen happily. The people cheered loudly when the princess appeared with her fabulous pretty face. A lady gave Prabu a glamorous pillow with wonderful necklace on it. He took that necklace. “My beloved daughter, this necklace is a gift from people in this country. They presented it for you to express their happiness. Please, wear this necklace,” said Prabu.

Princess accepted the necklace and looked at it in a glance. “I don’t want to accept it! It’s ugly!” shouted the princess. Then she threw the necklace. The beautiful necklace
was broken. Everybody never thought that their beloved princess did that cruel thing. Nobody spoke. In their silence people heard the queen crying. Then everybody was crying. Then there was a miracle. Earth was crying. Suddenly, the place was filled with water and sank the entire kingdom. People called the lake “Talaga Warna”. It’s located in Puncak, West Java. People said that the colors are from the princess’s necklace, which spreads at the bottom of the lake.

2. Let’s Discuss!

Answer the following questions based on the passage. Compare the answers and discuss the information with your group.

1. Where did the story take place?
   a. East Java   c. West Java   e. A country
   b. Central Java   d. Old kingdom

2. People in the kingdom called their king …………
   a. Majesty   c. The King   e. Prabu
   b. Goldsmith   d. King Prabu

3. How many children did Prabu and the queen have?
   a. One princess   c. Three princesses   e. Five princesses
   b. Two princesses   d. Four princesses

4. What did the queen feel when Prabu decided to go to the jungle?
   a. The queen was very happy
   b. The queen was very sick
   c. The queen was very sad
   d. The queen was very confuse
   e. The queen was very upset

5. What did Prabu do in the jungle?
   a. Hunted   c. Camped   e. Crafted
   b. Prayed   d. Fought

6. What did the people do when the little princess born?
   a. The people sent their presents to a little princess
b. The people cheered loudly

c. People welcomed Prabu and queen happily

d. People gave their gold and jewels

e. People cried loudly

7. Why did the princess very spoil?
   a. Prabu and queen loved the princess
   b. Prabu and queen gave whatever the princess wanted
   c. Prabu and queen only had one princess
   d. All the people in the kingdom loved the princess
   e. The princess was the most beautiful girl

8. What did Prabu bring to the goldsmith?
   a. Nice clothes   c. Presents   e. A glamorous pillow
   b. Jewelries   d. Gold and jewels

9. What did Prabu give to the princess as a birthday gift from people in the country?
   a. Earrings   c. A glamorous pillow   e. Necklace
   b. A ring   d. Jewelries

10. What happened to the queen when the princess threw the necklace?
    a. The queen angry to the princess
    b. The queen took that broken necklace
    c. The queen cried
    d. The queen felt so sad
    e. The queen kept silent

 pplAgiAt MErUpAkAn TiNDaKAn TiDaK TeRpuJi

Work in your group! Decide whether the statements below are true or false.
Write T if the statement is true and F if the statement is false.

1. Prabu was a greedy king.
   T

2. The king prayed to God and begged for a child.
   T

3. The princess did not angry when her wish couldn’t be realized.
   F

4. Prabu and the queen felt very upset because the princess behaved badly.
   T
5. All the people of that kingdom gave many presents for the princess birthday.
6. The goldsmith made a beautiful necklace for the princess’s birthday gift.
7. The king and the queen cheered loudly when the princess appeared with her fabulous pretty face.
8. A lady gave the princess a glamorous pillow with wonderful necklace on it.
9. The people mad when their beloved princess threw the beautiful necklace.
10. People said that the colors of Telaga Warna are from the princess’s necklace.

Find some Indonesian fairy tales you have known. Write the title of the fairy tales and the origin in the boxes below. Work in pairs!

<table>
<thead>
<tr>
<th>Indonesian fairy tales</th>
<th>The origins</th>
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Look at the box! Find ten story titles from Indonesian fairy tales and foreign fairy tales by marking or underlining the words. Write the titles on the blackboard.
3. Are you ready for the quiz?

Find seven stories from Indonesian and foreign fairy tales. Mention the name of the main characters from each story.

<table>
<thead>
<tr>
<th>Indonesian Fairy Tales</th>
<th>Main Character’s Name</th>
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</table>
C. LET’S PLAY!

Make a group of four students and choose a story you like. Practice the story and each of group members have to participate in the story. Each of the groups has a chance to perform in front of the class. The other groups give points for the group performance. The maximum score is 100 points.

