READING AND WRITING MATERIALS USING CIRC FOR STUDENTS OF SMA BOPKRI 2 YOGYAKARTA GRADE X

A THESIS

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

By

Yurista Pratiwi

Student Number: 061214013

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Defended before the Board of Examiners on 3rd October 2011 and Declared Acceptable

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Yogyakarta, 3rd October 2011
Faculty of Teachers Training and Education
Sanata Dharma University

Dean
R. Rokhani, Ph.D.
Take Time

Take time to think; it is the source of power.
Take time to read; it is the foundation of wisdom.
Take time to play; it is the secret of staying young.
Take time to be quiet; it is the opportunity to seek God.
Take time to be aware; it is the opportunity to help others.
Take time to love and to be loved; it is God’s greatest gift.
Take time to laugh; it is the music of the soul.
Take time to be friendly; it is the road of happiness.
Take time to dream; it is what the future is made of.
Take time to pray; it is the greatest power on earth.
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 references, as a scientific paper should.

Yogyakarta, 3rd October 2011

The writer

Yurista Pratiwi

061214013
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ABSTRACT


In this study, the researcher used Cooperative Integrated Reading and Composition (CIRC) as the method in designing the reading and writing materials because CIRC is one of the methods which can improve reading and writing skill through its activities. The researcher believes that by integrating reading and writing using CIRC can help students to understand what they have read and learned.

This study was aimed to develop reading and writing materials by designing the materials using CIRC for senior high school grade X. The study answered two problems: 1) how reading and writing materials using Cooperative Integrated Reading and Composition (CIRC) to teach reading for senior high school students are designed, and 2) what the designed materials look like.

To develop the materials, the researcher adapted Kemp's instructional design and Borg & Gall's Research and Development method. The researcher only applied five steps of Research & Development method: a) Research and information collecting, b) Planning, c) Developing preliminary form of product, d) Preliminary field testing, and e) Product revision. The researcher put Kemp's instructional design under the umbrella of the Borg & Gall's Research & Development. In order to design the right materials for the students, the researcher observed the learning activities in the class, interviewed the teacher, and distributed questionnaire to the students. After designing the materials, expert validation questionnaires were distributed to gain the feedback. After gaining the data from the experts, the researcher analyzed it. There were some suggestions were used to revise the designed materials.

After conducting those steps, the researcher presented the designed materials. There were eight units. Every unit consisted of five sections; “Do You Know?”, “Attention, please!”, “Reading is Cool!”,”Let’s Discuss!” , and “It’s Show Time!” However, there were some parts in designed materials which needed revisions. The researcher hoped the designed materials could improve the reading and writing ability of the students and would help the teacher to provide the materials for the students.
ABSTRAK


Dalam studi ini, peneliti menggunakan Cooperative Integrated reading and Composition (CIRC) sebagai metode dalam menyusun materi reading dan writing, karena CIRC adalah salah satu metode untuk meningkatkan kemampuan membaca melalui aktivitas yang ada di dalamnya. Peneliti yakin bahwa dengan menggabungkan reading dan writing menggunakan metode CIRC, bisa membantu murid-murid memahami apa yang telah mereka pelajari.

Studi ini bertujuan untuk meningkatkan kemampuan membaca dan menulis melalui materi pendamping yang menggunakan metode CIRC. Studi ini akan menjawab dua pertanyaan; 1) Bagaimana materi pendamping reading dan writing disusun dengan menggunakan CIRC, 2) seperti apakah materi tersebut disusun.


Setelah melakukan langkah-langkah tersebut, peneliti menyajikan materi tersebut kedalam delapan unit. Masing-masing unit terdiri dari lima sesi; “Do You Know?”, “Attention, please!”, “Reading is Cool!”, “Let’s Discuss!”, and “It’s Show Time!”. Akan tetapi ada beberapa bagian dari materi yang harus di perbaiki. Harapan dari peneliti, semoga materi yang sudah disusun bias digunakan untuk meningkatkan kemampuan reading dan writing para murid dan membantu guru dalam menyediakan materi untuk para muridnya.
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGES</td>
<td>ii</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xv</td>
</tr>
</tbody>
</table>

## CHAPTER I: INTRODUCTION

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Background</td>
<td>1</td>
</tr>
<tr>
<td>B. Problem Formulation</td>
<td>3</td>
</tr>
<tr>
<td>C. Problem Limitation</td>
<td>4</td>
</tr>
<tr>
<td>D. Objectives of the Study</td>
<td>4</td>
</tr>
<tr>
<td>E. Benefits of the Study</td>
<td>4</td>
</tr>
<tr>
<td>F. Definition of Terms</td>
<td>5</td>
</tr>
</tbody>
</table>

## CHAPTER II: REVIEW OF RELATED LITERATURE

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Theoretical Description</td>
<td>6</td>
</tr>
<tr>
<td>1. Instructional Material Design Models</td>
<td>6</td>
</tr>
<tr>
<td>2. Cooperative Integrated Reading and Composition</td>
<td>10</td>
</tr>
<tr>
<td>a. Rationale</td>
<td>10</td>
</tr>
<tr>
<td>b. Program Element</td>
<td>11</td>
</tr>
<tr>
<td>3. Reading</td>
<td>13</td>
</tr>
<tr>
<td>a. Nature of Reading</td>
<td>13</td>
</tr>
<tr>
<td>b. Principles of Teaching Reading</td>
<td>13</td>
</tr>
<tr>
<td>4. Writing</td>
<td>15</td>
</tr>
<tr>
<td>a. Nature of Writing</td>
<td>15</td>
</tr>
<tr>
<td>b. Principles of Teaching Writing</td>
<td>15</td>
</tr>
<tr>
<td>5. Cooperative Learning</td>
<td>16</td>
</tr>
<tr>
<td>6. KTSP</td>
<td>17</td>
</tr>
<tr>
<td>a. The Nature of KTSP</td>
<td>17</td>
</tr>
<tr>
<td>Chapter</td>
<td>Title</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>b.</td>
<td>The Purpose of KTSP</td>
</tr>
<tr>
<td>7.</td>
<td>Learners’ Characteristic</td>
</tr>
<tr>
<td>B.</td>
<td>Theoretical Framework</td>
</tr>
<tr>
<td>CHAPTER III: METHODOLOGY</td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>Research Method</td>
</tr>
<tr>
<td>B.</td>
<td>Research Participants</td>
</tr>
<tr>
<td>C.</td>
<td>Research Instruments</td>
</tr>
<tr>
<td>D.</td>
<td>Data Gathering Technique</td>
</tr>
<tr>
<td>E.</td>
<td>Data Analysis Technique</td>
</tr>
<tr>
<td>F.</td>
<td>Research Procedures</td>
</tr>
<tr>
<td>CHAPTER IV: RESULT AND DISCUSSION</td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>Process of Design Supplementary Reading and Writing Materials</td>
</tr>
<tr>
<td>1.</td>
<td>Research and Information Collecting</td>
</tr>
<tr>
<td>a.</td>
<td>Learners’ Characteristic</td>
</tr>
<tr>
<td>b.</td>
<td>Support Devices</td>
</tr>
<tr>
<td>2.</td>
<td>Planning</td>
</tr>
<tr>
<td>a.</td>
<td>Considering Goals, Listing Topic, and Stating General Purpose</td>
</tr>
<tr>
<td>b.</td>
<td>Specifying Learning Objectives</td>
</tr>
<tr>
<td>c.</td>
<td>Listing Subject Content</td>
</tr>
<tr>
<td>3.</td>
<td>Developing Preliminary Form of Product</td>
</tr>
<tr>
<td>4.</td>
<td>Preliminary Field Testing</td>
</tr>
<tr>
<td>a.</td>
<td>Description of the Participants</td>
</tr>
<tr>
<td>b.</td>
<td>Data Presentation</td>
</tr>
<tr>
<td>5.</td>
<td>Product Revision</td>
</tr>
<tr>
<td>B.</td>
<td>The Presentation of the Final Material Design</td>
</tr>
<tr>
<td>CHAPTER V: CONCLUSIONS AND SUGGESTIONS</td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>Conclusions</td>
</tr>
<tr>
<td>B.</td>
<td>Suggestions</td>
</tr>
<tr>
<td>REFERENCES</td>
<td></td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 3.1 : Description of the Participants.................................................... 25
Table 3.2 : Degrees of Agreement................................................................. 27
Table 3.3 : The Result of the Central Tendency............................................... 28
Table 4.1 : The Learning Topics of the Materials.......................................... 35
Table 4.2 : The Basic Competence................................................................. 36
Table 4.3 : The Learning Indicators of the Materials.................................... 36
Table 4.4 : The Arrangement of the Subject Content.................................... 38
Table 4.5 : Description of Participants in Preliminary Field Testing............ 41
Table 4.6 : The Result of Expert Validation................................................... 41
LIST OF FIGURES

Figure 2.1 : Kemp’s Instructional Design Model......................................................... 10
Figure 2.2 : The Researcher’s Theoretical Framework............................................... 21
LIST OF APPENDICES

Appendix A  : Letter of Permission................................................................. 57
Appendix B  : Questionnaire for Need Analysis................................................... 59
Appendix C  : Questionnaire for Expert Validation.............................................. 61
Appendix D  : The Results of the Questionnaire for Expert Validation................. 64
Appendix E  : Teacher’s Guide............................................................................ 67
Appendix F  : The Revision of the Designed Materials....................................... 109
Appendix G  : Sample of the Answers of the Questionnaire for Need Analysis..... 157
CHAPTER I
INTRODUCTION

This chapter elaborates the research background, problem formulation, problem limitation, research objectives, research benefits and definition of the terms.

A. Background of the Study

According to Cushingbery (1985), many young people cannot reach their highest achievement because of the inability to read effectively. Furthermore, Anderson (1999), also adds that reading is an important skill for English learners to acquire their second language. Learners will achieve greater progress and development in other areas of learning by reinforcing their reading skill.

Based on the researcher’s teaching experiences in BOPKRI 2 Senior High School Grade X, there were students who had low motivation; sometimes they did not pay attention to the explanation and did not do the tasks. The researcher was motivated to make the students interested in that subject: English (reading and writing). Also, most of the students’ ability in reading was not good enough. This was seen when the researcher gave a simple reading text and most of the students did not understand it because they lacked vocabulary.

There are several methods which are used in teaching reading, but only some of them can improve the ability of reading. Cooperative Integrated Reading and Composition (CIRC) is one of the methods which can improve reading skill through its activities. Cooperative Integrated Reading and Composition (CIRC) is a comprehension program for teaching reading and writing in the upper elementary grades. CIRC is one of the methods in cooperative learning. It focuses on reading
mastery in group rather than individual work. It makes students work in small group to help others learn academic content so the students are able to discuss and argue with each other and also assess each other’s current knowledge. This method helps the students increase their achievement and develop intergroup relation (Slavin, 1995). Besides, one of the uniqueness of CIRC is reading aloud. Most of the students are shy to read aloud, but CIRC gives more chance to the students to read aloud. It will motivate the students to be active in reading aloud. Furthermore, the researcher believes that integrating reading and writing is one of the ways to strengthen reading skill because by writing, we can see whether the students understand about the text or not. Besides, according to Raimes (1983), writing strengthen vocabularies that have taught and “writing give us ability to record and communicate our experience and knowledge” (Weisman, 1980, p.3).

When the researcher applied CIRC method in the class, the students were enthusiastic; they could cooperate with their friends and did the assignments. The researcher asked the students to work in group first to share and discuss the reading text. After that, the teacher leads class discussion. The last, the students were asked to do their task by themselves. Since it worked well in BOPKRI 2 Senior High School Grade X, the researcher decides to choose CIRC as a method to improve reading skill in BOPKRI 2 Senior High School Grade X.

According to Slavin (1995), CIRC is used to teach reading in upper elementary grade and most of the activities are group discussion, so the main participants are students of senior high school grade X in BOPKRI 2. In this stage of age, these students are able to cooperate with their friends in group, to understand person’s perception, and to speak accordingly (Papalia, Olds, and Feldman, 2004,
p.405). So, through CIRC, it is expected the students are able to improve their reading skill.

Through Cooperative Integrated Reading and Composition (CIRC), the students develop their reading skill since CIRC emphasizes on group working. Besides, according to the researcher’s opinion, it is better for the students to work in group first, after that they must work individually. Working in group helps students who have low ability to comprehend the reading text, because the students who have high ability will help them; they will share their opinion in the group. After all of the students improve their ability through working in group they will be given tasks which are done individually. It is also based on the principle of CIRC; in the beginning the students work in group, then they work individually by summarizing a novel or a book. Therefore, the researcher thinks that by integrating reading and writing using Cooperative Integrated Reading and Composition (CIRC), the students are able to improve their reading and writing skill. It is also stated by Pehrsson and Robinson (1985), “An important way of helping youngsters realize and capitalize on relationships between authors and readers is to develop reading and writing instruction as an integrated activity” (p. 9).

B. Problem Formulation

This research aims to answer two problems, they are:

1. How are reading and writing materials, using Cooperative Integrated Reading and Composition (CIRC) to teach reading for senior high school students, designed?

2. What does the design of material look like?
C. Problem Limitation

The research is limited to the design of the materials using Cooperative Integrated Reading and Composition (CIRC) for senior high school students. The designed materials will present the reading skill using CIRC to help the students to strengthen their reading skill.

D. Objectives of the Study

The objectives of this research are:

1. To describe the process of designing the materials using CIRC for senior high school students
2. To present the design of the materials

E. Benefits of the Study

1. for the teacher
   The design of the materials will help the teacher provide reading materials to teach students in the classroom.

2. for the students
   The materials will help the students strengthen their reading skill and attain greater achievement in another area of learning.

3. for the researcher
   This research will help the researcher learn and know better on how to develop and design teaching and learning materials using Cooperative Integrated Reading and Composition (CIRC).
F. Definition of Terms

There are several terms in this research. Those terms are as follows.

1. Cooperative Integrated Reading and Composition (CIRC)

   According to Slavin (1995: 104), Cooperative Integrated Reading and Composition is a comprehension program for teaching reading and writing in the upper elementary grades. Therefore, CIRC can be applied to teach students of grade X because they belong to upper elementary grades.

2. Reading skill

   According to Anderson (1999), reading is an activity of the readers which combines their information from the text and their own background knowledge to understand the meaning. While skill is an ability to do something well especially because you have learned and practiced it. Within this context, reading skill is an ability to combine information from the text and readers’ background knowledge to understand the meaning.

3. Writing skill

   According to Sokolik (2003), there are some definitions of writing. Writing is both physical and mental activity. It is physical activity when it is placing words or ideas to some medium. It is mental activity when creating ideas, thinking about how to express them and organizing them into good statements. Therefore, writing is when physical and mental activities are done simultaneously.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides information and discusses the theories related to the study. Moreover, a theoretical framework is also included in this chapter to show the relationship between the study and theories applied.

A. Theoretical Description

In the theoretical description, some theories which will be used as the guidance to design the materials in reading learning activities were discussed. They are instructional design, educational research and development, CIRC, reading skill, cooperative learning, learners’ characteristic and KTSP.

1. Instructional Design

In this study the researcher uses Kemp’s Instructional Design. In the Kemp’s model, the design follows the system approach where the goal and evaluation are used for adjustment and improvement. “System approach is the overall plan of the instructional design compiled in order” (Kemp, 1977: 6). According to Kemp, the instructional design plan is design to answer three basic questions, they are:

1. What must be learned?
2. What procedures and resources will work best to reach the desired learning levels?
3. How will we know when the required learning has taken place?

In Kemp’s Instructional Design, there are eight steps of instructional design, the steps are:

1. Considering goals, listing topics, and stating general purposes

   Instructional design planning begins with the classification of the broad goals. The goals may be derived from society, students and subject areas. The goals have to be familiar with the changes in learners’ needs and interests. After identifying the broad goals, major topics should be listed within the content area. Finally, each general purpose should be written so that the objectives can be obtained.

2. Identifying the learners’ characteristic

   In designing an instructional plan, the teacher should know the characteristic of the students. Each student has his or her own pace in studying so that the teacher needs to know the factors that affect the plan for their learning activities.

   There are two factors that are important to know. The first is *academic factor*: number of students and academic background; grade-point average and level of intelligence; study habits and learners’ motivation for studying the subject; expectations of the course; vocational and cultural aspirations. The second is *social factors*. It includes: age and maturity; attention span; special talent; physical and emotional handicaps; relations among students; socioeconomic situation.
3. Specifying the learning objectives

In specifying learning objectives, the teachers should know what they are going to accomplish. The objectives have to be stated in terms of activities that will support the learning. The objectives should be measurable so that the teacher could measure whether the objectives have been accomplished or not.

There are three categories of objectives for learning that can be grouped. The first is cognitive domain. This category includes objectives concerning knowledge and information. The second is psychomotor domain. This category includes objectives that concern in the skills requiring use and coordination of skeleton muscles, as in the physical activities of performing, manipulating and constructing. The third is affective domain. This category involves objectives such as attitudes, appreciations, values, and all emotions.

4. Listing the subject content that supports each objective

Subject content includes the selection and organizing the specific knowledge, skills, and attitudinal factors of every topic. It must be related to the objectives and the students’ needs.

5. Developing pre-assessment

Two important things of doing pre-assessment are to know whether the students have acquired for studying the topic and to know what the students have mastered about the subject. So that it is essential to do pre-assessment.

6. Selecting teaching-learning activities and resources

Before selecting the teaching-learning activities, the teacher must decide the best method. After that, select the materials which fit best for the students. It
means, the activities and resources must meet the learning objectives. The teacher is able to select the teaching-learning activities based on the students’ characteristics and needs.

