DESIGNING A SET OF ENGLISH READING MATERIALS
USING AUTHENTIC PRINTED MATERIALS
FOR THE SECOND GRADE STUDENTS OF SMP N 1 PIYUNGAN

A THESIS

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

By
Intan Kawuryan Jati
Student Number: 06 1214 146

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Date, 12 October 2011
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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 specific paper should.

Yogyakarta, 19 October 2011
The Writer
Intan Kawuryan Jati
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

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ABSTRACT


Reading is one of the important aspects in English learning. However, for some English learners, reading English texts can be a boring activity. In order to provide interesting and relevant materials, the researcher proposes the use of authentic materials for reading class. Through the authentic materials, the researcher tries to increase students’ motivation in reading English texts. Moreover, authentic materials expose the students to use language to meet the needs of daily living. Based on previous reason, the use of authentic materials in reading class can help the students to achieve the functional level as junior high school students are required to achieve it. Based on those considerations, this research was aimed at developing a set of English reading materials using authentic printed materials for the second grade students of SMP N 1 Piyungan.

There were two questions formulated in the problem formulation (1) how is a set of English instructional authentic reading materials for the second grade students of SMP N 1 Piyungan designed? and (2) what does a set of instructional materials using authentic materials for reading class look like? To address the first question, the researcher employed the adaptation of Kemp’s and Yalden’s instructional design models combined with the Research and Development (R & D) steps. There were five instructional design steps employed in this study (1) research and information collecting, (2) planning, (3) developing primary form of product, (4) preliminary field testing, and (5) main product revision.

In this research, the data obtained through the research and information collecting step were served as the basis to develop the materials. After designing the materials, the researcher conducted expert validation to gain evaluation on the designed materials. The expert validation was conducted to two English teachers of SMP N 1 Piyungan and an English lecturer from Sanata Dharma University. The data from the expert validation were analyzed using percentages and qualitative data analysis. The evaluation was employed as the basis for revisions.

The presentation of the final version of the designed materials was served as the answer of the second question. The designed materials consisted of four units (1) Flora and Fauna, (2) Entertainment, (3) Tourism, and (4) Invitation. Each unit was divided into three sections. First was “Warming Up”, second was “Exercise”, and third was “Post Activity”. The data from the evaluation showed that the materials were acceptable and well-developed.
ABSTRAK


Reading merupakan salah satu aspek yang penting dalam pembelajaran bahasa Inggris. Namun, untuk beberapa siswa, membaca teks bahasa Inggris dapat menjadi kegiatan yang membosankan. Untuk menyediakan materi yang menarik dan relevan, peneliti mengusulkan penggunaan materi autentik untuk kelas reading. Melalui materi autentik, peneliti mencoba untuk meningkatkan motivasi siswa dalam membaca teks bahasa Inggris. Selain itu, materi autentik menunjukkan kepada siswa untuk menggunakan bahasa dalam kehidupan sehari-hari. Berdasarkan alasan tersebut, penggunaan materi autentik dalam kelas reading dapat membantu siswa mencapai tingkat functional. Berdasarkan pertimbangan tersebut, penelitian ini bertujuan untuk mengembangkan seperangkat materi reading yang autentik bagi siswa tingkat dua SMP N 1 Piyungan.

Dalam penelitian ini, terdapat dua petanya dalam perumusan masalah yaitu (1) bagaimanakah seperangkat materi reading autentik untuk siswa tingkat dua SMP N 1 Piyungan dirancang? dan (2) bagaimanakah penyajian materi reading yang telah disusun tersebut? Untuk menjawab pertanyaan pertama, penulis mengadaptasi model perancangan instruksional yang dikembangkan oleh Kemp dan Yalden yang dikombinasikan dengan langkah-langkah Research and Development (R & D). Terdapat lima langkah perancangan instruksional dalam penelitian ini, yakni (1) penelitian dan pengumpulan informasi, (2) perencanaan, (3) pengembangan produk utama, (4) pemeriksaan pendahuluan, dan (5) revisi utama.

Dalam penelitian ini, data yang dikumpulkan melalui langkah penelitian dan pengumpulan informasi digunakan sebagai dasar pengembangan materi. Setelah selesai merancang materi, peneliti mengadakan expert validation untuk memperoleh evaluasi dari dua guru bahasa Inggris dari SMP N 1 Piyungan dan juga seorang dosen dari Pendidikan Bahasa Inggris Universitas Sanata Dharma. Data dari expert validation tersebut dianalisa menggunakan prosentase dan analisa data kualitatif. Evaluasi kemudian dijadikan acuan untuk revisi.


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
ACKNOWLEDGEMENTS

First of all, I would like to express my greatest gratitude to Allah SWT who has given strength to me. I believe that God always blesses me in every step I take. Thank Allah for guiding me during the process of completing my thesis.

This thesis would not come to an end without the guidance from my sponsor, Chistina Kristiyani, S.Pd., M.Pd., who is very patient to help me in finishing my thesis. I thank her for her correction and advice through my thesis. I also would like to express my sincere appreciation to Henny Herawati, S.Pd., M.Hum. for willingly spending her time evaluating my designed materials.

I warmly thank the headmaster of SMP N 1 Piyungan, Drs. Denok Widarti, S.Pd., who allowed me conducting the research in SMP N 1 Piyungan. I also would thank the English teachers of SMP N 1 Piyungan, Suci Wijayanti, S.Pd., Sri Nursanti, S.Pd., and Siti Hasanah, M.Pd. I thank them for helping and guiding me as well as giving precious suggestions for my designed materials.

I am deeply grateful to all lecturers of English Education Study Program of Sanata Dharma University for their guidance, dedication, and knowledge they have shared during my study in this university. I also thank all secretary staffs of the English Education Study Program for their services and help during my thesis.

For those who always accompany me through the hard days, I would like to say thousands of gratitude. I would like to thank my late mother Ibu Sri Purwanti Handayani, S.Pd., for the lessons of struggling in life. I would like to thank my family, Bapak Nicholaus Junto who always supports me, and also my
beloved brothers Antara Eka Nugraha and Ryan Nandiangan for their love, patience, and support.

I send my gratitude to my best friend, Ig. Hery Setyawan. I thank him for spending the precious time together and helping me when I have troubles. I would also like to express my gratitude to my friends in English Education Study Program Siska, Indi, Yoanna, Niken, Tita, Ata, and Nana. I thank them for their kindness and for a good friendship.

Finally, I would like to show my gratitude to all those who helped and supported me that could not be mentioned by names. This thesis might not have finished without them.

Intan Kawuryan Jati
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CHAPTER I

INTRODUCTION

This chapter presents six parts. The first part is research background, the second part is problem formulation, the third part is problem limitation, the fourth part is research objectives, the fifth part is research benefits, and the last part is definitions of terms.

A. Research Background

Reading is one of important aspects in English learning. Berardo (2006) stated that reading means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking (p. 60).

According to Nuttall, 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 writer to reader; how we get meaning by reading; and how the reader, the writer and the text all contribute to the process (as cite in Berardo, 2006, p. 61).

Reading English texts can be boring activity for some English learners. Based on the researcher’s experience, the English teacher always gives students English reading materials from text book. Most English teachers have never created new English reading materials for their students. While, students need something new that will interest them to read the text. Berardo (2006)
stated that a reading course can be made more interesting if a variety of texts is used.

Nuttall stated that authentic texts can be motivating because they are proved that the language is used for real-life purposes by people (as cited in Berardo, 2006, p. 64). Based on Nuttall’s statement, the researcher tries to improve the English reading materials using authentic materials to increase students’ motivation in reading English text. Moreover, Berardo (2006) stated that authentic materials also give the reader the opportunity to gain real information and know what is going on in the world around them (p. 64).

According to KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum, the purpose of English learning in junior high level is to help the students to achieve the functional level. At the functional level, people are able to use language to meet the needs of daily living such as reading newspaper, reading instruction, etc. Therefore, authentic materials will be appropriate to be implemented in junior high level.