D. WHAT HAVE YOU LEARNT?

Can you understand all of the lessons in this unit? Write you answers in the box provided.

Yes, I can    No, I can’t

Can you understand the passage and answer the questions related to the passage?
Can you mention the name of some fairy tale characters in English?

Can you find some Indonesian fairy tales?

Can you mention the origin of Indonesian fairy tales?

Can you mention story titles from Indonesian fairy tales?

Can you mention story titles from foreign fairy tales?
A. HELLO!

Answer some questions below about disaster. Find some friends and share your answers by interviewing each other.

1. Do you know what was happening in that place?

2. Please mention what happened during the event above!
B. LET’S STUDY IT TOGETHER!

1. It’s Time to Read!

Read the passage below. After you finish reading the passage, try to answer the tasks.

FOUR EARTHQUAKES HIT THE PHILIPPINES IN QUICK SUCCESSION

Taken from: http://en.wikinews.org/wiki/Main_Page

Four earthquakes hit in quick succession the Moro Gulf, Mindanao area in the Philippines according to the U.S. Geological Survey (USGS) early on Saturday. The first one, magnitude 7.3, took place on Friday at 22:08:11 UTC at a depth of 604.5 kilometers (375.6 miles). The epicenter of this earthquake was located 102 kilometers southwest of Cotabato, Mindanao; and 915 kilometers south-southeast of the capital city Manila, USGS reported.

The second earthquake reached a magnitude 5.4, and occurred on Friday 22:19:35 UTC at a depth of 594.8 kilometers (369.6 miles). The epicenter was located 95 kilometers west-southwest of Cotabato. The third earthquake reached magnitude 7.6. The earthquake occurred on Friday at 22:51:11 UTC at a depth of 576.3 kilometers (358.1 miles). The epicenter was reported to be located 115 kilometers southwest of Cotabato; and 945 kilometers (580 miles) south-southeast of Manila.
The fourth and last earthquake, reached magnitude 7.4, the earthquake occurred on Friday at 23:15:08 UTC at a depth of 616.7 kilometers (383.2 miles). Its epicenter was located 121 kilometers (75 miles) southwest of Cotabato; and 910 kilometers (566 miles) south-southeast of Manila. Rona Faeldin of the Philippines Coast Guard reported to CNN that there was no damage caused by earthquake. The Hawaii-based Pacific Tsunami Warning Center has released notices in response to each of the four quakes, stating that no tsunami has been generated by the deep quakes.

The quake was reported felt in cities such as Zamboanga, and officials "were still determining if there were casualties or damages", Xinhua reported. A resident in the area, Yolly Andrias told Xinhua that "they were still sleeping when the strong quake awoke them." An 8.0 earthquake struck the region in 1976, generating a tsunami which devastated 700 kilometers of coastline in the Sulu Archipelago and southern Mindanao Island.

2. Let’s Discuss!

Answer the following questions in a group of four students. The teacher will decide the groups. Share the answers and discuss with your group by interviewing each other.

1. Where did the earthquake happen?
   a. France       c. Philippines       e. America
   b. Portugal     d. Venezuela

2. How many earthquakes happened in that country?
   a. Fourteen     c. five               e. six
3. The earthquakes happened in ..................
   a. Mindanao area       c. Manila area       e. U.S
   b. Cotabato area       d. Philippines

4. The first earthquake reached magnitude ................
   a. 7.3                   c. 7.6                   e. 7.7
   b. 5.4                   d. 7.4

5. When did the first earthquake take place?
   a. on Friday at 22:08:11 UTC
   b. on Friday 22:19:35 UTC
   c. on Friday at 22:51:11 UTC
   d. on Friday at 23:15:08 UTC
   e. on Friday at 24:51:11 UTC

6. Where was the location of epicenter of the second earthquake?
   a. at a depth of 576.3 kilometers (358.1 miles).
   b. 95 kilometers west-southwest of Cotabato...
   c. 115 kilometers southwest of Cotabato
   d. 945 kilometers (580 miles) south-southeast of Manila.
   e. 121 kilometers (75 miles) southwest of Cotabato; and 910 kilometers (566 miles) south-southeast of Manila.