7. Specifying support services for implementing activities and producing materials

   It is also important to specifying support services. The support services help the teacher to implement the activities and produce the materials. Support services consist of budget, facilities, equipment, and personnel’s schedule. The teacher must know what the best support services are for the students.

8. Evaluating students’ learning

   Evaluation is aimed to measure the ability of the students, to know whether the students meet the learning objectives, and how well they have absorbed the knowledge. There are two types of evaluation: formative evaluation and summative evaluation. Formative evaluation is used to monitor how well the program that has been developed meets the objectives. It is also useful to improve the instructional plan. The teacher can determine whether the instructional plan needs to be changed or not because his evaluation usually takes place during the development and tryouts. Summative evaluation is evaluation which is used when the course is finished. It measures students’ final achievement of the objectives.

   Kemp’s instructional design is unique. It consists of eight parts which the researcher can arrange the step in different ways because of its flexibility. However, one step affects other steps and vice versa, so, the designer should be
careful in arranging the order. The model of Kemp’s instructional design can be seen in Figure 2.1.

**Figure 2.1 Kemp’s Instructional Design Model (Kemp, 1977: 9)**

2. **Cooperative Integrated Reading and Composition**
   
a. **Rationale**

   According to Slavin (1995: 104), Cooperative Integrated Reading and Composition is a comprehension program for teaching reading and writing in the upper elementary grades.
There are some principal issues in developing the process. They are:

1) Follow-up

The major focus on CIRC activities is making it effective in using follow-up time. It means students work in cooperative teams on the activities which are coordinated with reading group instruction, in order to gain the objectives such as, reading comprehension, vocabulary, decoding, and spelling. So, the students are motivated to work with other students.

2) Oral reading

Generally, students have little opportunities to read aloud. Actually, it has positive effects on students’ decoding and comprehension skill. In CIRC, there is an objective that increases students’ opportunities to read aloud and get feedback from their teammates.

3) Reading comprehension skill

A study shows that reading overemphasis on literal comprehension than interpretive and inferential comprehension. CIRC uses cooperative team to help the students with reading comprehension skill. During follow-up, students work in pairs to identify the narrative story: characters, setting, problems, and solution. Students also make and explain the prediction about the problem and summary.

4) Writing and language arts

In CIRC program, writing is integrated with reading comprehension by incorporation of the writing process activities in the reading program and by using reading comprehension skills in writing instruction.
b. Program element

There are some major components of CIRC as follows:

1) Reading groups

Students are assigned to two or three groups according to their level; it is determined by the teacher.

2) Teams

Students are assigned in pairs within their reading groups. The pairs are assigned to teams which consist of two reading levels.

3) Story-related activities. It includes partner reading, story grammar and story-related writing, words out loud, word meaning, story retell, and spelling.

a. Partner reading: students read the story silently then read it aloud with their partner. The listener corrects the mistakes of the reader. The teacher assesses student’s performance by circulating and listening to students read to each other.

b. Story grammar and story related writing: students are given questions based on the story that emphasize the story grammar. After that the students are instructed to stop reading then, identify the character, setting, problems and to predict how the problems will be resolved.

c. Words out loud: students are given a list of new or difficult words then learn to read correctly, after that the students practice with their partner until they can read fluently.

d. Word meaning: students are given a list of words then ask them to find the meaning in the dictionary, paraphrase the definition, and write a sentence for each.
e. Story retell: students are asked to summarize the main point of the story for their partner after reading the story.

4) Partner checking: the students are asked to check their partner’s work.

5) Tests: students are given a comprehension test based on the story.

6) Direct instruction in reading comprehension: the students are asked to identify the main idea, understand causal relations, and make conclusion. After each lesson students work on reading comprehension activities as a team; gaining consensus on one set of worksheet, assessing one another and discussing the problem.

7) Independent reading and book report: students are asked to read a book of their choice and then they make the report each week.

3. Reading

a. Nature of Reading

According to Anderson (1999), reading is an activity of the readers combines their information from the text and their own background knowledge to understand the meaning. The purpose of reading is comprehension. It means that the readers should know what they have read. Besides, according to Wood (College Reading & Study Skill, 1990), reading is an interactive process. It means that the readers make an effort to recall what they have known and believed about the subject before. When the reader read, they can give opinion such as add and evaluate what they have read. In other ways, mentally they interact with the author and interpret what is being said.
b. Principles for Teaching Reading

1) Exploit the reader’s background knowledge

   When students do not know about the topic, they will use their background knowledge to make prediction about the text.

2) Build a strong vocabulary

   By having a strong vocabulary, the learner will find it is easier to comprehend the text because they have already known the meaning of the vocabularies.

3) Teach for comprehension

   The reader must monitor their comprehension process and be able to discuss with their teacher or other readers what strategy they use to comprehend. By doing so, the students learn to engage the meaning and develop idea than retrieve information from the text.

4) Work on increasing reading rate

   It is not enough if the students only have good accuracy, but it is important to have fluency in reading. Anderson said a fluent reader can read 200 words per minute with at least 70 percent comprehension.

5) Teach reading strategies

   It means that teaching reading not only teach how to comprehend the text but also teach how to use reading strategies that match their purposes for reading.

6) Encourages readers to transform strategies into skill

   Strategy is conscious action while skill is unconscious action. As the learners consciously use strategy then the strategy will become skill.
7) Build assessment and evaluation into the teaching

The assessment should be quantitative and qualitative. Qualitative includes information from reading comprehension test, while quantitative includes reading journal response, reading interest survey, and response to reading strategy checklist.

4. Writing

a. Nature of Writing

According to Sokolik (2003), writing is the mental work of inventing ideas, thinking how to convey it, and organizing it into statement and paragraph so that it will be clear to a reader. Writing is both process and product. It means that the writer imagines, organizes, drafts, edits, reads, and rereads. In the process of writing, repetition and disorder are often found.

b. Principles of Teaching Writing

1) Understand your students’ reason for writing

It is important to know the students’ reason for writing. It will help the teacher to know the goal and what kind of materials and activity which are suitable for the students.

2) Provide many opportunities for students to write

Practice makes perfect. Since writing is physical activity, so the teacher has to give opportunity for the students to write. Moreover, the teacher should give different types of writing; responses to a reading, letter writing, summaries and other types which are useful.
3) Make feedback helpful and meaningful

Giving feedback in students’ writing is very important. It will help the students to know what must be corrected. In giving feedback, the teacher must not give the correction. It is better to give comments that instruct students to look for the problem and correct by themselves.

4) Clarify for yourself, and for your students, how their writing will be evaluated

In evaluating students’ writing, teacher needs a rubric, scoring that consists of elements of writing that are to be evaluated. Usually, the elements are grammar, organization, and contents.

5. Cooperative Learning

According to Slavin (1995: 2), cooperative learning is a variety of teaching method in which students work in small group to help others learn academic content. Cooperative learning focuses on reading mastery in group rather than individual work, makes students work in small group to help others learn academic content so the students are able to discuss and argue with each other and also assess each other’s current knowledge. Besides, this method helps to increase students’ achievement and develop intergroup relation. In other words, cooperative learning is structured that the learners work together for mutual benefit (Collaborative Language Learning and Teaching, Nunan: 1992).

According to Nunan (Collaborative Language Learning and Teaching, 1992), there are five factors which affect the success of cooperative learning. First is positive interdependence, a sense of working as a team for a goal and caring about each other. Second is individual accountability, every team member has to
in charge of their own and their teammates’ learning and they have to give
contribution for the team. Three is abundant verbal, face to face interaction so that
the students can explain, argue, elaborate and link current material with previous
material. Four is adequate social skill, involving an explicit teaching of
appropriate leadership, communication, trust and conflict resolution skills so that
the team works effectively. Five is team reflection, the team has to assess what
they have learned, how well they have worked together and how they will make it
better.

6. KTSP
   a. The Nature of KTSP

   KTSP is developed based on the needs, characteristics and potentials in
every region. Every region is given the authority to develop its curriculum so that
the educational institutions can decide, control and be responsible for the
curriculum. KTSP system also has full authority and responsibility in each
school. The development of the curriculum is prepared by the teacher,
headmaster and school committee.

   b. The purpose of KTSP

   The general purpose of KTSP is to support the educational institutions in
developing the curriculum. They have authority to develop the curriculum
autonomously. There are also some specific purposes of KTSP, as follows:

1) To increase the quality of education in Indonesia by giving autonomous to the
   educational institutions in developing the curriculum, organizing and
   empowering the potentials.
2) To increase the concern of school citizen to develop the curriculum

3) To increase the competition

7. Learners’ Characteristic

Knowing the learners’ characteristic is very important because the teacher can decide the appropriate methods and materials which are used to teach the students. The participants are students of senior high school grade X. They are 15 to 16 years old. According to Hurlock (1980), those students belong to adolescence.

In their stage, adolescences are able to describe and discuss such abstractions as love, justice and freedom. Moreover, adolescences become more skilled in *social perceptive-taking*, understand person’s point of view and level of knowledge, and speak accordingly (Papalia, Olds, & Feldman, 2004: 405).

Based on that theory, the researcher believes that Cooperative Integrated Reading and Composition (CIRC) is the right method which is used to teach reading in grade X. Besides, according to Erikson’s stage of personal and social development, in that stage, the students like to work with their friends: peer group.

B. Theoretical Framework

This part discusses the steps and procedures in designing and developing the supplementary materials in reading activities. To make right steps, the researcher has to understand the theories which are related to this research.

Reading is an activity that combines the information of the text and reader’s background knowledge. The purpose of reading is comprehension. In
order to meet the purpose, the researcher must understand the principles in teaching reading. Also, the researcher must understand the learners’ characteristic so that the researcher is able to apply the right method. In this case, the researcher applies CIRC as the method to meet the purpose of reading.

This research adapts Kemp’s instructional design to develop the materials since Kemp’s Instructional Design is flexible. Therefore, the researcher arranges the order. Below are the steps of the research:

1. Identifying learners’ characteristic

In this step, the researcher gathers data; learners’ characteristics and needs through need analysis questionnaire, so that the researcher is able to design the right materials.

2. Specifying support services

The researcher observes what facilities which are available in the class or school. These facilities will help the researcher to implement the materials.

3. Considering goal, listing topic and general purpose

The researcher states the goal, topic and general purpose in designing the materials based on the learners’ characteristics and needs.

4. Specifying learning objectives

In this step, the researcher decides the objectives based on the goal, topic, and general purpose.

5. Listing the subject content

The researcher list the subject content based on the objectives and learners’ needs. Then, develop it as the materials by adapting from many sources;
books and internet. The materials will be designed based on the principle of CIRC.

6. Selecting teaching-learning activities & resources

In this process, the researcher uses the learners’ background knowledge and characteristics’ as the guideline in designing the material. Because the learners are students of senior high school grade X and the researcher had experienced teaching the learners, so the researcher applies CIRC method to create the appropriate teaching-learning activities.

7. Evaluation

In evaluating the questionnaire, the researcher will obtain the feedback from the advisor. While for the designed materials, the researcher will obtain the feedback from two PBI’s lecturers and the teacher who has responsibility for the reading class.
The researcher’s theoretical framework is presented in Figure 2.2 below:

- Identifying learners’ characteristic
- Specifying support devices
- Considering goal, listing topic, and general purpose
- Specifying learning objectives
- Listing the subject content
- Selecting teaching-learning activities and resources
- Evaluation

Figure 2.2: The Researcher’s Theoretical Framework
CHAPTER III

METHODOLOGY

This chapter presents an explanation of the methodology which was applied in this study. In order to understand the explanation more clearly, this chapter is divided into six parts, they are: research method, research participants, research instruments, data gathering technique, data analysis technique and research procedures.

A. Research Method

This research was aimed to answer the problem formulation. Firstly, the researcher would find out how the materials are designed by using Cooperative Integrated Reading and Composition (CIRC). Second, the researcher would present the design of the material using CIRC for student grade X.

After finding the design of the materials, the researcher would apply the method. The researcher would apply Research and Development (R&D) since the research was educational research which was aimed to develop and validate education products. In a sense, the purpose of R & D is to bridge the gap that often exists between educational research and educational practice (Borg and Gall, 1983).

There are ten major steps of R & D: Research and Information Collecting, Planning, Develop Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision, and Dissemination and Implementation (Borg...
and Gall, 1983). Since the limitation of time, the researcher only applied five steps of the cycle of R & D.

Since the procedures in R & D are very general, the researcher also applies Kemp’s model and other theories to develop and design the materials. Those theories are under R & D.

After gathering and comparing the theories, the researcher made a framework which used R & D as the main guideline. The researcher applied five steps of R & D to develop the materials as follows:

1. Research and Information Collecting

   In this step, observation and reviewing literature were conducted. This step was related to Kemp’s instructional design in the case of identifying the learners’ characteristic, and specifying support service for implementing activities and producing materials. The researcher conducted interview to the teacher and distributed questionnaire as a need analysis to the students of BOPKRI 2 Senior High School. The underlying theories were collected from books and internet.

2. Planning

   In this step, the researcher defined the skill, stated the objectives, and determined the course sequence. It was related to Kemp’s instructional design in the case of considering goals, listing topic and stating general purpose, specifying learning objective and listing subject content. The researcher selected and organized the specific knowledge, skill and attitudinal factors of any topic (Kemp, 1977:44).
3. Develop Preliminary Form of Product

In this step, the researcher prepared the instructional materials, handbooks, evaluation devices. It was related to the Kemp’s instructional design in the case of selecting teaching learning activities and resources. Since the researcher chose CIRC, the materials and the activities were designed according to the goal of the CIRC. Besides, the materials were selected based on the learners’ characteristic, learners’ needs and ability.

4. Preliminary Field Testing

In this step, it was related to the Kemp’s step: evaluation. The design was evaluated by people who deal with reading skill training. Based on that reason, the researcher chose one English teacher and two PBI lecturers to evaluate the design. The purpose was to gain feedback of the product.

5. Product revision

In this step, the researcher gathered the feedback from preliminary field testing. The feedback was used to revise the design.

B. Research Participants

The participants were classified into some group, as follows:

1. The participants in the research and information gathering step

The participants in this step were the students grade X of senior high school and the English teacher who has responsibility for English lesson for the students in Grade X. The age range was 15-16 years old. The students would be asked to fill out the questionnaires which aim to collect information about their interest in reading and writing.
2. The participants in the preliminary testing step

In this step, the researcher would distribute questionnaire and interview two lecturers of English Language Education Study Program of Sanata Dharma University and one English teacher of SMA BOPKRI 2 Yogyakarta to obtain the feedback to help revise and improve the designed materials. The description of the participants in the preliminary step was presented in Table 3.1.

Table 3.1: The Description of the Participants

<table>
<thead>
<tr>
<th>No</th>
<th>Participants</th>
<th>Educational background</th>
<th>Teaching experiences</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S1  S2  S3  1-5  6-10  11-15  16-20  &gt;20</td>
<td>F  M</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Lecturer A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lecturer B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Research Instruments

1. Instruments in the research and information gathering step

In this step, the researcher would apply both questionnaire and interview checklist to obtain all the information related to the learners’ characteristics. The questionnaire would be distributed to the students to know their interest in learning English especially in reading and writing skill. The type of the questionnaire was open questionnaire because the participant could answer the questions freely. The researcher distributed questionnaire because it did not take much time. Meanwhile, the interview checklist was applied to gather the information about the materials and
teaching method from the English teacher of SMA BOPKRI 2 Yogyakarta. The researcher did interview because the researcher would get more information.

2. Instrument in preliminary testing

In this step, the researcher would distribute questionnaire and conduct interview to obtain the feedback about the designed materials from the lecturers of English Study Program and the teacher of senior high school. The questionnaire in this step was expert validation questionnaire. The results would help the researcher to improve and revise the designed materials.

D. Data Gathering Technique

In order to obtain the required data, the researcher would conduct three techniques which were used as follows:

1. Library study

   This step was done when gathering data. The researcher gathered the theories which were related to the study. Furthermore, the researcher would gain information about Cooperative Integrated Reading and Composition and learners’ characteristics by conducting this technique.

2. Interview

   In this step, the researcher would conduct an interview to obtain more information. The interview was directed to the English teacher of BOPKRI 2 Yogyakarta who has responsibility for English lesson for the students in Grade X and two lecturers of English Language Education Program. These interviews were conducted to collect information and gain the feedback. It was done in research and information collecting and preliminary field testing.
3. Questionnaire

In this step, the researcher would distribute questionnaires to the students in order to gain information from the students. It was done in research and information collecting. By distributing questionnaire, the students were expected to give information about their lesson, the activities in the class, and what the students expect from the learning activities, so the researcher could design the appropriate materials for the students. Besides, the researcher would distribute questionnaires to two lecturers of English Language Education Program and one English teacher of BOPKRI 2 Yogyakarta to gain feedback.

E. Data Analysis Technique

It has been written that the data would be obtained by conducting the interview and distributing the questionnaire. The questionnaires which were distributed to the students in information gathering were open questionnaire, so the researcher would use qualitative data analysis to analyze the data. Its purpose was to understand social phenomena from the perspective of the participants. By doing so, the researcher would obtain more information about the participants. There were five degrees of agreement for expert validation’s questionnaire. They are presented in table 3.2.

