DESIGNING A SET OF SUPPLEMENTARY AUTHENTIC
READING MATERIALS FOR THE SEVENTH GRADE
STUDENTS OF SMP N 1 SEDAYU

A SARJANA PENDIDIKAN THESIS

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

By
St Fajar Pamungkas
Student Number: 06 1214 101

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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Defended before the Board of Examiners
On 17 July 2012
And Declared Acceptable

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Yogyakarta, 17 July 2012
Faculty of Teachers Training and Education
Nusa Dharma University

Dean
Rohandi, Ph.D.
STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, 17 July 2012

The Writer

St. Fajarmungan
data: 061214101
When I See You Smile
(Bad English)

Sometimes I wonder
How I’d ever make it through,
Through this world without having you
I just wouldn’t have a clue.

Cause sometimes it seems
Like the world’s closing in on me,
And there’s no way of breaking free
And then I see you reach for me.

Sometimes I wanna give up
I wanna give in,
I wanna quit the fight.
And then I see you, baby
And everything’s alright,
everything’s alright.

When I see you smile
I can face the world
you know I can do anything.
When I see you smile
I see a ray of light.
I see it shining right through the rain.
When I see you smile
Oh yeah, baby when I see you smile at me.

Baby there’s nothing in this world
that could ever do
What a touch of your hand can do
It’s like nothing that I ever knew.

And when the rain is falling
I don’t feel it,
’cause you’re here with me now
And see, look at you baby.
Is all I’ll ever need,
you’re all I’ll ever need.

I dedicated this thesis to
my beloved family,
my dearest friends, and
my lovelyoe.
ABSTRACT


English lesson is one of the four main lessons which determine the Junior High School students’ graduation. Unfortunately, English lesson, especially Reading, was one of the lessons which were considered difficult and boring. This fact was strengthened by the research result which was conducted by the researcher in SMP N 1 Sedayu. To gather the data, the researcher distributed questionnaires to two groups of participants; the first one was 90 students of SMP N 1 Sedayu grade seven, whereas the second one was two English teachers of the same school. From the data gathered, the researcher found the fact that most of the participants revealed that English lesson, especially Reading, was considered uninteresting and boring. This was caused by the use of text books and students worksheets in most of the English teaching learning. Therefore, the researcher intended to design a set of authentic reading materials which could be used as supplementary materials in reading activities in grade seven so that the students would be attracted to read. The research was focused on one formulated problem, which was “What does the set of supplementary authentic reading materials look like?”

To answer the question above, the researcher employed five steps of R & D cycle. The steps were: (1) Research and Information Collecting, (2) Planning, (3) Development of Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Main Product Revision.

In order to answer the question, the researcher designed a set of supplementary authentic reading materials for grade seven which contained of four unit. Each unit consisted of three sections which were Think It Over, Open up Your Mind and Try It Out. When designing the authentic materials, the researcher adapted Taba’s and Kemp’s instructional design models. The researcher employed eight steps. The steps were: (1) Conducting diagnosis of needs; (2) Determining the competency standards, the basic competences, and the topics; (3) Formulating the indicators; (4) Determining and organizing the subject contents; (5) Determining and organizing the teaching learning experiences; (6) Designing the materials; (7) Determining what to evaluate, the ways and the means of doing the evaluation; and (8) Revising the materials.

The materials evaluation result showed that the participants mostly tended to choose number 3 and 4, which were as the representation of agree statement toward the designed materials. It showed that the designed materials were good, acceptable, and applicable for the seventh grade students of SMP N 1 Sedayu.

Keywords: supplementary materials, authentic reading materials
ABSTRAK


Pelajaran Bahasa Inggris merupakan salah satu penentu kelulusan siswa SMP. Sayangnya, Bahasa Inggris terutama Reading menjadi salah satu pelajaran yang dianggap sulit dan membosankan oleh anak-anak. Hal ini diperkuat oleh hasil penelitian yang dilakukan oleh peneliti di SMP N 1 Sedayu. Untuk mendapatkan data, peneliti menggunakan kuesioner yang ditujukan kepada dua kelompok subyek penelitian; kelompok yang pertama adalah 90 siswa kelas VII, sedangkan kelompok yang kedua adalah dua guru di sekolah yang sama. Dari data yang diperoleh, peneliti mendapatkan hasil bahwa hampir seluruh siswa menyatakan pelajaran Bahasa Inggris terutama kegiatan Reading tidak menarik dan membuat mereka bosan. Hal ini dipicu oleh penggunaan buku teks dan lembar kerja siswa yang terus-menerus dalam setiap kegiatan belajar-mengajar Bahasa Inggris. Oleh karena itu, peneliti bermaksud mendesain satu set authentic materials yang dapat digunakan sebagai materi tambahan dalam kegiatan Reading siswa kelas VII sehingga anak dapat tertarik untuk membaca. Penelitian ini difokuskan pada satu pertanyaan penelitian, yaitu “Seperti apakah penyajian satu set authentic materials sebagai materi tambahan dalam pelajaran Reading?”


Untuk menjawab pertanyaan tersebut di atas, penulis menyajikan satu set authentic materials sebagai materi tambahan dalam pelajaran Reading kelas VII yang terdiri dari empat unit. Tiap unitnya terdiri dari tiga bagian yaitu Think It Over, Open up Your Mind dan Try It Out. Dalam pembuatannya, penulis mengadaptasi model pembelajaran dari Taba dan Kemp. Penulis menerapkan delapan langkah: (1) Mengadakan diagnosis kebutuhan; (2) Menentukan standar kompetensi, kompetensi dasar, dan topik; (3) Merumuskan indikator; (4) Menentukan isi pembelajaran; (5) Menentukan dan mengatur kegiatan belajar mengajar; (6) Memilih peralatan yang dibutuhkan; (7) Menentukan apa yang dievaluasi, cara dan alat untuk mengevaluasi, dan (8) Memperbaiki materi.

Hasil evaluasi materi menunjukkan bahwa para partisipan cenderung memilih angka 3 dan 4, yang merujuk pada pernyataan setuju terhadap materi yang telah dibuat. Ini menunjukkan bahwa materi tersebut bagus dan dapat diterima dan digunakan untuk siswa kelas VII SMP N 1 Sedayu.

Kata Kunci: supplementary materials, authentic reading materials
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Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama : St. Fajar Pamungkas
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Demikian pernyataan ini yang saya buat dengan sebenarnya.

Dibuat di Yogyakarta

Pada tanggal: 17 Juli 2012

Yang menyatakan

(St. Fajar Pamungkas)
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CHAPTER I
INTRODUCTION

This chapter discusses the research background, problem formulation, problem limitations, research objectives, research benefits, and definition of terms.

A. Research Background

Nowadays, English is considered as an obligatory lesson to be learnt almost in every school grade in Indonesia. Furthermore, English also becomes one of the four lessons that determine the Junior High School students’ graduation. There are four basic skills of English learning which need to be learnt and one of those skills is reading.

Reading is one of the important skills that the students should master. As it is described by Bamberger (1975: 7-8), reading is an important aspect for individuals and for society. Reading serves many different purposes. Through reading, people can learn ideas, concepts, and attitudes. By reading people can take much information they need in their daily life. Moreover, reading is an essential skill for English as second or foreign language (ESL/EFL) students. Its role is important in language acquisition.

However, the result of the observation that the researcher did in SMP N 1 Sedayu showed that reading made students bored and sleepy. In addition, the researcher had also interviewed the English teachers about the situation of English
reading classes in the same school. The results of the interview showed that reading classes often made the students bored. Due to that, the English teachers should be active in finding interesting materials for the students to make them motivated to learn. In addition, to support their students in learning English especially in reading skill, the English teachers should provide good materials in order that their students will be able to master the English language well.

Materials that are usually used in classroom are textbooks. According to Brown, Lewis and Harclerode (1977) in their book titled *AV Instruction: Technology, Media and Methods*, textbooks are versatile product. They help to organize instruction by providing common reading experiences, suggested activities, recommended readings, and questions. In addition, textbooks are used and reused material. However, still according to Brown, Lewis and Harclerode, the learning task in textbooks is too often more reading to remember than finding, choosing, and using data to solve problems or to serve other useful purposes.

Furthermore, textbooks provide minimal information, which only stimulate little interest on the user's part to pursue any of them very far. Meanwhile, because textbooks can be reused, the teachers can always depend on a textbook and do not consider to look for or to make other materials to support the teaching. In addition, the topic itself can be outdated and inappropriate with the development of information recently. This means that we need materials which are not textbooks. One of them is authentic materials.

Nunan (1999) defines authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not
specifically written for purposes of language teaching. The examples of authentic materials are newspaper, magazine, photographs, video selections, and other teaching resources. This means that authentic materials are made purely not for language teaching but for entertainment and communication.

In addition, one of the main purposes of using authentic materials in the classroom is to make the English lesson interesting. Also, authentic materials expose learners to a great extent, to the “real language” used outside their classroom. As it is stated by Parks (1982: 40), newspapers as one form of authentic materials contains information which is new to students and even would be on the subject of their personal interests. Parks also mentions that by using newspapers, students will not only learn to read newspaper articles as well as to learn the language, but also the culture that the articles reflect. Furthermore, authentic materials can present excellent examples of the real use of the language as a means of communication.

Based on the researcher’s opinion and experience, the non-authentic materials such as textbooks sometimes concentrate more on the language the teachers wish to teach rather than the students’ needs and interests. Those kinds of material mostly use artificial language because the language items being used are perfectly formed sentences all the time. Meanwhile, it is a fact that in real life, the language is not simply used like that. The language is sometimes manipulated in such a way that the students will, at certain points of time, feel that they are not going to encounter such language in real life. That is why, when the students plunge to the society especially when they are surrounded by foreigner, they need
to adapt for a while to blend with them and understand what they are talking about.

Even though textbooks have some weaknesses, the researcher believes that they are good materials because they had been made by the pedagogical experts. Something that the teacher should remember is that they should be able to provide other materials to complete the textbooks-based activities to make the more effective and enjoyable learning as well as to avoid the students’ boredom. In this research, the researcher is going to design the authentic materials in form of supplementary materials so that it can be used alongside the textbooks to enrich the English reading lesson. It is expected that the students will be able to feel the real experience of the real use of the language from them rather than textbooks.

From the problem illustration above, the researcher is interested to design a set of supplementary authentic reading materials for Junior High School, especially SMP N 1 Sedayu, which are in accordance with the students’ needs and interests.

B. Problem Formulation

This research is conducted to find out the answers of the formulated problem that the researcher has composed. It is:

What does the set of supplementary authentic reading materials for the seventh grade students of SMP N 1 Sedayu look like?
C. Problem Limitation

In this research, the researcher focuses on the set of supplementary authentic materials which is specified for teaching reading. The set of supplementary materials itself is specially designed for seventh grade students of SMP N 1 Sedayu. It is designed based on three topics that had been discussed with the English teacher. Yet, the topics are still referred to the selected reading Basic Competence of the second semester English syllabus of seventh grade of SMP N 1 Sedayu.

D. Research Objectives

In this research, there is one objective to elaborate as follow:

To design the set of supplementary authentic material for teaching reading for the seventh grade students of SMP N 1 Sedayu.

E. Research Benefits

There are a number of benefits of this research for some groups of people. The benefits are specified for three groups of people: the students, the English teachers and other researchers of English language.

a. The benefits for the students

The benefits of this research for the students are as follows:

1. The students are exposed to the use of English in real world.
2. The students are enriched with the broader knowledge and information gained from the authentic reading materials they read.
3. The students are able to directly recognize the use of certain vocabulary in the certain contexts.

b. The benefits for the English teachers

The benefits of this research for English teachers are as follows:

1. This research is expected to be able to give the English teachers an alternative supplementary material besides of textbooks that can be used in reading class.

2. This research will hopefully be able to encourage the English teachers to create and/or find out the more effective supplementary reading materials.

c. The benefits for the other English language researchers

The benefits of this research for other English language researchers are as follows:

1. This research is hopefully able to encourage English language researchers to explore the other supplementary materials which are possibly implemented in the reading class.

2. This research is expected to encourage English language researchers to do the further research on the use of authentic materials as a supplementary material not only for reading but also the other skills.

F. Definition of Terms

These are some terms which need to be defined:

1. Materials

Littlejohn and Windeatt (1989) argue that materials have a hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning,
attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender, society, etc. Materials have an underlying instructional philosophy, approach, method, and content, including both linguistic and cultural information. That is, choices made in writing textbooks are based on beliefs that the researchers have about what language is and how it should be taught. The researcher is going to use a certain approach, for example, the aural-oral approach, and choose certain activities and select the linguistic and cultural information to be included.