7. The second earthquake reached magnitude .................
   a. 7.3                   c. 7.6.                   e. 7.7
   b. 5.4                   d. 7.4

8. Where was the location of epicenter of the fourth earthquake?
   a. 95 kilometers west-southwest of Cotabato.
b. 121 kilometers (75 miles) southwest of Cotabato; and 910 kilometers (566 miles) south-southeast of Manila

c. 115 kilometers southwest of Cotabato.

d. At a depth of 576.3 kilometers (358.1 miles).

e. 945 kilometers (580 miles) south-southeast of Manila.

9. What did Rona Faeldin of the Philippines Coast Guard report to CNN?
   a. No tsunami has been generated by the deep quakes.
   b. There were so many damages caused by earthquake.
   c. Tsunami has been generated by the deep quakes.
   d. There was no damage caused by earthquake...
   e. The quake was reported felt in cities such as Zamboanga.

10. What did the residents in that area do when the strong quake happens?
   a. They were working in office
   b. They were watching television
   c. They were still sleeping
   d. They were awake from sleeping
   e. They were in the way go home

 Devils whether the statements below are true or false. Write T if the statement is true and F if the statement is false. Share the answers and discuss with your previous group by interviewing each other.

1. Four earthquakes hit in slow succession the Moro Gulf, Mindanao area in the Philippines.

2. The first one earthquake reached magnitude 7.3 and took place on Friday at 22:08:11 UTC at a depth of 604.5 kilometers (375.6 miles).
3. The second earthquake reached a magnitude 6.4 and occurred on Friday 22:29:35 UTC at a depth of 594.8 kilometers (396.6 miles).

4. The epicenter of the third earthquake was located 95 kilometers west-southwest of Cotabato.

5. The third earthquake occurred on Friday at 22:51:11 UTC at a length of 576.3 kilometers (358.1 miles).

6. The fourth earthquake reached magnitude 6.4.

7. CNN reported to the Philippines Coast Guard that there was no damage caused by earthquake.

8. The Hawaii-based Pacific Tsunami Warning Center stated that no tsunami has been generated by the deep quakes.

9. The quake happened in country such as Zamboanga.

10. An 8.0 earthquake happened and struck the region in 1976.

Find some disasters you had already known. Write the name of the disasters that might happen in Indonesian or foreign countries and when / what season it happens. Work in pairs!

<table>
<thead>
<tr>
<th>Disasters</th>
<th>When It Happens (Season)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

Look at the box! Find nine kinds of disasters that might happen in Indonesian and foreign countries by marking the words.
3. Are you ready for the quiz?

Find eight disasters that might happen in Indonesian and foreign countries.
In what season the disasters might happen.

**DISASTERS**  **REASONS / IN WHAT SEASON?**

1. ........................................  ........................................
2. ........................................  ........................................
3. ........................................  ........................................
4. ........................................  ........................................
5. ........................................  ........................................
C. LET’S PLAY!

The teacher asks the students to form a group of four with the same member as before. In the group, the students are given a kind of disaster to be discussed. The students are talking about when and why the disaster happens. Every member in the group will have a chance to share among the group.

D. WHAT HAVE YOU LEARNT?

Can you understand all of the lessons in this unit? Write your answers in the box provided.

Yes, I can  No, I can’t

Can you understand the passage?

Can you answer the questions related to the passage?

Can you mention the name of disasters in English?

Can you mention some of the disasters?
Can you mention when it happens / in what seasons?

Can you mention the disasters that might happen in Indonesian?

Can you mention the disasters that might happen in foreign countries?
Bibliography


LEARN READING WITH FRIENDS!

Teacher's Book

A SET OF ENGLISH READING MATERIALS
BASED ON COOPERATIVE LEARNING
FOR THE EIGHTH GRADE STUDENTS
OF SMP TAMAN DEWASA IBU PAWIYATAN YOGYAKARTA

By: WIDAYATI
Teacher’s book is specially designed to be used with A Set of English Reading Instructional Materials Based on a Cooperative Learning Approach for the Eighth Grade Students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta – Student’s Book. Teacher’s Book provides clear explanation on how to use the Student’s Book, keys to exercises, quizzes sheet and its key. Explanation on each section gives a clear description on how the teaching learning activities should be conducted and what the teacher should do in each section.