<table>
<thead>
<tr>
<th>Degrees of Agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I disagree entirely</td>
</tr>
<tr>
<td>2</td>
<td>I disagree on the whole</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
</tr>
<tr>
<td>4</td>
<td>I agree on the whole</td>
</tr>
<tr>
<td>5</td>
<td>I agree entirely</td>
</tr>
</tbody>
</table>
Table 3.2: Degrees of Agreement

To analyze the data from expert validation, the researcher used central tendency; the inclination of a set of numbers that clusters around a particular value. Three statistics were often used to find central tendency; mean, mode, and median. However, in this study the researcher only used mean; the average. Mean is the sum of all the values divided by the number of values (Ary et. al., 2010). The formula was drawn as follows:

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

Note:

- M = mean
- \( \sum \) = sum of
- X = values
- N = number of participants

After finding the central tendency, the researcher would present it in the table. The result could be seen in the Table 3.3.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Degree of Agreement</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>N   Mn</td>
</tr>
</tbody>
</table>

Table 3.3: The Result of the Central Tendency

The second part of questionnaire was analyzed by presenting the participants’ suggestions and criticisms. Interview was also done in preliminary test step. After the experts filled the questionnaires, the researcher asked and made sure
about the feedbacks. From the results of the interview and questionnaire, the researcher would interpret it, relate it to some theories, and use it for improving and revising the designed materials.

F. Research Procedures

The researcher used some steps as procedure, those steps are:

1. Research and Information Collecting

In the first step, the researcher collected the information and theories to develop the materials. This step engaged Kemp’s step; identifying the learners’ characteristic and specifying support service for implementing activities and producing materials. In this step the researcher also gained information in SMA BOPKRI 2 Yogyakarta and collected theories which support the study; reading, writing, Cooperative Integrated Reading and Composition (CIRC), cooperative learning, and learners’ characteristic.

2. Planning

Planning included defining skills, stating objectives and determining course sequence. This step involved Kemp’s steps; considering goal, listing topic and general purpose, specifying learning objectives, and listing the subject content that support each objective.

3. Develop Preliminary Form of Product

In this part, the preparation of instructional materials, handbook, and evaluation devices were done. This step engaged Kemp’s steps: selecting teaching-learning activities & resources. In this step, the researcher made the materials based on the data gathered from the previous steps.
4. Preliminary Field Testing

After creating a product, the researcher needed to obtain feedback from the experts so that the product could be improved. In this step, Kemp’s step was applied; evaluation. The participants were two lecturers of English Language Education Program and one teacher of SMA BOPKRI 2 Yogyakarta.

5. Main Product Revision

In this step, the data attained from the preliminary testing was analyzed. Then, it was used to revise and improve the product.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter presents the research findings. It is divided into two parts. The first part presents on how to design supplementary reading and writing materials using Cooperative Integrated Reading and Composition (CIRC). The second part presents what the design of the materials look like.

A. Process of Designing Reading and Writing Materials

The process is to answer the first question; how the reading and writing materials using Cooperative Integrated Reading and Composition (CIRC) to teach reading for senior high school students designed. There are five steps how to design supplementary reading and writing materials.

1. Research and Information Collecting

In this step, the researcher collected information to design the material by distributing questionnaires and observation. The information consisted of learners’ characteristic and support services.

a. Learners’ Characteristic

This part discussed the characteristic of the students of SMA BOPKRI 2 grade X. The characteristics involved the behavior of the students, academic value of the students, the interest of students in reading, the activities in reading and writing class, the difficulty in reading and writing, and what kind of activities they liked. The data was obtained by doing observation, interview, and distributing questionnaire. Firstly, the researcher observed the students in the
classroom. Second, the researcher interviewed the teacher of SMA BOPKRI 2 who handled the English lesson for grade X. The last, the researcher distributed questionnaire to the students. The questionnaires were open questionnaire.

When the researcher did observation in the classroom, it was surprising. Most of the students did not pay attention to the teacher, some of them shouted. The students would be silent if they were given exercises. And still, there were some students who shouted or moved around. But finally, the teacher could handle the students because the teacher gave them exercises.

After doing the observation, the researcher interviewed the teacher who was in charge. Based on the interview, most of the students did not understand the reading text. They were not good at comprehension. Besides, the students did not know the meaning of difficult words. Most of them lacked vocabulary.

The last, the researcher distributed the questionnaires. The questionnaires were distributed in two classes. The numbers of the participants were 35 students. They are 15-16 years old. According to Hurlock (1980), they belonged to adolescence.

There were eight questions which were given to the students. The questions were:

1. What kind of book do the participants like?
2. What are the activities in the reading class?
3. What are the difficulties in the reading class?
4. What are the activities in the writing class?
5. What are the difficulties in the writing class?
6. Have the participants ever discussed in small groups in the class?

7. Do the participants like discussing in small groups in the class? Why?

8. What kind of activities do the participants expect in the reading and writing class?

The results of the question number one were that 33 of the students liked reading novels, magazines, comics and short stories. For question number two, the activities in the class were reading the reading passage, answering the question, identifying the reading text, writing, listening, and speaking. For question number three, the students had some difficulties, they were: the students did not know the meaning of the new vocabularies, so they could not understand the text, the students did not know how to pronounce the words, the reading texts were not easy to be understood, the students had difficulty in memorizing the meaning of the new vocabularies, and the students did not understand the teacher’s explanation. For question number four, in the writing class, the activities were writing a story, and answering questions. For number five, the students experienced difficulties in translating the words from Bahasa Indonesia into English; the students had a lack of vocabulary, the students did not know the correct spelling, and the students forgot the generic structure. The result for number six, whether they have experienced discussing in small group, was the students have experienced it. The result for question number seven, 28 of the students liked discussing the reading text in small groups, because they could share their opinions with the other students in the group. It made them closer, the students could cooperate so it was easier to do the assignment, it increased their...
knowledge and interested. However, 7 of them did not like discussing in small groups because some of group members did not focus on the discussion; it was not fun, and boring. The results of the last question, the activities that the students expected in reading and writing class, were reading a book or short story then discussing the difficult words, discussing reading text in small group, writing a story, answering the question, the teacher was interesting, and games.

Based on the need analysis questionnaire, it could be concluded that most of students had difficulty to comprehend reading text and find the meaning of difficult words.

b. Support Devices

Based on the observation, there were some facilities in the SMA BOPKRI 2 Yogyakarta. There were whiteboards, blackboards, a multimedia room, a listening room, an LCD projector and Wi-fi internet access. Those facilities could be used to support learning activities.

2. Planning

After gaining the data, the researcher started planning to develop the materials which were going to be designed. It consisted of considering goals, listing topic, and stating general purpose, and specifying learning objective.

a. Considering Goals, Listing Topic, and Stating General Purposes

Since the researcher had experience in teaching reading and writing in SMA BOPKRI, the researcher chose reading and writing as the skill which were developed. Besides, according to Anderson (1999), a student who has good ability in reading will have great achievement in other areas of learning. Reading
is also related to writing; by writing we can see whether the students have understood about the reading passage or not. It is also an activity that trains our brain to organize the ideas; make it into good order.

In this step, the researcher designed the activities which support the standard competence to be achieved. The designed materials were adapted on KTSP so the researcher replaced goals with standard competence. Besides, the researcher modified the standard competence because the designed materials were supplementary materials and the skills were integrated reading and writing. The standard competence of the designed materials was to improve reading ability in understanding the text so that the students were able to achieve high score in other area of learning and writing ability. It could be elaborated as follows:

1) At the end of the class, the students are able to comprehend and identify reading text
2) At the end of the class, the students are able to write a simple story and news
3) At the end of the class, the students are able to achieve high score in other areas of learning

There were four topics materials which are selected based on the curriculum and principal of CIRC. The topics were written in Table 4.1.

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Narrative</td>
</tr>
<tr>
<td>2.</td>
<td>Recount</td>
</tr>
<tr>
<td>3.</td>
<td>Descriptive</td>
</tr>
<tr>
<td>4.</td>
<td>News Item</td>
</tr>
</tbody>
</table>

Table 4.1: Learning Topics
After listing the topics, the researcher defined the general purposes (basic competence) in each topic. The general purpose could be seen in Table 4.2.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td>1. Students are able to identify the components of narrative text</td>
</tr>
<tr>
<td></td>
<td>2. Students are able to write a narrative story</td>
</tr>
<tr>
<td>Recount</td>
<td>1. Students are able to identify the components of recount text</td>
</tr>
<tr>
<td></td>
<td>2. Students are able to write a recount story</td>
</tr>
<tr>
<td></td>
<td>3. Students are able to differentiate between narrative and recount</td>
</tr>
<tr>
<td>Descriptive</td>
<td>1. Students are able to identify the components of descriptive text</td>
</tr>
<tr>
<td></td>
<td>2. Students are able to write a descriptive text</td>
</tr>
<tr>
<td>News Item</td>
<td>1. Students are able to identify the components of news item</td>
</tr>
<tr>
<td></td>
<td>2. Students are able to summarize or retell a news item</td>
</tr>
</tbody>
</table>

Table 4.2: Basic Competence

b. Specifying Learning Objective

After considering goals, listing topic and general purposes, the researcher specified the learning objectives by listing the indicators which indicate how far the students have mastered the materials. In this study, learning objectives was replaced with indicators. The lists of indicator for general purposes (basic competence) are presented in Table 4.3.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students are able to identify the components of narrative text</td>
<td>At the end of the meeting students are able to:</td>
</tr>
<tr>
<td>2. Students are able to write a narrative story</td>
<td>1. Identify the components of narrative text</td>
</tr>
<tr>
<td></td>
<td>2. Explain what the texts about</td>
</tr>
<tr>
<td></td>
<td>3. Differentiate the types of narrative text</td>
</tr>
<tr>
<td></td>
<td>4. Write a narrative story based on the pictures given</td>
</tr>
<tr>
<td></td>
<td>5. Use simple past tense appropriately to write narrative story</td>
</tr>
<tr>
<td>Basic Competence</td>
<td>Indicator</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Students are able to identify the components of recount text</td>
<td>At the end of the meeting students are able to:</td>
</tr>
<tr>
<td></td>
<td>1. Identify the components of recount text</td>
</tr>
<tr>
<td></td>
<td>2. Explain what the texts about</td>
</tr>
<tr>
<td>2. Students are able to write a recount story</td>
<td>3. Differentiate between narrative and recount</td>
</tr>
<tr>
<td>3. Students are able to differentiate between narrative and recount</td>
<td>4. Write recount based on their experiences</td>
</tr>
<tr>
<td></td>
<td>5. Use simple past tense appropriately to write recount</td>
</tr>
<tr>
<td>1. Students are able to identify the components of descriptive text</td>
<td>At the end of the meeting students are able to:</td>
</tr>
<tr>
<td></td>
<td>1. Identify the components of descriptive text</td>
</tr>
<tr>
<td></td>
<td>2. Explain what the texts about</td>
</tr>
<tr>
<td>2. Students are able to write a descriptive text</td>
<td>3. Write a descriptive text based on the situation given</td>
</tr>
<tr>
<td></td>
<td>4. Use simple present tense appropriately to write descriptive text</td>
</tr>
<tr>
<td>1. Students are able to identify the components of news item</td>
<td>At the end of the meeting students are able to:</td>
</tr>
<tr>
<td></td>
<td>1. Identify the components of news item</td>
</tr>
<tr>
<td>2. Students are able to summarize or retell a news item</td>
<td>2. Explain what the texts about</td>
</tr>
<tr>
<td></td>
<td>3. Sum up a news item or retell a news item</td>
</tr>
<tr>
<td></td>
<td>4. Use simple past tense appropriately to sum up a news item</td>
</tr>
</tbody>
</table>

**Table 4.3: The Learning Indicators of the Materials**

c. Listing Subject Content

After stating goals, general purposes, learning topics, and learning indicators, the researcher categorized and organized the learning topics. Each topic would be for one meeting. The materials would consist of eight units. The arrangement of the learning topics is presented in Table 4.4.
## Table 4.4: The Arrangement of the Subject Content

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit name</th>
<th>Subject content</th>
</tr>
</thead>
</table>
| 1.   | Once Upon A Time              | • Theory of narrative  
                     • Read and comprehend narrative story  
                     • Write a narrative story          |
| 2.   | My Adventure                  | • Review theory of narrative  
                     • Read and comprehend narrative story  
                     • Write a narrative story          |
| 3.   | Yesterday was International Day | • Theory of recount  
                     • Read and comprehend recount story  
                     • Write a recount                    |
| 4.   | What a Day                    | • Review theory of recount  
                     • Read and comprehend recount story  
                     • Write a recount                    |
| 5.   | She Has Beautiful Eyes        | • Theory of descriptive (people)  
                     • Read and comprehend descriptive story  
                     • Write a description of someone    |
| 6.   | What a Beautiful Place        | • Review and theory of descriptive (place)  
                     • Read and comprehend descriptive story  
                     • Write a description of place      |
| 7.   | Headline News                 | • Theory of news item  
                     • Read and comprehend the news  
                     • Make summary of the news          |
| 8.   | What’s the News Today?        | • Review theory of news item  
                     • Read and comprehend the news  
                     • Make summary of the news          |

### 3. Developing Preliminary Form of Product

In this step, the researcher started designing the materials. The designed materials were based on the research and information collecting. There were five activities which were arranged in order based on CIRC’s principles. They were:
a. Do You Know?

In this stage, there were some questions related to the topic. The questions helped the students to explore their background knowledge about the topic and build the curiosity about the topic, so they would be interested in the topic. Besides, at this stage the students were given a story and questions to build students’ mood. The teacher helps the students to understand the text and answer the questions.

b. Attention Please!

In this stage, there was brief explanation about the topic; the concept of the topic. The students are expected to understand about the topic. Firstly, the teacher will explain it to the students then the students read it silently.

c. Reading is Cool!

In this stage, the students were given a story, and then they read aloud the text in a group of three or four. Before the students read aloud in groups, firstly, the teacher read aloud the text. When a student read aloud, other students listened to him or her, and then correct the wrong pronunciation if there were some mispronunciation. By doing so, the students were expected to read the words correctly and enjoy reading aloud.

d. Let’s Discuss!

The students worked in groups, then discussed the story, read aloud the difficult words, and answered the questions. In this step, the students who have high ability will help the students who have low ability in discussing the text. After finishing discussing in a small group, the text will be discussed in a whole
class. The students were expected to have good team work with their friends in
groups.

e. **It’s Show Time!**

This was the last activity. In this step, the students still worked in group. They were to make a story based on the command given or make a summary of the text. After that, partner checking; find other groups to check the writing. It was given rubric to give score on the writing. The teacher explained the criteria for scoring to the students. If the students needed help, they might ask the teacher. After that, they did some revisions then submit their work to the teacher. At the end of the meeting, the students had to write what they have learned in the box “what have you learned?” In this stage, the students were expected to be able to write a story and make a summary based on the topic that they have learned.

4. **Preliminary Field Testing**

After developing the designed materials, the next step was preliminary field testing. In this step, the researcher adapted Kemp’s Instructional Design step; evaluation. This step was conducted to obtain the feedback of the designed materials so that the researcher could improve the designed materials. The feedback was evaluated through expert validation.

a. **Description of the Participants**

The researcher conducted the expert validation by distributing questionnaire and interviewing the experts. The participants in preliminary field testing were two lecturers of the English Language Education Study Program of
Sanata Dharma University and an English Teacher of SMA BOPKRI Yogyakarta.

The backgrounds of the expert validation are presented in Table 4.5.

<table>
<thead>
<tr>
<th>No</th>
<th>Participants</th>
<th>Educational background</th>
<th>Teaching experiences</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S1 S2 S3</td>
<td>1-5 6-10 11-15 16-20</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Participant 1</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Participant 2</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Participant 3</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.5: Description of the Participants in Preliminary Field Testing

b. Data Presentation

After conducting Expert Validation, the researcher presented the result in the table. The result is presented in Table 4.6:

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Degree of Agreement</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The method is suitable to improve the students’ ability in reading and writing</td>
<td>1 2 3 4 5</td>
<td>N 3.6</td>
</tr>
<tr>
<td>2</td>
<td>The learning indicators support to attain the general purpose*</td>
<td>2 2 4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The learning indicators are well organized</td>
<td>3 3 4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The designed materials are interesting</td>
<td>1 1 1 3</td>
<td>3.3</td>
</tr>
<tr>
<td>5</td>
<td>The designed materials present CIRC’s principles</td>
<td>1 2 3</td>
<td>3.6</td>
</tr>
<tr>
<td>6</td>
<td>The designed materials are suitable for students of grade X*</td>
<td>2 2 4</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The designed materials help the students to improve their ability in reading and writing*</td>
<td>1 1 2</td>
<td>4.5</td>
</tr>
<tr>
<td>8</td>
<td>The designed materials are designed systematically</td>
<td>1 2 3</td>
<td>3.3</td>
</tr>
<tr>
<td>9</td>
<td>The designed materials help the students to achieve the</td>
<td>2 2 4</td>
<td></td>
</tr>
</tbody>
</table>
The designed materials are well developed

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>The designed materials are well developed</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>The learning activities motivate the students to study</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 4.6: The Result of Expert Validation

*One of the participants did not answer the questions.

One of the participants did not answer some question because there was no students’ description in the Teacher’s Guide. After the data from the questionnaires were gathered, the researcher analyzed it. Based on the analysis, the average of total mean was 3.72 out of 5. The researcher found that there were some parts of the result that needed some revision and the designed materials were needed to be improved.

The researcher also gave some questions to the experts about the weaknesses, strengths and the suggestions. The results of these questions were going to be used to improve and revise the designed materials.