The research will be conducted in SMP N 1 Piyungan. The researcher chooses this junior high school because SMP N 1 Piyungan is one of the schools in Yogyakarta district that has launched RSBI (Rintisan Sekolah Bertaraf Internasional). In RSBI class, the learning process in the classroom used bilingual. English lesson in RSBI class is also different from English lesson in general class. In RSBI class, some topics for English lesson are related with science, math, and also ICT. A more interesting science, math, and ICT texts will motivate the students into reading. The authentic
presentation through the use of pictures, diagrams, and photographs helps the text into a context. This helps the reader not only understand the meaning of the text better but also how it would be used (Berardo, 2006, p. 62).

From the explanation above, the researcher intended to design a set of English instructional reading materials using authentic printed materials for the second grade students of SMP N 1 Piyungan.

B. Problem Formulation

The problem formulation of the research is presented as follows.

1. How is a set of English instructional authentic reading materials for the second grade students of SMP N 1 Piyungan designed?

2. What does a set of instructional materials using authentic materials for reading class look like?

C. Problem Limitation

The research is limited to the second grade students of SMP N 1 Piyungan. The researcher chooses SMP N 1 Piyungan because this junior high school is one of the best schools in Bantul. English becomes very crucial lesson in SMP N 1 Piyungan because this junior high school has international-based classes. In international-based class, English becomes language of instruction for all subjects.
D. Research Objectives

Considering the problems that are stated in the problem formulation above, there are two objectives of this research.

1. The research tries to find out how a set of English instructional reading materials for the second grade students of SMP N 1 Piyungan is designed.

2. The research tries to present the designed set of instructional materials using authentic materials for reading class for the second grade students of SMP N 1 Piyungan.

E. Research Benefits

Hopefully, this research will give contribution to English teacher, junior high school students, researcher, and other researchers.

1. The English teacher

This research will give solution to English teachers who find difficulties in deciding the appropriate materials to teach their students English reading. The research provides some examples of authentic materials that can be applied by the English teachers to teach their students reading. In other words, the English teachers may have more references of reading materials for their students.

2. The junior high school students

This research provides authentic materials that are useful for the students to learn English reading. Hopefully the designed authentic materials
will motivate the students to read English texts and they find a new interesting way to learn English through authentic materials.

3. **The researcher**

   Hopefully, in the end of the research, the researcher can learn more about how to design good authentic materials for English learning, especially for reading class. The experience of designing materials for students will be beneficial to the researcher when the researcher become a teacher someday. The designed authentic materials can also be applied by the researcher when the researcher teaches their students later.

4. **Other researchers**

   For others researchers, the researcher hopes that this research will be useful for giving information to the other researchers who concern about this field and providing them a clear description about designing English reading materials using authentic materials of second grade students of junior high school. Hopefully, this research will give beneficial information that can be used to support other researchers’ research.

F. **Definition of Terms**

1. **Reading**

   Candlin & Saedi stated reading is seen as a dynamic interaction between the writer and the reader in which the reader creates meaning for the text (as cited in Cohen, 1990). In this study, reading means the idea of understanding meaning from written English words.
2. Instructional Design

Briggs & Gagne (1979), stated that instructional is a set of events which affects learners in such a way that learning is facilitated (p. 3). Moreover, Briggs & Gagne (1979) stated that instruction is the means employed by teachers, designers of materials, curriculum specialist, and other people who want to develop an organized plan to promote learning. The system of instruction which is designed may be intended for use in public or private schools, in industry, or in public-service training installations (p. 19). In this study, instructional design is a systematic plan in designing a set of materials for learning facilitation.

3. Authentic Printed Materials

According to Wallace, authentic materials have been defined as real-life texts, not written for pedagogic purposes (as cited in Berardo, 2006, p. 61). Peacock stated that authentic materials are materials that have been produced to fulfill some social purpose in the language community (as cited in Berardo, 2006, p. 61).

Gebhard (1996) mentioned examples of authentic printed materials: newspaper articles; cartoons; advertisements; movie advertisements; astrology columns; travel magazines; science, math, and history books; novels; books of photographs; lyrics to popular, rock, folk, and children’s songs; restaurant menus; street signs; postcards; currency; cereal boxes; candy wrappers; tourist information brochures and tourist guidebooks; university catalogs; department store catalogs; telephone books; world, city, and relief maps; calendars; TV
guides; driver’s licenses; comic books; greeting cards; business cards; bank checks and deposit forms; grocery coupons; hotel registration forms; pins with messages; bus, plane, train, taxi, and jitney schedules; teletext subtitles for the hearing impaired (p. 101).

Berardo (2006) stated that the sources of authentic materials that can be used in classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs, and literature. One of the most useful of the authentic materials is the internet (p. 62). In this study, authentic materials mean any material which has not been specifically produced for the purpose of language teaching. The sources of authentic reading materials are collected from newspapers, magazines, science book, and the internet.

4. Junior High School

Junior high school or abbreviated by SMP (Sekolah Menengah Pertama) is a school intermediate between elementary school and senior high school. It usually includes grades 7, 8, and 9.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents two parts. The first part is theoretical description, and the second part is theoretical framework. In theoretical description, the researcher provides theories which are directly relevant to the research. Theoretical framework summarizes and synthesizes all major relevant theories which will help the researcher solve the research problems.

A. Theoretical Description

In theoretical description, the researcher discusses four main topics. They are instructional design, educational research and development, teaching reading, and authentic materials.

1. Instructional Design

To answer the problems, this research conducts two instructional models. They are Kemp’s model and Yalden’s model. The brief explanation of those models will be elaborated in the following discussion.

a. Kemp’s Model

Kemp (1977) stated that the instructional design plan is design to supply answers to three questions, which may be considered the essential elements of instructional technology (p. 8).

1) What must be learned? (objectives)
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)

The plan consists of eight parts (Kemp, 1977, p. 8-9). Those parts are stated as follows.

1) Consider goals, and then list topics, stating the general purposes for teaching each topic.

2) Enumerate the important characteristics of the learners for whom the instruction is to be designed.

3) Specify the learning objectives to be achieved in terms of measurable student behavioral outcomes.

4) List the subject content that supports each objective.

5) Develop pre-assessments to determine the student’s background and present level of knowledge about the topic.

6) Select teaching/learning activities and instructional resources that will treat the subject content so students will accomplish the objectives.

7) Coordinate such support services as budget, personnel, facilities, equipment, and schedules to carry out the instructional plan.

8) Evaluate students’ learning in terms of their accomplishment of objectives, with a view to revising and reevaluating any phases of the plan that need improvement.
Kemp (1977) stated that this model is a flexible process (p. 9). There is interdependence among the eight elements; decisions relating to one may affect others. You can start with whichever element you are ready to start with and then move back and forth to the other steps. From the diagram above, it can be seen that in Kemp’s model the instructional design is in a continuous circle. Each step in the development is directly related to the revision.
b. Yalden’s Model

The purpose of Yalden’s model is to describe the syllabus that considers the communicative needs of the learners. Yalden (1987) stated that a communicative syllabus itself is a syllabus which is designed for describing a classroom experience in which more closely appropriate an environment of real of language and art (p. 85).

There are seven steps that must be considered in designing instructional materials (Yalden, 1987, p. 101).
1) The first step is conducting a need survey. This step is conducted to find the learners’ needs and to write the objectives that is appropriate to the learners.
2) The second step is stating description of the purpose. Having conducted a need survey, the designer will have a description for describing the purposes of the program.
3) The third step is selecting a syllabus type to be carried out in the program. The choice of the syllabus type is done when the general category of a language program has been decided.
4) The fourth step is the production of proto-syllabus. At this step, the designer specified the description of the syllabus content. Selection and combination of contents are designed in line with the type of the syllabus.
5) The fifth step is the production of a pedagogical syllabus. The specification of every single word and phrase will be conducted in this
help. Therefore, the production of proto-syllabus will be developed completely.

6) The sixth step is development and implementation of classroom procedures. The communicative syllabus will give a significance changes in teacher’s role. The teacher’s role here is a facilitator, not a leader. Therefore, the classroom activities are conducted based on the learners’ activity rather than teacher’s activity.

7) The last step is evaluation. Evaluation can be done in every step that helps the designer to revise the step and the content of the syllabus.