2. Design of Materials

According to Kemp (1977: 8), design is a plan which is applied in every level of education and it has three essential elements. They are objective of the learning, the activities and resources, and evaluation. In this research, design is a plan to arrange a set of authentic English reading materials where it can be used to facilitate the seventh grade students of SMP N 1 Sedayu to learn English through real language.

3. Authentic Materials

Authentic materials are the materials like texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes. Authentic materials provide exposure to real language and they provide a link between the classroom and students’ needs in the real world (Richards, 2001). In this research, authentic materials are materials that used for entertainment and communication instead of language teaching. The materials
used in this research will be taken from magazines, newspapers, and some of the sources providing authentic materials.

4. Supplementary materials

Brown, Lewis, and Harcleroad (1977: 340) define supplementary materials or books as materials used to enrich class learning and to accommodate individual differences among students. Further they said that supplementary materials are frequently brought to classrooms from the school media center to form a decentralized loan collection. Such collections are sometimes augmented by books students bring from their homes. Meanwhile, in this research, a supplementary material itself is described as an additional material which is aimed at completing the available learning material in order to get the better result of learning.

5. Junior High School or SMP

SMP stands for Sekolah Menengah Pertama and is translated as English Junior High School. It is the school for the students who have already graduated from the elementary school. It is a school for students at the age of range 12-15.

6. Reading

Reading is one of four skills in learning English. Reading is something that people always doing every time, for example we often read newspapers, magazine, e-mail, advertisement, or textbooks. According to Nuttall (1996), the central ideas behind reading are the idea of meaning; the transfer of meaning from one mind to another, the transfer of a message from researcher to reader, how we get meaning by reading, and how the reader, the researcher and the text all
contribute to the process. Still Nuttal as cited in Simanjuntak (1988:14), defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the symbol, which represents the language and the readers’ skills, and knowledge of the world.
CHAPTER II
REVIEW OF LITERATURE

This chapter presents the literature review of the research. This includes two main parts, namely theoretical description and theoretical framework.

A. Theoretical Description

This section discusses some theories related to the research which are found in some books, journals, as well as articles. It consists of three main points, namely (1) Instructional Design, (2) Task-Based Learning, (3) Reading, and (4) Authentic Materials.

1. Instructional Design

In this research, the researcher employs Taba’s and Kemp’s instructional design models. The researcher uses the two instructional design models in order to answer the questions presented in the previous chapter. The models of Taba’s and Kemp’s designs are explained as follows.

a. Taba’s Instructional Design Model

Taba (1962: 12) offers planning in which is suited to view curriculum as product. The main concern of this planning is on the students’ outcomes; therefore, the stating of objectives becomes the main focus of the planning. There are seven stages in this planning. The explanation is as follows.
1) Diagnosis of Needs

Diagnosis of needs is used to analyze the problems, the conditions, and the difficulties of the students. Furthermore, the diagnosis of needs is conducted by gathering together the existing knowledge with the new information to get the new improvement for the new approach. In this research, the data analysis results are used to design the suitable authentic reading materials for the seventh grade students of SMP N 1 Sedayu.

2) Formulation of Objectives

The formulation of specific objectives is determined by the results of the needs analysis since it will give clear direction to which aspects to emphasize and from the general objectives of the school.

3) Selection of Content

The selection of content is influenced by the analysis of needs and the formulation of objectives for the reason that both stages provide guidance to determine which aspects to put emphasis on. This stage encompasses three steps. The first step is the selection of topics. The second step is the selection of basic ideas. The last step is the selection of specific content.

4) Organizing of Content

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

The important rule in selecting the learning experiences is that each learning experience should provide some definite functions. Therefore, it is important to visualize what the students need to do or experience in order to achieve some behavioural competencies and what the order of these experiences should be. Furthermore, the success of the students achieving the objective depends on the learning experiences which are used in the research.

6) Organizing of Learning Experiences

The next stage to conduct is to organize the learning experiences. The most important point in organizing learning experiences is that it follows a sequence to create continuous and accumulative learning. This learning sequence should include the generalization and abstraction, the development of central ideas, and the appropriate steps to attain concepts and attitudes.

7) Determination of What Ways to Evaluate and of the Ways and Means of Doing It

The purpose of conducting evaluation after the program completed is to check the overall consistency among the components. The evaluation among its components is important to do in order to correct some errors which may occur. Furthermore, it can be used to re-examine the total plan to see that there are no serious inconsistencies among the components. The results of the evaluation can be used to revise and make improvement on the designed materials. By establishing the suitable means of evaluation, the researcher may be able to design the appropriate reading materials in this research.
The seven steps of Taba’s design model are as follows.

- **Diagnosis of Needs**
- **Formulation of Objectives**
- **Selection of Content**
- **Organization of Content**
- **Selection of Learning Experiences**
- **Organization of Learning Experiences**
- **Determination of what to evaluate and of what ways and means of doing it**

**Figure 2.1 Taba’s Instructional Design Model (Taba, 1962: 12)**

**b. Kemp’s Instructional Design Model**

According to Kemp, there are eight parts in constructing an instructional design. The eight parts are flexible process. The researcher can start from any parts that are ready then move back or forth to the other parts. Eventually, however, the researcher should do most of the eight parts in the instructional design.
In his book *Instructional Design* (1977) Kemp mentions that the material designer should pay attention to three questions which are considered as the essential elements in constructing instructional design. Those questions are:

1) What must be learnt? (*objective*)

2) What procedures and resources will work best to reach the desired learning levels? (*activities and resources*)

3) How will we know when the required learning has taken place? (*evaluation*)

In addition, Kemp defines further that instructional design model consists of eight parts. Those parts are described as follows.

1) Defining Goals, Topics, and General Purposes

   Instructional design planning starts with the recognition of the broad goals of the school system or institution. The goals may be derived from society, students and subject areas. After that, the teacher should list the major topics to be treated within the content area. The teacher expresses explicitly the general purposes for the chosen topics.

2) Finding out Learner Characteristics

   Enumerating the important characteristics of the learners for whom the instruction is to be designed. Learners’ characteristics, needs, abilities and interests will take big consideration in constructing the materials.

3) Specifying Learning Objectives

   Learning objectives must be stated in terms of activities that will best promote learning. Kemp (1977: 24) states that learning objectives can be categorized into three categories; those are cognitive, psychomotor, and affective.
However, cognitive domain is mostly used in educational program. Cognitive domain includes objectives concerning knowledge, comprehension, application, analysis, synthesis, and evaluation. In planning process, the planner should consider the action verb that will be used in specifying the learning objectives because each verb relates to certain level of objectives.

4) Organizing Subject Content

There are two elements included in subject content, there are “organizing content and task analysis”. Organizing content aims to put the content in a good order so that it will be learnable for the learners. Task analysis is conducted to manage the procedures of teaching in a well sequenced order so that the procedures can support the learning.

5) Developing Pre-Assessment

According to Kemp (1977: 50), pre-assessment will answer these questions: (1) is the student prepared to research the topic or unit? And (2) is the student competent in some of the stated objectives? To answer those two questions, a test is needed. There are two kinds of tests, namely prerequisite testing and pretesting. Prerequisite testing aims to gain information whether the students have appropriate preparation for the topic. The results of prerequisite testing will let the teacher know who are ready to learn the topic, who needs the remedial or even who are not ready yet and should start from the beginner level.

6) Planning the Teaching/ Learning Activities and Resources

The teacher must determine the most efficient and effective methods and then select materials to provide learning experiences that will utilize the content
associated with each objective. The planner should also select the media to support teaching-learning activity. According to Kemp (1977: 74), there are three reasons why selecting media is complicated. First, there are many audiovisual resources from which to choose. Second, there are no clearcut guidelines for making a selection. Third, few educators have had broad enough experiences with the resources available to have a sound basis for selecting an appropriate medium or combination of media for communicating content or providing student experiences, in terms of an objective within the chosen teaching/learning pattern.

7) Organizing Support Services

Support services such as “fund, facilities, equipment, and personnel” (Kemp, 1971: 84) influence much to the design plan. The absence of one element will really affect the other elements. Therefore, a material researcher should not ignore these factors in the process of designing materials. The material researcher should prepare any facilities which are likely to help the designing of the materials.

8) Evaluating Students’ Achievement

The last step is evaluating the learners’ knowledge whether the learning objectives had been achieved or not. Furthermore, the researcher will do some revision and reevaluation to any stages which need improvement.
2. Authentic Materials

The theory of authentic materials in this section is divided into two parts. The first is the definition of authentic materials and the second is the reasons of using authentic materials.

a. The Nature of Authentic Materials

Richards (2001: 252) defines authentic materials as materials that are used in teaching in the form of texts, photographs, video selections, and other teaching
resources that were not specially prepared for pedagogical purposes. Further, Richards also elaborates that authentic materials have a positive effect on learners’ motivation because they are more interesting and motivating than textbooks. The authentic materials usually provide authentic cultural information. Due to that, besides learning about the language, the students can also learn about their culture. In addition, Richards also states that authentic materials provide exposure to real language and they relate more closely to learners’ needs and hence provide a link between the classroom and students’ needs in the real world.

Gebhard (1996) gives more examples of authentic materials that EFL/ ESL teachers have used. Some of his examples, which may serve as source material for lesson planning, are shown below.

1) Authentic Listening/Viewing Materials can be in the form of TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

2) Authentic Visual Materials can be in the form of slides, photographs, paintings, children’s aronerk, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

3) Authentic Printed Materials can be in the form of newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books,
maps, TVguides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

4) Realia ("real world" objects) Used in EFL/ ESL Classrooms can be in the form of coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. Realia are often used to illustrate points very visually or for role-play situations.

b. The Reasons of Using Authentic Materials

According to Brinton (1991), authentic materials and media can reinforce students to the direct relationship between the language classroom and the outside world. Gebhard (1996) sees authentic materials as a way to “contextualize” language learning. When lessons are centered on comprehending a menu or a TV weather report, students tend to focus more on content and meaning rather than the language itself. This offers students a valuable source of language input, so that they are not being exposed only to the language presented by the text and the teacher. Meanwhile, Peacock (1997) reveals authentic materials as materials that have been produced to fulfil some social purpose in the language community.

In addition, Melvin and Stout (1987: 51) state that the use of authentic materials can give learners information and knowledge about what happens on the other side of the world. Howell (1986: 40) states that the authenticity of the texts provides for motivated reading, leaving the foreign students with a sense of pride at having accomplished a recognizable feat in the challenging arena of English-language learning. In addition, authentic materials provide learners with
information on the cultural and social life of foreign countries. In other words, learners will not only be able to learn the target language, but also the target society and its culture as well.

Brosnan, Brown and Hood (1984) also states that authentic printed materials provide students with the opportunity to make use of non-linguistic clues (layout, pictures, colors, symbols, the physical setting in which it occurs) to help them discover the meaning more easily. Brosnan, Brown and Hood also justify the importance of the use of authentic language in the classroom in this way:

1) Language is natural. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, etc.), we risk making the task more difficult. We may, in fact, be removing clues to meaning.

2) Authentic language offers students the chance to deal with a small amount of material which, at the same time, contains complete and meaningful messages.

3) Authentic printed materials provide students with the opportunity to make use of non-linguistic clues (layout, pictures, colors, symbols, the physical setting in which it occurs) to help them discover the meaning more easily.

4) Adults need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, and real-life material treated realistically makes the connection obvious.

Harmer (1983: 146) states that authentic materials are different from textbooks which are especially designed for language teaching. In textbooks, the
language and structures have been adjusted for the purpose of teaching and it does not give a real challenge to the students. By using authentic materials, the students can learn how the language is used in the real situation and in the different contexts. Using authentic materials in teaching reading also gives the students an opportunity to gain real information about what happens in the world recently.

3. Task-Based Learning

It is necessary for the researcher to find out an appropriate theory as the foundation to produce a good and applicable material design. In this research, the researcher uses task-based learning theory as the base to design the planned authentic reading materials. There are two points explained in this theory. The first part is the nature of task-based learning. Meanwhile, the second part is seven principles of task-based learning.

a. The Nature of Task-Based Learning

David Nunan (1989) states in his book *Designing Tasks for Communicative Class Room*, task-based teaching and learning is teaching and learning a language by using language to accomplish open-ended tasks. Learners are given a problem or objective to accomplish but are left with some freedom in approaching this problem or objective. In addition, a task is defined by David Nunan as an activity (or technique) where students are urged to accomplish something or solve some problem using their language. Preferably, as he further states, this activity is open-ended; there is no set way to accomplish their goal.
In addition, he reveals that a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. While these definitions vary somewhat, they all emphasize the fact that pedagogical tasks involve communicative language use in which the user’s attention is focused on meaning rather than grammatical form.

Nunan (2004) also states that pedagogically, task-based language teaching has strengthened the following principles and practices:

- A needs-based approach to content selection.
- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.
- The linking of classroom language learning with language use outside the classroom.
b. Seven Principles of Task-Based Learning

In this second section, the researcher exposes the seven principles of task-based learning to develop the instructional sequence materials based on Nunan (2004) in his book Task-Based Language Teaching.