The materials are based on Cooperative Learning Approach, in which the students work in groups to achieve the objectives. The group here are arranged based on Cooperative Learning characteristics. The teacher is recommended to assign the students to groups. A group should consist of 2-4 students that are heterogeneous on such variables as past achievement, ethnicity, or sex. The group activities in the materials can help the students to enhance their social skill.

Since the materials based on Cooperative Learning, the activities in each unit are also mostly in the form of group learning. There are two parts in each unit where the students should do individually, they are Are You Ready for the Quiz? and What Have You Learnt?. The materials will be more useful and effective since the topics of each unit are interesting to the students to be discussed in group learning.

Regards,

Widayati
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A. HELLO!

Arrange the students to make a group of four. Guide the students to match the name of sport activities with the pictures. Ask the students to discuss one of the sport activities and choose a group representative to summarize the discussion in front of the class.

The correct answers

1. SOCCER
2. MOTORCYCLE RACER
3. TENISS BALL
4. SWIMMING
5. BASKET BALL
B. LET’S STUDY IT TOGETHER!

1. It’s Time to Read!

Assign the students to read the passage and share the information focusing on what and when it happened with the previous group. Make sure that all members in a group should take part in the discussion. Ask the students to choose a group representative to summarize the discussion in front of the class.

2. Let’s Discuss!

Assign the students to answer the following questions based on the passage. Ask the students work individually first, then compare the answers and discuss the information with their group. Make sure that all members in a group should take part in the discussion. After the students compare the answers, check the answers in whole class discussion.

The correct answers

1. Who were rejoicing Friday after Paul the octopus predicted the European nation will win the World Cup? c. Football fans in Spain

2. Paul has forecasted who will win every World Cup game involving Germany b. Correctly

3. Based on Paul’s prediction, which nation will beat Uruguay in the match for third place? a. Germany

4. Which box did Paul choose? c. Spain

5. Where does Paul live? d. In an aquarium in western Germany

6. Where does Rupert Adam come from? e. Britain

7. Rupert Adams is …… a. One of Britain’s largest bookmakers

8. Where does Rupert Adams come from? c. William Hill


10. What did Parakeet predict correctly?
Assign the students to decide whether the statements below are true or false in their group. Ask the students to write T if the statement is true and F if the statement is false. Make sure that all members in a group should take part in the discussion. After that, check the answers in whole class discussion.

The correct answers

1. Paul predicted the European nation will win the World Cup. True
2. Paul predicted that Germany will beat Uruguay in the match for third place. True
3. The eight-legged sea creature chooses the box with the flag of Spain. True
4. Paul lives in an aquarium in eastern Germany. False
5. Paul became an overnight celebrity after he correctly predicted all six of Germany’s World Cup games. True
6. Rupert Adams is one of Britain’s largest bookmakers in the world. True
7. Adams said that it was an astonishing feat to get six predictions in a row. True
8. Paul is the only animal making predictions on this World Cup. False
9. Mani lives in Singapore. True
10. Paul predicted the World Cup’s four quarterfinal games and Spain’s semifinal victory over Germany correctly. True
Assign the students to find some sport activities which are played on the land, air, water, ice / snow. Ask the students to write the answers in the boxes below and work in pairs. After that, check the answers in whole class discussion.

The correct answers

**Land Sports**
1. Football
2. Baseball
3. Volleyball
4. Basketball
5. Wrestling

**Air Sports**
1. Skydiving
2. Parachuting
3. Paragliding
4. Aerobatic
5. Kiteboarding / kitesurfing

**Water Sports**
1. Swimming
2. Windsurfing
3. Water polo
4. Water ballet
5. Water ski

**Ice / Snow Sports**
1. Skiing
2. Hockey
3. Ice skating
4. Ski boarding
5. Biathlon
The teacher will show some sport pictures and ask the students to match the name of the sport activity from the box A and where the activity is played from box B. Ask the students to work in pairs. After that, check the answers in whole class discussion.

The correct answer

1. It is wrestling It is done in the land
2. It is basketball It is done in the land
3. It is volleyball It is done in the land
4. It is football It is done in the land
5. It is baseball It is done in the land
6. It is tennis It is done in the land
7. It is windsurfing It is done in the water
8. It is swimming It is done in the water
9. It is skiing It is done in the snow
10. It is water polo It is done in the water
11. It is boxing It is done in the land
12. It is parachuting It is done in the air

3. Are you ready for the quiz?
Assign the students to find some sport activities and mention where the sport activities are played. Ask the students to work individually.