2. Educational Research and Development (R & D)

Borg (1983) stated that educational research and development (R & D) is a process used to develop and validate educational products (p. 772). The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed,
developing the product based on these findings, field testing it in the setting
where it will be used eventually, and revising it to correct the deficiencies
found in the field-testing stage.

There were ten major steps in the R & D cycle promoted by Borg

1) Research and information collecting - Includes review of literature,
classroom observations, and preparation of report of state of the art.

2) Planning - Includes defining skills, stating objectives determining course
sequence, and small scale feasibility testing.

3) Develop preliminary form of product - Includes preparation of
instructional materials, handbook, and evaluation devices.

4) Preliminary field testing - Conducted in from 1 to 3 schools, using 6 to 12
subjects. Interview, observational and questionnaire data collected and
analyzed.

5) Main product revision - Revision of product as suggested by the
preliminary field-test results.

6) Main field testing - Conducted in 5 to 15 schools with 30 to 100 subjects.
Quantitative data on subjects’ pre-course and post-course performance are
collected. Results are evaluated with respect to course objectives and are
compared with control group data, when appropriate.

7) Operational product revision - Revision of product as suggested by main
field-test results.
8) Operational field testing - Conducted in 10 to 30 schools involving 40 to 200 subjects. Interview, observational and questionnaire data collected and analyzed.

9) Final product revision - Revision of product as suggested by operational field-test results.

10) Dissemination and implementation - Report on product at professional meetings and in journals. Work with publisher who assumes commercial distribution. Monitor distribution to provide quality control.

Based on ten major steps of the R & D cycle above, the researcher used five steps to design a set of the materials. Those steps were research and information collecting (step 1), planning (step 2), develop preliminary form of product (step 3), preliminary field testing (step 4), and main product revision (step 5).

3. Reading

This sub-chapter presents the principles for teaching reading, the purpose for reading, and the good reading task.

a. Principles for Teaching Reading

Brown (2007) defined eight principles for teaching reading skills (p. 373-376). Those eight principles are stated as follows.

1) In an integrated course, don’t overlook a specific focus on reading skills

2) Use techniques that are intrinsically motivating

Choose interesting and relevant reading texts for the students. Focus on your students’ goals in learning to read English. Choose material that is
relevant to those goals. Other approaches in which learners are given choices in selecting reading material offer a degree of intrinsic motivation.

3) Balance authenticity and readability in choosing text

4) Encourage the development of reading strategies

5) Include both bottom-up and top-down techniques

6) Follow the SQ3R sequence

One effective series of procedures for approaching a reading text has come to be labeled the SQ3R technique, a process consisting of the following five steps:

a. Survey: skim the text for an overview of main ideas.

b. Question: the reader asks questions about what he or she wishes to get out of the text.

c. Read: read the text while looking for answers to the previously formulated questions.

d. Recite: reprocess the silent points of the text through oral or written language.

e. Review: assess the importance of what one has just read and incorporate it into long-term associations.

This series of techniques of course may not fit all classes and contexts, but it serves as a general guide for a reading class.

7) Plan on pre-reading, during reading, and after-reading

A good rubric to keep in mind for teaching reading is the following three-part framework:
a. Before you read: spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata students can bring the best of their knowledge and skills to a text when they have been given a chance to “ease into” the passage.

b. While you read: not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. It gives students a sense of purpose for reading rather than just reading because you ordered it.

c. After you read: comprehension questions are just one form of activity appropriate for post-reading also consider vocabulary study, identifying the author’s purpose, discussing the author’s line of reasoning, examining grammatical structures, or steering students toward a follow-up writing exercise.

8) Build an assessment aspect into your techniques

Because reading, like listening comprehension, is totally unobservable (we have to infer comprehension from other behavior), it is as important in reading as it is in listening to be able to accurately assess students’ comprehension and development of skills.

a. Doing - the reader responds physically to a command.

b. Choosing - the reader selects from alternatives posed orally or in writing.

c. Transferring - the reader summarizes orally what is read.

d. Answering - the reader answers questions about the passage.

e. Condensing - the reader outlines or takes notes on a passage.
f. Extending - the reader provides an ending to a story.

g. Duplicating - the reader translates the message into the native language or copies it (beginning level, for very short passage only).

h. Modeling - the reader puts together a toy, for example, after reading directions for assembly.

i. Conversing - the reader engages in a conversation that indicated appropriate processing of information.

b. **Purpose for Reading**

Rivers and Temperly stated seven main purposes for reading (as cites in Nunan, 1999, p. 251).

1) obtaining information for some purpose or because we are curious about some topic;

2) obtaining instructions on how to perform some task for our work or daily life (e.g., knowing how an appliance works);

3) acting in play, play a game, do a puzzle;

4) keeping in touch with friends by correspondence or to understand business letters;

5) knowing when or where something will take place or what is available;

6) knowing what is happening or has happened (as reported in newspapers, magazines, reports);

7) enjoyment or excitement.
c. **The Good Reading Task**

Nunan (1999) stated that the DART (Directed Activities Related to Text) model was developed by Davies and Green (1984), and Davies (1995) in reaction to traditional reading exercises, such as multiple choice, that, they argue, are extremely limited in their potential as learning activities, Davies argues for tasks that are characterized by the following features (p. 26).

There are some characteristics of the good reading task.

1) Typically makes use of authentic and challenging texts;

2) Provides students with a rhetorical or topical framework for processing and analyzing the text;

3) Frequently involves an oral reading of the text by the teacher or a student followed by silent reading and rereading of the text;

4) Involves the students interacting with the text and with each other;

5) Involves students in direct analysis of the text instead of indirect question answering;

6) Frequently involves the transfer of information from text to a visual or diagrammatic representation.

4. **Authentic Material**

In this sub-chapter, the researcher presents the definition of authentic materials, the types of authentic materials, and the advantages and the disadvantages of authentic materials.
a. Definition of Authentic Material

To get beyond the limitations of a text, many EFL/ESL teachers adapt or create authentic materials and media. Basically, authentic materials include anything that is used as a part of communication (Gebhard, 1996, p. 100).

Moreover, Peacock stated that authentic materials are materials that have been produced to fulfill some social purpose in language community (as cited in Martinez, 2002).

b. Types of Authentic Materials

Gebhard (1996) provides four types of authentic materials which have been used by EFL/ESL teachers (p. 100-101).

1) Authentic Listening/Viewing Materials

Silent films; TV commercials, quiz shows, cartoons, news, comedy shows, dramas, movies, and soap operas; radio news, dramas, and ads; professionally audiotaped short stories and novels; pop, rock, country, folk, and children’s songs; home video; professionally videotaped travel logs, documentaries, and sales pitches.

2) Authentic Visual Materials

Slides; photographs; paintings; sketches; drawings by children; stick-figure drawings; wordless street signs; silhouettes; calendar pictures; pictures from travel, news, and popular magazines; ink blots; postcard pictures; wordless picture books; stamps; X rays.
3) **Authentic Printed Materials**

Newspaper articles; cartoons; advertisements; movie advertisements; astrology columns; travel magazines; science, math, and history books; novels; books of photographs; lyrics to popular, rock, folk, and children’s songs; restaurant menus; street signs; postcards; currency; cereal boxes; candy wrappers; tourist information brochures and tourist guidebooks; university catalogs; department store catalogs; telephone books; world, city, and relief maps; calendars; TV guides; driver’s licenses; comic books; greeting cards; business cards; bank checks and deposit forms; grocery coupons; hotel registration forms; pins with messages; bus, plane, train, taxi, and jitney schedules; teletext subtitles for the hearing impaired.