1) Scaffolding

In this section, the material designer has to create a number of schema building tasks which is aimed at not forcing the learners to produce language that has not been introduced either explicitly or implicitly.

2) Task Dependency

Task dependency tells a “pedagogical” story, as learners are led step by step to the point where they are able to carry out the final pedagogical task in the sequence.

3) Recycling

In this part, the material designer needs to consider the strategy to reintroduce the learning item over a period of time in order to allow the learners to encounter target language items in a range of different environments, both linguistic and experiential.

4) Active Learning

Learners can learn best by actively using the language they are learning. A key principle behind this concept is that learners learn best through doing – through actively constructing their own knowledge rather than having it transmitted to them by the teacher.
5) Integration

Learners should be taught in ways that make them clear about the relationship among linguistic form, communicative function and semantic meaning.

6) Reproduction to Creation

In this section, the material designer needs to find ways to encourage the learners to move from reproductive to creative language use.

7) Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

4. Reading

The theory of reading is divided into two parts. The first is types of reading, and the second is reading strategies in the target language.

a. Types of Reading

According to Cohen (1990: 80-81) there are some types of reading. They are:

1) Receptive Reading

The purpose of this type of reading is to discover everything or nearly everything that the author seeks to convey.

2) Reading for the Main Points or Detailed Comprehension

Reading for the main points means that the reader seeks only the main information from text, e.g. reading a lengthy editorial about an upcoming
election. The purpose reading for detailed comprehension is to find detail information from the text, e.g. reading an insurance policy before signing.

3) Responsive Reading

Responsive reading is using the author’s material as prompt for someone’s critical reflection. The reading material will trigger the reader’s critical thinking.

4) Skimming

The main purpose of skimming is to get the gist – a basic impression of what is written – to identify the type of the text and its status e.g. fact, opinion, etc - to determine whether it is relevant to someone’s needs.

5) Speed Reading

Speed reading is another form of rapid reading. In this type of reading, the readers are asked to make rapid online inferences, using their background knowledge as much as possible.

6) Scanning

Scanning is intended to find or to locate specific information such as symbol or a group of symbols, locating a date in the text, etc.

7) Search Reading

In search reading, the readers are attempted to locate information when they are not sure of its form.

8) Oral Reading

Oral reading implies a linear recitation of text with the main purpose in the classroom usually being to indicate to the teacher whether the reader
understands the text and not as a means for training students in the art of oral recitation.

b. Reading Strategies in the Target Language

Wiriyachitra (1982: 20-21) proposes four activities to be learnt and practiced to read scientific material comprehensively but the researcher only take some of them to be used in the materials design.

1) Vocabulary recognition

There are three techniques in vocabulary recognition but the researcher only uses two of them. They are:

a) Checking the meaning of the word in a dictionary

   It is the simplest because a dictionary provides the exact meaning of the word.

b) Guessing the meaning of the word from the context, using context clues

   The student is taught to find the clues. The clues can be in the form of definition, contrasting statement, description or inferring meaning.

2) Sentence comprehension

There are four techniques in sentence comprehension but the researcher only applies one. It is recognizing reference terms. A reference term is a word or phrase to replace another word so that the researcher does not have to repeat the same word again and again.
B. Theoretical Framework

The theoretical description above gives us the understanding of instructional design, reading, authentic material, and task-based learning as the basis of the making of the materials. The theoretical description becomes the basis of clarifying the theoretical framework of this research which then will lead us to the actual description.

In constructing the supplementary materials, the research has some things to consider so that the designed materials will be well constructed and appropriately used. The first one is the relationship of task-based learning theory and authentic materials as it was elaborated previously. It can be inferred from the theory that task-based learning and the use of authentic materials support each other. Authentic materials become one aspect which enables the students to successfully learn a language as they expose the real language use in the real situation. Further, the task-based learning enables the students to freely broaden their own ability in learning and using the language throughout the tasks that will be given. The students are not limited to apply any kind of strategy to accomplish the tasks; they are expected to be able to find their own way to finish the task using the language use authenticity.

In addition, the researcher also focuses on the importance of using authentic materials, as it is justified by Brosnan et al. By basing on that, the researcher may simplify the materials so that they will be appropriate to be learnt by the seventh grade students. Besides, the researcher will feel free to provide any authentic non-linguistic clues such as images, colors, and symbols, which enable
the students to comprehend the materials well. Further, the researcher also considers some types of reading, namely scanning, skimming, receptive reading, and speed reading. Those kinds of reading types are expected to be able to create the more interesting reading activities.

In addition, in designing the authentic materials the researcher focuses on applying and integrating the seven principles of task-based learning explained in the previous section. It is expected that those seven principles will enable the researcher to put the appropriate learning tasks in each learning topic so that the learners are able to gain, absorb, and use the knowledge and language appropriately.

Furthermore, in designing the supplementary materials the researcher applies two kinds of instructional design models, which are Taba’s and Kemp’s. Not all the theories are applied in this research. However, all of those theories give the researcher contribution in designing the supplementary authentic materials for the seventh grade students of Junior High School.

Authentic material is an alternative material to teach English for second language. Many people have different opinions about authentic material. However, the meaning of those opinions is closely the same that authentic materials are not made for teaching English. Those materials are written by journalists or authors and through them we can learn not only the real usage of English language but also about the real culture of other countries. Those materials can be in the form of novel, newspaper, article, etc.
In this research, the researcher focuses on how to draw students’ attention in learning English, especially in reading activity. In designing the materials, the researcher uses article, newspaper report or English story that appropriate for the students’ level. In this research, appropriate means that the authentic texts contain vocabulary that suitable with the level of the students. Besides, the topics of the text should also fulfill the students’ interests. By reading an article, which is in the form of authentic material, for example, the researcher hopes that the Junior High School students will be interested and motivated in learning English. Furthermore, the students can broader their knowledge of English by not only learning some new vocabularies but also learning about the English culture as well.

As it is stated previously, in designing materials, the researcher applies two kinds of instructional design model, which are the models of Taba and Kemp. In the Taba’s, it is stated that by stating the clear objectives, the researcher will be able to determine the students’ outcomes, the formulation of content, the teaching method, and the evaluation of the program. On the other hand, Taba’s model does not concern more attention to the stating of goals, topics, general purposes for each topic, and revision after conducting the evaluation process of the designed materials. Hence, the researcher employs Kemp’s model. In this model, the researcher may start designing at any stage whenever the researcher is ready. In addition, this model can be applied at any educational level. The interdependencies among the stages indicate that one treatment made for one stage will affect others. The broken lines among the stages indicate the revision step where it is based on the evaluation data gathering of the students’ achievement of
the objectives. The reason why the researcher uses these two instructional design models is that they could be easily understood and are suitable with the steps used by the researcher.

The steps done by the researcher were as follows:

1. Conducting Diagnosis of Needs

   This step is adapted from Taba’s instructional design model. This first step is aimed at finding out what the students’ abilities, interests, and difficulties regarding the implementation of the reading activities in the classroom. Further by using this step, the researcher collects information by distributing questionnaires to the students and English teachers of SMP N 1 Sedayu.

2. Identifying Goals, Topics, and General Purposes

   This step is adapted from Kemp’s model. This step is aimed at determining the materials design. After identifying the goals, the researcher states the general purposes of each topic. The topics should express the general purposes of the designed materials, which is providing reading texts and the exercises of authentic materials based on the topics that the students have in class.

3. Formulation of Objectives

   This step is adapted from Taba’s model. The main concern in designing the reading materials is to state the clear and comprehensive objectives in order to achieve the competency standards and the basic competencies.
4. Selection of Content

This step is adapted from Taba’s model. In this step, the researcher needs to decide what content of the subject which is relevant with the learning objectives of each topic that will be listed.

5. Selecting Teaching Learning Activities

This step is adapted from Kemp’s model. Organizing teaching learning activities is considered important in order to conduct the successful teaching learning process in class. In this step, the things that should be considered well are what the teacher and the students should do in class.

6. Selecting Equipment

This step is adapted from Kemp’s model. In this step, the researcher should prepare any support services which are likely to help in designing materials.

7. Determining What to Evaluate, the Ways and Means of Doing the Evaluation

This step is adapted from Taba’s model. In this research, the researcher intends to examine as well as ensure whether the syllabus, the lesson plans and the materials match to each other and go in the same line. The researcher implements preliminary field testing questionnaire as the means of doing the evaluation. The researcher distributes the designed materials and the preliminary field testing questionnaire to the English teachers.

8. Revising the Designed Materials

This step is adapted from Kemp’s model. After evaluation is conducted, the next step is to revise the materials. The researcher will revise the materials based on the evaluation results from three English teachers.
CHAPTER III

METHODOLOGY

The researcher uses a certain methodology to conduct this research, and this chapter is aimed at discussing the methodology systematically. The discussion includes research method, participants of the research, research instrument, data gathering techniques, data analysis techniques, and research procedure.

A. Research Method

The researcher uses a certain methodology as a guidance to conduct and organize the steps or the procedure of this research. Educational research and development is considered the most appropriate methodology because of the purpose of this research is to design a set of supplementary material. As it is stated by Borg and Gall (1983) in Educational Research: An Introduction, educational research and development (R & D) is a process used to develop and validate educational products. Furthermore, as they state, the goal of R & D is to take this research knowledge and incorporate it into a product that can be used in the school (1983: 771). Moreover, it increases the potential impact of the finding to the teaching practice by using them into usable educational product.

Borg and Gall’s development processes of the product are usually referred to the R & D cycle. The R & D cycle consists of ten major steps. Those steps are Research and Information Collecting, Planning, Development of the Preliminary
Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision, and Dissemination and Implementation (Borg and Gall, 1983: 775). However, the researcher only used the first five of the R & D cycle steps. Those steps were Research and Information Collecting, Planning, Development of the Preliminary Form of Product, Preliminary Field Testing, and Main Product Revision.

1. Research and Information Collecting

This step needs to be conducted to obtain as much information as possible from the learners, textbooks, and others sources as the foundation for designing and developing the materials. The data for the survey research is collected through questionnaires. The questionnaire which is distributed in this step has a purpose to find out the students’ interest, problems, and opinions for the needs analysis of this research. The researcher uses the results of the needs analysis as the basic consideration in designing a set of supplementary authentic reading materials.

2. Planning

Planning includes defining skills, stating objectives, determining course sequence, and small scale feasibility testing (Borg and Gall, 1983: 775). Further, they state that the most important aspect of planning a research-based educational product is the statement of the specific objectives to be achieved by the product (1983: 779). The data gathered from the questionnaire and the reviews of literatures are used to determine the objectives and the subject contents of the designed materials.
3. Development of the Preliminary Form of Product

The product in this research refers to a set of supplementary authentic reading materials used in teaching reading for SMP N 1 Sedyau grade seven. The researcher needs to develop the form of the product before it is field tested. Firstly, the researcher prepares an outline about the product. The outline is constructed to make the researcher easier to consider how the product will be. The outline deals with the task sequences as well as the authentic reading passages that are going to be included in the designed materials themselves.

Next, the researcher searches for the reading passages which are related to the reading topics for Junior High School grade seven, especially for the second semester, which are obtained from English articles from internet, magazine and newspaper. Besides, the reading passages selected are those which suit with the students’ interests. After done searching for reading passages, the researcher consults the reading passages to the English teachers to get the best ones. The last step, the researcher develops the materials using the reading passages and is based on the outlines. Here, what the researcher does is to complete and include all of the materials needed based on the items of the content which are already organized.

After the set of supplementary authentic reading materials is completely done, the researcher needs to make the product evaluation form. The evaluation form is in open-ended and close-ended questionnaire. The researcher can analyze the result easier and also get the evaluation and suggestion completely by mixing those forms. The researcher arranges the list of aspects which needed to be
evaluated by the participants of the research systematically. After that, the researcher develops the questions based on those items as well as the choices of the answer so that the subjects could answer the questions more easily.

4. Preliminary Field Testing

This step includes acquiring evaluation for the designed materials. The evaluations, opinions, comments, and suggestion toward the designed materials will be used to revise and improve the designed supplementary authentic reading materials. The designed materials will be evaluated by three English teachers. All of the evaluations, opinions, comments, and suggestions are used as the base for the researcher to revise the product.

5. Main Product Revision

In this step, the researcher needs to make any revision of the designed materials as suggested in the Preliminary Field Testing results. Those evaluation and suggestion help the researcher to construct the more appropriate and applicable supplementary materials for the seventh grade students of Junior High School, especially to help the students in the reading activities.