1) The weaknesses

There were weaknesses in some parts. First was the mechanic. It included the use of font and size; the instruction did not use same font and size, the font of the subtitles were small, and the phonetics transcription was not appropriate in unit 1. Second was the designed material. It included the unclear instruction in some parts, some of the titles and content did not match, the source of the materials were not included in some parts of the Students’ Book, and there were no key answers, students’ description and description for evaluation in the Teacher’s Guide. Third was the grammar use; there were some mistakes in minimum requirement.
2) The strengths

The strengths of the designed materials included some parts. First was the organization of the designed materials; it was systematic. Second was the presentation of the designed materials; it was interesting. Third was the material itself; the reading texts were suitable for the students: not too easy and too difficult, the designed materials helped the students to improve their ability especially in reading.

3) The suggestions

There were some suggestions for the designed materials. First was the instruction; the instruction “Answer the question!” it is better to say “Answer the questions based on the text above”. Second was the organization; put the questions after the text. Third was the evaluation; the evaluation of writing should be included “organization” and the range of the score should be considered. Fourth was the theory; the researcher must consider CTL because most of the reading texts and the pictures were not from Indonesia.

5. Product Revision

In this step, the researcher used the evaluation from the experts to improve and revise the designed materials. There were some parts of the designed materials that needed to be revised based on the results of participant in preliminary testing.

a. The Designed Materials

The first part to be revised was changing the font and size in the instruction in every unit. The researcher changed the font and size in the
instruction in same size and font. The second part was changing the font of the subtitle. The researcher made it bigger than before. The third was revising the unclear instructions. In the “It’s Show Time” unit 1, the instruction was not clear. The researcher changed “Find a partner then make a story based on the pictures” to be “Find partners then write a story based on the pictures”. It was not clear whether the story was made in written form or oral, so the researcher changed it to make it clearer. In the same section, the instruction “Find other groups to check your summary; grammar, spelling, content and organization (if you need help), ask your teacher. Next, do the revisions then submit to your teacher”, the researcher added some words to make it clearer. It became “Find other groups to check your summary; grammar, spelling, content and organization (if you need help), ask your teacher. Next, do the revisions then submit your work to your teacher”. The fourth part was revising the phonetics transcription in unit 1. It was only in unit 1 because the researcher was sure it was a matter of printing, because other units were right. The fifth part was revising the mistakes in grammar use. The researcher made grammar mistake in minimal requirement. The sixth was changing the title which did not match with the content. The researcher changed title “I was very Afraid” in unit 3 became “Yesterday was International day”, then “There was A Tsunami in Aceh” in unit 7 became “Headline News”. The seventh part was completing the reading text and some explanation of theories with source.

For the suggestions, there were some suggestions that the researcher accepted and there were some suggestions that the researcher did not accept. The
first suggestion that the researcher accepted was changing the instruction “Answer the questions!” in the section “Let’s Discuss!” in every unit became “Answer the questions based on the text above” because it was clearer. Second was adding “organization” in evaluation for writing because it was important to know whether the writing was in good order or not. The third was changing the range of scoring. The first time, there were five categories; outstanding, excellent, very good, good, and sufficient. The researcher changed it to be four categories; excellent, very good, good, and sufficient because the researcher thought that the second scoring was simpler than the first range and it is more common compare to the first scoring.

There were two suggestions that the researcher did not accept. The first was in the “Let’s discuss” section. The suggestion was to put the question after the text. The researcher did not accept it because according to the researcher it was better to put the difficult words first because if the students knew the meaning of the difficult words, it would be easy to understand the reading text. The second was about Contextual Teaching Learning (CTL). One of the experts suggested considering the principles of CTL. According to the researcher the students need to know about something that did not exist in our close environment. The students need to increase their general knowledge by reading article, news, magazine, story which provided information about other countries. That was the reason why the researcher did not change the picture and reading texts.
This was the result of revision based on the feedback of the experts. Besides, the researcher also changed the instruction in the section “Reading is Cool” and removed the instruction in the “Let’s Discuss Section”.

b. Teacher’s Guide

There were some parts in Teacher’s Guide that should exist. The researcher has not provided the key answers, students’ description and the description of evaluation for writing. Because those were important things, so the researcher added key answers, students’ description and the description of evaluation for writing in the Teacher’s Guide.

B. The Presentation of the English Reading and Writing Materials for SMA BOPKRI 2 Yogyakarta

After the researcher revised and improved the designed materials based on the preliminary testing, the researcher would present the designed materials for SMA BOPKRI 2 Yogyakarta. The designed materials consisted of two books; Teacher’s Guide and Students’ Book. Teacher’s Guide consisted of overview, syllabus, lesson plan and key answers. The students’ book consisted of eight units. Every unit had the same step for the activities. There were five steps which were made based on CIRC’s principles. They were:

1. Do You Know?

In this stage, there were some questions related to the topic. The questions helped the students to explore their background knowledge about the topic and build the curiosity about the topic, so they would be interested in the topic. Besides, in this stage the students were given a story and questions to build
students’ mood. The teacher helps the students to understand the text and answer the questions.

2. **Attention Please!**

In this stage, there was a brief explanation about the topic; the concept of the topic. The students are expected to understand about the topic. Teacher would explain it to the students then the students read it silently.

3. **Reading is Cool!**

In this stage, the students were given a story, and then they read aloud the text in a group of three or four. Before the students read aloud in groups, the teacher read aloud the text first. By doing so, the students were expected to like reading and could pronounce it correctly.

4. **Let’s Discuss!**

The students worked in groups, then discussed the story, read aloud the difficult words, answer the questions. In this step, the students who had high ability would help the students who had low ability in discussing the text. After finishing discussing in a small group, the text would be discussed in the whole class. The students were expected to have good team work with their friends in groups.

5. **It’s Show Time!**

This was the last activity. In this step, the students still worked in groups. They were to make a story based on the command given. After that partner checking; find other groups to check the writing. It was given rubric to give score on the writing. The teacher explained the criteria for scoring to the students.
students needed help, they might ask the teacher. After that, they did some revision then submitted the writing to the teacher. At the end of the meeting, the students had to write what they have learned in the box “what have you learned?” In this stage, the students were expected to be able to write based on their reading.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents two parts: conclusion and suggestion. The first part consists of the conclusion of doing this study. The second part consists of the suggestion for the English teacher and the other researcher who will develop these designed materials.

A. Conclusions

The purpose of this study was to answer two questions in the problem formulation in the Chapter 1: how to design the materials and what the designed materials look like. The designed materials are used to improve the ability of reading and writing of the eleventh grade students SMA BOPKRI 2 Yogyakarta by providing the materials using Cooperative Integrated Reading and Composition (CIRC).

In designing the materials the researcher applied R & D cycle and Kemp’s instructional design. The researcher decided to apply five steps in designing the materials. The steps are as follows:

1. Research and Information Collecting

This step is related to Kemp’s instructional design in case of identifying learners’ characteristic and specifying support service. The researcher tried to gain as much information as possible to help design the materials which are suitable for the students.
2. Planning

This step consists of Kemp’s of considering goals, listing topic and stating general purpose, listing subject content, and specifying learning objective.

3. Develop Preliminary Form Product

This step is related to Kemp’s instructional design of selecting teaching learning activities and resources. The researcher used Cooperative Integrated Reading and Composition principles to develop and design the materials.

4. Preliminary Field Testing

This step is related to Kemp’s instructional design of evaluating step. The researcher asked experts to evaluate the designed materials.

5. Product Revision

This step is the final of designed materials. The researcher used the feedback of experts to improve and revise the designed materials.

The final of the designed material (what the designed materials look like) is the result of this study. There are eight units consisting of Once Upon a Time, My Adventure, Yesterday was International Day, What a Day, She Has Beautiful Eyes, What a Beautiful Place, Headline News, and What’s the News Today?

There are five sections in each unit. First is Do you know?, this section is to explore the students’ background knowledge and build students' mood. Second is Attention, please!, this section is about the brief explanation of the topic. Third is Reading is Cool!, this is the first main activity; reading the text. Fourth is Let’s Discuss, this section is the time when the students discuss with their friends in
small group. The last is It’s Show Time!, it is the second main activity; writing. At the end of the meeting the students have to write what they have learned today in the box “What have you learned?”

B. Suggestions

After finishing design materials, the researcher would like to give some suggestion for the teachers and other researchers who are interested in the same field and want to develop the learning activities.

1. For English Teacher

The uniqueness of the CIRC method is the cooperation of the students and the integration of reading and writing. Therefore, the teacher should encourage the students to be cooperative in discussion section, use the time effectively because there are many activities. In the reading, the students must have a chance to read aloud, if there is a lot of time the teacher may use the time to practice more reading aloud. The teacher may give games to the students if there is extra time. Besides, the teacher may use the facilities in the school, especially in explaining the theory of the topic so that the students will be more interested.

2. For other Researchers

There are a lot of principles in Cooperative Integrated Reading and Composition. The designed materials only used some of the principles because of the limitation of time in each meeting. Therefore, the other researchers may use other principles of Cooperative Integrated Reading and Composition. The other researcher may develop the activities of the designed materials. The other
researchers may integrate CIRC with other methods in order to improve the students’ ability in reading and writing.
REFERENCES


APPENDICES
APPENDIX A
Letter of Permission
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PEMERINTAH KOTA YOGYAKARTA
DINAS PERIZINAN
Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 552682
EMAIL : perizinan@jogja.go.id EMAIL INTRANET : perizinan@intra.jogja.go.id

<table>
<thead>
<tr>
<th>SURAT IZIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOMOR : 070/1351</td>
</tr>
<tr>
<td>344/19/5</td>
</tr>
</tbody>
</table>

Membaca Surat Dari Dekan FKIP - USDI Yogyakarta
Nomor : 085/Pniln/Kajur/JPBS/V/2010 Tanggal 22/05/2010


Informasi Penerima
- Nama: YURISTA PRATIWI
- NO MHS / NIM: 061214013
- Pekerjaan: Mahasiswa FKIP - USDI Yogyakarta
- Alamat: Mncan, Tromol Poloc 29 Yogyakarta
- Penanggung Jawab: C. Tuyandiari, S. Pd., M. Pd
- Keperluan: Melakukan Penelitian dengan judul Proposal: DESIGNING SUPPLEMENTARY MATERIALS USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIROC) TO TEACH READING FOR STUDENTS OF SMA BOPKRI 2 GRADE X.

Isi/Responden
- Kota Yogyakarta
- Tanggal: 25/05/2010 Sampai 25/08/2010
- Uraian: Proposal dan Daftar Pertanyaan
- Uraian Ketentuan: 1. Waib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Din FD Perizinan Kota Yogyakarta)
2. Wajib Menyisihkan Tata tertib dan mentasai ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatasi apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas
   Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan sebapapun

Tanda tangan
Pernagang izin

YURISTA PRATIWI

Pembuat Kepada: 

1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMA BOPKRI 2 Yogyakarta
4. Dekan FKIP - USDI Yogyakarta
5. Ybs.
APPENDIX B
Questionnaire for Need Analysis
Nama: ______________________________________

1. Bacaan apa saja yang anda sukai? (contoh: novel, nonfiksi, science, dll)
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

2. Kegiatan apa saj yang dilakukan dalam kelas reading?
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

3. Kesulitan apa saja yang anda alami di kelas reading?
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

4. Kegiatan apa saja yang dilakukan dalam kelas writing?
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

5. Kesulitan apa saja yang anda alami dalam kelas writing?
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

6. Apakah anda menyukai mendiskusikan bacaan dalam kelompok kecil? Mengapa?
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

7. Apakah didalam kelas anda pernah melakukan kegiatan tersebut (mendiskusikan bacaan dalam kelompok kecil)?
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

8. Aktivitas belajar yang seperti apa yang anda inginkan dalam kelas reading dan writing?
   ______________________________________________________________
   ______________________________________________________________

Thank you ☺
APPENDIX C
Questionnaire of Expert Validation
READING AND WRITING MATERIALS USING CIRC FOR STUDENTS OF SMA BOPKRI 2 YOGYAKARTA GRADE X

The purpose of distributing this questionnaire is to gain the feedback on the designed materials. The feedback will be used to improve the designed materials.

Participant:
Name: ___________________________________
Age: ________
Sex: male   female
Occupation: teacher  lecturer
Educational Background: S1  S2  S3
Teaching experience: ___________  Years

I. Please put a tick (✓) in one of the degree of agreement.

Key answer:
1: I agree entirely
2: I agree on the whole
3: neutral
4: I disagree on the whole
5: I disagree entirely

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The method are suitable to improve the students’ ability in reading and writing</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>The learning indicators support to attain the general purpose</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>The learning indicators are well organized</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>The designed materials are interesting</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>The designed materials present CIRC’s principles</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>The designed materials suitable for students of grade X</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>The designed materials help the students to improve their ability in reading and writing</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>The designed materials are designed systematically</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>The designed materials help the students to achieve the highest achievement</td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>The designed materials are well developed</td>
<td>1</td>
</tr>
<tr>
<td>11.</td>
<td>The learning activities motivate the students to study</td>
<td>1</td>
</tr>
</tbody>
</table>
II. Please answer these questions.
1. What are the weaknesses of the designed materials? Please mention it and how should it be?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. What are the strengths of the design materials? Please mention it and tell the reason why it is the strength.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. Please give your opinion (suggestions and criticisms) about the designed materials.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

THANK YOU 😊
MAY THE BEST COME TO YOU 😊
APPENDIX D
The Result of the Questionnaire for Expert Validation
The Result of the Questionnaire for Expert Validation

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Degree of Agreement</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>N    Mn</td>
</tr>
<tr>
<td>1</td>
<td>The method is suitable to improve the students’ ability in reading and writing</td>
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<td>2</td>
<td>The learning indicators support to attain the general purpose*</td>
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<td>The learning indicators are well organized</td>
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<td>4</td>
<td>The designed materials are interesting</td>
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<td>5</td>
<td>The designed materials present CIRC’s principles</td>
<td>1 2 3 3.6</td>
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<td>6</td>
<td>The designed materials are suitable for students of grade X*</td>
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<td>7</td>
<td>The designed materials help the students to improve their ability in reading and writing*</td>
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<td>8</td>
<td>The designed materials are designed systematically</td>
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<td>9</td>
<td>The designed materials help the students to achieve the highest achievement*</td>
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<td>The designed materials are well developed</td>
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<td>11</td>
<td>The learning activities motivate the students to study</td>
<td>2 1 3 3.3</td>
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</table>
APPENDIX E
Teacher’s Guide
Reading and Writing Materials
Using CIRC for students of SMA
BOPKRI 2 Grade X

Teacher’s Guide

Yurista Pratiwi
061214013

English Language Education Study Program
Sanata Dharma University
The materials are designed based on principles of Cooperative Integrated Reading and Composition (CIRC). The teacher could use the materials to teach the students because it is suitable for the students. The reason why the researcher chose Cooperative Integrated Reading and Composition (CIRC) in designing the materials because CIRC is suitable for teaching reading and writing in senior high school grade X.

There are several methods which are used in teaching reading, but the researcher believes, only some of them can improve the ability of reading. Cooperative Integrated Reading and Composition (CIRC) is one of the methods which can improve reading skill through its activities. Cooperative Integrated Reading and Composition (CIRC) is a comprehension program for teaching reading and writing in the upper elementary grades. CIRC is one of the methods in cooperative learning. It focuses on reading mastery in group rather than individual work. It makes students work in small groups to help others learn academic content so the students are able to discuss and argue with each other and also assess each other’s current knowledge. This method helps the students increase their achievement and develop intergroup relation (Slavin, 1995).

There are some principles in CIRC:

A. Follow up : students work in cooperative teams in order to gain objectives such as, reading comprehensive, vocabulary, and spelling.

B. Oral reading : students have opportunity to read aloud and get feedback from their teammates.

C. Reading comprehension skill : the students are assigned to a team. The students work in pairs to identify the story.

D. Writing and language arts : incorporation writing process activities in the reading program.
The learning activities of the designed materials are based on CIRC’s principle. There are five activities in each unit; **Do you know?**, **Attention please**, **Reading is cool**, **Let’s discuss**, **It’s show time**. Here are the elaborations:

A. **Do You Know?**

In this stage, there are some questions related to the topic. The questions help the students to explore their background knowledge about the topic and build the curiosity about the topic, so they will be interested in the topic. Besides, in this stage the students are given a story and questions to build students’ mood. The teacher helps the students to understand the text and answer the questions.

B. **Attention, Please!**

In this stage, there are explanations about the topic; the concept of the topic. The students are expected to understand about the topic. Teacher will explain it to the students.

C. **Reading is Cool!**

In this stage, the students are given a story, and then they read aloud the text in a group of three or four. Before the students read aloud in groups, firstly, the teacher read aloud the text. When a student read aloud, other students listen to him or her, and then correct the wrong pronunciation if there are some mispronunciation. By doing so, the students are expected to read the words correctly and enjoy reading aloud.

D. **Let’s Discuss!**

The students work in groups, then discuss the story, read aloud the difficult words, answer the questions. In this step, the students who have high ability will help the students who have low ability in discussing the text. After finishing discussing in a small group, the text will be discussed in a whole class. The students are expected to have good teamwork with their friends in groups.
E. It's Show Time!

This is the last activity. In this step, the students still work in groups. They are to make a story based on the command given. After that partner checking; find other groups to check the writing. It is given rubric to give score on the writing. If the students need help, they may ask the teacher. After that, do some revision then submit the writing to the teacher. In this stage, the students are expected to be able to write based on their reading. After “it’s show time!”, there is an addition; “what have you learned?”. The students are expected to write what they have learned without seeing the note so that they will remember what they have learned.