4) **Realia Used in EFL/ESL Classroom**

Dolls, puppets, currency, key rings, scissors, folded paper, toothpaste, toothbrushes, combs, stuffed and toy animals, wall clocks, balloons, walkie-talkies, candles, fly swatters, string, thread, chewing gum, glue, rulers, tacks, paper clips, rubber bands, trays, aprons, plastic forks and spoons, dishes, glasses, bows, umbrellas, wallets, purses, balls, phones, fishing reels, furniture, people, cars, bug collections, play money, stones, plants, sand, clay, ink, sticks, jars, coffee cans, chalk, credit cards, hats, Halloween masks, rubber vomit, manikins.

c. **Advantages and Disadvantages of Authentic Materials**

Using authentic materials in classroom has advantages and disadvantages. Gebhard (1996) stated that one disadvantage is that it takes
time and effort to locate authentic materials. A second advantage is that it is sometimes difficult to make authentic materials and media comprehensible to the students. A third disadvantage is that some students will not accept authentic materials and media as being a valuable learning source (p. 101-102). For example, students will sometimes reject TV comedy or games as a learning source, because they consider them as entertainment but view learning as a serious enterprise.

Although using authentic materials has disadvantages, there are very strong reasons to use them. Authentic materials and media can reinforce for students the direct relation between the language classroom and the outside world. In addition, authentic materials and media offer a way to contextualize language learning. When lessons are centered on comprehending a repair manual, a menu, a TV weather report, a documentary, or anything that is used in the real world, students tend to focus more on content and meaning than on language. This offers students a valuable source of language input, as students can be exposed to more than just the language presented by the teacher and the text (Gebhard, 1996, p. 102).

5. **KTSP (Kurikulum Tingkat Satuan Pendidikan)**

   a. **Goals**

   Teaching English to junior high school students aims to the students to have the following capabilities.

   1. Develop the competence to communicate in oral and written form to reach the level of *functional* literacy.
2. Have the students’ awareness of the importance of English to enhance national competitiveness in a global society.

3. Develop students’ understanding about the relation between language and culture.

b. Scope

The scopes of English subject in junior high school are stated below.

1. Ability of conducting discourse, namely the ability to understand and/ or produce spoken text and/ or written text that are realized in the four language skills, namely listening, speaking, reading and writing in an integrated manner to achieve the level of functional literacy.

2. Ability to understand and create a variety of functional text monologues, and short essays form of procedure, descriptive, recount, narrative, and reports. Gradation of teaching materials appears in the use of vocabulary, grammar, rhetoric steps.

3. Supporting competence, namely linguistic competence (using the grammar and vocabulary, good sound, good writing), socio-cultural competence (using the expressions and actions which are accepted in various context of communication), the competence of the strategy (to overcome the problems arising in the communication process in different ways in order to keep communication in progress), and shaper of discourse competence (using the tool forming the discourse).
c. Standard Competence and Basic Competence

Standard competence and basic competence of RSBI (Rintisan Sekolah Bertaraf Internasional) are different from general school. Standard competence and basic competence for grade VIII semester I of general junior high school are stated as follows.

<table>
<thead>
<tr>
<th>Standard Competence</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Understanding functional text and short essay in descriptive and recount form which related with surroundings.</td>
<td>1.1 Reading aloud functional text and short essay in descriptive and recount form with spelling, stressing, and intonation which are accepted and related with surroundings.</td>
</tr>
<tr>
<td>1.2 Responding the meaning of the short functional text with accuracy and fluency which are accepted and related with surroundings.</td>
<td>1.2 Responding the meaning of the short functional text with accuracy and fluency which are accepted and related with surroundings.</td>
</tr>
<tr>
<td>1.3 Responding the meaning and rhetorical steps in a simple short essay accurately, smoothly, and which are accepted with surroundings in form of descriptive and recount texts.</td>
<td>1.3 Responding the meaning and rhetorical steps in a simple short essay accurately, smoothly, and which are accepted with surroundings in form of descriptive and recount texts.</td>
</tr>
</tbody>
</table>
Standard competence and basic competence of RSBI (Rintisan Sekolah Bertaraf Internasional) are basically similar with standard competence and basic competence of general school. In RSBI (Rintisan Sekolah Bertaraf Internasional), there is an additional in standard competence and basic competence. Standard competence and basic competence for grade VIII semester 1 of RSBI (Rintisan Sekolah Bertaraf Internasional) are stated as follows.

<table>
<thead>
<tr>
<th>Standard Competence</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Understanding the functional text and short essay of simple descriptive, recount and exposition to communicate with the environment and/ or in an academic context.</td>
<td>1.1 Understanding correctly and efficiently the explicit meaning expressed in functional text and short text in form of <em>descriptive</em>, <em>recount</em>, and <em>exposition</em> which are related to the environment and / or in an academic context</td>
</tr>
<tr>
<td>1.2 Understanding correctly and efficiently the explicit meaning expressed in functional text and</td>
<td></td>
</tr>
</tbody>
</table>
B. Theoretical Framework

This research is concerned with designing authentic printed reading materials to the second grade of junior high school students. The sources of authentic materials can be taken from newspapers, magazines, brochures, TV guides, etc. The purpose of using authentic materials for designing reading materials is to improve students’ motivation to read English texts. Moreover, the use of authentic materials is not only for learning purposes but also for real life communication purposes. Based on the principles of teaching reading, the researcher tries to design appropriate authentic printed reading materials for the second grade of junior high school students. In designing the instructional materials, the researcher uses the combination of two models. First model is Kemp’s model and second is Yalden’s model. The researcher uses educational research and development to answer the problem formulation. The researcher adapts five steps based on ten major steps of the R & D cycle. Those steps are:

<table>
<thead>
<tr>
<th>Standard Competence</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>short text in form of <em>descriptive</em>, <em>recount</em>, and <em>exposition</em> which are related to surroundings and/or in an academic context.</td>
<td></td>
</tr>
</tbody>
</table>
research information collecting (step 1), planning (step 2), develop preliminary form of product (step 3), preliminary field testing (step 4), and main product revision (step 5). There are two reasons for adapting five steps in this research. First, the researcher only conducts this research in a junior high school, while the next steps of R & D cycle have to conduct the research in more than four schools. Second, the designed materials from this research will not publish for commercial distribution.

1. Research and Information Collecting

The researcher collects information by needs survey. Needs survey is conducted to find out needs and interests of the second grade students of SMP N 1 Piyungan. Needs survey is conducted by observation in the second grade of SMP N 1 Piyungan class. The researcher conducts classroom observation to see the condition of the students and the classroom activities in reading class. By observation, the researcher will also know the materials that are used by the teacher in teaching reading class. Beside observation, the researcher also distributes questionnaires to the second grade students of SMP N 1 Piyungan to seek their favorite topic for their reading materials.

2. Planning

After needs survey is done, the researcher then tries to set the goals, topics, and purposes based on the result of the needs survey. The researcher decides the goals, sets the topics based on students’ interests, and formulates the purposes the students will achieve.
3. Developing Preliminary Form of Product

Developing preliminary form of product includes choosing the most appropriate syllabus, select teaching / learning and instructional resources, and designing the instructional materials.

4. Preliminary Field Testing

In preliminary field testing, the researcher conducts evaluation. Evaluation is conducted by distributing some questionnaires to two English teachers of SMP N 1 Piyungan and one PBI’s lecturer of Sanata Dharma University in order to get feedback for the designed materials. The main purpose of this step is to measure whether the designed materials are appropriate and relevant or not. The opinions and suggestions which are given by respondents will be beneficial for improving the final version of designed materials.

5. Main Product Revision

After preliminary field testing is done, the researcher evaluates the designed materials. The aim of evaluation is to make final revision before the designed materials will be applied for students.
Figure 2.3 Overall Steps

1. Research and Information Collecting (Step 1)
2. Planning (Step 2)
3. Developing Preliminary Form of Product (Step 3)
4. Preliminary Field Testing (Step 4)
5. Main Product Revision (Step 5)

- Needs Survey
- Goals, Topics, and General Purposes
- Syllabus
- Select Teaching/Learning Activities and Instructional Resources
- Designing the Materials
- Evaluation
- Revision
CHAPTER III

METHODOLOGY

This chapter presents six parts. The first part is research method, the second part is research participants, the third part is research instruments, the fourth part is data gathering technique, the fifth part is data analysis technique, and the last part is research procedure.

A. Research Method

Educational research and development (R & D) were used to answer the questions the problem formulation. Borg (1983) stated that educational research and development (R & D) is a process used to develop and validate educational products (p. 772). The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage.