To make the explanation clearer, the researcher made a figure of steps of the researcher’s model that could be substituted into the steps of R & D cycle.
Figure 3.1 R&D Cycle and the Researcher’s Model
B. Participants of the Research

The participants of this research are divided into two groups. They are:

1. Participants of Research and Information Collecting

In this part, the researcher observes the classroom activity and also interviews the English teachers of SMP N 1 Sedayu to collect data and information of need analysis. The participants of research and information collecting are divided into two groups. The first group is the seventh grade students of SMP N 1 Sedayu. They are asked to answer the questionnaire, which is about teaching reading in class and the use of authentic materials.

The second group is the English teachers of the same school, which is SMP N 1 Sedayu. In this part, the teachers are asked to answer the questionnaire about teaching reading in class and the use of authentic material.

2. Participants of Preliminary Field Testing

The participants of Preliminary Field Testing are three Junior High School English teachers. They are considered competent and expert in teaching English. They take part in observing the product and giving the evaluation based on their own views toward the product.

C. Research Instruments

In order to find out whether the proposed supplementary materials for the seventh grade students of SMP N 1 Sedayu are acceptable or not, the research instruments are needed. Instrument of the research is a means used to gather the
data needed. The research instruments of this research are divided into two parts. They are:

1. **Instrument for Research and Information Collecting**

   The researcher conducts the research and information collecting by using questionnaires. In this research, the questionnaires are in the form of open-ended questions. The reason why the researcher chooses this kind of form is, as stated by Best (1983), it provides for greater depth response. Besides, when answering this questionnaire, the respondents may reveal their frame of reference and possibly the reasons for their responses. The questionnaire is given for the students and the English teachers.

2. **Instrument for Main Product Revision**

   In this part the researcher also used questionnaire as the instrument in order to gain evaluation, opinions, comments, and suggestion from the English teachers.

**D. Data Gathering Techniques**

There are two steps in gathering the data needed. First step is called Research and Information Collecting. The researcher distributes questionnaires to the seventh grade students of Junior High School and two English teachers to obtain information about the reading teaching and learning process using authentic materials in class before developing the supplementary materials. Last step is called Preliminary Field Testing. In this step, the researcher’s designed materials are examined by three Junior High School English teachers to gain
opinion, suggestions, and recommendations toward the proposed supplementary authentic materials. The table below is the summary of data needed.

**Table 3.1 The Blueprint of Data Needed**

<table>
<thead>
<tr>
<th>Step</th>
<th>Data needed</th>
<th>Participant</th>
<th>Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Information</td>
<td>Students’ interest toward reading class.</td>
<td>Students</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>Collecting</td>
<td>Student’s difficulties in reading class.</td>
<td>Students</td>
<td>Questionnaire</td>
</tr>
<tr>
<td></td>
<td>Learning activities and materials which have been used in teaching reading.</td>
<td>Students, Teachers</td>
<td>Questionnaire</td>
</tr>
<tr>
<td></td>
<td>The strengths of using the activities and materials which have been applied in reading class.</td>
<td>Students, Teachers</td>
<td>Questionnaire</td>
</tr>
<tr>
<td></td>
<td>The weaknesses of using the activities and materials which have been applied in reading class.</td>
<td>Students, Teachers</td>
<td>Questionnaire</td>
</tr>
<tr>
<td></td>
<td>Students’ characteristic: motivation and participation in learning English especially reading skill.</td>
<td>Students</td>
<td>Questionnaire</td>
</tr>
<tr>
<td></td>
<td>The teachers’ opinion about authentic materials.</td>
<td>Teacher</td>
<td>Questionnaire</td>
</tr>
<tr>
<td></td>
<td>The implementation of the authentic materials in reading class.</td>
<td>Students, Teachers</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>Preliminary Field Testing</td>
<td>The teachers’ opinion about the difference of using authentic reading materials from the other reading materials.</td>
<td>Teachers</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td>The teachers’ opinion about the students’ response toward the implementation of authentic materials in reading class.</td>
<td>Teachers</td>
<td>Questionnaire</td>
</tr>
<tr>
<td></td>
<td>The reading topics based on the students’ interests.</td>
<td>Students</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>How difficult the materials for the students are.</td>
<td>Teachers</td>
<td>Questionnaire</td>
<td></td>
</tr>
<tr>
<td>Whether the material is appropriate for the 7th grade students.</td>
<td>Teachers</td>
<td>Questionnaire</td>
<td></td>
</tr>
<tr>
<td>The strengths of the designed supplementary authentic reading materials.</td>
<td>Teachers</td>
<td>Questionnaire</td>
<td></td>
</tr>
<tr>
<td>The weaknesses of the designed supplementary authentic reading materials.</td>
<td>Teachers</td>
<td>Questionnaire</td>
<td></td>
</tr>
<tr>
<td>Comment and suggestion toward the designed supplementary authentic reading materials.</td>
<td>Teachers</td>
<td>Questionnaire</td>
<td></td>
</tr>
<tr>
<td>What should be improved in the designed supplementary authentic reading materials.</td>
<td>Teachers</td>
<td>Questionnaire</td>
<td></td>
</tr>
</tbody>
</table>
E. Data Analysis Techniques

This section focuses on the technique in analyzing the obtained data. The data is obtained from the research and information collecting and preliminary field testing.

1. Data Analysis Techniques in Research and Information Collecting

In research and information collecting, the researcher analyzes the interview results with two of the seventh grade English teachers of SMP N 1 Sedayu. The interview results are analyzed descriptively. The data from the interview results are analyzed by deriving a conclusion for each answer of each question and then made it into one main idea. After conducting the interview, the researcher distributes the research and information collecting questionnaire to the seventh grade students of SMP N 1 Sedayu as the means of the diagnosis of needs. The data presents the reading activities which have been applied, the difficulties in reading, the interests and the abilities of the students related to the reading lesson.

From the two instruments, the interview and the questionnaire, the researcher gathers the data in which these data are used as the base in designing the reading materials.

2. Data Analysis Techniques in Preliminary Field Testing

In this step, the researcher gains the data about the evaluation of the proposed supplementary authentic reading materials. The researcher distributes questionnaire to three English teachers. The result of the product evaluation is used to revise the materials.
The researcher analyzes two kinds of data. The first is the descriptive data about the participants’ statements. This is concerned with closed questionnaire. In this type of questionnaire, the judgment of the participants’ statements uses Likert Scale. The respondents are supposed to gives their views, judgments, or opinion in four agreements:

1 : strongly disagree with the statement
2 : disagree with the statement
3 : agree with the statement
4 : strongly agree with the statement

In concluding the data gathered, the researcher describes the result in terms of percentages. Percentages can be easily understood for many people. The table is presented as follows.

**Table 3.2 The Blueprint of Participants’ Opinion on the Designed Materials**

<table>
<thead>
<tr>
<th>No</th>
<th>Participants’ Opinion on</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

The researcher will conclude the final result by adding the percentages of number one and two for disagree statement and percentages of number three and four for agree statement. The second one is the data gathered from the open questionnaire. The researcher makes a list of feedbacks, suggestions, and comments on the designed materials.
The data gathered from both steps are used to construct the instructional materials for seventh grade students of SMP N 1 Sedayu. The results of questionnaires will give contribution in revising and improving the materials. It is expected that the final constructed materials will be beneficial as a good supplementary authentic materials for teaching reading to seventh grade students of Junior High School.

F. Research Procedure

This section elaborates the procedures that the researcher organizes and conducts in order to accomplish the research. They are:

1. Research and Information Collecting
   a) Selecting the subjects and location of the research
   b) Asking for the syllabus of the school to determine the skill and the Basic Competence in which the supplementary materials will be based on
   c) Organizing the questions of the questionnaire
   d) Asking permission to the headmaster of the school to distribute the research and information collecting questionnaires and conduct field testing
   e) Distributing the questionnaires
   f) Doing the library research

2. Planning
   a) Deciding the topic of the research
   b) Formulating the goals, topics and general purposes
3. Preliminary Form of Product
   a) Analyze and interpret the result of the questionnaires
   b) Making the outline of the product
   c) Designing the product
   d) Creating the evaluation form

4. Preliminary Field Testing
   Field testing the product and gaining the evaluation from the English teachers

5. Final Product Revision
   a) Revising the material based on the feedback and suggestion from English teachers
   b) Making the final product
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter is intended to answer the one and only formulated problem, which is “what does the set of supplementary authentic reading materials look like?”. In this chapter, the researcher discusses the steps which were conducted to design materials. The explanation of each step is as follows.

A. The Students’ Needs

The needs are the result of the first step which is conducting diagnosis needs. In this section, the researcher got the data by distributing questionnaires to two groups of participant. The first group was the seventh grade students of SMP N 1 Sedyau. Meanwhile, the second one was three teachers of the junior high school.

1. Description of the Participants

The questionnaires were to obtain the information on the English lesson especially on the use of authentic material in reading activity that the students had experienced in class. In addition, the questionnaires were also aimed at gaining the information on the students’ needs toward authentic reading materials related to their reading activities in class. The first group of the participant was the seventh grade students. There were in seven classes of seventh grade students but the researcher only took three classes as the sample. Those three classes consisted of ninety students.
Meanwhile, the second questionnaires were distributed to the second group of participant, who were three English teachers of junior high school. The questionnaires were aimed at finding information on the reading teaching and learning applied in class, especially which was related to the use of authentic materials. Besides, the questionnaires were also to gain the information on the teachers’ opinions related to the students’ responses toward the use of authentic materials.

2. Data Presentation and Analysis

From the result of the observations the researcher found out the fact that the seventh grade students did not get some authentic reading materials during their English lesson. Firstly, when the students were asked about their opinion about the reading lesson in class, all of the students (100%) stated that it was mostly very boring for them. Further, the students and teachers revealed that the students’ boredom rose because of the use of worksheet and textbook in mostly reading lesson. In addition, almost 80% of the students and teachers revealed that the textbook, worksheet as well as the reading activities were not exciting and challenging while the rest, which was 20%, said that the textbook and worksheet were too monotonous and were not varied. Meanwhile, when asked about their opinion toward the use of authentic materials in reading lesson, 80% of the students answered that they were interested to have them in class, while the rests (20%) were not. Further, the students who were interested in authentic materials stated that authentic reading materials were more interesting because they
contained various topics that the students liked. While from the teachers’ opinion (100%), authentic materials were more real than the textbook. Furthermore, they stated that beside for teaching, authentic reading materials could give real information for the students and were more interesting. In addition, when the students were asked to list five kinds of topic that they liked, 90% of students revealed that they liked music, 80% liked film, 70% liked technology and information, 60% liked sports, and 50% liked cooking recipe. The variation of the topics made the students curious and felt challenged to read more and more about the passages. In addition, the students revealed that the use of authentic reading materials in English class would enable them to learn the real passages they found in magazine, newspaper, internet, and advertisement board, which were more meaningful and enjoyable than the text books.

B. The Goals, Topics, and General Purposes of the Materials

In this research, the researcher adapted School Based Curriculum, which is known as 2006 Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP). The researcher modified the goal, as stated in Kemp’s model, as the Standard Competence. The researcher then specified the General Purpose as Basic Competence. The Competence Standard for reading skill of seventh grade students of SMP N 1 Sedayu semester one is “to understand meanings in short functional texts which are related to the nearby surrounding”. Meanwhile, the Basic Competence is “to respond meanings found in short functional texts accurately, fluently, and in an acceptable way which are related to the nearby
surrounding, in the form of announcement, invitation, advertisement, and procedure”. Based on the Competence Standard and the Basic Competence which were formulated, the researcher listed some topics. There were four topics which every topic took one unit, which was to be accomplished in 80 minutes. The Competence Standard, Basic Competence, and topics are described in table 4.1.