The correct answers

<table>
<thead>
<tr>
<th>Activities</th>
<th>Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>land</td>
</tr>
<tr>
<td>Football</td>
<td>land</td>
</tr>
<tr>
<td>Tennis</td>
<td>land</td>
</tr>
<tr>
<td>Volleyball</td>
<td>land</td>
</tr>
<tr>
<td>Swimming</td>
<td>water</td>
</tr>
<tr>
<td>Water polo</td>
<td>water</td>
</tr>
<tr>
<td>Parachuting</td>
<td>air</td>
</tr>
<tr>
<td>Skiing</td>
<td>snow</td>
</tr>
<tr>
<td>Windsurfing</td>
<td>water</td>
</tr>
</tbody>
</table>
C. LET’S PLAY!

Guide the students to play. Assign the students to choose a sport activity and describe it by making some clues of the sport activity. Make sure that all of the members in a group should take part in this section. Each of the groups has to describe the sport activity in front of the class. Ask the other groups to guess the name of the sport activity. The other groups will get points if they can guess the name of the sport activity correctly.

Example:
The first group
What sport activity is it?
1. It is land sport activity.
2. It is like fighting between two people.
3. The players use swords.
4. The people are wearing masker.
5. The people are wearing sport costume.

D. WHAT HAVE YOU LEARNT?

Ask the students to answer these questions individually and write the answers in the box provided.
A. HELLO!

Ask the students to interview their friend about his or her idol(s) using the questions provided in pairs.

*The correct answers*

1. Do you have an idol? Who is he or she?
   *Yes, I have. My idol is Afgan.*

2. Can you tell about his or her occupation?
   *He is a male singer.*

3. Why do you like him or her?
   *

   *I like him because he has wonderful voice.*

B. LET’S STUDY IT TOGETHER!

1. It’s Time to Read!

   Arrange the students into five groups and number each group. Ask every student in the group to read a paragraph from the passage based on their groups’ number. For example, group number 1 should read paragraph 1 in the passage and so on. Ask all the group members in group number 1 - 5 become experts and inform the content of the paragraph to the other groups. Ask one of the members in each group to stay and meet the expert from other groups. Every expert has to inform the content of the paragraph they have read. Make sure that all the members in a group take part in the discussion.
2. Let’s Discuss!

Assign the students to answer the following questions based on the passage. Ask the students to compare the answers and discuss the information with their group. Make sure that all members in a group should take part in the discussion. After the students compare their answer, check in a whole class discussion.

The correct answers

1. Who is the new Pop R&B idol based on the passage?
   e. Justin Bieber

2. When was Bieber discovered by Scooter Braun?
   c. In 2008

3. Who is Bieber’s manager?
   b. Braun

4. When did Bieber’s release his debut single “One Time” worldwide?
   b. During 2009

5. Bieber’s debut which was certified Platinum in the United States is ...........
   a. My World

6. When did Bieber’s first full studio release “My World 2.0”?
   d. On March 23, 2010

7. When was Bieber born?
   b. On March 1, 1994

8. Bieber’s mother worked as a ........
   c. A series of low-paying office jobs

9. What instruments did Bieber learn?
   d. Piano, drums, guitar, and trumpet

10. Who has been posting Bieber’s performance video on You Tube?
    c. Bieber’s mother
Assign the students to decide whether the statements below are true or false in their group. Ask the students to write T if the statement is true and F if the statement is false. Make sure that all members in a group should take part in the discussion. After that, check the answers in whole class discussion.

The correct answers
1. Justin Drew Bieber is a Canadian Pop Rock singer. **False**
2. Braun and Bieber went to Atlanta to record a demo tape. **False**
3. Scooter Braun was searching for a different singer. **False**
4. Bieber signed a tour contract with Island Records offered by L.A. Reid. **False**
5. Justin Bieber was raised by her mother in Stratford. **True**
6. Jeremy Bieber raised Bieber as a single mother. **False**
7. Bieber lost contact with his father. **False**
8. Jeremy Bieber is Justin Bieber's uncle. **False**
10. Bieber's mother gave up uploading video of Bieber. **False**

Assign the students to answer the questions below from the box A and guess the profession of the idols on the pictures from the box A. Ask the students to work in pairs. After that, check the answers in whole class discussion.