There were ten major steps in the R & D cycle promoted by Borg (1983, p. 775). Based on ten major steps of the R & D cycle, the researcher used five steps to design a set of the materials. Those steps were research and information collecting (step 1), planning (step 2), develop preliminary form of product (step 3), preliminary field testing (step 4), and main product revision (step 5).
Step 1. Research and information collecting

In this step, the researcher conducted classroom observation to gain the data from the previous learning. The researcher collects the data about the English reading materials that were used by the English teacher of SMP N 1 Piyungan. During classroom observation, the researcher tried to seek the classroom activities that were applied in the second grade class. In this process, the researcher also tried to find out students’ motivation in joining reading class. In information collecting, the researcher conducted questionnaires to the students to know their favorite topics to be applied for their reading materials.

Step 2. Planning

In this step, the researcher decided the goal and chose the topics based on the students’ needs and interests. After that, the researcher formulated the objectives that students were expected to accomplish.

Step 3. Developing preliminary form of product

In this step, the researcher made a syllabus based on the objectives that had been formulated. After made the syllabus, the researcher selected teaching/learning materials and instructional resources which were used to design the materials.

Step 4. Preliminary Field Testing

In preliminary field testing, the researcher distributed post-design questionnaires to one PBI’s lecturer of Sanata Dharma University and two English teachers of SMP N 1 Piyungan. The purpose of questionnaires
distribution was for finding out the opinions and suggestions from the respondents.

**Step 5. Main product revision**

In this section, the researcher revised the designed materials based on the feedbacks which English teachers gave from the result of the post design questionnaires.

**B. Research Participants**

There were two groups of participants in this research. First group was the second grade students of *SMP N 1 Piyungan* and second group was two English teachers of *SMP N 1 Piyungan* and one PBI’s lecturer of Sanata Dharma University.

The researcher distributed the questionnaires to the second grade students of *SMP N 1 Piyungan* to obtain students’ interests on what kind of topics they like. The collected data would help the researcher to design the authentic materials based on students’ interests and needs.

After designing materials, the researcher distributed the instructional materials and the questionnaires to one PBI’s lecturer to evaluate the designed materials. After that, the researcher then distributed the designed materials and questionnaires to two English teachers of *SMP N 1 Piyungan* to get feedback and evaluations. The researcher also expected that the PBI’s lecturer and the English teachers of *SMP N 1 Piyungan* would give opinions and suggestions to the improvement of the designed materials later. The improvement
materials would be expected to be appropriate materials for the second grade students of SMP N 1 Piyungan.

The researcher chose SMP N 1 Piyungan because this junior high school has RSBI (Rintisan Sekolah Bertaraf Internasional) class. RSBI class is a bilingual class so English becomes very important subject to support students’ learning activity. The researcher took the data from RSBI class students and teachers who taught RSBI class.

C. Research Instruments

In order to gather the data for the research, the researcher used two kinds of research instruments. They were observation and questionnaire.

1. Classroom Observation

The researcher conducted classroom observation because there are several benefits for the educational researcher. Some major strengths of using classroom observation allow educators to do the following: (1) permit researchers to study the processes of education in naturalistic settings; (2) provide more detailed and precise evidence than other data sources; and (3) stimulate change and verify that the change occurred. The descriptions of instructional events that are provided by this method have also been found to lead to improved understanding and better models for improving teaching.

In this study, the researcher conducted classroom observation once. In conducting classroom observation, the researcher focused on four important things. First was about students’ characteristics, second was classroom
activities, third was the reading materials used in English lesson, and the last was the students’ motivation in joining reading class. The information would very useful to help the researcher to design the appropriate reading materials based on students’ conditions and students’ needs.

2. Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The researcher used questionnaires because they are cheap and does not require much effort. Usually, a questionnaire consists of a number of questions that the respondent has to answer in a set format. According to Ary (1972), there are two types of questionnaires; there are structured or close questionnaire and constructed or open questionnaire (p. 175).

A distinction is made between open-ended and closed-ended questions. An open-ended question asks the respondent to formulate his own answer, whereas a closed-ended question has the respondent to pick an answer from a given number of options.

In this study, the researcher conducted questionnaire twice. First questionnaires’ distribution was needs survey questionnaire for the students and second questionnaires’ distribution was for the PBI’s lecturer and the teachers of SMP N 1 Piyungan for materials evaluation needs. The needs survey questionnaires were distributed to collect the information about students’ interest and students’ favorite topics. While the evaluation
questionnaires were distributed to gain lecturers’ and teachers’ opinion and suggestion about the designed materials.

D. Data Gathering Technique

In order to design appropriate English authentic printed materials for the second grade students of SMP N 1 Piyungan, the researcher conducted classroom observation and questionnaires.

The researcher conducted classroom observation in the beginning process. The main purposes of conducting classroom observation were to gather information of the classroom activities and the materials that were used by the teacher in reading class. The results of classroom observation could be used by the researcher to improve the English reading materials for the second grade students of SMP N 1 Piyungan and to decide the classroom activities that would be applied next.

Beside classroom observation, the researcher also conducted questionnaires. The researcher conducted questionnaire twice. First questionnaires were distributed in the pre-design to find out the needs of the target learners so that the researcher could design the materials which were relevant to the learners’ needs. In the questionnaires of needs analysis, the students were asked to answer some questions in order to gain students’ favorite topics for their reading materials.

Second questionnaires were distributed in the post design. In post designed questionnaire, the researcher conducted two types of questionnaires.
First type was close questionnaire which the respondents pick an answer from a given number of options and second type was open questionnaire which the respondents formulate their own answer. The post designing questionnaires were conducted to two English teachers of SMP N 1 Piyungan and one PBI’s lecturer of Sanata Dharma University. The purpose was to get feedbacks from the designed materials. The feedbacks would be very useful for the researcher to revise the designed materials in order to obtain relevant and suitable materials.

E. Data Analysis Technique

In data analysis techniques, the researcher would discuss two important points. First point was the analysis which was conducted to gain needs survey, and second point was the analysis for the evaluation of the designed materials.

1. Needs Survey

In conducting needs survey, the researcher used two research instruments. There were classroom observation and pre-design questionnaire. In classroom observation, the researcher prepared observation sheet. The data from the classroom observation was analyzed from observation sheet’s notes that researcher took when the researcher conducted classroom observation.
Table 3.1 Observation Sheet

<table>
<thead>
<tr>
<th>Students’ Characteristics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Activities</td>
<td></td>
</tr>
<tr>
<td>Reading Materials</td>
<td></td>
</tr>
<tr>
<td>Students’ Motivation</td>
<td></td>
</tr>
</tbody>
</table>

While, the data gathered from pre-design questionnaire was calculated by percentage. The result was obtained by dividing the number of students who choose certain topic with the total number of students, then multiplied by 100%. The questionnaire for the students in the pre-design were calculated as followed.

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

Notes:
- \( n \) = the number of students who choose certain topics
- \( \sum n \) = the total number of students

From the classroom observation and the questionnaires which were distributed to the students, the researcher collected the information needed. From the result of classroom observation, the researcher summed up information about the students’ characteristics, classroom activities, materials which are used in reading and students’ motivation in joining reading class. While, from the questionnaire the researcher gathered the information about the students’ favorite topics to be applied for their reading materials.
2. Evaluation

In gathering the data for evaluation, the researcher just used post-design questionnaires as research instrument. In the questionnaires for the post design research, the researcher used the combination of both close ended and open ended questions.

The data for the evaluation were divided into two categories. The first category was about the respondents’ opinions on the designed materials which were presented statically (close ended questions). The second category was the respondents’ comments and suggestions which were explained in sentences (open ended questions).

a. Respondents’ Opinions on the Designed Materials

In the close ended questionnaire, the respondents’ opinions on the designed materials were assessed using five points of agreements.

<table>
<thead>
<tr>
<th>Point of Agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>If the respondents strongly disagree with the statements</td>
</tr>
<tr>
<td>2</td>
<td>If the respondents disagree with the statements</td>
</tr>
<tr>
<td>3</td>
<td>If the respondents agree with the statements</td>
</tr>
<tr>
<td>4</td>
<td>If the respondents strongly agree with the statements</td>
</tr>
</tbody>
</table>

To calculate the data from respondents’ opinions on the designed materials, the researcher used same calculation with pre-designed
questionnaire. The data collected in the post-design questionnaire would be calculated using percentage as follows.