The participants were students of SMA BOPKRI 2 Yogyakarta Grade X. They were 15 to 16 years old. Those students belong to adolescence (Hurlock, 1980). In their stage adolescence are able to describe and discuss such abstractions as love, justice, and freedom (Papalia, Olds & Feldman, 2004:405). Some of the students in grade X were active and cooperative, but some of them did not pay attention to the teacher. The researcher believes that by using CIRC in developing the materials, the students could be interested in the learning activities.
Syllabus

Time allocation: @ 90 minutes x 8 meetings

Meeting 1: Once Upon a Time
Meeting 2: My Adventure
Meeting 3: Yesterday was International Day
Meeting 4: What a Day
Meeting 5: She Has Beautiful Eyes
Meeting 6: What a Beautiful Place
Meeting 7: Headline News
Meeting 8: What's the News Today?
Unit 1
Meeting 1: Once Upon A Time

Competence Standard
5. Understanding the meaning of texts and writing short essays in a simple functional form of recount, narrative and procedure in the context of everyday life
6. Reveal the functional meaning in written texts and short simple essays form of recount, narrative, and the procedure in the context of everyday life

Basic Competence
5.1 Responding to write a functional meaning in a short text (such as announcements, advertisements, invitations, etc.) formal and informal, accurately, smoothly and acceptable in the context of everyday life
5.2 Responding to the meaning and rhetoric step essay writing text accurately, smoothly and acceptable in the context of everyday life and accessing knowledge in text form: recount, narrative, and the procedure
6.1 Expressing the meaning of the functional form of short written texts (such as announcements, advertisements, invitations, etc.) formal and informal by using a variety of written language accurately, fluently and acceptable in the context of everyday life
6.2 Disclose the meaning and rhetoric steps accurately, fluently and use a variety of language to write in the context of everyday life in text form: recount, narrative, and the procedure

Indicators
At the end of the meeting students are able to:
1. Identify the components of narrative text
2. Comprehend the reading text; the students are able to answer the questions
3. Differentiate the types of narrative text
4. Write narrative story based on the pictures given
5. Use simple past tense appropriately to write narrative story
# Lesson Plan

## Learning Activities

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<tr>
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<td>3. Listen to teacher’s explanation about narrative <em>(Attention Please!)</em></td>
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<td>4. The teacher reads aloud the text. After that, make a group of 3 or 4 then read aloud (each student one paragraph), discuss about narrative text, discuss the difficult words and how to pronounce it, and answer the questions. <em>(Reading is Cool!)</em></td>
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<td>5. Class discussion <em>(Let’s Discuss!)</em></td>
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<td>6. Make a group of 3 or 4 then write a narrative story based on the pictures <em>(It’s Show Time!)</em></td>
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<td>9. Review the materials and listen to teacher’s conclusion and closure <em>(What Have You Learned?)</em></td>
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Lesson Plan

Learning Materials:
- Enclosed

Teaching and Learning Media
- White Board
- Board Marker

Evaluation
- Students’ participation in class
- Written assignments

Writing evaluation rubric

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<td><strong>Total Score</strong></td>
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Criteria for scoring
The students will get “excellent” if the mistakes no more than four mistakes.
The students will get “very good” if the mistakes no more than eight mistakes.
The students will get “good” if the mistakes no more than twelve mistakes.
The students will get “sufficient” if the mistakes no more than sixteen mistakes.

* the teacher may change the criteria. It depends on the students’ writing.

References


Pictures were taken from www.google.com
Unit 2

Meeting 2 : My Adventure

Competence Standard
5. Understanding the meaning of texts and writing short essays in a simple functional form of recount, narrative and procedure in the context of everyday life
6. Reveal the functional meaning in written texts and short simple essays form of recount, narrative, and the procedure in the context of everyday life

Basic Competence
5.1 Responding to write a functional meaning in a short text (such as announcements, advertisements, invitations, etc.) formal and informal accurately, smoothly and acceptable in the context of everyday life
5.2 Responding to the meaning and rhetoric step essay writing text accurately, smoothly and acceptable in the context of everyday life and accessing knowledge in text form: recount, narrative, and the procedure
6.1 Expressing the meaning of the functional form of short written texts (such as announcements, advertisements, invitations, etc.) formal and informal by using a variety of written language accurately, fluently and acceptable in the context of everyday life
6.2 Disclose the meaning and rhetoric steps accurately, fluently and use a variety of language to write in the context of everyday life in text form: recount, narrative, and the procedure

Indicators
At the end of the meeting students are able to:
1. Identify the components of narrative text
2. Comprehend the reading text ; the students are able to answer the questions
3. Differentiate the types of narrative text
4. Write narrative story based on the pictures given
5. Use simple past tense appropriately to write narrative story
# Lesson Plan

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<td>Introduction about today’s topic. Students are to read the reading text and answer the question. <em>(Do You Know?)</em></td>
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<tr>
<td></td>
<td><strong>Whilst Activities</strong></td>
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</tr>
<tr>
<td>3.</td>
<td>The students fill in the blank of the review component of narrative <em>(Attention Please!)</em></td>
<td>5’</td>
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<td>4.</td>
<td>Make a group of 3 or 4 then discuss about narrative text, answer the questions, difficult words, and how to pronounce it <em>(Reading is Cool!)</em></td>
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<td>5.</td>
<td>Class discussion <em>(Let’s Discuss!)</em></td>
<td>10’</td>
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<td>6.</td>
<td>Make a group of 3 or 4 then write narrative text based on their experiences <em>(It’s Show Time!)</em></td>
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<td>7.</td>
<td>Partner checking</td>
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<td>Revision of the writing</td>
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<td>Review the materials and listen to teacher’s conclusion and closure <em>(What Have You Learned?)</em></td>
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</table>
Lesson Plan

Learning Materials:
· Enclosed ( page )

Teaching and Learning Media
· White Board
· Board Marker

Evaluation
· Students’ participation in class
· Written assignments

Writing evaluation rubric

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<td>4.</td>
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Total Score

Criteria for scoring
The students will get “excellent” if the mistakes no more than four mistakes. The students will get “very good” if the mistakes no more than eight mistakes. The students will get “good” if the mistakes no more than twelve mistakes. The students will get “sufficient” if the mistakes no more than sixteen mistakes.

* the teacher may change the criteria. It depends on the students’ writing.

References


Unit 3

Meeting 3 : Yesterday was International Day

Competence Standard
5. Understanding the meaning of texts and writing short essays in a simple functional form of recount, narrative and procedure in the context of everyday life
6. Reveal the functional meaning in written texts and short simple essays form of recount, narrative, and the procedure in the context of everyday life

Basic Competence
5.1 Responding to write a functional meaning in a short text (such as announcements, advertisements, invitations, etc.) formal and informal accurately, smoothly and acceptable in the context of everyday life
5.2 Responding to the meaning and rhetoric step essay writing text accurately, smoothly and acceptable in the context of everyday life and accessing knowledge in text form: recount, narrative, and the procedure
6.1 Expressing the meaning of the functional form of short written texts (such as announcements, advertisements, invitations, etc.) formal and informal by using a variety of written language accurately, fluently and acceptable in the context of everyday life
6.2 Disclose the meaning and rhetoric steps accurately, fluently and use a variety of language to write in the context of everyday life in text form: recount, narrative, and the procedure

Indicators
At the end of the meeting students are able to:
1. Identify the components of recount text
2. Comprehend the reading text; the students are able to answer the questions
3. Differentiate between narrative and recount
4. Write recount based on their experiences
5. Use simple past tense appropriately to write recount
# Lesson Plan

## Narrative reading and writing

### Learning Activities

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<td>Listen to teacher’s explanation about recount <em>(Attention Please!)</em></td>
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<td>4.</td>
<td>The teacher reads aloud the text. After that, make a group of 3 or 4 then read aloud (each student one paragraph), discuss about recount text, discuss the difficult words and how to pronounce it, and answer the questions. <em>(Reading is Cool!)</em></td>
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<td>Class discussion <em>(Let’s Discuss!)</em></td>
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<td>Make a group of 3 or 4 then write recount text based on their experiences <em>(It’s Show Time!)</em></td>
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Lesson Plan

Learning Materials:
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Teaching and Learning Media
- White Board
- Board Marker

Evaluation
- Students’ participation in class
- Written assignments

Writing evaluation rubric

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Criteria for scoring
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The students will get “good” if the mistakes no more than twelve mistakes.
The students will get “sufficient” if the mistakes no more than sixteen mistakes.

* the teacher may change the criteria. It depends on the students’ writing.

References


Unit 4

Meeting 4: What a Day!

Competence Standard
5. Understanding the meaning of texts and writing short essays in a simple functional form of recount, narrative and procedure in the context of everyday life
6. Reveal the functional meaning in written texts and short simple essay form of recount, narrative, and the procedure in the context of everyday life

Basic Competence
5.1 Responding to write a functional meaning in a short text (such as announcements, advertisements, invitations, etc.) formal and informal accurately, smoothly and acceptable in the context of everyday life
5.2 Responding to the meaning and rhetoric steps essay writing text accurately, smoothly and acceptable in the context of everyday life and accessing knowledge in text form: recount, narrative, and the procedure
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6.2 Disclose the meaning and rhetoric steps accurately, fluently and use a variety of language to write in the context of everyday life in text form: recount, narrative, and the procedure

Indicators
At the end of the meeting students are able to:
1. Identify the components of recount text
2. Comprehend the reading text; the students are able to answer the questions
3. Differentiate between narrative and recount
4. Write recount based on their experiences
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<td>The teacher reads aloud the text. After that, make a group of 3 or 4 then read aloud (each student one paragraph), discuss about recount text, discuss the difficult words and how to pronounce it, and answer the questions. <em>(Reading is Cool!)</em></td>
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Lesson Plan

Learning Materials:
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Teaching and Learning Media
· White Board
· Board Marker

Evaluation
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Writing evaluation rubric

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**Criteria for scoring**
The students will get “excellent” if the mistakes no more than four mistakes.
The students will get “very good” if the mistakes no more than eight mistakes.
The students will get “good” if the mistakes no more than twelve mistakes.
The students will get “sufficient” if the mistakes no more than sixteen mistakes.

* the teacher may change the criteria. It depends on the students’ writing.

References


Lesson Plan

Unit 5
Meeting 5: She Has Beautiful Eyes!

Competence Standard
11. Understanding the meaning of short texts and essays in a simple functional form of narrative, descriptive and news items in the context of everyday life
12. Reveal the functional meaning of short texts written in the form of essays and a simple narrative, descriptive and news in the context of everyday life

Basic Competence
11.1 Responding to the meaning of short functional text (such as announcements, advertisements, invitations, etc.) formal and informal accurately, smoothly using variety of the written language in the context of everyday life
11.2 Responding to the meaning and the steps in a simple essay accurately, smoothly and acceptable in the context of everyday life and accessing knowledge in the form of narrative texts, descriptive, and news
12.1 Reveals the meaning of short functional text (such as announcements, advertisements, invitations, etc.) formal and informal by using a variety of written language accurately, fluently and acceptable in the context of everyday life
12.2 Reveals the meaning and the rhetoric steps in simple essay steps accurately, smoothly and acceptable in the context of everyday life in the text form of narrative texts, descriptive, and news

Indicators
At the end of the meeting students are able to:
1. Identify the components of descriptive text
2. Comprehend the reading text; the students are able to answer the questions
3. Write descriptive text based on the situation given
4. Use simple present tense appropriately to write descriptive text
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Lesson Plan

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References


Unit 6
Meeting 6: What a Beautiful Place!

Competence Standard
11. Understanding the meaning of short texts and essays in a simple functional form of narrative, descriptive and news items in the context of everyday life
12. Reveal the functional meaning of short texts written in the form of essays and a simple narrative, descriptive and news in the context of everyday life

Basic Competence
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12.2 Reveals the meaning and the rhetoric steps in simple essay steps accurately, smoothly and acceptable in the context of everyday life in the text form of narrative texts, descriptive, and news

Indicators
At the end of the meeting students are able to:
1. Identify the components of descriptive text
2. Comprehend the reading text; the students are able to answer the questions
3. Write descriptive text based on the situation given
4. Use simple present tense appropriately to write descriptive text
**Narrative reading and writing**

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Lesson Plan

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· Board Marker

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References

http://english-text.blogspot.com/search/label/Descriptive%20Text

http://www.writeshop.com/blog/2010/02/23/choosing-vocabulary-to-describe-a-place/


Pictures were taken from www.google.com
Lesson Plan

Unit 7
Meeting 7: Headline News

Competence Standard
11. Understanding the meaning of short texts and essays in a simple functional form of narrative, descriptive and news items in the context of everyday life
12. Reveal the functional meaning of short texts written in the form of essays and a simple narrative, descriptive and news in the context of everyday life

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Indicators
At the end of the meeting students are able to:
1. Identify the components of news item
2. Comprehend the reading text; the students are able to answer the questions
3. Sum up a news item or retell a news item
4. Use simple past tense appropriately to sum up a news item
# Lesson Plan

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**Narrative reading and writing**
Lesson Plan

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Lesson Plan

Unit 8
Meeting 8: What’s the News Today?

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**Narrative reading and writing**

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References


Unit 1
Once Upon a Time

Do You Know?

The answers in this section are flexible. The teacher can point to one of the students then ask questions related to the topic. After that the teacher discusses the reading passage and asks the students to answer the questions.

The answer for “Do You Know?” section.
1. It happened in a field.
2. It happened in a sunny morning.
3. The characters are the fly and the bull.
4. The little Fly flew down and buzzed around the Bull’s head, because he wanted the Bull to notice him.
5. don’t be arrogant (the students may answer with their own opinion )
6. Fable

Attention, Please!

Teacher’s explanation.

Reading is Cool!

The students read aloud the reading text.

Let’s Discuss!

How do you pronounce it?
1. Berpura-pura
2. Menjangkau, mencapai
3. Menjuntai, berjuntai
4. Besar sekali
5. Sikap tidak meghormati
6. Mencicit, derik
7. Bergegas, jalan cepat/ terburu-buru
8. Gerobak, gerbong barang
9. Dengan hebat, sangat berkuasa
10. Menggerogoti
**Answer these question based on the text above!**
1. The story was about a little mouse which helped a lion when he was in danger.
2. It happened In the forest.
3. The characters are the Lion, the Little Mouse, and some hunters.
4. The problem was when the Lion was caught in a trap by some hunters. The Little Mouse helped the Lion by gnawing the rope with his sharp teeth.
5. Don’t look down to the small thing because sometimes it will help us when we are in trouble.
6. It belongs to fable.

**It’s Show Time!**

The students write a story then submit it to the teacher and then they write what they have learned.

**Unit 2**

**My Adventure**

**Do You Know?**

The answers in this section are flexible. The teacher can point to one of the students then ask questions related to the topic. After that the teacher discusses the reading passage and asks the students to answer the questions.

**The answer for “Do You Know?” section.**
1. The story was about twin brothers who climbed a mountain on their birthday. When they were climbing the mountain, the weather suddenly began to get worse. Then, they run into the cave. They met a caveman in the cave. They were afraid but it's ok because the caveman was a good man. Then, the rescue team came. They got back to their home.
2. It happened on the mountain and in the cave.
3. In the morning and around 10 o’clock.
4. The characters are Sam and Bill, the caveman, and rescue team.
5. They run into the cave.

**Attention, Please!**

Review the component of recount.

**Reading is Cool!**

The students read aloud the reading text.
Let’s Discuss!

How do you pronounce it?
1. Kaca jendela
2. Retak, memecahkan, terkemuka
3. Jaring laba-laba, sarang laba-laba
4. Bası
5. Keberanian, memetik, mencabut
6. Derik, berderak
7. Obor, mengobori/ menyuluhi
8. Pon (satuan), menumbuk, memukul
9. Maksud, asyik, tajam, sungguh-sungguh
10. Geram, sangat marah

Answer these question based on the text above!
1. It happened in the Haunted House
2. The main character was Christ
3. The story was about Christ’s adventure in the Haunted House
4. His mother would be extremely angry
5. He scanned his eyes from one corner to the other, looking for any signs of danger.
6. Yes, because it’s odd enough, apart from it being rather dusty and old fashioned, the room appeared to be much more homely than he had expected.
7. Because of his curiosity.

It’s Show Time!

The students write a story then submit it to the teacher and then they write what they have learned.
Unit 3
Yesterday was International Day

Do You Know?

The answers in this section are flexible. The teacher can point to one of the students then ask questions related to the topic. After that the teacher discusses the reading passage and asks the students to answer the questions.

The answer for “Do You Know?” section.
1. The story was about the international day in Sue’s school.
2. It was yesterday.
3. It happened in Sue’s school.
4. The main character was Sue (the writer).
5. (it depends on the students’ opinion)
6. (it depends on the students’ experiences)

Attention, Please!

Teacher’s explanation.

Reading is Cool!

The students read aloud the reading text.

Let’s Discuss!

How do you pronounce it?
1. Tanah longsor
2. Parit, selokan, menyingkirkan
3. Mencegah, menangkal
4. Meluncur dengan cepat
5. Ventilator, kipas angin
6. Terjun, menceburkan diri
7. Memecahkan, menghancurkan
8. Menahan, menopang
9. Cedera, luka
10. Namun, meskipun demikian
Answer these question based on the text above!
1. An accident which happened because the driver couldn’t avert a ditch, then the bus hurtled toward the Bothekoshi. (*Bothekoshi is a river and as a Tibet-Nepal border)
2. It happened in the morning.
3. The accident happened on the way to Barhabise. (the bus hurtled toward Bothe Koshi)
4. The characters in the story were the writer, the bus driver, and other passengers.
5. (it depends on the students’ opinion)
6. (it depends on the students’ experience)

It’s Show Time!