The correct answers
1. A woman who has a job to sing her songs is called as a **female singer**
2. A man who has a job to sing his songs is called as a **male singer**
3. A woman who has a job to act in movies or film is called as an **actress**
4. A man who has a job to act in movies or film is called as an **actor**
5. A man or woman who has a job to lead or master the programs in television is called as a **host**
1. She is an **actress**
2. He is a **male singer**
3. She is a **female singer**
4. He is a **host**
5. He is an **actor**

3. Are you ready for the quiz?

Assign the students to answer the quiz questions provided. Ask the students to work individually.

*The correct answers*

1. Afgan has a profession. He is singing so many songs and entertaining his fans. Afgan’s profession is as a **male singer**
2. Shirren Sungkar has a profession. Everyday she almost spends all of her time in front of the camera. She acts in the movies and films. Shirren Sungkar’s profession is as an **actress**
3. Gita Gutawa is a talented girl. She has a profession in the music industry. Gita Gutawa has a beautiful voice. Gita Gutawa’s profession is as a **female singer**
4. Choky Sitohang is a public figure. His job is leading the progress of events or television programs. Choky Sitohang’s profession is as a **host**
5. Dude Herlino has a good ability in acting. He has starred in so many movies and films. Dude Herlino’s profession is as an **actor**

C. LET’S PLAY!

Guide the students to play. Ask the students to choose an idol and describe it by making some clues of the idol. Make sure that all members in a group should take part in this section. Each of the groups has to describe the idol in front of the class. Ask the other groups to guess the name of the idol. The other groups will get points if they can guess the name of the idol correctly.
Example:
The first group
Who is she or he?
1. She has long black hair.
2. She is tall.
3. She has fair skin and sweet smile.
4. She has many moles on her face.
5. She acts as Kamila in “Kemilau Cinta Kamila”.

D. WHAT HAVE YOU LEARNT?
Ask the students to answer these questions individually and write the answers in the box provided.
A. HELLO!

Ask the students to interview their friend about his or her favorite fairy tale using the questions provided in pairs.

_The correct answers_
1. Do you like fairy tales? Tell your reasons!
2. What do you know about a fairy tale?
3. What is/are your favorite(s) fairy tale?

B. LET'S STUDY IT TOGETHER!

1. It’s Time to Read!

Arrange the students to make a group of four. Ask the students to read the passage and share the information from the passage by answering the task below in their group. Make sure that all members in a group should take part in the discussion.

2. Let’s Discuss!

Assign the students to answer the following questions based on the passage. Ask the students to compare the answers and discuss the information with their group. Make sure that all members in a group should take part in the discussion. After the students compare their answers, check in whole class discussion.
The correct answers

1. Where did the story take place?
   c. West Java

2. People in the kingdom called their king ...........
   e. Prabu

3. How many children did Prabu and the queen have?
   a. One princess

4. What did the queen feel when Prabu decided to go to the jungle?
   c. The queen was very sad

5. What did Prabu do in the jungle?
   b. Prayed

6. What did the people do when the little princess born?
   a. The people sent their presents to a little princess

7. Why the princess did very spoiled?
   b. Prabu and queen gave whatever the princess wanted

8. What did Prabu bring to the goldsmith?
   d. Gold and jewels

9. What did Prabu give to the princess as a birthday gift from people in the country?
   e. Necklace

10. What happened to the queen when the princess threw the necklace?
    c. The queen cried
Assign the students to decide whether the statements below are true or false in their group. Ask the students to write T if the statement is true and F if the statement is false. Make sure that all members in a group should take part in the discussion. After the students compare their answers, check the answers in whole class discussion.

The correct answers

1. Prabu was a greedy king. False
2. The king prayed to God and begged for a child. True
3. The princess did not angry when her wish couldn't be realized. False
4. Prabu and the queen felt very upset because the princess behaved badly. True
5. All the people of that kingdom gave many presents for the princess birthday. True
6. The goldsmith made a beautiful necklace for the princess’s birthday gift. True
7. The king and the queen cheered loudly when the princess appeared with her fabulous pretty face. False
8. A lady gave the princess a glamorous pillow with wonderful necklace on it. False
9. The people mad when their beloved princess threw the beautiful necklace. False
10. People said that the colors of Telaga Warna are from the princess’s necklace. True