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

Notes:
\( n \) = the total number of the scale chosen by the participants
\( \sum n \) = the maximum scale of the statement of agreement

Then, the data were presented in the form of a table in which the participants’ opinions, the degree of agreement and the percentage were included.

Table 3.3 The Descriptive Statistics of Participants’ Opinion

<table>
<thead>
<tr>
<th>No.</th>
<th>The Participants’ Opinion on...</th>
<th>Frequency of the Degree of Agreement</th>
<th>N</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note:

\( N \) = Number of participants

Those scores show whether the designed materials are good or acceptable or not. The designed materials are considered good and acceptable if all the statements in the questionnaires have the percentage more than seventy-five percent. The designed materials are called good but needed crucial revisions if the percentage shows fifty percent up to seventy-five
percent. The materials designed are called poorly designed if the percentage is below fifty percent.

b. Respondents’ Comments and Suggestions

In the open ended questionnaire, which is included respondents’ comments and suggestions, the respondents had to write down their opinions and suggestions about the designed materials. The result of the questionnaires was used to revise and improve the designed materials.

To analyze respondents’ comments and suggestions, the researcher listed all respondents’ comments and suggestions which included respondents’ comments on the strengths, the weaknesses, and their suggestions of the designed materials. Based on respondents’ comments and suggestions, the researcher revised the designed materials in order to make better designed materials.

F. Research Procedure

The steps of the procedure in the research were described as follow.

1) Asking permission letter to Sanata Dharma University to conduct the research in SMP N 1 Piyungan.

2) Asking permission to the headmaster of SMP N 1 Piyungan.

3) Conducting classroom observation in the second grade of SMP N 1 Piyungan class.
4) Distributing the questionnaire to the second grade students of *SMP N 1 Piyungan* to gain information about their interests (favorite topics for the designed materials)

5) Analyzing the respondents’ answers.

6) Developing the English instructional authentic reading materials for the second grade students of *SMP N 1 Piyungan*.

7) Distributing the questionnaires to two English teachers of *SMP N 1 Piyungan* and one PBI’s lecturer for evaluating the designed materials.

8) Analyzing the results of the questionnaires given.

9) Revising the designed materials based on the questionnaires’ answer to obtain the final revision.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result and discussion of developing a set of instructional materials using authentic reading materials for the second grade students of SMP N 1 Piyungan. This chapter answers two questions stated in the problem formulation. The discussions are divided into three parts. The first part discusses the steps of designing a set of English instructional reading materials using authentic materials. The second part discusses the discussion on the designed set of materials. This part discusses the findings of the evaluation and revision of the instructional materials. The feedbacks were used to revise and improve the instructional materials. The last part of this chapter presents the designed set of English instructional reading materials. The complete presentation of the designed materials can be seen in the appendix.

A. The Steps of Designing a Set of English Instructional Reading Materials Using Authentic Materials

There were seven steps involved in designing a set of English instructional reading materials using authentic materials. Those steps are conducted to answer the first questions stated in the problem formulation about how to design a set of English instructional reading materials using
authentic materials. The results of the implementation of the steps are presented as follows.

1. Conducting Need Survey

Need survey was conducted to gain students’ needs and interests. The data of need survey were gathered from classroom observation and questionnaires distribution. The classroom observation was conducted in class VIII A *SMP N 1 Piyungan* on 26th August 2010. While, questionnaires distribution was conducted in two classes, there were VIII A on 26th August 2010 and VIII B on 24th September 2010. Class VIII A and VIII B are *RSBI* classes in *SMP N 1 Piyungan*. The detail information of classroom observation and questionnaires distribution are presented below.

a. Students’ Needs Based on Classroom Observation

In conducting classroom observation, the researcher focused on four important things. First thing was about students’ characteristics, second thing was classroom activities, third thing was the reading materials used in English lesson and the last thing was the students’ motivation in joining reading class.

From classroom observation, the researcher found that students in class VIII A and VIII B were very active. If the students had difficulties, they asked the teacher to repeat the explanation. Sometimes, some students directly came to teacher’s desk to ask more explanation. The students were also looked very creative. It could be seen from many artworks in classroom.
Teaching learning activities in these two classes was teacher-centered. The teacher was explaining the materials written and orally. After the explanation was done, the students did the tasks given by the teacher.

For the reading materials, the teacher gave handout to the students. The content of the handout was good enough. The teacher put cartoon in reading text and also used pictures to explain materials. Students’ motivation in joining English class was very good. The students were looked enthusiastic to study English.

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

The researcher distributed 56 questionnaires and received the same number of questionnaires back.

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answers</th>
<th>Number and Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Whether the students like English class or not.</td>
<td>a. Yes</td>
<td>55 (98.2%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>1 (1.8%)</td>
</tr>
<tr>
<td>2.</td>
<td>Whether the students like reading class or not.</td>
<td>a. Yes</td>
<td>43 (76.8%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>14 (25%)</td>
</tr>
<tr>
<td>3.</td>
<td>Whether the students have difficulties in reading class or not.</td>
<td>a. Yes</td>
<td>38 (67.8%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>17 (30.3%)</td>
</tr>
<tr>
<td>4.</td>
<td>The students’ difficulties in understanding reading texts.</td>
<td>a. Reading text is too long</td>
<td>36 (64.3%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Having limited vocabulary</td>
<td>19 (33.9%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Reading materials are not interesting</td>
<td>24 (42.8%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Poor concentration</td>
<td>15 (26.8%)</td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
<td>Answers</td>
<td>Number and Percentage</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>5.</td>
<td>When the students find difficult words . . .</td>
<td>e. Others</td>
<td>8 (14.3%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Difficult to understand the whole text content</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Pronunciation</td>
<td>6 (10.7%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Asking teacher (s)</td>
<td>38 (67.8%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Asking friend (s)</td>
<td>37 (66.1%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Consulting dictionary</td>
<td>42 (75%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Letting them be</td>
<td>1 (1.8%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Others</td>
<td>1 (1.8%)</td>
</tr>
<tr>
<td>6.</td>
<td>Whether the teacher use media in conducting reading materials or not.</td>
<td>a. Yes</td>
<td>55 (98.2%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>1 (1.8%)</td>
</tr>
<tr>
<td>7.</td>
<td>The students are more interested if the reading materials are from . .</td>
<td>a. Book</td>
<td>12 (21.4%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Outside book (newspaper, magazine, comic, etc.)</td>
<td>44 (78.6%)</td>
</tr>
<tr>
<td>8.</td>
<td>Students’ favorite topic.</td>
<td>a. Sport</td>
<td>46 (82.1%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Entertainment</td>
<td>53 (94.6%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Transportation</td>
<td>49 (87.5%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Food and Drink</td>
<td>55 (98.2%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Politic</td>
<td>22 (39.3%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Economy</td>
<td>27 (48.2%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. Health</td>
<td>48 (85.7%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. Culture</td>
<td>51 (91.1%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. Fairy Tales</td>
<td>42 (75%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>j. Tourism</td>
<td>53 (94.6%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>k. Others</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Science (plants and animals)</td>
<td>6 (10.7%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Art</td>
<td>1 (1.8%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Neighborhoods</td>
<td>1 (1.8%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Math</td>
<td>1 (1.8%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Songs</td>
<td>1 (1.8%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Experiences</td>
<td>1 (1.8%)</td>
</tr>
</tbody>
</table>
From the results of needs analysis, fifty five students (98.2%) said that they liked English class and only a student (1.8%) that did not like English class. Forty-three students (76.8%) stated that they liked reading class and fourteen students (25%) stated that they did not like reading class. Most of students who did not like reading class stated that reading class was boring. They often found that English texts which were used in reading class were not interesting. Sometimes, they also found too long English texts and complicated grammar during reading.