The students write a story then submit it to the teacher and then they write what they have learned.

Unit 4

What a Day!

Do You Know?

The answers in this section are flexible. The teacher can point at one of the students. After that the teacher discusses the reading passage and asks the students to answer the questions.

The answer for “Do You Know ?” section.
1. The story was about earthquake.
2. It happened when the writer was on the way to Bali.
3. The characters were the writer and the other people who was on the way.
4. He was surprised.
5. He experienced when the earthquake happened.

Attention, Please!

Review the component of recount.

Reading is Cool!

The students read aloud the reading text.
Let’s Discuss!

How do you pronounce it?
1. terkikih-kikih
2. minuman berakohol (cocktail)
3. agak mabuk, yang memabukan
4. pemabuk, mengasini, menceburkan
5. teriakan, berteriak
6. siuman, tidak mabuk
7. bajak, membajak, menabrak
8. tenunan, menenun, membelokan
9. kegentingan, memijak dengan keras
10. memabukan

Answer these question based on the text above!
1. The story was about the writer who drank and had an accident.
2. It happened on a Saturday last June, just two days after the writer’s high school graduation.
3. It happened in Monroe Avenue.
4. The characters were the writer, his girlfriend, and the policemen.
5. (it depends on the students’ opinion)
6. (it depends on the students’ experiences)

It’s Show Time!

The students write a story then submit it to the teacher and then they write what they have learned.
Unit 5
She Has Beautiful Eyes

Do You Know?

The answers in this section are flexible. The teacher can point to one of the students then ask questions related to the topic. After that the teacher discusses the reading passage and asks the students to answer the questions.

The answer for “Do You Know?” section.
1. The text is about Jacques; the writer’s close friend.
2. Jacques is the writer’s close friend, he is from Calais, France.
3. He is quite good-looking. He's tall and slim, with olive skin and curly dark hair. He has a great sense of style, so he always looks well-dressed even in casual clothes.
4. Jacques is very outgoing. He is always friendly and loves to have fun. He's got a fantastic sense of humor and he always makes me laugh.
5. (it depends on the students’ answer)

Attention, Please!

Teacher’s explanation.

Reading is Cool!

The students read aloud the reading text.

Let’s Discuss:

How do you pronounce it?
1. Turun, menuruni, hinggap
2. Bunuh diri
3. Zaitun/ pohon zaitun, kuning langsat
4. Menggambarkan, melukiskan
5. Bilah, pedang, mata pisau
6. Sensual
7. Luar biasa, hebat
8. Sikap tenang, mempertimbangkan
9. Membisingkan, mempesona
10. penggoda
Answer these question based on the text above!
1. The story is about Cleopatra VII.
2. It happened in Egypt in 51 B.C.
3. It uses simple past tense
4. She was the brilliant and beautiful last Pharaoh of Egypt. Historically, she became queen of Egypt in 51 B.C. at the age of eighteen. She was a Ptolemy, descended from one of Alexander the Great's generals.
5. She became queen of Egypt in 51 B.C. at the age of eighteen.
6. She had brown eyes and they were shaped like cat's eyes. Her skin was in fact an olive shade, darker than Hollywood actress Liz Taylor who portrayed her in the film 'Cleopatra' in 1963. She had medium dark brown hair, about to the middle of her shoulder blades. She had a reputation as an extraordinarily sensuous woman.

It's Show Time!

The students write a story then submit it to the teacher and then they write what they have learned.

Unit 6
What a Beautiful Place!

Do You Know?

The answers in this section are flexible. The teacher can point at one of the students. After that the teacher discusses the reading passage and asks the students to answer the questions.

The answer for “Do You Know ?” section.
1. It’s about the Hanging Garden of Babylon.
2. It was built between the Euphrates and Tigris Rivers
3. It was originated in approximately 605 B.C.
4. The lowest terrace was twenty-four meters off the ground and each succeeding terrace was three meters higher. There were about six terraces, so that the topmost terrace was forty meters off the ground.
5. The first stage of the building was a series of brick archways that were the same height as the city walls. Underneath them lay a shaded courtyard. On top of these arches, the Babylonians built long brick terraces in rows. These terraces were lined with lead, to hold the water, then covered with thick layers of fertile soil. Many exotic plants and trees were planted. Each flower-bed was the size of a tennis court and the area of each terrace was thirty meters long by five meters long by five meters wide.
Attention, Please!

Teacher’s explanation.

Reading is Cool!

The students read aloud the reading text.

Let’s Discuss!

How do you pronounce it?
1. Kuburan/ makam yang indah
2. Jumlah besar, luas
3. Memotong, mencacati
4. Berpaut, menyambungkan, mengikat
5. Arab, fantastis
6. Kubah, lengkungan puncak
7. Sisi, lereng, mengapit, di samping
8. Ramping, kecil, lembut
9. Menara masjid
10. Berdampingan, berbatasan
11. Menyebabkan pingsan, membisingkan, mempesona kan
12. Memadai, memenuhi syarat, mampu
13. Subuh, dini hari, mulai terang
14. Berkabut
15. Menangguhkan, menunda

Answer these question based on the text above!
1. The story is about Taj Mahal.
2. It was built by a Muslim Emperor Shah Jahan.
3. It’s is a Mausoleum that houses the grave of queen Mumtaz Mahal.
4. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.
5. The central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.
6. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements.
7. The Taj seems to glow in the light of the full moon.
8. Introduction: Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra.

Description : paragraph 2 - 5.

Narrative reading and writing
It’s Show Time!

The students write a story then submit it to the teacher and then they write what they have learned.

Unit 7
Headline News

Do You Know?

The answers in this section are flexible. The teacher can point to one of the students then ask questions related to the topic. After that the teacher discusses the reading passage and asks the students to answer the questions.

The answer for “Do You Know?” section.
1. It's about suggestion for women in Malaysia to carry a condom to protect against HIV.
2. Malaysian Deputy Health Ministry urged every woman to carry a condom to protect against HIV. Last year, 745 Malaysian women were identified as HIV-positive and 193 were diagnosed with AIDS, nearly 81000 Malaysian have been infected with HIV, less then 10 percent are woman, but the number is steadily rising.
3. Malaysian Aids Council president; Adeebah Kamarulzaman.
4. Because women are the first ones to get exploited by their partners (who are infected by HIV-positive).
5. 745 Malaysian women.

Attention, Please!

Teacher’s explanation.

Reading is Cool!

The students read aloud the reading text.

Let’s Discuss!

How do you pronounce it?
1. Membajiri, meliputi
2. Kebaikan hati, memperkenankan, menyokong
3. Abstensi, suara blangko
4. Perkiraan, memperkirakan
5. Mampu, memberikan
6. Mengejar, mengikuti
Answer these question based on the text above!
1. Brazil Supreme Court awards of new rights for gay couples in Brazil.
2. Brazil is the world’s most populous Roman Catholic nation and has an estimated 60,000 gay couples. From now they will be able to register their civil partnerships with solicitors and public bodies, giving them proper inheritance and pension rights. But Brazil’s Roman Catholic Church had argued against the decision to allow civil unions.
3. Justice Carlos Ayres Britto, Brazil’s Roman Catholic Church, and Claudio Nascimento.
4. Because according to Justice Carlos, the freedom to pursue one’s own sexuality is part of an individual’s freedom of expression. And the decision was approved by 10-0 with one abstention.
5. Main event: Brazil’s Supreme Court has voted overwhelmingly in favour of allowing same-sex couples the same legal rights as married heterosexuals.

Elaboration: paragraph 1, 2, 3, 6, 7, and 8
Sources: Justice Carlos Ayres Britto, Brazil’s Roman Catholic Church, and Claudio Nascimento

It’s Show Time!

The students write a summary based on news then submit it to the teacher and then they write what they have learned.
Unit 8
What’s the News Today?

Do You Know?

The answers in this section are flexible. The teacher can point to one of the students. After that the teacher discusses the reading passage and asks the students to answer the questions.

The answer for “Do You Know?” section.
1. Indonesian migrant worker died in Selangor, Malaysia.
2. Munti Binti Bani as Indonesian migrant worker had been treated at Tengku Ampuan Rahimah hospital since last Tuesday and died on Monday at 10 a.m, local time. She was found unconscious with her hands and feet tied in a bathroom in Taman Sentosa. Munti's body will be sent tomorrow to her hometown in Pondok Jeruk Barat village of Jombang, East Java.
3. Da’i Bachtiar.
4. Munti was found unconscious with her hands and feet tied in a bathroom.
5. She died on Monday at 10 a.m, local time.

Attention, Please!

Review the component of news item.

Reading is Cool!

The students read aloud the reading text.

Let’s Discuss!

How do you pronounce it?
1. Sikat kecil, mengocok, melambaikan
2. Takhta, bertakhtakan
3. Dua minggu
4. Mendambakan, mengidamkan
5. Menyulap, menyihir
6. Tempat suci, suaka, cagar alam
7. Kepala pelayan
8. Percikan, semangat, berapi-api
9. Ketenangan, ketentraman
10. Mengatakan, menduga keras, menyatakan tanpa bukti
1. It's about where William and Kate spend their honeymoon.
2. They are going to have a honeymoon in a villa on one of the most beautiful and romantic islands in the world; Indian Ocean.
3. The resort, which is surrounded by coconut groves, offers almost complete isolation. Its white sand beaches are bathed by crystal-clear turquoise waters and are a sanctuary for sea turtles.
4. It has hand-crafted out of local wood, each has an open-air bathroom area with sunken bath and shower, a private garden and a wooden deck with freshwater rock pool and yoga pavilion. And also the area is an eco-haven and while snorkeling, kayaking or diving are encouraged, its tranquility is preserved with a ban on jet skis and similar watersports.
5. Main event: where William and Kate spend their honeymoon
   Elaboration: paragraph 1 & 2
   Source: A Clarence House spokesman

It's Show Time!

The students write a summary based on the news then submit it to the teacher and then they write what they have learned.
APPENDIX F
The Revision of the Designed Materials
Do you know?

Have you ever read or heard about Rapunzel?
Tell me a bit about the story!
Have you ever heard a narrative story? Is Rapunzel a narrative story?

Now, read this narrative text below then answer the questions.

<table>
<thead>
<tr>
<th>The Fly and The Bull</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
</tr>
<tr>
<td>There was once a little fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him.</td>
</tr>
</tbody>
</table>

| **Complication** |
| The little fly flew down and buzzed around the bull’s head. The bull did not bother him. He went on chewing grass. The fly then buzzed right inside the bull’s ear. The bull continued chewing grass. The fly thought, “What a stupid animal!” Now the fly decided to land on one of the bull’s horns to make the bull notice him. He waited for the bull to say something, but the bull kept quiet. The fly then shouted angrily, “oh, Bull, if you find that I am too heavy for you, let me know and I’ll fly away!” |

| **Resolution** |
| The bull laughed and said, “Little fly, I don’t care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone.” |

*Taken from Look A Head p. 57 2007*
Find a partner, answer and discuss these questions below!

1. Where did the story happen?
2. When did the story happen?
3. Who were the characters in the story?
4. What did the fly do? Why?
5. What is the moral value of the story?
6. What do you call a story that talks about animals?

Attention please!

Listen to your teacher’s explanation and read the brief components of narrative below!

Components of Narrative

- Tells a story about a series of events
- The story can be fiction or non-fiction
- The events are told in chronological order

The purposes are to entertain and inform the reader about the story.

The tense uses Past Tense

Generic Structure
- Orientation (who were involved in the story, when, where)
- Complication (a problem arises followed by other problems)
- Resolution (solution to the problem)

Type of Narrative:

- **Myth**
  A traditional, ancient story dealing with supernatural beings and natural phenomenon.

- **Fable**
  A story that employs animal characters and teaches about moral.

- **Folktale**
  A traditional narrative, usually anonymous, handed down orally.

- **Legend**
  A traditional historical tale (or collection of related tales) popularly regarded as true but usually containing a mixture of fact and fiction.

- **Fairytale**
  A story of magical beings such as fairies, dragons, and wizards.

Adapted from: [http://www.merriam-webster.com/](http://www.merriam-webster.com/)  
Reading is Cool!

The Lion and the Mouse
Aesop fable retold by Oban

A Lion was sleeping peacefully when he was woken by something running up and down his back and over his face. Pretending to be still asleep, the Lion slowly opened one eye and saw that it was a little mouse.

With lightning speed the Lion reached out and caught the little mouse in one of his large paws. He dangled it by its tail and roared, “I’m the King of Beasts! You’ll pay with your life for showing me such disrespect.”

The Lion held the little mouse over his huge open jaws and prepared to swallow it. “Please, please don’t eat me, Mr. King of Beasts, Sir,” squeaked the mouse. “If you forgive me this time and let me go I’ll never, never forget it.”

“I may be able to do you a good turn in the future to repay your kindness,” it squeaked. “You, do me a favor!” roared the Lion with laughter. “That is the funniest thing I’ve ever heard.”

Still laughing, the Lion put the mouse down on the ground and said; “You’ve made me laugh so much I can’t eat you now. Go on, off you go before I change my mind.”

The little mouse scurried away as fast as its little legs could go. Not long after this the Lion was caught in a trap by some hunters. They tied him to a tree with rope while they went to get their wagon.

The little mouse was nearby and came when he heard the mighty Lion’s roar for help. The mouse gnawed the rope with his sharp teeth and set the Lion free. “I know you didn’t believe me, but I told you I could help you one day,” squeaked the little mouse. “Even a little mouse like me can help some one as big and strong as you.”

“Thank you my little friend. I won’t forget that lesson,” said the Lion as he ran away before the hunters returned.

Taken from: http://www.planetozkids.com/oban/legends/lion-mouse-aesop-fable.htm
How do you pronounce it?
(Repeat after your teacher then find the meaning!)

1. Pretend (V/Adj) = __________________ _______ [prɪˈtɛnd]
2. Reach out (V) = __________________ _______ [rɪˈtʃaʊt]
3. Dangle (V) = __________________ _______ [ˈdæŋɡəl]
4. Huge (Adj) = __________________ _______ [hjuːdʒ]
5. Disrespect (N) = __________________ _______ [dɪˈrespekt]
6. Squeak (V/N) = __________________ _______ [skwiːk]
7. Scurry (V/N) = __________________ _______ [ˈskɜri]
8. Wagon (N) = __________________ _______ [ˈwɔɡən]
9. Mighty (Adj/Adv) = __________________ _______ [ˈmaɪtɪ]
10. Gnaw (V) = __________________ _______ [ɡnɔː]

Answer these questions based on the text above!

1. What is the story about?
2. Where did the story happen?
3. Who were involved in the story?
4. What were the problems? How were the problems solved?
5. What are the moral values of the story?
6. What type of narrative is it?
It’s Show Time!

Write a story based on the pictures.

Find other groups to check your summary; grammar, spelling, content, and organization (if you need help, ask your teacher). Next, do the revision then submit to your teacher.
Evaluation for writing

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What have you learned?

________________________________________________________________________________________
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________________________________________________________________________________________
Do you know?

Have you ever heard about Alice in Wonderland?
Have you ever read or seen the film?
Could you tell a little bit about the story?

Now, read this narrative text below then answer the questions.

**The Cave**

Sam and Bill were twin brothers and for their birthday their mam and dad had sent them on a climbing holiday because they loved climbing mountains. The holiday was in Wales and the mountain they were going to climb was massive.

The boys got their back packs and prepared for the journey. They packed food, water, torch, map and matches.

It was a beautiful morning and the boys felt happy and excited as they set off.

It was easy walking to begin with because the mountain wasn’t very steep.

At about 1 p.m. they stopped and had a picnic. Sam told his brother that he didn’t like the look of the dark clouds in the distance and wondered whether they should go back, but Bill didn’t want to.

The boys kept climbing but the weather suddenly began to get worse. The air became cold and the wind was very strong. Rain lashed down.

Sam noticed a cave in front of them which they ran into. It was dark so they took out their torches. As they shone them around the cave they noticed paintings on the wall.

Bill heard a strange grunting noise at the back of the cave. He crawled forward and in the shadows saw a caveman. The boys were scared because he looked very dirty and fierce, but soon could see that he wasn’t going to hurt them. He lit a fire to keep them warm. He couldn’t speak but made signs with his hands.
After a few hours the boys heard the sound of barking dogs. It was a rescue team. Sam and Bill’s parents were worried and had called them.

They ran out of the cave and for a moment forgot about the caveman because they were so happy they were going home.

Safely back in the hotel they decided not to tell anyone about their new friend it would stay their secret.

By Christine Williams

Taken from: http://www.primaryresources.co.uk/english/powerpoints/The_Cave.ppt

Find a partner, answer and discuss these questions below!

1. What is the story about?
2. Where did the story happen?
3. When did the story happen?
4. Who were the characters in the story?
5. How did they save their lives?
Do you still remember the components of narrative?
If you remember, fill in the blank parts!

Attention please! (Review)

Component of Narrative - Adventure

The purposes are:
• To allow the reader to escape to the reality
• Build excitement

Tells a story about a series of events
• The story can be __________
• The events are told in __________

The tense uses __________

Generic Structure
• ________ (who were involved in the story, when, where)
• Complication (________)
• __________

Narrative reading and writing
Make a group of three or four, read aloud the reading passage (each student reads one paragraph), then discuss the questions.