Assign the students to find some Indonesian fairy tales they have known and write the title of the fairy tales and the origin in the boxes below. Ask the students to work in pairs. After that, check the answers in whole class discussion.
The correct answers

<table>
<thead>
<tr>
<th>Indonesian fairy tales</th>
<th>The origins</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tangkuban Perahu</td>
<td>1. West Java</td>
</tr>
<tr>
<td>2. Timun Emas</td>
<td>2. Central Java</td>
</tr>
<tr>
<td>3. Malin Kundang</td>
<td>3. West Sumatra</td>
</tr>
<tr>
<td>4. Lake Toba</td>
<td>4. North Sumatra</td>
</tr>
<tr>
<td>5. Borobudur Temple</td>
<td>5. Central Java</td>
</tr>
<tr>
<td>6. Telaga Warna</td>
<td>6. West Java</td>
</tr>
<tr>
<td>8. Bawang Merah and Bawang Putih</td>
<td>8. Central Java</td>
</tr>
</tbody>
</table>

Assign the students to find ten story titles from Indonesian fairy tales and foreign fairy tales by marking or underlining the words in the box. Ask the students to write the titles on the blackboard. Ask the students to work in pairs. After that, check the answers in whole class discussion.
b. Are you ready for the quiz?

Assign the students to write seven stories from Indonesian and foreign fairy tales. Mention the name of the main characters from each story. Ask them to work individually.

The correct answers

<table>
<thead>
<tr>
<th>Indonesian Fairy Tales</th>
<th>Main Character’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Timun Emas</td>
<td>Timun Emas</td>
</tr>
<tr>
<td>2. Tangkuban Perahu Mountain</td>
<td>Sangkuriang</td>
</tr>
<tr>
<td>3. Lake Toba</td>
<td>Toba</td>
</tr>
<tr>
<td>4. Malin Kundang</td>
<td>Malin Kundang</td>
</tr>
<tr>
<td>5. Prambanan Temple</td>
<td>Roro Jonggrang</td>
</tr>
<tr>
<td>6. Jaka Tingkir</td>
<td>Jaka Tingkir</td>
</tr>
<tr>
<td>7. Ande-Ande Lumut</td>
<td>Klenting Kuning</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Foreign Fairy Tales</th>
<th>Main Character’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cinderella</td>
<td>Cinderella</td>
</tr>
<tr>
<td>2. Beauty and the Beast</td>
<td>Beauty</td>
</tr>
<tr>
<td>3. Pinocchio</td>
<td>Pinocchio</td>
</tr>
<tr>
<td>4. Snow White and the Seven Dwarfs</td>
<td>Snow White</td>
</tr>
<tr>
<td>5. Goldilocks and the Three Bears</td>
<td>Goldilocks</td>
</tr>
<tr>
<td>6. Rapunzel</td>
<td>Rapunzel</td>
</tr>
<tr>
<td>7. Robin Hood</td>
<td>Robin Hood</td>
</tr>
</tbody>
</table>

C. LET’S PLAY!

Guide the students to play. Arrange the students to make a group of four students and choose a story they like. Ask the group to practice the story and each of group members have to participate in the story. Make sure that all members in a group should take part in the story. Give each of the groups a chance to perform in front of
the class. Ask the other groups to give points for the performance. The maximum score is 100 points.

D. WHAT HAVE YOU LEARNT?

Ask the students to answer these questions individually and write the answers in the box provided.
A. HELLO!

Assign the students to answer some questions below about disaster. Ask the students to find some friends and share their answers by interviewing each other. Guide the students to do this part.

The correct answers

1. Do you know what was happening in that place?
   - Yes, I know or No, I don’t know.

2. Please mention what happened during the event above!
   - The sky was covered by sand.

3. Have you ever experienced it before?
   - No, I haven’t or Yes, I have.

B. LET’S STUDY IT TOGETHER!

1. It’s Time to Read!

Assign the students to read the passage below individually. After the students finish reading the passage, ask the students try to answer the tasks.
2. Let’s Discuss!

Arrange the students to make a group of four students and assign the students to answer the following questions in the group. Ask the students to share the answers and discuss with their group by interviewing each other. Make sure that all members in a group should take part in the discussion. After that, check the answers in whole class discussion.