Thirty-eight students (67.8%) found difficulties in reading class while seventeen students (30.3%) did not find difficulties in reading class. From many difficulties which were usually found in reading class, thirty-six students (64.3%) stated that it was because the reading class was too long, nineteen students (33.9%) stated that they had limited vocabulary, twenty-four students (42.8%) stated that reading materials were not interesting, and fifteen students (26.8%) answered that they had poor concentration. Moreover, eight students (14.3%) answered that they had difficulties in understanding the whole text content and six students (10.7%) claimed that they had problem about the pronunciation.

When students found difficult words, thirty-eight students (67.8%) would ask the teacher. Thirty-seven students (66.1%) would ask their friends, forty-two students (75%) prefer consulting dictionary, and a student (1.8%) would let the word be. While, one student (1.8%) would ask to somebody who he thought know.
Fifty-five students (98.2%) stated that their teacher used media in reading class while one student (1.8%) stated that the teacher did not use media. Twelve students (21.4%) were more interested if the reading materials were from book, while forty-four students (78.6%) stated that they were more interested if the reading materials were not only from the book such as newspapers, magazines, and comic.

Based on the last question from the needs analysis questionnaire, the students proposed their favorite topics. Forty-six students (82.1%) proposed sport. Fifty-three (94.6%) proposed entertainment. Forty-nine students (87.5%) proposed transportation. Fifty-five students (98.2%) proposed food and drink. Twenty-two students (39.3%) proposed politic. Twenty-seven students (48.2%) proposed economy. Forty-eight students (85.7%) proposed health. Fifty-one students (91.1%) proposed culture. Forty-two students (75%) proposed fairy tales. Fifty-three students (94.6%) proposed tourism. Six students (10.7%) proposed science (animals and plants). One student (1.8%) proposed art. One student (1.8%) proposed neighborhoods. One student (1.8%) proposed math. One student (1.8%) proposed songs. One student (1.8%) proposed experiences.

Based on the result of needs survey, the researcher decided to rank the top 8 topics from 10 options. The researcher presents those 8 topics below.
Table 4.2 The List of 8 Top Topics Based on the Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Food and Drink</td>
<td>98.2%</td>
</tr>
<tr>
<td>2.</td>
<td>Entertainment</td>
<td>94.6%</td>
</tr>
<tr>
<td>3.</td>
<td>Tourism</td>
<td>94.6%</td>
</tr>
<tr>
<td>4.</td>
<td>Culture</td>
<td>91.1%</td>
</tr>
<tr>
<td>5.</td>
<td>Transportation</td>
<td>87.5%</td>
</tr>
<tr>
<td>6.</td>
<td>Health</td>
<td>85.7%</td>
</tr>
<tr>
<td>7.</td>
<td>Sport</td>
<td>82.1%</td>
</tr>
<tr>
<td>8.</td>
<td>Fairy Tales</td>
<td>75%</td>
</tr>
</tbody>
</table>

2. Formulating Goal, Topics, and General Purposes

Having conducted the needs survey and having gathered the data, the researcher formulated a goal of designing a set of English reading materials using authentic printed materials for the second grade students of SMP N 1 Piyungan. In this research, the researcher adapted School Based Curriculum as usually known as 2006 curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP). The goal of the designed materials based on Standard Competence of Rintisan Sekolah Bertaraf Internasional (RSBI) was at the end of the semester the students were understand the functional text and short essay of simple descriptive, recount, and exposition to communicate with the environment or in an academic context.

Having determined the goal, the researcher specified the general purposes that were stated as Basic Competence. In this research, the researcher combined basic competences from general school and Rintisan Sekolah
Bertaraf International (RSBI). The general purposes of the designed materials were stated below.

1) At the end of the semester, the students are able to understand correctly and efficiently the explicit meaning expressed in functional text and short text in form of descriptive, recount, and exposition which are related to surroundings and/or in an academic context.

2) At the end of the semester, the students are able to understand correctly and efficiently the implied meaning expressed in functional text and short text in form of descriptive, recount, and exposition which are related to surroundings and/or in an academic context.

After formulating goal and general purposes, the researcher listed topics that would be presented in each unit. In arranging the topics, the researcher considered two points. First, the researcher considered the curriculum, whether the topics were appropriate or not to be given to the second grade of junior high school. Second, the researcher considered the topics from students’ interests based on needs survey. The listed topics were stated as follows.

*Table 4.3 The List of Topics*

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Flora and Fauna</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Entertainment</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Tourism</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Invitation</td>
</tr>
</tbody>
</table>
From eight topics which were listed above, the researcher only designed the first four topics that would be presented in designed materials. In choosing the first four topics, the researcher considered two points. First, the English teachers of SMP N 1 Piyungan asked the researcher to make the first four topics for the designed materials. Second, the researcher considered the topics based on students’ interest from the needs survey. Thus, there were four topics which were presented in the designed materials. The topics are stated as follows.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 5</td>
<td>My Holiday</td>
</tr>
<tr>
<td>Unit 6</td>
<td>My Funny Experiences</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Technology</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Environment</td>
</tr>
</tbody>
</table>

3. **Syllabus**

Having formulated goal, topics, and general purposes, the researcher worked on syllabus. The syllabus contained basic competence, indicators, learning materials, learning activities, time allocation, and learning sources
that would be implemented in one semester. The indicators of each unit will be presented as follows.

**Table 4.5 The Indicators**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Flora and Fauna</td>
<td>At the end of the class, the students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. get the main idea of the descriptive texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. match the descriptions and the pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. identify the detail information of the text</td>
</tr>
<tr>
<td>2</td>
<td>Entertainment</td>
<td>At the end of the class, the students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. fill in the blank with suitable words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. get the main idea of the descriptive texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. find the synonym of some words in the table</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. identify the detail information of the text</td>
</tr>
<tr>
<td>3</td>
<td>Tourism</td>
<td>At the end of the class, the students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. complete the missing words in the descriptive text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. get the main idea of the descriptive text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. identify the detail information of the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. summarize the descriptive text with their own words</td>
</tr>
<tr>
<td>4</td>
<td>Invitation</td>
<td>At the end of the class, the students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. get the main idea in the functional text (invitation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. identify the generic structure of the functional text (invitation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. identify the detail information in the functional text (invitation)</td>
</tr>
</tbody>
</table>

The complete presentation of the syllabus can be seen in the appendix C.

4. **Selecting Teaching/ Learning Activities and Instructional Resources**

In this study, the researcher varied the teaching/ learning activities in order to enhance comprehension and provide enjoyable learning. In doing teaching/ learning activities, the researcher used task-based technique. The reading materials which were authentic materials were taken from the internet, magazines’ articles, and restaurant menu.
5. Designing the Materials

In this step, the researcher designed the materials that support each objective. Generally, a reading material is divided into three major sections, namely pre reading, during reading, and after reading. However, each section should consist of some specific activities created by the researcher to develop the students’ comprehension toward the materials.

6. Evaluation

This step is aimed at knowing whether the designed materials were appropriate or not to be given to the second grade students of SMP N 1 Piyungan. Therefore the researcher distributed the designed materials to a PBI’s lecturer and two English teachers of SMP N 1 Piyungan.

a. Description of the Respondents

There were three evaluators, an evaluator was the English lecturer of English Language Education Study Program of Sanata Dharma University. Two of the evaluators were English teachers of SMP N 1 Piyungan. The description of the respondents for the material evaluations was described as follows.

<table>
<thead>
<tr>
<th>Group of Participants</th>
<th>Sex</th>
<th>Education Background</th>
<th>Teaching Experiences in Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>English lecturer</td>
<td>M</td>
<td>F</td>
<td>S1  S2 S3 1-5 5-10 10-15 15-20 &gt; 20</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td>1   -    -    -    -    -   1   -</td>
</tr>
</tbody>
</table>
b. Data Presentations

The results of the materials evaluation were presented in terms of descriptive statistics. In this research, the researcher used four points of agreements to assess the respondents’ opinions on the designed materials. The number and degree of agreement were classified as followed.

1. The respondents strongly disagree
2. The respondents disagree
3. The respondents agree
4. The respondents strongly agree

The data were presented in the following table.