The Haunted House By K. Broad

“What would my Mum think?” thought Chris. Of course she’d be worried but also extremely angry if she found out what he’d been up to. He knew he shouldn’t be here. He knew he shouldn’t be alone. “My friends certainly won’t tease me again!” he considered. Not if he could get proof that he had been in the Haunted House.

As he peered into the stale smelling room, the silvery moonlight shone brightly through the small, narrow window. The pane of glass was cracked and covered in dusty cobwebs, but he could still see clearly, as if it were day. He scanned his eyes from one corner to the other, looking for any signs of danger. Oddly enough, apart from it being rather dusty and old fashioned, the room appeared to be much more homely than he had expected. “What’s all the fuss about?” wondered Chris.

Chris felt his heart beating fast and every pulse seemed to be making him shake from head to toe. He was afraid, yet strangely excited. “What will I find? What will my friends think? Will they be impressed?” he wondered. With his heart pounding furiously and his hands trembling with anticipation, he plucked up the courage to step further inside. He pushed the door open slowly. It creaked, a long low creak that seemed to go on forever. Breathing deeply, he moved forwards.

Inside, he could now see a large doorway with two doors, one either side. The hallway led straight ahead, into the room he had anxiously examined only moments earlier. Looking up through the broken window, he could see the moon. It was a full moon and against the blackness of the sky, it looked like a torch. A torch that was shining down upon him. It made him feel safe and strangely protected from the dangers that might face him in this old, and supposedly haunted house.
He noticed that the hallway had an old fashioned hat stand standing proudly next to the door on the right. I don’t expect that has been used for a long time he thought. Chris then turned his attention towards the other doors. It was so slightly ajar. “I wonder if someone had left it open” Chris thought. Had someone come in here before him? He stopped and listened intently, in case he could hear anything from inside the mysterious room. Chris was starting to breathe heavier and his palms were sweating with fear. The stillness and silence of the old house had swallowed him and he stood motionless outside the open door. “Should I turn and run, or am I braver than that, can I go into the dusty forgotten room?” Chris considered to himself.

Chris bravely walked towards the door. It was a bit more of a tip toe than a walk really. He felt as though his heart was pounding loudly enough for all the world to hear him there. He reached out slowly to grasp the door handle. Suddenly, Chris heard a muffled thud. It came from inside the room. Chris froze. “What was that noise? Or was it just my imagination playing tricks on me?” He waited there silently for it to happen again, but it didn’t. After a few minutes Chris decided that he had to continue. His curiosity was too much for him to bear. He had come this far. He had to explore the rest of the house, although he wasn’t sure what the house had in store for him. What if it really was haunted? “What if I never make it out alive?” he wondered.

*Taken from: http://www.primaryresources.co.uk/english/powerpoints/Haunted_House.ppt*
How do you pronounce it?
(Repeat after your teacher then find the meaning!)
1. Pane (N) = ______________________________ [pein]
2. Crack (N/ V/ Adj) = ______________________ [kræk]
3. Cobweb (N) =___________________________ [kəb web]
4. Stale (Adj) =___________________________ [steil]
5. Pluck (N/ V) = __________________________ [plʌk]
6. Creak (N/V) =_________________________ [kriːk]
7. Torch (N/ V) =_________________________ [tɔːtʃ]
8. Pound (N/ V) =_________________________ [paʊnd]
9. Intent (N/ Adj) =________________________ [ɪntɛnt]
10. Furious (Adj) =_________________________ [ˈfjuərɪəs]

Answer these questions based on the text above!
1. Where did the story happen?
2. Who was the main character in the story?
3. What is the story about?
4. What would his mother do if she had known what he has done?
5. What did Christ do when he first came to the house?
6. Was he afraid the first time? Why?
7. Why did he decide to continue?
8. Identify the generic structure!
Imagine and write the ending of “The Haunted House”. After that, find other groups to check your summary; grammar, spelling, content, and organization (if you need help, ask your teacher). Next, do the revision then submit to your teacher.

Evaluation for writing

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</tbody>
</table>

What have you learned?

__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________
Dear Grandpa and Grandma,

Yesterday at my school we had an International Day. We had performances, food stalls, displays, raffle ticket draw, and some of us were dressed in costumes.

We started our day off with performances but the one I liked best was the one from fourth grade. We played games. The performance I was in was Lambda.

Straight after our performances we had our lunch. There were food stalls. They came from Australia, Asia, Arab, and Greece.

Everyone had a job. These people were from sixth grade. I did my job after I had lunch. My job was to sell International Day Books.

We had displays in the hall. I heard from my friend, those displays were good but I didn’t get to see them. The displays came from a lot of countries.

There were also a Trash and Treasure stall where they sold toys. The school got these things by asking the children to bring them in.

Although I didn’t win anything, International Day was still fun.

Love from Sue

Taken from: http://english-text.blogspot.com/search/label/Recount%20Text
Find a partner, answer and discuss these questions below!

1. What is the story about?
2. When did the story happen?
3. Where did the story happen?
4. Who were the main characters in the story?
5. What do you think about the story?
6. Have you ever had the same experience?

Attention please!

Listen to your teacher’s explanation and read the brief components of narrative below!

Components of Recount

- The function is to re-tell past experiences.
- The purpose is to provide information about what happened, where it happened, when it happened, who was/were involved.
- The tense uses Past Tense.

Generic structure:
1. Orientation
   - what, who, when, where
2. Series of events
   - ordered in chronological sequence
   (event 1, event 2, event 3, etc.)
3. Re-orientation
   Conclusion (usually personal comment)

The Bus was Flowing Right Behind Me

I stayed a night at Sakhuwa of Gati VDC because a landslide near Baseri had blocked the road. The next morning, I hopped onto the bus with registration number Ba 2 Kha 4013 that was on the way to Barnabise from Tatopani.

I took a seat by the doorside and remembered that there were around 35 passengers, including me. The driver started the bus. A kilometer into the journey, I noticed a ditch on the road.

The driver tried to avert the ditch. Before I could know what was going on, the bus started hurtling towards the Bhotekoshi.

I had given up hope of surviving, but found a ventilator glass broken. I came out of the shattered glass and plunged into the Bhotekoshi.

The river carried me for about 35 kilometers and left me on the shallow surface. I passed out after that. The rescuers took me to a hospital when I regained consciousness.

I heard later that all except four passengers had survived. I have sustained injuries on the face, hands and other body parts. Nonetheless, I feel that surviving was my destiny.
How do you pronounce it?
(Repeat after your teacher then find the meaning!)

1. Landslide (N) = ___________________________ [lændslaɪd]
2. Ditch (V/N) = ___________________________ [dɪtʃ]
3. Avert (V) = ___________________________ [ə vɜːt]
4. Hurtle (V) = ___________________________ [hɜːtl]
5. Ventilator (N) = ___________________________ [ventɪleɪtə]
6. Plunge (V/N) = ___________________________ [plʌndʒ]
7. Shatter (V) = ___________________________ [ʃætə]
8. Sustain (V) = ___________________________ [sə stæn]
9. Injury (N) = ___________________________ [ˈɪndʒəri]
10. Nonetheless (Adv) = ______________________ [nɒnθəˈeɪs]

Answer these questions based on the text above!

1. What is the story about?
2. When did the story happen?
3. Where did the story happen?
4. Who were the characters in the story?
5. What do you think about the story?
6. Have you ever had the same experience?
Write a story based on your experiences.

After that, find other groups to check your work; grammar, spelling, content, and generic structure (if you need help, ask your teacher). Next, do the revision then submit to your teacher.

Evaluation for writing

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What have you learned?

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Do you know?

Have you ever experienced bad things?
If you ever experienced, how was it?

Now, read this recount text below then answer the questions.

<table>
<thead>
<tr>
<th>My Horrible Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let me remind you of my experience during an earthquake last week. When the earthquake happened, I was in my car. I was driving home from my vacation to Bali.</td>
</tr>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Suddenly my car lurched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Events</th>
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<tbody>
<tr>
<td>Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but I left the car and walked along way to my house, in the town.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Re-orientation</th>
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</thead>
<tbody>
<tr>
<td>When I reached my town, I was so surprised that there was almost nothing left. The earthquake caused a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.</td>
</tr>
</tbody>
</table>

Adapted from: http://understandingtext.blogspot.com/2007/12/my-horrible-experience-recount-text-1.html
Unit 4

Find a partner, answer and discuss these questions below!

1. What was the story about?
2. Where did the story happen?
3. Who were the characters in the story?
4. How was the writer’s feeling?
5. What was the writer’s experience?

Attention please! (Review)

Do you still remember the components of recount? If you remember, fill in the blank parts!

Components of Recount

The function is _______________________________
The tense uses ____________

The purpose is _______________________________
____________________________
____________________________
____________________________

Generic structure:
1. Orientation
   --> _______________________________
2. _____________________________
   --> ordered in chronological sequence
   (event 1, event 2, event 3, etc.)
3. _____________________________
   ____________ (usually personal comment)

Make a group of three or four, read aloud the reading passage (each student reads one paragraph), then discuss the questions.

Driving Under the Influence of Alcohol

“One Saturday last June, just two days after my high school graduation, a night of celebration turned into a costly and embarrassing lesson on the dangers of drinking and driving. Out with a girlfriend for a wild night on the town, we made stops at such popular hangouts as Studebaker's, Baggy Drawers, and Night Lights, and at each of these spots I drank a glass of margarita or two. (Yes, I had a fake ID.)

I was giggly by 11:00, tipsy by midnight, and flat out soused by the time we shut the bars down at three. Of course, as I hollered farewells to my friends and poured myself into the car, I was dead certain that I was sober enough to drive home safely. With one eye shut to keep the road from blurring, I weaved down Monroe Avenue. One minute there was not a soul on the road in front of me, and the next—crash! I had plowed into a big green Buick.

When the police arrived—instantly, it seemed—they gave me a breath test even before asking to see my license. Naturally I registered drunk. After filling out pages of forms and checking to see that no one was injured, the police took me to jail, where I was photographed, fingerprinted, and charged with driving under the influence of alcohol (DUI). I had to pay a $2,000 fine and attend driving school for three months.

It was there, viewing gory films of accident victims with their bodies crunched under tires and heads wrapped inside bumpers, that I resolved not to drive while intoxicated ever again.”

Adapted from: http://wiki.answers.com/Q/What_is_an_example_of_recount_text
How do you pronounce it?
(Repeat after your teacher then find the meaning!)

1. Giggly (Adj) = __________________ [gɪɡli]
2. Margarita (N) = _______________ [məɡərəˈriːtə]
3. Tipsy (Adj) = ___________________ [tɪpsɪ]
4. Souse (N/V) = ___________________ [soʊs]
5. Holler (N/V) = __________________ [ˈhɒlə]
6. Sober (Adj/V) = ___________________ [ˈsəʊbər]
7. Plow (N/V) = ___________________ [plɔː]
8. Weave (N/V) = ___________________ [wiːv]
9. Crunch (N/V) = ___________________ [krʌntʃ]
10. Intoxicate (V) = ________________ [ɪnˈtɒksiˌkeɪt]

Answer these questions based on the text above!

1. What is the story about?
2. When did the story happen?
3. Where did the story happen?
4. Who were the characters in the story?
5. What do you think about the story?
6. Have you ever had the same experience?
Unit 4

It’s Show Time!

Write a story based on your experiences.

After that, find other groups to check your summary; grammar, spelling, content, and generic structure (if you need help, ask your teacher). Next, do the revision then submit to your teacher.

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Do you know?

Look at the picture!

Do you know who she is?

Is she beautiful? Can you describe her to your friend?

Now, read this text below then answer the questions.

A Close Friend by Jim White

Jacques has been my close friend for two years. I first met him on a school exchange trip to Calais, France. I asked him the way to the library and we started talking. We've been friends ever since.

Introduction

Jacques is quite good-looking. He's tall and slim, with olive skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes.

Jacques is very outgoing. He is always friendly and loves to have fun. He's got a fantastic sense of humor and he always makes me laugh. However, he can be a bit immature at times. For example, when he doesn't get what he wants, he acts childishly and stamps his feet.

Jacques is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under sea.

Main body (descriptions)

All in all, I'm glad to have Jacques as my friend. It's a pleasure to be with him and I really enjoy his company. I'm sure we'll always be close friends.

Conclusion

Taken from: http://www.mokslai.lt/referatai/konspektas/7698.html
Find a partner, answer and discuss these questions below!

1. What is the text about?
2. Who is Jacques?
3. What does he look like?
4. What kind of character has Jacques?
5. Do you have close friend? Can you describe him/her?

Attention please!

Listen to your teacher’s explanation and read the brief components of descriptive below!

Components of Descriptive (Describing People)

- Tells a story about a series of events
- The story can be fiction or non-fiction
- The events are told in chronological order

The purposes are to describe people and give general information.

The tense uses Present Tense

Generic Structure:
- Introduction (name when, where and how you first met him/her)
- Main body (appearances, characteristics, and interest)
- Conclusion (uncertain)
Make a group of three or four, read aloud the reading passage (each student reads one paragraph), then discuss the questions.

Cleopatra

One of the most famous women in world history was Cleopatra VII. She was the brilliant and beautiful last Pharaoh of Egypt. Historically, she became queen of Egypt in 51 B.C. at the age of eighteen. She was a Ptolemy, descended from one of Alexander the Great's generals. When she was twenty-one, Julius Caesar became her lover. Seven years later she met Antony. The romantic tragic relationship continued until they died by suicide in 30 B.C.

Cleopatra was legendary. She was famous not only for her breathtaking beauty but also for her great intellect. She had brown eyes and they were shaped like cat eyes. Her skin was in fact an olive shade, darker than Hollywood actress Liz Taylor who portrayed her in the film 'Cleopatra' in 1963. She had medium dark brown hair, about to the middle of her shoulder blades. She had a reputation as an extraordinarily sensuous woman.

Cleopatra was a woman of remarkable poise and unusual intelligence. She was highly educated. She spoke proficiently in nine languages and also skilled in mathematics. She is often considered to be a stunning seductress though she was studying to be a nun. Cleopatra was a very intelligent queen and a politician with a great charisma.

Taken from: http://understandingtext.blogspot.com/search/label/Descriptive?max-results=2
How do you pronounce it?
(Repeat after your teacher then find the meaning!)

1. Descend (V) = ____________________________ [dɪsənd]
2. Suicide (N)= _________________________ [su ɪsaɪd sju -]
3. Olive (N, Adj.) = _____________________________ [ɒ lv]
4. Portray (V) =_______________________________ [pɔ trel]
5. Blade (N) =________________________________ [bleɪd]
6. Sensuous (Adj) =__________________________ [sɛnsoʊs]
7. Remarkable (Adj) =________________________ [rɪ mərˈkeɪəl]l]
8. Poise (N, V) =_____________________________ [poɪz]
9. Stun (V)=_________________________________ [stʌn]
10. Seductress (N) =____________________________ [sɛ dəktrɪs]

Answer these questions!
1. What is it (the story) about?
2. Where did the story happen?
3. What tense is used in the story?
4. Who was Cleopatra VII?
5. When did she become a queen?
6. How was her appearance?
7. What is/ are the moral value/s of the story?
Choose one of the topics below then make the description based on the situation given.

1. Your bag was just stolen by someone. You saw the thief but you couldn't catch him. Then you went to police office. In the police office you have to describe the thief’s appearance.

2. You just saw a terrorist who bombed “Jimbaran Cafe”. Then you have to describe the terrorist to the police.

3. A mother has lost her child. She went to police office and described about her child in the police office.

4. You are falling in love with someone, then you tell your friend about the guy whom you love.

After that, find other groups to check your summary; grammar, spelling, content, and organization (if you need help, ask your teacher). Next, do the revision then submit to your teacher.

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What have you learned?

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Do you know Fjord?
Have you ever visited Fjord?
Is it beautiful? Can you describe it?

Now, read this descriptive text below then answer the question.

The Hanging Gardens of Babylon

The Hanging Gardens of Babylon was a man-made structure that was one of the Seven Wonders of the Ancient World. The Hanging Gardens originated in approximately 605 B.C.

Introduction

Babylon, the capital of Babylonia, was built between the Euphrates and Tigris Rivers, where modern Baghdad, in Iraq, stands today. King Nebuchadnezzar built the Hanging Gardens for his wife, Amytis, who was the Princess of the Medes.

The Hanging Gardens was built on arches overlooking the city walls. The lowest terrace was twenty-four meters off the ground and each succeeding terrace was three meters higher. There were about six terraces, so that the topmost terrace was forty meters off the ground.

The first stage of the building was a series of brick archways that were the same height as the city walls. Underneath them laid a shaded courtyard. On top of these arches, the Babylonians built long brick terraces in rows. These terraces were lined with lead, to hold the water, then covered with thick layers of fertile soil. Many exotic plants and trees were planted. Each of flower-bed was the size of a tennis court and the area of each terrace was thirty meters long by five meters long by five meters wide.

Taken from http://english-text.blogspot.com/search/label/Descriptive%20Text
Find a partner, answer and discuss these questions below!

1. What is the text about?
2. Where was it built?
3. When was it built?
4. How is the terrace?
5. What does the building look like?

Attention please! (Review)

Do you still remember the components of descriptive?
If you remember, fill in the blank parts!

Components of Descriptive (Describing Places)

- Tells a story about a series of events
- The story can be fiction or non-fiction
- The events are told in chronological order

The purposes are to describe people and give general information.