Table 4.1 The Competence Standard, Basic Competence, and topics

<table>
<thead>
<tr>
<th>NO</th>
<th>BASIC COMPETENCE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To respond meanings found in short functional texts accurately, fluently, and in an acceptable way which are related to the nearby surrounding, in the form of announcement.</td>
<td>Announcement</td>
</tr>
<tr>
<td>2.</td>
<td>To respond meanings found in short functional texts accurately, fluently, and in an acceptable way which are related to the nearby surrounding, in the form of invitation.</td>
<td>Invitation</td>
</tr>
<tr>
<td>3.</td>
<td>To respond meanings found in short functional texts accurately, fluently, and in an acceptable way which are related to the nearby surrounding, in the form of advertisement.</td>
<td>Advertisement</td>
</tr>
<tr>
<td>4.</td>
<td>To respond meanings found in short functional texts accurately, fluently, and in an acceptable way which are related to the nearby surrounding, in the form of procedure.</td>
<td>Procedure</td>
</tr>
</tbody>
</table>

C. The Objectives of the Materials

To consider what had to be learnt by the seventh grade students of SMP N 1 Sedayu, the researcher analyzed the learning objectives. The researcher defined the learning objectives as indicators. The indicators of each unit are described as follows.
Table 4.2 The indicators of each unit

<table>
<thead>
<tr>
<th>NO</th>
<th>UNITS</th>
<th>INDICATORS</th>
</tr>
</thead>
</table>
| 1. | UNIT 1 Announcement | • Students are able to gain the background knowledge of an announcement by sharing and discussing with their friends (based on their own experience).  
• Students are able to identify the purpose of writing an announcement.  
• Students are able to identify important points and expressions to be used and included in an announcement.  
• Students are able to use the provided words, phrases, and expressions correctly and accurately.  
• Students are able to read an announcement with good and acceptable pronunciation.  
• Students are able to use their own words, phrases, and expressions to complete an announcement correctly and accurately.  
• Students are able to compose their own announcement correctly and in an acceptable way. |
| 2. | UNIT 2 Invitation | • Students are able to gain the background knowledge about invitation by sharing and discussing with their friends (based on their own experience).  
• Students are able to identify the purpose of writing an invitation.  
• Students are able to identify important points, phrases and expressions to be used and included in an invitation.  
• Students are able to use the provided words, phrases, and expressions to complete an invitation correctly and accurately.  
• Students are able to obtain the main information of an invitation by answering the questions provided.  
• Students are able to use their own words, phrases, and expressions to complete an invitation correctly and accurately.  
• Students are able to compose their own invitation correctly and in an acceptable way. |
| 3. | UNIT 3 Advertisement | • Students are able to obtain the background knowledge about advertisement by sharing and discussing with their friends (based on their own experience).  
• Students are able to identify the purpose of an advertisement.  
• Students are able to identify the questions as well as answer about advertisement that commonly appear in their exercises. |
Table 4.2 continued

<table>
<thead>
<tr>
<th>UNIT</th>
<th>CONTENTS</th>
</tr>
</thead>
</table>
| Announcement | • Short authentic texts on announcement  
• Detail explanation about announcement  
• Exercises  
• Reflection |
| Invitation | • Short authentic texts on invitation  
• Detail explanation about invitation  
• Exercises  
• Reflection |
| Advertisement | • Short authentic texts on advertisement  
• Detail explanation about advertisement  
• Exercises  
• Reflection |
| Procedure | • Short authentic texts on procedure  
• Detail explanation about procedure  
• Exercises  
• Reflection |

| UNIT 4 Procedure | • Students are able to answer the questions about advertisement correctly and accurately.  
• Students are able to select an advertisement from internet/newspaper/magazine.  
• Students are able to analyze the specific information of an advertisement accurately.  
• Students are able to obtain the background knowledge about procedure by sharing and discussing with their friends (based on their own experience).  
• Students are able to identify the purpose of a procedure.  
• Students are able to identify the generic structure of a procedure.  
• Students are able to compose a procedure text using appropriate sequences.  
• Students are able to select a procedure text from internet/newspaper/magazine.  
• Students are able to analyze the generic structure of a procedure accurately. |

D. **The Content Selection**

In this section, the researcher selects some contents that appropriate for the level of the students. The contents of each unit are almost the same. They are described below.

**Table 4.3 The contents of each unit**

<table>
<thead>
<tr>
<th>UNIT</th>
<th>CONTENTS</th>
</tr>
</thead>
</table>
| Announcement | • Short authentic texts on announcement  
• Detail explanation about announcement  
• Exercises  
• Reflection |
| Invitation | • Short authentic texts on invitation  
• Detail explanation about invitation  
• Exercises  
• Reflection |
| Advertisement | • Short authentic texts on advertisement  
• Detail explanation about advertisement  
• Exercises  
• Reflection |
| Procedure | • Short authentic texts on procedure  
• Detail explanation about procedure  
• Exercises  
• Reflection |
E. Teaching Learning Activities

In teaching learning activities section, the researcher used task based learning as the basis for the whole materials. There are seven principles of task based learning and the researcher employed all of them. They are scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection.

The supplementary materials consisted of four units. Each unit was divided into three main sections.

1. Think It Over

In this step, the researcher used scaffolding. The purpose intended by the researcher was to activate the students’ background knowledge which led them into further understanding about the topics. By having enough information about the topic, it aided the students to achieve better understanding. In the Think It Over activity, the students were asked to answer several questions which facilitated them to activate their background knowledge about the topic given. It also dealt with the real experience they had about the topic. Furthermore, this section’s activity enabled the students to have a good preparation to discuss the whole unit.

2. Open up Your Mind

This Open up Your Mind activity dealt with the students’ reading ability since the students were given the example of the texts and also the explanation of the topic. In this section, the students were led to recognize the types of the text, the purpose, generic structure, even the common words and expressions that were
mostly used in each text. In this section the researcher uses the task dependency, recycling, active learning and integration principles.

3. Try It Out

The main purpose of Try It Out activity was to enhance the students’ understanding about what they had learnt. The students strengthened their background knowledge by doing the exercise that already provided in the material. The activities in this section focused on text production and were based on reproduction to creation and reflection as the principle.

F. The Equipment

Certain facilities are needed to support the authentic reading learning. Due to this, it is important for the researcher to plan the support services well since they will play an important role in creating the success of the authentic reading teaching and learning process. The support services needed for the supplementary materials in this research were as follows:

1) Personnel

The only personnel needed is the English teacher, the one who presents the teaching and learning activities.

2) Facilities and schedule

a. a classroom for the materials presentation and implementation.

b. the materials are suitable to be accomplished both individually and in pairs for eighty minutes.
3) Equipment

The equipments needed are authentic reading materials and dictionary. The authentic reading materials were use as the main material to teach while the dictionary were use to help the student to consult the difficult words that they might not understand.

G. The Materials Evaluation

After designing the materials, the next step was to determine the evaluation of the designed materials. In this section, the researcher distributed the evaluation device, it was the post-design questionnaire. In evaluating the materials, the researcher distributed the designed materials and the post-design questionnaire to the experts. The experts here are three junior high school teacher. The results of the post-design questionnaire were used to improve and revise the designed materials.

<table>
<thead>
<tr>
<th>The Participant</th>
<th>Educational Background</th>
<th>Teaching Experience</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Teachers</td>
<td>D3 S1 S2 S3 &lt; 1 1 - 5 5-10</td>
<td>10 &lt; M F</td>
<td></td>
</tr>
<tr>
<td>English Teachers</td>
<td>- 2 1 - - - 1 2</td>
<td>1 2</td>
<td></td>
</tr>
</tbody>
</table>

After obtaining the results of the preliminary field testing questionnaire, the evaluation was conducted. There were two discussions:
1. The Results of the Post-design Questionnaire

In gaining the evaluation on the designed materials, the researcher distributed the preliminary field testing questionnaire. The degree of agreement of the participants was converted in numbers. The numbers were ranged from 1 up to 4.

The degrees of agreements are as follows:

1 : strongly disagree with the statement
2 : disagree with the statement
3 : agree with the statement
4 : strongly agree with the statement

The descriptive statistics of the participants’ opinion on the designed materials are as follows.

<table>
<thead>
<tr>
<th>NO</th>
<th>STATEMENTS</th>
<th>DEGREES OF AGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>1.</td>
<td>The designed materials are suitable with the Competence Standards and Basic Competences.</td>
<td>- - - 3</td>
</tr>
<tr>
<td>2.</td>
<td>The indicators have already been formulated properly.</td>
<td>- 1 1 1</td>
</tr>
<tr>
<td>3.</td>
<td>The indicators can be used to achieve the Competence Standards and Basic Competences.</td>
<td>- - 2 1</td>
</tr>
<tr>
<td>4.</td>
<td>The designed materials are relevant with the Competence Standards, Basic Competences, and indicators.</td>
<td>- - 1 2</td>
</tr>
<tr>
<td>5.</td>
<td>The topics are well-arranged.</td>
<td>- - - 3</td>
</tr>
<tr>
<td>6.</td>
<td>The materials in each unit are well-arranged and relevant to the topics.</td>
<td>- - - 3</td>
</tr>
<tr>
<td>7.</td>
<td>The supplementary materials are suitable to be applied in Junior High School grade seven.</td>
<td>- - 2 1</td>
</tr>
</tbody>
</table>
Table 4.5 continued

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>The students are able to fulfill the activities in each unit.</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>The activities are able to facilitate the students to learn functional text especially announcement, invitation, advertisement and procedure.</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>The authentic materials are relevant to the reading topics.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>The authentic materials are able to facilitate the students to learn functional text especially announcement, invitation, advertisement and procedure.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>12.</td>
<td>The supplementary authentic materials are able to facilitate the students to achieve the goal and indicators.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>13.</td>
<td>The instructions are already clear.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>14.</td>
<td>The time allocation is suitable with for each unit.</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>15.</td>
<td>Generally the supplementary materials are well-elaborated.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
</tbody>
</table>

Based on the results of the questionnaire, mostly the participants chose number three and four. This meant that they tended to give positive response to the designed materials and consider that the designed materials were well designed and acceptable for the seventh grade students of SMP N 1 Sedayu. However, there were two aspects of opinion that the participants did not really agree with, which were about the formulated indicator and the time allocation of the material. It meant that the researcher should consider revising the designed materials. Furthermore, the revisions would also be based on the participants’ feedback, comment, and suggestion.
2. Participants’ Comments and Suggestions on the Designed Materials

Besides the closed-ended questionnaires, the researcher also employed open-ended questionnaires in order to obtain feedbacks, comments, and suggestions on the designed materials. There were four questions asked in the questionnaire. The questions were about the strength, weaknesses, the suggestions, and also the comments or the opinions on the designed materials. The feedbacks and the suggestions from the participants were:

a) The authentic reading materials were interesting and considered as a well-developed program. The tasks in each unit can motivated the students to enlarge their vocabulary and also to get involved in teaching learning process. Furthermore, the activities presented aided the students to achieve the indicators and the basic competence.

b) The time allocation was not efficient and effective for the students to do the tasks in the real situation.

c) There were some difficult grammatical sentences and vocabulary for the students.

d) The researcher should add more authentic reading materials or realia to enable the students to get the better understanding of the texts.

H. The Material Revision

The researcher revised and reevaluated the supplementary material design plan. The adjustment done by the researcher was based on the feedback, comment, suggestion and evaluation gathered from the participants. There some points of
the designed materials that were revised. The description of the material revisions are as follows.

1) The researcher revised the time allocation for some exercises by considering the level of difficulty and complexity in accomplishing them. Yet, the researcher did not add the time allocation for accomplishing each unit because the materials were expected to be used as enrichment; it is the teacher’s authority to decide how much time will be spent to accomplish each unit, depends on the students’ characteristic and capability in each class. Due to that, the time allocation for each unit is still 80 minutes.

2) The researcher revised and improved some instructions with the easier vocabulary and grammar so that they became easily understood. However, the researcher did not make any changes the materials because the researcher wanted to keep the original language uses in the authentic materials and expose the students with them.

3) The researcher made some revisions in the instructions and exercises so that realia could be applied to support the learning.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two main parts. The first one focuses on drawing conclusion of the research. The second one presents the suggestions for students, English teachers, and other researchers.

A. Conclusions

The research was to design a set of supplementary authentic reading materials for the seventh grade students of SMP N 1 Sedayu. In this research, the researcher formulated a problem to answer, it was “What does the set of supplementary authentic reading materials look like?”.

In this research, the researcher employed Research and Development (R & D) cycle. There are ten steps of R & D cycle. However, the researcher only applied the first five steps. They were (1) Research and Information Collecting, which then the researcher defined it as Conducting Diagnosis of Needs, (2) Planning, (3) Development of the Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Main Product Revision.

In constructing the materials, the researcher combined two instructional design models, which were proposed by Taba and Kemp. However, the researcher did not apply all theories. Yet, the combination of the two instructional designs used by the researcher was appropriate with the R & D cycle employed by the researcher. The steps applied in this research were (1) Conducting Diagnosis of

To answer the problem formulation, the researcher presented the final version of the set of supplementary authentic reading materials for SMP N 1 Sedayu. The materials consisted of four units. Those units are elaborated as follows.

UNIT 1 : Announcement
UNIT 2 : Invitation
UNIT 3 : Advertisement
UNIT 4 : Procedure

Each unit contained three main sections. They were Think It Over, Open up Your Mind, and Try It Out. Think It Over gave the students opportunity to activate their background knowledge so that they would easily encounter the further understanding about the topic being discussed. Further, in this section the students were to relate the topic with their own life experience. Open up Your Mind exposed the students with the examples of the authentic texts. Besides, in this section the students were led to recognize the types of the text, the purpose, generic structure, even the common words and expressions that were mostly used in each text. Meanwhile, in Try It Out section the students were given opportunity to expose their understanding of the topic by finding authentic texts
from any sources or producing their own texts using the knowledge they gained from the previous sections.