The correct answers

1. Where did the earthquake happen?
   
   c. Philippines

2. How many earthquakes happened in that country?
   
   d. four

3. The earthquakes happened in ......................
   
   a. Mindanao area

4. The first earthquake reached magnitude ..................
   
   a. 7.3

5. When did the first earthquake take place?
   
   a. on Friday at 22:08:11 UTC

6. Where was the location of epicenter of the second earthquake?
   
   b. 95 kilometers west-southwest of Cotabato

7. The second earthquake reached magnitude ...........
   
   a. 5.4

8. Where was the location of epicenter of the fourth earthquake?
   
   b. 121 kilometers (75 miles) southwest of Cotabato; and 910 kilometers (566 miles) south-southeast of Manila
9. What did Rona Faeldin of the Philippines Coast Guard report to CNN?

   d. There was no damage caused by earthquake.

10. What did the residents in that area do when the strong quake happens?

   a. They were still sleeping

Assign the students to decide whether the statements below are true or false. Write T if the statement is true and F if the statement is false. Ask the students to share the answers and discuss with your previous group by interviewing each other. Make sure that all members in a group should take part in the discussion. After that, check the answers in whole class discussion.

The correct answers

1. Four earthquakes hit in slow succession the Moro Gulf, Mindanao area in the Philippines. False
2. The first one earthquake reached magnitude 7.3 and took place on Friday at 22:08:11 UTC at a depth of 604.5 kilometers (375.6 miles). True
3. The second earthquake reached a magnitude 6.4 and occurred on Friday 22:29:35 UTC at a depth of 594.8 kilometers (396.6 miles). False
4. The epicenter of the third earthquake was located 95 kilometers west-southwest of Cotabato. False
5. The third earthquake occurred on Friday at 22:51:11 UTC at a length of 576.3 kilometers (358.1 miles). False
6. The fourth earthquake reached magnitude 6.4. False
7. CNN reported to the Philippines Coast Guard that there was no damage caused by earthquake. True
8. The Hawaii-based Pacific Tsunami Warning Center stated that no tsunami has been generated by the deep quakes. **True**

9. The quake happened in country such as Zamboanga. **True**

10. An 8.0 earthquake happened and struck the region in 1976. **True**

Assign the students to find some disasters they had already known and write the name of the disasters that might happen in Indonesian or foreign countries, and when / what season it happens. Ask the students to work in pairs. Make sure that all members in a group should take part in the discussion. After that, check the answers in whole class discussion.

<table>
<thead>
<tr>
<th>Disasters</th>
<th>When It Happens (Season)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Drought</td>
<td>1. Dry season</td>
</tr>
<tr>
<td>2. Flood</td>
<td>2. Wet Season</td>
</tr>
<tr>
<td>3. Winter Storm</td>
<td>3. Winter</td>
</tr>
<tr>
<td>4. Rainstorm</td>
<td>4. Wet season</td>
</tr>
<tr>
<td>5. Tornado</td>
<td>5. Dry / wet season</td>
</tr>
</tbody>
</table>

Assign the students to find nine kinds of disasters that might happen in Indonesian and foreign countries by marking the words. Ask the students to write the titles on the blackboard. Ask the students to work in pairs. After that, check the answers in whole class discussion.
3. Are you ready for the quiz?

Assign the students to find eight disasters that might happen in Indonesian and foreign countries. Ask the students to write in what season the disasters might happen individually.

The correct answers

<table>
<thead>
<tr>
<th>DISASTERS</th>
<th>REASONS / IN WHAT SEASON?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Flood</td>
<td>Wet Season</td>
</tr>
<tr>
<td>2. Winter storm</td>
<td>Winter</td>
</tr>
<tr>
<td>3. Tornado</td>
<td>Wet / dry season</td>
</tr>
<tr>
<td>4. Rainstorm</td>
<td>Wet season</td>
</tr>
<tr>
<td>5. Drought</td>
<td>Dry season</td>
</tr>
<tr>
<td>6. Sand storm</td>
<td>Strong windstorm in the desert</td>
</tr>
</tbody>
</table>
C. LET’S PLAY!

Guide the students to play. Ask the students to form a group of four with the same member as before. In the group, the students are given a kind of disaster to be discussed. Ask the students to talk about when and why the disaster happens. Give every member in the group a chance to share among the group.

D. WHAT HAVE YOU LEARNT?

Ask the students to answer these questions individually and write the answers in the box provided.
Bibliography