Generic Structure
- Introduction (name when, where and how you first met him/her)
- Main body (appearances, characteristics, and interest)
- Conclusion (uncertain)

The tense uses Present Tense.

Descriptive reading and writing
How to describe?
Use these words to describe particular place

Some Desert Adjectives
Desert: harsh, dry, arid, sparse, severe, hot
Rock: sharp, rough, jagged, angular
Grasses: windblown, bent, dry, pale green, brown
Sand: coarse, fine, glittering, shifting, rippling, sifting, white, golden
Sky: pale, intense, cloudless, azure, purple, crimson
Cactus: tall, short, squatty, spiny, prickly, thorny
Date palm: tall, bent, leather (leaves), frayed (leaves)

Some City Adjectives
City: active, bustling, noisy, busy, clean, dirty, windy
Traffic: loud, congested, snarled
Buildings: old, shabby, rundown, crumbling, modern, futuristic, sleek, towering, squat
Buildings (walls): brick, stone, marble, glass, steel, graffiti-covered
Monuments, statues: stone, copper, carved, ancient, moss-covered, faded, green, bronze
Sidewalk: concrete, cement, slick, cracked, tidy, littered, swept
Paint: fresh, weathered, peeling
Signs: neon, weathered, worn, bright, welcoming, flashing
Buses, cars, taxis: belching, crawling, speeding, honking, waiting, screeching
People: hurried, bundled, smiling, frowning, eager, rushed

Taken from: http://www.writeshop.com/blog/2010/02/23/choosing-vocabulary-to-describe-a-place/
Reading is Cool!

Make a group of three or four, read aloud the reading passage (each student reads one paragraph), then discuss the questions.

The Amazing Taj Majal India

Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra.

Taj Mahal is a Mausoleum that houses the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements.

Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

Taken from http://understandingtext.blogspot.com/2009/10/contohexample-of-descriptive-text-about.html
How do you pronounce it?
(Repeat after your teacher then find the meaning!)

1. Mausoleum (N)= ____________________________ [ˈmɔsəliəm]
2. Vast (N/ Adj) =____________________________ [vɑst]
3. Truncate (V/ Adj) =_________________________ [ˈtrʌŋkət] [ˈtrʌŋkət]
4. Interlock (V)=______________________________ [ˈɪntəlkɔk]
5. Arabesque (Adj) =__________________________ [əˈrɛbɛsk]
6. Dome (N)= ________________________________ [dəm]
7. Flank (N/ V)=______________________________ [flæŋk]
8. Slender (Adj) =______________________________ [ˈslɛndeə]
9. Minaret (N)= ________________________________ [ˈmɪnɛrɛt]
10. Adjoin (V)=_______________________________ [əˈdʒɔin]
11. Stun (V)= ________________________________ [stʌn]
12. Adequate (V/ Adj)=________________________ [ˈædɪkwit]
13. Dawn (N/ V)=______________________________ [dɔn]
14. Foggy (Adj)= ______________________________ [ˈfɒgɪ]
15. Suspend (V)= ______________________________ [ˈsəspənd]

Answer these question!
1. What is the story about?
2. Who built Taj Mahal?
3. What is it for?
4. How is the Mausoleum?
5. How is the central dome?
6. How is Taj Mahal’s architecture?
7. How does Taj Mahal look when it’s full moon?
8. Identify the generic structure!

It’s Show Time!

Choose one of the pictures then make the description based on the pictures given.

After that, find other groups to check your summary; grammar, spelling, content, and organization (if you need help, ask your teacher). Next, do the revision then submit to your teacher.
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**What have you learned?**

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Malaysian Suggested to Carry Condom

Malaysian Deputy Health Ministry urged every woman to carry a condom to protect against HIV, a news report said. “This is not to debate them but to protect them. Women are the first ones to get exploited by their partners (whom are infected by HIV-positive)” Abdul Latif Ahmad was quoted as saying by Sunday Star Newspaper. “But this just a suggestion, it’s up to them”.

Abdul latif made remark to coincide with the International Aids Memorial day, which was celebrated openly for the first time in Malaysia, in bid to reduce stigma for HIV-victim. In the past the event was held behind closed door. Last year, 745 Malaysian women were identified as HIV-positive and 193 were diagnosed with AIDS, he said in the report. Officials have said nearly 81000 Malaysian have been infected with HIV, less then 10 percent are woman, but the number is steadily rising.

Malaysian Aids Council president, Adeebah Kamarulzaman, was quoted as saying besides sex workers, many women who contract HIV are housewives, were infected unknowingly by their husbands. “It’s not that people don’t know that condoms can protect them. But there are some men who don’t care to take precaution, even though they know they have HIV” she said.

(Source The Jakarta Post, June 01, 2008)
Unit 7

Find a partner, answer and discuss these questions below!

1. What is the news about?
2. What information do you get from the news?
3. What is the source of the news?
4. Why did Malaysian Deputy Health Ministry urge every woman to carry a condom?
5. How many Malaysian women were identified as HIV-positive?

Components of News Item

- **The purposes** are to entertain and inform the reader about the story.
- **Generic Structure**
  - Main event (news worthy)
  - Elaboration (background, who, when, where)
  - Sources
- **The tense uses** past tense
  - Use action verb

**Infoms the reader about the events of the day.**
- The events are important

---

Adapted from: [http://understandingtext.blogspot.com/2008/03/text-types-complete-overview.html](http://understandingtext.blogspot.com/2008/03/text-types-complete-overview.html)

Reading is Cool!

Make a group of three or four, read aloud the reading passage (each student reads one paragraph), then discuss the questions.

Brazil Supreme Court awards gay couples new rights

"The freedom to pursue one's own sexuality is part of an individual's freedom of expression," said Justice Carlos Ayres Britto, the author of the ruling. Gay activists welcomed the decision, saying it marked an "historic day" for the country.

"The degree of civilization of a country can be measured by the way people in a nation treat their homosexual community," Claudio Nascimento, head of Rio de Janeiro state's Gay, Lesbian and Transsexuals Committee said, according to O Globo.

From now on same sex couples will be able to register their civil partnerships with solicitors and public bodies, giving them proper inheritance and pension rights.

However, the landmark ruling stops short of recognizing gay marriage, which could involve public or religious ceremonies.

Brazil's Roman Catholic Church had argued against the decision to allow civil unions, saying the only union referred to within Brazil's constitution was that between a man and a woman.

But the country's recently elected President Dilma Roussef has made the issue one of her big social policy reforms.

Taken from: http://www.bbc.co.uk/news/world-13304442
How do you pronounce it?
(Repeat after your teacher then find the meaning!)

1. Overwhelm (V) = ____________________________ [əʊvərməʊlm]
2. Favour (N/ V) = _____________________________________________ [feɪvə]
3. Abstention (N) = ______________________________________ [əb stənʃən]
4. Estimate (N/ V) = ______________________________________ [ɪˈstɪmɪt] / [ˈestɪmeɪt]
5. Afford (V) = _____________________________________________ [əfɔrd]
6. Pursue ()= _____________________________________________ [pər sju ]
7. Civilization (N)= ______________________________________ [sɪˈvɪlɪzaɪʃən]
8. Inheritance (N)= ______________________________________ [ɪn hərɪtəns]
9. Pension (N/ V)= ______________________________________ [ˈpenshən]
10. Solicitor (N)= ____________________________________________ [səˈlɪsɪtə]

Answer these questions based on the text above!
1. What is the news about?
2. What information do you get from the news?
3. What is the source of the news?
4. Why did Brazil Supreme Court give new right for gay couples?
5. Identify the generic structure of that news!
Write a summary on the “Hillary Clinton urges Taliban to reject al-Qaeda allies” with your own words.

After that, find other groups to check your summary; grammar, spelling, and content (if you need help, ask your teacher). Next, do the revision then submit to your teacher.

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<td>3.</td>
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<td><strong>Total Score</strong></td>
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What have you learned?

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**Unit 8**

**Do you know?**

What’s the news today?

Have you read today’s newspaper?
What have you read?
What is it about?

Now, read this news text below then answer the questions.

### Indonesian Migrant Worker dies in Malaysia

An Indonesian migrant worker Munti Binti Bani has died on Monday after being hospitalized for several days due to alleged torture by her employees in Selangor, Malaysia.

<table>
<thead>
<tr>
<th>Main / news-worthy event</th>
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<tbody>
<tr>
<td>Antara state news agency has reported that Munti had been treated at Tengku Ampuan Rahimah hospital since last Tuesday and died on Monday at 10 a.m, local time. Munti was found unconscious with her hands and feet were tied in a bathroom in Taman Sentosa housing complex last Tuesday. She was suffering from major wounds on her body and had apparently been beaten with iron.</td>
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<thead>
<tr>
<th>Elaboration</th>
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<tr>
<td>Munti's body will be sent tomorrow to her hometown in Pondok Jeruk Barat village of Jombang, East Java after undergoing autopsy at the hospital. “We express our deep condolences as there is yet another worker who was tortured and passed away at the hospital,” Indonesia's Ambassador for Malaysia, Da'i Bachtiar said in Kuala Lumpur on Monday. “The Embassy will arrange for all compensation, including insurance, she deserves to receive,” Da'i said.</td>
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<tr>
<th>Sources</th>
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<tbody>
<tr>
<td>He added that Munti's employees Vanitha and Murugan had been detained and were undergoing questioning at the local police office.</td>
</tr>
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</table>

| “We hope the police can uphold justice and punish them should they be proven to be involved in the case,” he said. (Da'i Bachtiar) |

* Taken from: http://www.text-types.com/2011/02/example-of-news-item-indonesian-migrant.html*
Find a partner, answer and discuss these questions below!

1. What is the news about?
2. What information do you get from the news?
3. What is the source of the news?
4. How was Munti when she was found?
5. When did Munti die?

Do you still remember the components of news item? If you remember, fill in the blank parts!

Components of News Item

- __________________________
- __________________________

The purposes are

The tense uses________ Use _______________

Generic Structure

- ______________
- Elaboration (______________)
- Sources

Adapted from: http://understandingtext.blogspot.com/2008/03/text-types-complete-overview.html
**Reading is Cool!**

**Make a group of three or four, read aloud the reading passage (each student reads one paragraph), then discuss the questions.**

**Where William and Kate Spend Their Honeymoon**

The newlywed Duke and Duchess of Cambridge are to honeymoon in a £4,000-a-night villa on one of the most beautiful and romantic islands in the world. Prince William is to whisk his bride away to a secret hideaway in the Indian Ocean for a ten-day holiday later this month.

It was widely expected that the couple would be going on honeymoon this week after their wedding on Friday. But at the weekend it was announced that the Duke, a search and rescue pilot, would be returning to work tomorrow at RAF Valley on Anglesey.

Despite his status as second in line to the throne he had to apply for leave like his colleagues. He was given a week off for the wedding but was told that he would have to split any further holiday requests – hence the delayed departure date.

The *Mail* can reveal that the Duke and Duchess are due to fly out by private jet in mid-May before being taken by helicopter from the mainland to the tropical retreat.

Two Scotland Yard protection officers checked the destination a fortnight ago to ensure it would give the couple the privacy they crave. The *Mail* is not publishing details of the location, and it is understood that not even Kate is aware of the exact destination.

The resort, which is surrounded by coconut groves, offers almost complete isolation. Its white sand beaches are bathed by crystal-clear turquoise waters and are a sanctuary for sea turtles.

Only a handful of luxury villas are dotted across the island. Hand-crafted out of local wood, each has an open-air bathroom area with sunken bath and shower, a private garden and a wooden deck with freshwater rock pool and yoga pavilion.

There is a butler on hand in every villa, and a personal chef will conjure up a daily menu based on freshly-caught fish and whatever delicacies the couple wish.

The area is an eco-haven and while snorkeling, kayaking or diving are encouraged, its tranquility is preserved with a ban on jet skis and similar watersports.

A source said: ‘It’s one of the most incredible places you will ever visit and Kate will have the time of her life. It’s everything you could want from a honeymoon destination and more – beautiful beaches, tropical seas and complete privacy.

‘The prince’s protection officers flew out two and half weeks ago to check it out and their villa has been booked and confirmed.

‘It’s a real Robinson Crusoe kind of place. There are some beautiful hikes, but if you can’t be bothered to walk a golf cart will transport you. They will also deliver you a picnic with ice-cold drinks.'
‘If you fancy some company there is a little beach bar and a restaurant. Most people, however, prefer to eat meals brought by the butler on the privacy of their deck while watching the sunset.’

Over the weekend the Duke and Duchess have been enjoying a ‘mini-moon’ at a mystery location in the UK. They flew in the Queen’s helicopter from Buckingham Palace on Saturday for a two-night break.

Clarence House refused to reveal their destination, or issue official pictures of the honeymooners. Previous royal newlyweds, including Prince Charles and Princess Diana and the Queen and Prince Philip, all posed for photographers. The secrecy sparked a nationwide guessing game with alleged sightings of the couple from the Isles of Scilly to North East Scotland. A Clarence House spokesman said last night: ‘The couple have asked the media to respect the privacy of their honeymoon, therefore we can neither confirm nor deny speculation.’

Jimmy Hittipeuw
Answer these questions based on the text above!

1. What is the news about?
2. Where are William and Kate going to have the honeymoon?
3. How is the place?
4. What are the facilities there?
5. Identify the generic structure!

It’s Show Time!

Write a summary of the news “Where William and Kate Spend Their Honeymoon”

After that, find other groups to check your work; grammar, spelling, content, and generic structure (if you need help, ask your teacher). Next, do the revision then submit to your teacher.

Evaluation for writing

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<thead>
<tr>
<th>No.</th>
<th>Grammar</th>
<th>Content</th>
<th>Spelling</th>
<th>Organization</th>
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<td>1.</td>
<td>Excellent (81–100)</td>
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<td>2.</td>
<td>Very good (71-80)</td>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX G

Sample of the answer of Questionnaire for Need Analysis
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Nama: Ha-Reams Eka Riw

1. Bacaan apa saja yang anda sukai? (contoh: novel, nonfiksi, science, dll)
   Komik

2. Kegiatan apa saja yang dilakukan dalam kelas reading?
   Bacaan, membaca, Speaking

3. Kesulitan apa saja yang anda alami di kelas reading?
   Mengeja kata

4. Kegiatan apa saja yang dilakukan dalam kelas writing?
   Mengan, tugas

5. Kesulitan apa saja yang anda alami dalam kelas writing?
   Menghafal kata

6. Apakah anda menyukai mendiskusikan bacaan dalam kelompok kecil?
   Mengapa?
   Saya karena belajar sendiri lebih enak daripada mendengar penjelasan

7. Apakah didalam kelas anda pernah melakukan kegiatan tersebut(mendiskusikan bacaan dalam kelompok)?
   pernah

8. Aktivitas belajar yang seperti apa yang anda inginkan dalam kelas reading dan writing?
   yah santai aja jangan terlalu tegang

Thank you ☺
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Nama: WIA SAVILLA ARBA LASE

1. Bacaan apa saja yang anda sukai? (contoh: novel, nonfiksi, science, dll)

2. Kegiatan apa saja yang dilakukan dalam kelas reading?

3. Kesulitan apa saja yang anda alami di kelas reading?

4. Kegiatan apa saja yang dilakukan dalam kelas writing?

5. Kesulitan apa saja yang anda alami dalam kelas writing?

6. Apakah anda menyukai mendiskusikan bacaan dalam kelompok kecil? Mengapa?

7. Apakah didalam kelas anda pernah melakukan kegiatan tersebut (mendiskusikan bacaan dalam kelompok)?

8. Aktivitas belajar yang seperti apa yang anda inginkan dalam kelas reading dan writing?

Thank you 😊
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Nama: Rahayu Saraswati H

1. Bacaan apa saja yang anda sukai? (contoh: novel, nonfiksi, science, dll)
   Novel, Komik, Cerpen

2. Kegiatan apa saja yang dilakukan dalam kelas reading?
   Menganalisis dan membaca

3. Kesulitan apa saja yang anda alami di kelas reading?
   Guru sering kurang jelas

4. Kegiatan apa saja yang dilakukan dalam kelas writing?
   Membuat Novel, Cerpen, Legenda

5. Kesulitan apa saja yang anda alami dalam kelas writing?
   Tertunda

6. Apakah anda menyukai mendiskusikan bacaan dalam kelompok kecil? Mengapa?
   Suka karena dapat memperbanyak imajinasi

7. Apakah didalam kelas anda pernah melakukan kegiatan mendiskusikan bacaan dalam kelompok?
   Pernah

8. Aktivitas belajar yang seperti apa yang anda inginkan dalam kelas reading dan writing?
   Reading

Thank you 😊
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Nama: [Nama Mahasiswa]

1. Bacaan apa saja yang anda suka? (contoh: novel, nonfiksi, science, dll)
   - [Jawaban]

2. Kegiatan apa saja yang dilakukan dalam kelas reading?
   - [Jawaban]

3. Kesulitan apa saja yang anda alami di kelas reading?
   - [Jawaban]

4. Kegiatan apa saja yang dilakukan dalam kelas writing?
   - [Jawaban]

5. Kesulitan apa saja yang anda alami dalam kelas writing?
   - [Jawaban]

6. Apakah anda menyukai mendiskusikan bacaan dalam kelompok kecil?
   - [Jawaban]

7. Apakah didalam kelas anda pernah melakukan kegiatan tersebut (mendiskusikan bacaan dalam kelompok)?
   - [Jawaban]

8. Aktivitas belajar yang seperti apa yang anda inginkan dalam kelas reading dan writing?
   - [Jawaban]

Thank you 😊