To ensure that the designed materials were acceptable, the researcher conducted evaluation. The instrument used was questionnaire, which were then distributed to three Junior High School English teachers. The data from the questionnaire was analyzed by counting the number of the participants’ statements. The result showed that the participants mostly chose number three and four, which meant that they gave positive response toward the designed materials. This also meant that the designed materials were appropriate to be applied for the seventh grade students of SMP N 1 Sedayu.

B. Suggestions

The researcher has some suggestions for the teachers and students of SMP N 1 Sedayu. Besides, the researcher also provides suggestions for other researchers who are interested in conducting a research of similar topic.

1. Suggestions for the English Teachers of SMP N 1 Sedayu

The teacher are suggested to use the materials to supplement the existing materials, which means that the materials are not used as the main materials to support the English teaching and learning activity in class. Further, the teachers are also expected to be able to find the more interesting and challenging materials so that the students will not get bored. Further, the materials are expected to enable the teacher to lead the students to relate the language learning topics with the real language use experience.
2. Suggestions for the Students of SMP N 1 Sedayu

The students are expected to accomplish all the activities in all units so that they will get good learning result as it is planned.

3. Suggestions for the Other Researchers

The researcher suggests the other researchers to create the more creative and enjoyable reading materials to facilitate the better English learning. Besides, it is expected that the other researcher will implement the designed materials to the students so that they know the weaknesses and strengths of the designed materials better.
REFERENCES


Appendices
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Nomor: 005 /Pnl/Kajar/IPS/ 7 / 2012

Hal: Permohonan Ijin Penelitian

Keadaan

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama: St. Fajar Pamungkas
No. Mahasiswa: 4221
Program Studi: Pendidikan Bahasa Inggris
Jurusan: Pendidikan Bahasa dan Seni
Fakultas: Keguruan dan Ilmu Pendidikan
Semester: 1 (dua belas)

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

Lokasi: SMP N 1 Sedanu
Waktu: 31 Januari 2017
Topik/Judul: Describing a set of supplementary authentic reading material for seventh grad students of junior high school

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

Yogyakarta, 29 januari 2012

u.b. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

Tembusun Yth:
1.
2. Dekan FKIP
Appendix B

Questionnaires of the Research and Information Collecting
KUESIONER

A. Identitas Responden

Nama : ____________________________
Jenis kelamin : F / M (circle one)
Kelas : ____________________________

B. Jawablah pertanyaan-pertanyaan berikut ini!


__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________


__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. Sejauh ini, materi Reading lebih banyak berasal dari buku paket atau authentic material (bacaan yang diambil dari novel, artikel atau berita asli dari luar/Jakarta Post)?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
4. Menurut Anda, akan lebih menyenangkan membaca dari buku paket dan authentic material?


5. Jika guru Anda menyediakan authentic material, topik apa yang akan Anda pilih? (pilih salah satu pilihan di bawah ini atau tulis topik yang Anda inginkan)
   a. Gejala alam (iklim, cuaca, bencana alam)
   b. Olah raga
   c. Tokoh inspiratif
   d. Hiburan (musik & film)
   e. ..............................................................

***Terima Kasih***
KUESIONER

A. Identitas Responden

Name : _____________________________
Sex : M / F (circle one)
Educational Background : _____________________________
Teaching experience (in years) : _____________________________

B. Jawab pertanyaan berikut ini!

1. Kegiatan apa saja yang Anda terapkan dalam mengajar Reading di kelas?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. Bagaimana pendapat Anda mengenai ketertarikan siswa terhadap pelajaran reading di kelas?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. Apakah sejauh ini, sumber bacaan apakah yang sering Anda terapkan (buku paket atau dari sumber lain)?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
4. Bagaimana respon siswa terhadap materi yang Anda terapkan?

5. Apa kelebihan dan kekurangan dari materi yang anda terapkan?

6. Apa yang Anda ketahui tentang authentic material?

7. Apakah sejauh ini Anda pernah menggunakan authentic material atau materi yang di ambil langsung dari novel, artikel atau berita dari luar langsung? Jika pernah, apakah ada perbedaan dari buku paket dari segi pembelajaran dan antusiasme para siswa?

***Terima Kasih***
Appendix C

Competence Standard, Basic Competence, and Topics
### COMPETENCE STANDARD

To understand meanings in short functional texts which are related to the nearby surrounding.

<table>
<thead>
<tr>
<th>NO</th>
<th>BASIC COMPETENCE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To respond meanings found in short functional texts accurately, fluently, and in an acceptable way which are related to the nearby surrounding, in the form of <em>announcement.</em></td>
<td>Announcement</td>
</tr>
<tr>
<td>2.</td>
<td>To respond meanings found in short functional texts accurately, fluently, and in an acceptable way which are related to the nearby surrounding, in the form of <em>invitation.</em></td>
<td>Invitation</td>
</tr>
<tr>
<td>3.</td>
<td>To respond meanings found in short functional texts accurately, fluently, and in an acceptable way which are related to the nearby surrounding, in the form of <em>advertisement.</em></td>
<td>Advertisement</td>
</tr>
<tr>
<td>4.</td>
<td>To respond meanings found in short functional texts accurately, fluently, and in an acceptable way which are related to the nearby surrounding, in the form of <em>procedure.</em></td>
<td>Procedure</td>
</tr>
</tbody>
</table>
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

SILABUS

School : SMP N 1 Sedayu
Class : VII
Skill : Reading
Time allotment: 80’

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Unit</th>
<th>Competence Standard</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Experience</th>
<th>Time (minutes)</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Announcement</td>
<td>To understand meanings in short functional texts which are related to the nearby neighborhood</td>
<td>To respond meanings found in short functional texts accurately, fluently, and in an acceptable way which are related to the</td>
<td>• Students are able to gain the background knowledge of an announcement by sharing and discussing with their friends (based on their own experience). &lt;br&gt; • Students are able to identify the purpose of writing an announcement.</td>
<td>• Authentic reading materials: announcement &lt;br&gt; • Exercises &lt;br&gt; • Reflection</td>
<td>• Students discuss and share some questions with their friends related to an announcement they find in their daily lives (based on their own experience) in order to gain the background knowledge of it.</td>
<td>80’</td>
<td>• <a href="http://thes">http://thes</a> olemates.wordpress.com/2010/09/08/klima-fun-run/ &lt;br&gt; • beling.net/articles/about/The_Reunion_%281963_fil m%29</td>
</tr>
</tbody>
</table>
Students are able to identify important points and expressions to be used and included in an announcement. Students are able to use the provided words, phrases, and expressions correctly and accurately. Students are able to read an announcement with good and acceptable pronunciation. Students are able to use their own words, phrases, and expressions to complete an announcement correctly and

Students identify the purpose of writing an announcement. Students identify important points and expressions to be used and included in an announcement. Students to complete an announcement with the provided words, phrases, and expressions individually. Students read an announcement with good and acceptable pronunciation. Students complete an announcement
| 2 | 2 Invitation | To understand meanings in short functional texts which are related to the nearby neighborhood | To respond meanings found in short functional texts accurately, fluently, and in an acceptable way which are related to the nearby surrounding, in the form | Students are able to compose their own announcement accurately. Students are able to compose their own announcement correctly and in an acceptable way. | Students compose their own announcement individually. | Authentic reading materials: invitation Exercises Reflection | Students obtain the background knowledge about invitation by sharing and discussing with their friends (based on their own experience). Students are able to identify the purpose of writing an invitation. Students are able to identify important points, phrases and expressions to be | 80’ | www.ustadilshadhussainkhansmail.com | http://motivationalgifts.net/birthday-invitation-format/ | www.elegantinvitations.com/difference-of-modern-
| of invitation | used and included in an invitation.  
• Students are able to use the provided words, phrases, and expressions to complete an invitation correctly and accurately.  
• Students are able to obtain the main information of an invitation by answering the questions provided.  
• Students are able to use their own words, phrases, and expressions to complete an invitation correctly and accurately.  
• Students are able to compose their own | expressions to be used and included in an invitation.  
• Students complete an invitation with the provided words, phrases, and expressions individually.  
• Students answer the questions about the invitation.  
• Students complete an invitation with their own words, phrases, and expressions.  
• Students compose their own invitation. | and-classic-wedding-invitations |
<p>| No | 3  | Advertisement | To understand meanings in short functional texts which are related to the nearby neighborhood | To respond meanings found in short functional texts accurately, fluently, and in an acceptable way which are related to the nearby surrounding, in the form of advertisement | Students are able to obtain the background knowledge about advertisement by sharing and discussing with their friends (based on their own experience). Students are able to identify the purpose of an advertisement. Students are able to identify the questions as well as answer about advertisement that commonly appear in their exercises. Students are able to | Authentic reading materials: advertisement Exercises Reflection | Students obtain the background knowledge about advertisement by sharing and discussing with their friends (based on their own experience). Students identify the purpose of an advertisement. Students identify the questions as well as answer about advertisement that commonly appear in their exercises. Students answer the questions about | 80’ | • <a href="http://www.ingham.edu/foodservice/resources.aspx?docId=588">www.ingham.edu/foodservice/resources.aspx?docId=588</a> • danielsibanda.wordpress.com/ |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand meanings in short functional texts which are related to the nearby</td>
<td>To respond meanings found in short functional texts accurately, fluently, and in an</td>
<td>Students are able to obtain the background knowledge about procedure by sharing and discussing with their friends (based on their own experience).</td>
<td>Students obtain the background knowledge about procedure by sharing and discussing with their friends (based on their own experience).</td>
<td></td>
</tr>
<tr>
<td>Students are able to analyze the specific information of an advertisement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students find out an advertisement from internet/newspaper/magazine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students analyze the specific information of an advertisement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>neighborhood</td>
<td>acceptable way which are related to the nearby surrounding, in the form of <strong>procedure</strong></td>
<td>experience. Students are able to identify the purpose of a procedure. Students are able to identify the generic structure of a procedure. Students are able to compose a procedure text using appropriate sequences. Students are able to select a procedure text from internet/newspaper/magazine. Students are able to analyze the generic structure of a procedure accurately.</td>
<td>Students identify the purpose of a procedure. Students identify the generic structure of a procedure. Students compose a procedure text using appropriate sequences. Students find out a procedure text from internet/newspaper/magazine. Students analyze the generic structure of a procedure accurately.</td>
<td>tagjoe.blogspot.com/2010/06/your-coffee-mug.html</td>
</tr>
</tbody>
</table>
Appendix E

Lesson Plans
LESSON PLAN

Subject : English Language
Skill : Reading
School : SMP N 1 Sedayu
Class/Semester : VII
Topic : Announcement

Competence Standard:
To understand meanings in short functional texts which are related to the nearby neighborhood

Basic Competence:
To respond meanings found in short functional texts accurately, fluently, and in an acceptable way which are related to the nearby surrounding, in the form of announcement

Indicators:
- Students are able to gain the background knowledge of an announcement by sharing and discussing with their friends (based on their own experience).
- Students are able to identify the purpose of writing an announcement.
- Students are able to identify important points and expressions to be used and included in an announcement.
- Students are able to use the provided words, phrases, and expressions correctly and accurately.
- Students are able to read an announcement with good and acceptable pronunciation.
- Students are able to use their own words, phrases, and expressions to complete an announcement correctly and accurately.
- Students are able to compose their own announcement correctly and in an acceptable way.

**Time allotment:** 2 x 40’

**Learning Activities**

<table>
<thead>
<tr>
<th>No</th>
<th>Learning Activities</th>
<th>Time Allotment</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Think It Over</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The students are explained what to learn and do</td>
<td>3’</td>
<td>Whole class</td>
</tr>
<tr>
<td>2.</td>
<td>The students discuss the questions related to an announcement and answer based on their own experience</td>
<td>10’</td>
<td>Pair discussion</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checks the discussion results</td>
<td>3’</td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td><strong>Open Up Your Mind</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students read an announcement by repeating after their teacher</td>
<td>2’</td>
<td>Whole class</td>
</tr>
<tr>
<td>5.</td>
<td>The students are given the further and detail information about an announcement</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td>6.</td>
<td>The students complete an incomplete announcement with the choices provided</td>
<td>4’</td>
<td>Individual work</td>
</tr>
<tr>
<td>7.</td>
<td>The teacher and students discuss the result</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td>8.</td>
<td>Some students read the announcement loudly</td>
<td>3’</td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td><strong>Try It Out</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The students complete an incomplete announcement with their own words</td>
<td>5’</td>
<td>Individual work</td>
</tr>
<tr>
<td>10.</td>
<td>The students share the result with their friend</td>
<td>5’</td>
<td>Pair work</td>
</tr>
</tbody>
</table>
11. The students compose their own announcement               15’  Individual work
12. The students discuss and share the result with their friends and teacher  10’  Whole class
13. The students are given feedback and task (for the next unit) by the teacher 10’  Whole class

TOTAL  80’

Learning Methods
Whole class discussion, pair work, individual work

Learning Materials
- Authentic reading materials: announcement
- Exercises: gaining the background knowledge of an announcement, gaining the detail information about an announcement, completing the incomplete announcement with the choices provided, completing the incomplete announcement with the students’ own words, composing an announcement

Learning Media
- Module

Sources
- beling.net/articles/about/The_Reunion_%281963_film%29
LESSON PLAN

Subject : English Language
Skill : Reading
School : SMP N 1 Sedayu
Class/Semester : VII
Topic : Invitation

Competence Standard:
To understand meanings in short functional texts which are related to the nearby neighborhood

Basic Competence:
To respond meanings found in short functional texts accurately, fluently, and in an acceptable way which are related to the nearby surrounding, in the form of invitation

Indicators:
- Students are able to gain the background knowledge about invitation by sharing and discussing with their friends (based on their own experience).
- Students are able to identify the purpose of writing an invitation.
- Students are able to identify important points, phrases and expressions to be used and included in an invitation.
- Students are able to use the provided words, phrases, and expressions to complete an invitation correctly and accurately.
- Students are able to obtain the main information of an invitation by answering the questions provided.
- Students are able to use their own words, phrases, and expressions to complete an invitation correctly and accurately.
- Students are able to compose their own invitation correctly and in an acceptable way.

**Time allotment:** 2 x 40’

**Learning Activities**

<table>
<thead>
<tr>
<th>No</th>
<th>Learning Activities</th>
<th>Time Allotment</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Think It Over</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students are explained what to learn and do</td>
<td>3’</td>
<td>Whole class</td>
</tr>
<tr>
<td>2.</td>
<td>The students discuss the questions related to an invitation and answer based on their own experience</td>
<td>5’</td>
<td>Pair discussion</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checks the discussion results</td>
<td>3’</td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td><strong>Open Up Your Mind</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students read an invitation by themselves</td>
<td>2’</td>
<td>Individual work</td>
</tr>
<tr>
<td>5.</td>
<td>The students are given the further and detail information about an invitation</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td>6.</td>
<td>The students complete an incomplete invitation with the choices provided</td>
<td>4’</td>
<td>Individual work</td>
</tr>
<tr>
<td>7.</td>
<td>The students answer the questions based on the invitation they completed</td>
<td>6’</td>
<td>Individual work</td>
</tr>
<tr>
<td>8.</td>
<td>The teacher and students discuss the result</td>
<td>4’</td>
<td>Whole class</td>
</tr>
<tr>
<td>9.</td>
<td>Some students read the invitation loudly</td>
<td>3’</td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td><strong>Try It Out</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The students complete an incomplete invitation</td>
<td>5’</td>
<td>Individual work</td>
</tr>
</tbody>
</table>
with their own words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>The students share the result with their friend</td>
</tr>
<tr>
<td>12.</td>
<td>The students compose their own invitation</td>
</tr>
<tr>
<td>13.</td>
<td>The students discuss and share the result with their friends and teacher</td>
</tr>
<tr>
<td>14.</td>
<td>The students are given feedback and task (for the next unit) by the teacher</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Methods**

Whole class discussion, pair work, individual work

**Learning Materials**

- Authentic reading materials: invitation
- Exercises: gaining the background knowledge about invitation, gaining the detail information about an invitation, completing the incomplete invitation with the choices provided, answering questions based on the invitation, completing the incomplete invitation with the students’ own words, composing an invitation

**Learning Media**

- Module

**Sources**

- mothertobegifts.net/birth-day-invitation-format/
LESSON PLAN

Subject : English Language
Skill : Reading
School : SMP N 1 Sedayu
Class/Semester : VII
Topic : Advertisement

Competence Standard:
To understand meanings in short functional texts which are related to the nearby neighborhood

Basic Competence:
To respond meanings found in short functional texts accurately, fluently, and in an acceptable way which are related to the nearby surrounding, in the form of advertisement

Indicators:
- Students are able to obtain the background knowledge about advertisement by sharing and discussing with their friends (based on their own experience).
- Students are able to identify the purpose of an advertisement.
- Students are able to identify the questions as well as answer about advertisement that commonly appear in their exercises.
- Students are able to answer the questions about advertisement correctly and accurately.
- Students are able to select an advertisement from internet/ newspaper/ magazine.
- Students are able to analyze the specific information of an advertisement accurately.
**Time allotment:** 2 x 40’

**Learning Activities**

<table>
<thead>
<tr>
<th>No</th>
<th>Learning Activities</th>
<th>Time Allotment</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Think It Over</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The students are explained what to learn and do</td>
<td>3’</td>
<td>Whole class</td>
</tr>
<tr>
<td>2</td>
<td>The students discuss the questions related to an advertisement and answer based on their own experience</td>
<td>5’</td>
<td>Pair discussion</td>
</tr>
<tr>
<td>3</td>
<td>The teacher checks the discussion results</td>
<td>3’</td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td><strong>Open Up Your Mind</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The students read an advertisement by themselves</td>
<td>3’</td>
<td>Individual work</td>
</tr>
<tr>
<td>5</td>
<td>The students and teacher discuss the detail information about an advertisement</td>
<td>10’</td>
<td>Whole class</td>
</tr>
<tr>
<td>6</td>
<td>The students answer questions based on the advertisement provided</td>
<td>10’</td>
<td>Individual work</td>
</tr>
<tr>
<td>7</td>
<td>The students and teacher discuss the exercise</td>
<td>8’</td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td><strong>Try It Out</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The students find out an advertisement by themselves and analyze it</td>
<td>10’</td>
<td>Individual work</td>
</tr>
<tr>
<td>9</td>
<td>The students do a survey to some others’ advertisement</td>
<td>10’</td>
<td>Whole class</td>
</tr>
<tr>
<td>10</td>
<td>The students discuss and share the result</td>
<td>8’</td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The students are given feedback and task (for the next unit) by the teacher</td>
<td>10’ Whole class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learning Methods**

Whole class discussion, pair work, individual work

**Learning Materials**

- Authentic reading materials: advertisement
- Exercises: gaining the background knowledge about advertisement, gaining the detail information about an advertisement, answering questions based on the advertisement provided, finding out an advertisement and analyzing it, doing a survey to analyze others’ advertisements

**Learning Media**

- Module

**Sources**

- [tagjoe.blogspot.com/2010/06/your-coffee-mug.html](http://tagjoe.blogspot.com/2010/06/your-coffee-mug.html)
LESSON PLAN

Subject: English Language
Skill: Reading
School: SMP N 1 Sedayu
Class/Semester: VII
Topic: Procedure

Competence Standard:
To understand meanings in short functional texts which are related to the nearby neighborhood

Basic Competence:
To respond meanings found in short functional texts accurately, fluently, and in an acceptable way which are related to the nearby surrounding, in the form of procedure

Indicators:
- Students are able to obtain the background knowledge about procedure by sharing and discussing with their friends (based on their own experience).
- Students are able to identify the purpose of a procedure.
- Students are able to identify the generic structure of a procedure.
- Students are able to compose a procedure text using appropriate sequences.
- Students are able to select a procedure text from internet/ newspaper/ magazine.
- Students are able to analyze the generic structure of a procedure accurately.

Time allotment: 2 x 40’
### Learning Activities

<table>
<thead>
<tr>
<th>No</th>
<th>Learning Activities</th>
<th>Time Allotment</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Think It Over</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The students are explained what to learn and do</td>
<td>3’</td>
<td>Whole class</td>
</tr>
<tr>
<td>2</td>
<td>The students discuss the questions related to an procedure and answer based on their own experience</td>
<td>8’</td>
<td>Pair discussion</td>
</tr>
<tr>
<td>3</td>
<td>The teacher checks the discussion results</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td><strong>Open Up Your Mind</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The students read the explanation and answer the questions</td>
<td>12’</td>
<td>Pair work</td>
</tr>
<tr>
<td>5</td>
<td>The students and teacher discuss the generic structure of a procedure text as well as the students’ answers</td>
<td>15’</td>
<td>Whole class</td>
</tr>
<tr>
<td>6</td>
<td>The students compose a procedure text and act it out</td>
<td>10’</td>
<td>Pair work</td>
</tr>
<tr>
<td>7</td>
<td>The students and teacher discuss the exercise</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td><strong>Try It Out</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The students find out an procedure by themselves and rewrite it</td>
<td>10’</td>
<td>Individual work</td>
</tr>
<tr>
<td>9</td>
<td>The students discuss and share the result with their friends and teacher</td>
<td>7’</td>
<td>Whole class</td>
</tr>
<tr>
<td>10</td>
<td>The students are given feedback by the teacher</td>
<td>5’</td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>80’</td>
<td></td>
</tr>
</tbody>
</table>
Learning Methods
Whole class discussion, pair work, individual work

Learning Materials
• Authentic reading materials: procedure
• Exercises: gaining the background knowledge about procedure, understanding the purpose and the generic structure of a procedure text, answering questions about the generic structure of a procedure text, finding out an procedure and rewriting it

Learning Media
• Module

Sources
• http://danielsibanda.wordpress.com/
Appendix F

Questionnaire of the Preliminary Field Testing
QUESTIONNAIRE

Thank you for your time to give feedback on the supplementary materials. This questionnaire is a research instrument for gathering feedback on the supplementary materials. The feedback will be useful for revising the materials.

A. Respondent’s Identity

Name:

Sex: Male/ Female (circle the option that represents your answer)
Educational Background: S1/ S2/ S3
(circle the option that represent your answer)
Teaching Experience: __________ years

B. Guidelines

a. Section 1: Give a tick (✓) to the number that represents your opinion toward the designed materials.

The degrees of agreement are classified as follows:
1: if absolutely disagree with the statement
2: if you disagree with the statement
3: if you agree with the statement
4: if you absolutely agree with the statement

b. Section 2: Give your opinion and input toward the designed materials by writing it on the space given.

C. Section 1

<table>
<thead>
<tr>
<th>NO</th>
<th>STATEMENTS</th>
<th>DEGREES OF AGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>1.</td>
<td>The designed materials are suitable with the Competence Standards and Basic Competences.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The indicators have already been formulated properly.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The indicators can be used to achieve the Competence Standards and Basic Competences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The designed materials are relevant with the Competence Standards, Basic Competences, and indicators.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The topics are well-arranged.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The materials in each unit are well-arranged and relevant to the topics.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The supplementary materials are suitable to be applied in Junior High School grade seven.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The students are able to fulfill the activities in each unit.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The activities are able to facilitate the students to learn functional text especially announcement, invitation, advertisement and procedure.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The authentic materials are relevant to the reading topics.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The authentic materials are able to facilitate the students to learn functional text especially announcement, invitation, advertisement and procedure.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The supplementary authentic materials are able to facilitate the students to achieve the goal and indicators.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The instructions are already clear.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>The time allocation is suitable with for each unit.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Generally the supplementary materials are well-elaborated.</td>
<td></td>
</tr>
</tbody>
</table>
D. Section 2

1. What are the strengths and weaknesses of the supplementary materials?

The strengths are:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

The weaknesses are:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

2. What are your comments about the overall materials?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
3. What is your suggestion to improve these supplementary materials?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

THANK YOU VERY MUCH
Appendix G

Presentation of the Designed Materials
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

TABLE OF CONTENTS

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UNIT 3: ADVERTISEMENT .............................................................................................. 119

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Unit 1
Announcement

A. Think it over

Before you learn more about announcement, answer the following questions with your friend.

1. What do you know about announcement? Explain it with your own words!

2. Where do you usually find an announcement?

3. What are the functions of announcement?

4. What important points should an announcement have?

Have you finished? Now, let’s check your answers!
B. Open up your mind

Read the announcement below. Ask the difficult words you find to your teacher. After that, pay attention to the explanation provided to check your answer in part A.

The picture is taken from: thesolemates.wordpress.com/2010/09/08/klima-fun-run/
Here is the important information you should know.

- An announcement is a public notice announcing something.
- The purpose is to provide complete and clear information about certain event.
  For example: school graduation party, reunion, meeting, and gathering.
- We can find an announcement on boards or any places where the addressee can notice and read it.
- The points that may be included in an announcement are the sender, the addressee, greeting, main information (name, time, day, date, place of the event), closing, date and place where the announcement made, and the signature and name of the sender.

Now, find the purpose of the announcement above.

Here is the more detail information you may need.

- State the event that is being announced clearly.
- Let the readers know who the sender of the announcement. To make it clearer, we can use “from”.
- Let the readers know who the addressee is. We can use “to” or “for”.
- Commonly, in an announcement, there is an expression of greeting. We can use “dear” or “dearest”.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
The following are the specific words to tell what to do next.

<table>
<thead>
<tr>
<th>Invite: mengundang</th>
<th>Meet: bertemu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold: mengadakan</td>
<td>Pay: (mem)bayar</td>
</tr>
<tr>
<td>Visit: kunjungi/mengunjungi</td>
<td>Presence: kedatangan/kehadiran</td>
</tr>
<tr>
<td>Gather: berkumpul</td>
<td>Registration: pendaftaran</td>
</tr>
<tr>
<td>Come: datang</td>
<td>Cost/ payment/fee: biaya</td>
</tr>
<tr>
<td>Bring: (mem)bawa</td>
<td>Call/ contact: (meng)hubungi</td>
</tr>
<tr>
<td>Join: bergabung</td>
<td>Send: mengirimkan</td>
</tr>
</tbody>
</table>

The following are the ways how to tell day, date, time, and place.

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(use on)</td>
<td>(use at)</td>
</tr>
<tr>
<td>on Sunday, on Thursday</td>
<td>at 11.15, at 11 o’clock</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>(use on) on February 28th 2012</td>
<td>(use in/at) in teacher’s room, at school</td>
</tr>
<tr>
<td>(use in) in July, in 2012</td>
<td></td>
</tr>
</tbody>
</table>

To make the announcement more formal, we can use an expression of parting/closing to end an announcement. All of the expressions of parting/closing mean the same. So, you just need to choose one of them.

<table>
<thead>
<tr>
<th>Love</th>
<th>Faithfully</th>
</tr>
</thead>
<tbody>
<tr>
<td>With love</td>
<td>Yours</td>
</tr>
<tr>
<td>Cheer</td>
<td>Truly yours</td>
</tr>
</tbody>
</table>

Now, please circle any important information you can find in the announcement above. It can be the sender, the addressee, or the name, time, day, date, place of the event, and so on.
With your own words, complete the following announcement with any important information that has not been mentioned. It may be the sender and the addressee, date, time, and place of the event, the payment and so on. After that, share the result with your friends.

**Class of '63 Party '03!**

**The Big 4-0!**

*It’s our BIG 40th Reunion!!! Let’s Celebrate Good Times!*

If you are grayer, fatter, thinner, shorter, poorer, plumper, balder... guess what! It doesn’t matter! Most everyone else is, too!

We need to get together... each year gets more precious as you well know.

*Action: Casual and Comfortable!*

Please send us the following:

- a PHOTO of you doing something you love or in your favorite setting
- completed reservation
- your payment

Reunion!

---

The picture is taken from: beling.net/articles/about/The_Reunion_%281963_film%29
In pairs, make an announcement for “Graduation Party” which presents many attractions. Make it as colorful and interesting as possible. After that, compare and share with your friends.

Fantastic! You made a great announcement! How do you feel now? What have you learnt? Write a reflection on the space below and let’s move on to the next unit!
Reflection

- What have you learnt?

- What do you think of it firstly?

- What is the important information you get?

- How do you feel now?
Unit 2
Invitation

A. Think it over

Discuss the following questions with your friend.

1. What kind of invitation card have you ever found?

__________________________________________________________________________

2. For what event(s) do you usually use and get an invitation card?

__________________________________________________________________________

3. What items/ words/ phrases/ sentences do you usually find in an invitation card?

__________________________________________________________________________

4. In your opinion, what is the function of an invitation card?

__________________________________________________________________________

Have you answered all questions?
Share them with your friends, then move on to the next page.
B. Open up your mind

Read the example of an invitation below carefully. After that, read the explanation on the next page.

You are invited to attend a cultural night of instrumental South Asian music fused with International sounds.

Presented by
UDHK Music Maker and S.N.I. Events
please join us for:

Melody Night (Fusion)

Featuring Ustad Dilshad Hussain Khan,
a renowned international violin maestro,
& Summer Hussain Khan
accompanied by Orchestra

October 10, 2009
at the Sheraton Reston Hotel
in Reston, Virginia
at 7:00 PM
(doors open at 6:30 PM)

R.S.V.P. by September 23, 2009
at 703.466.0557 or fusionnight@ustaddilshadhussainkhan.com
For more info, please visit www.ustaddilshadhussainkhan.com

The picture is taken from: www.ustaddilshadhussainkhan.com
Read the following explanation to make you clearer about invitation.

- An invitation is a request of asking someone to spend time together or to come to a social event. For example: invitation for birthday party, wedding, or meeting. An invitation can be in written or spoken form.
- The purpose of an invitation is to invite someone to attend/come to an occasion or event.
- In an invitation we find some important points below.
  ✓ An accurate **addressee**
  ✓ A clear **time, place, and activity/agenda**
  ✓ A sufficient information about the **inviter(sender)**
  ✓ An expression that the writer is looking forward to seeing person (we can begin the invitation using “you are invited to...”, “join us for...”, or “please come to...”, and end the invitation using “your presence will be an honor”)
  ✓ A statement of the **dress code** to wear in the lower left-hand corner (if any)
- In an invitation, we sometimes find the phrase **RSVP** (it is also written R.S.V.P.). RSVP stands for répondez, s’il vous plaît (France phrase), which means “please reply”. It means that the person who sends the invitation want you to tell him/her whether you accept or decline the invitation, or whether you will come to attend the event or not.

**Now, read the example of the invitation once more. Pay attention to the details and circle the important items that should be included in an invitation. Were your answers at A number 3 true?**
Use the words provided to complete the invitation. When you have finished, answer the questions.

1. What event is going to be held? ______________
2. Where and when is going to be held? ______________
3. What should the guests wear? ______________
4. What is the purpose of the invitation? ______________

**Working on invitation is interesting, isn’t it?**

**Read it once again and let’s go to the next challenge!**
C. Try It Out

With your own words, complete the following invitation with your pair and share the result with your friends.

Make your own beautiful and unique birthday invitation. Compare and share with your friends.

Great! You finished your works well! Before going to the next unit, write down your reflection.
Reflection

- What have you learnt?
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________

- What do you think of it firstly?
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________

- What is the important information you get?
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________

- How do you feel now?
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
Unit 3
Advertisement

A. Think it over

Find out the answers of the following questions with your friend.

1. Find the meaning of the words below in your dictionary.
   a. Advertise : ____________________________________________________
   b. Advertisement : ________________________________________________

2. What kind of advertisements have you ever found?
   ________________________________________________________________

3. Where did you find them?
   ________________________________________________________________

4. What did they advertise?
   ________________________________________________________________

5. What information did you find in an advertisement?
   ________________________________________________________________

Have you done? Share your answers to the class and let's move on to the next page!
B. Open up your mind

Read the example of advertisement below. Pay attention to the explanation.

The picture is taken from http://danielsibanda.wordpress.com/

- Advertisement is a form of communication in order to persuade/encourage the reader/viewer to take some new actions. The things advertised can be in the form of a product or a service.
  - Example:
    - A soap bar advertisement on TV aims to persuade the viewers to use the soap.
    - A film advertisement on a billboard aims to persuade the readers to watch the film.

- Commonly, advertisements are viewed through mass media such as TV, radio, billboard, flyer, newspaper, magazine, or even internet.

- An advertisement uses short, simple, catchy, to-the-point, but persuading headline/slogan so that it can easily recognized by the readers/viewers and make them interested. Besides, to make the readers/viewers attracted, an advertisement includes colorful and attractive picture/design.

- The items/words/statement used in an advertisement may not be the same, depends on what is being advertised.

- Now, reread the advertisement above. Can you identify its purpose? What is its headline? What information can you find from the advertisement? What makes it interesting?
Pay more attention. In an advertisement, we find some important things below.

- **Company**
  The company which advertises the product is mostly asked in your exercises. The question might be “what is the name of the company?”. So, when you are reading an advertisement, you have to know what company is advertising the product.

- **Headline/ slogan**
  It is an important thing in an advertisement. It is the simple way for the company to describe the product and make the customer attracted and persuaded. It is commonly short but catchy (easy to understand). Let’s have NOKIA as an example. It has a catchy headline **connecting people**. This way, people can understand easily that NOKIA has a purpose to **persuade people to use its products to communicate to other people**.

  Now, can you find the other headlines? List them in the chart below.

<table>
<thead>
<tr>
<th>Company</th>
<th>Product</th>
<th>Headlines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

- **Detail Information**
  The detail information of a product is commonly presented in an advertisement. For example the various color of a cell phone, various tastes of a soft drink, or the places where people can get the product. The detail information of a product is generally asked in your exercises, such as “**what is true about the product?**”. 
Take a look at the following advertisement and answer the questions.


1. What is the name of the company?

______________________________________________________________________________

______________________________________________________________________________
2. What product is being advertised?

3. What is the headline of the advertisement above?

4. What is the purpose of the advertisement?

5. What information can you get from the advertisement above?

Have you done? What difficulty do you find? Ask your teacher before you go to the next exercises.
C. Try It Out

Find out an advertisement from internet, newspaper or magazine that you like most and put on the space below. After that, analyze the advertisement using the questions provided.

1. What is being advertised?

2. What is the purpose of the advertisement?

3. What are true about the product?
Do a survey. Take a look at your friends’ advertisement and fill in the table below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Name of the Company</th>
<th>Product advertised</th>
<th>Detail information of the product (if any)</th>
<th>Purpose of the advertisement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

- Whose advertisement is the most interesting? Why?
  
  __________________________________________________________
  
  __________________________________________________________
  
  __________________________________________________________

Yeay! You have just finished working on advertisement. Let’s make a reflection and move on to the more interesting unit!
Reflection

- What have you learnt?

- What do you think of it firstly?

- What is the important information you get?

- How do you feel now?

Homework
Find some recipes from the internet, magazine or newspaper for the next unit!!
Unit 4
Procedure

A. Think it over

Work in pairs to discuss the following questions.

1. Here are some verbs related to a cooking process. What do they mean? Add some other verbs that you find in your recipe. This section will help you understand your recipe.
   a. Tear : h. Fry :
   b. Put : i. Melt :
   c. Pour : j. Serve :
   d. Boil :
   e. Stir :
   f. Add :
   g. Mix :
   
2. Read the recipe you have once again. Rewrite it on the space below.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   No difficulties? Let’s go to the next section!
B. Open up your mind

Read the detail explanation below and follow the next instructions.

- **Procedure** is a number of steps in a sequence to do, make, or operate something.

- Generic structure of a procedure
  1. **Goal**
     
     We can generally find the goal of a procedure in the title of the text such as “how to make sandwich” that we find in a cooking recipe, “how to operate the washing machine” in a washing machine manual, etc.

     So, what is the goal of your procedure on number 2 above?
     
     ________________________________________________________________
     
     ________________________________________________________________

  2. **Materials**
     
     Materials are what we need to make or do something. For example, we need materials such as tea, sugar, and hot water to make a cup of hot tea. However, materials are optional in a procedure text; it means that they do not always exist in procedural texts.

     Now, mention the materials you need on number 2 above.
     
     ________________________________________________________________
     
     ________________________________________________________________
     
     ________________________________________________________________
     
     ________________________________________________________________
3. Steps
Steps are series of what to do to achieve the goal.

4. Imperatives/orders:
An imperative begins with action verb (verb 1). E.g.: stir the milk, push the button, etc.

Now, please mention the action verbs you used on number 2 above.

________________________
________________________
________________________
________________________

5. Sequences
Sequences are logical order of doing the steps; which one is put as the first and which one follows the previous step. Here are the examples:

a. As the sentence introducers
First ... Firstly ...
Second ... Secondly ...
Then ... Thirdly ...
After that ... Afterwards ...
Finally ... Lastly ...
e.g.: Firstly, prepare some water.

b. As time introducers
When ...
While ...
After ...
Before ...
... until ...
During ...
e.g.: While boiling the water, chop the spinach.

Rewrite your procedure on number 2 above using sequences.
First, ________________________________
____________________________
____________________________
____________________________

In pairs, choose one of the pictures below and make a good procedure text using the appropriate sequences. After that, act it out in front of the class.

How do you take a picture using a cell phone?

The picture is taken from www.gsmarena.com/nokia_6600-454.php

How do you make a cup of coffee?

The picture is taken from tagjoe.blogspot.com/2010/06/your-coffee-mug.html

How do you cook a plate of fried rice?

The picture is taken from www.sailusfood.com/2009/06/01/prawn-fried-rice/
Goal: __________________________

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

C. Try It Out

Find any recipe or manual from internet, magazine, or newspaper. Attach it in the space provided and rewrite it in a good procedure text.

Attach here.
Goal: ______________________
Materials:________________________________________
________________________________________
________________________________________
________________________________________
Steps:________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

Congratulations! You have just finished working on the whole units. Awesome!
Reflected

- What have you learnt?
  - 
  - 
  - 

- What do you think of it firstly?
  - 
  - 
  - 

- What is the important information you get?
  - 
  - 
  - 

- How do you feel now?
  - 
  - 
  -
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

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