<table>
<thead>
<tr>
<th>Group of Participants</th>
<th>Sex</th>
<th>Education Background</th>
<th>Teaching Experiences in Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>English Teachers</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 4.7 The Result of Material Evaluation Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>N</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The indicators are well formulated.</td>
<td>3</td>
<td>83.3</td>
</tr>
</tbody>
</table>
c. **Respondents’ Comments and Suggestions on the Designed Materials**

Besides gathering the respondents’ opinions, the researcher also obtained respondents’ comments and suggestions from open form questions in the distributed questionnaires. Each respondent mentioned their comments about the designed materials, the strengths and also the weaknesses of the

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>N</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>The indicators are able to support the basic competencies.</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>3.</td>
<td>The topics are well selected.</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>4.</td>
<td>The topics are well arranged.</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>5.</td>
<td>The reading materials are match with the competencies.</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>6.</td>
<td>The reading materials are match with the indicators.</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>7.</td>
<td>The pre activity, main activity, and post activity are well developed.</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>8.</td>
<td>The materials are interesting for the second grade students of junior high school.</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>9.</td>
<td>The materials are suitable for the second grade students of junior high school.</td>
<td>3</td>
<td>91.6</td>
</tr>
<tr>
<td>10.</td>
<td>The materials are relevant for the second grade students of junior high school.</td>
<td>3</td>
<td>91.6</td>
</tr>
<tr>
<td>11.</td>
<td>The designed materials are able to develop the students’ reading skills.</td>
<td>3</td>
<td>91.6</td>
</tr>
<tr>
<td>12.</td>
<td>The reading materials based on authentic materials.</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>13.</td>
<td>The instructions in each task are clear and easy to understand.</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>14.</td>
<td>Generally, the designed material is elaborated.</td>
<td>3</td>
<td>83.3</td>
</tr>
</tbody>
</table>
designed materials. The respondents also gave some suggestions for the improvement of the designed materials.

Basically, all respondents agreed that the designed materials were good. One of the respondents stated that the materials were interesting for the second grade students of junior high school because the materials were suitable with teenagers’ life. Another respondent stated that the materials were also well developed, neat, consistent, and used various kinds of activities.

A respondent mentioned that the strengths of the designed materials were the tasks of the materials were well developed and the designed materials also used variety materials in the tasks. Another respondent stated that there were many pictures and tasks which were able to support the competencies.

However, there were some points that should be considered by the writer. One respondent mentioned that the sources of the materials or texts should all be acknowledged. Another respondent stated that the task on one of the post activities was not suitable to improve the reading skills.

For the improvement of the designed materials, the respondents also gave some suggestions to the researcher. First, the researcher should add the page number not only in the units but also on the other pages in the set of materials design. Second, the researcher should put the bigger font size for the unit title. Third, it would be better if the researcher gave another kind of texts on the designed materials.
7. **Revision**

In this step, the researcher revised and improved the designed materials based on the comments and the suggestions which were given by the respondents. The revisions included some aspects below.

a. **The materials’ sources**

The researcher put the source of the text in unit one task four and also in unit two task two. In unit one task four, the researcher did not put the source of the animals’ description which was taken from the internet. While, in unit two task two, the researcher also forgot to put the material’s sources which were taken from the online magazine.

b. **The post activities**

The researcher changed the task of the post activity in unit four. The task was more suitable to develop students’ reading skills. Additionally, the researcher also made the instructions of the tasks clearer.

c. **The page numbers and the font size**

The researcher made the font size of every unit title bigger than before. The researcher also put the page numbers not only for page units but also in the set of materials design.

B. **The Presentation of the Designed Materials**

This section is presented to answer the second question stated in problem formulation dealing with the presentation of the designed materials. The materials consisted of eight units and each unit required 80 minutes. There
were three sections in each unit. They are “Warming Up”, “Exercises”, and “Post Activity”.

In the “Warming Up” section, the students need to spend some times to be introduced to the topic. In the “Exercises” section, the researcher gives some tasks to improve students’ reading skills. In the “Post Activity” section, the students review the vocabularies in the previous reading texts. In this part, the researcher also gives writing exercises in order to know students' understanding of the types of the text given. By giving writing exercises, the researcher can assess whether the students can grab the content of the text or not.

Table 4.8 The Presentation of the Designed Materials

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Indicators</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Flora and Fauna (Descriptive)</td>
<td>• Get the main idea of the descriptive text</td>
<td><strong>Warming Up:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Match the description texts with the pictures provided</td>
<td>✓ Write the name of flora and fauna in the pictures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the detail information of the text</td>
<td><strong>Exercises:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Read aloud the text individually</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Find the meaning of the underlined words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Answer the questions based on the information in the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Match the animals’ descriptions with the picture provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ State whether the statements are true or false</td>
</tr>
<tr>
<td>Unit</td>
<td>Topic</td>
<td>Indicators</td>
<td>Activities</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2.   | Entertainment (Descriptive) | • Fill in the blank with suitable words                                    | **Post Activity:**  
│      |                            | • Get the main idea of descriptive text                                    | ✓ Vocabulary: find the words in the hidden letters                         |
│      |                            | • Find the synonym of some words in the table                               |                                                                            |
│      |                            | • Identify the detail information of the text                               |                                                                            |
|      |                            |                                                                           | **Warming Up:**  
│      |                            |                                                                           | ✓ Write the names and the occupations of some celebrities based on the pictures given |
|      |                            |                                                                           | **Exercises:**  
│      |                            |                                                                           | ✓ Fill in the missing words in the paragraph using the provided words       |
│      |                            |                                                                           | ✓ State whether the statements are true or false                           |
│      |                            |                                                                           | ✓ Read aloud each sentences in the text                                    |
│      |                            |                                                                           | ✓ Answer the questions based on the information given                      |
|      |                            |                                                                           | **Post Activity:**  
│      |                            |                                                                           | ✓ Find the synonym of words in the table                                    |
| 3.   | Tourism (Descriptive)      | • Complete the missing words                                               | **Warming Up:**  
│      |                            | • Get the main idea of the text                                            | ✓ Match the pictures of the tourist attractions and the locations           |
│      |                            | • Identify the detail information of the text                              | **Exercises:**  
│      |                            | • Summarize the text with students’ own words                               | ✓ Read aloud each sentence in the text                                     |
│      |                            |                                                                           | ✓ Complete the blanks with provided words                                   |
<p>|      |                            |                                                                           | ✓ Answer the questions related to the information in the text              |
|      |                            |                                                                           | ✓ State whether the statements are true or false                           |
|      |                            |                                                                           | ✓ Fill in the table based on the information given in the text             |
|      |                            |                                                                           | ✓ Summarize the text                                                       |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Indicators</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 4    | Invitation (Functional) | • Get the main idea in functional text  
• Identify the generic structure  
• Identify the detail information | **Post Activity:**  
✓ Solve the crosswords related to the topic  
**Warming Up:**  
✓ Choose which one is the example of invitation letter  
**Exercise:**  
✓ Differentiate between invitation letter and private letter  
✓ Identify the generic structure of invitation letter  
✓ Answer the questions related to the information given  
**Post Activity:**  
✓ Write the example of invitation letter |
| 5    | My Holiday (Recount)    | • Identify the detail information in the text  
• Analyze the generic structure of the text  
• Complete the missing words | **Warming Up:**  
✓ Tell students’ holiday experiences  
**Exercise:**  
✓ Read aloud each sentence in the text  
✓ Complete the text with appropriate words  
✓ Answer the questions based on the information given in the text  
**Post Activity:**  
✓ Make a summary on the text that has been read |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Indicators</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 6.   | My Funny       | • Identify the detail information of the recount text                        | **Warming Up:**  
|      | Experience     | • Rewrite the story given                                                   | ✓ State the students’ funny experiences                                      |
|      | (Recount)      | • Write the recount text                                                     | **Exercises:**  
|      |                |                                                                           | ✓ Read aloud each sentence in the text                                         |
|      |                |                                                                           | ✓ Answer the questions related to the text                                    |
|      |                |                                                                           | ✓ Fill in the blanks with appropriate words                                   |
|      |                |                                                                           | ✓ Rewrite the text has been read by the students with students’ own words    |
|      |                |                                                                           | **Post Activity:**  
|      |                |                                                                           | ✓ Write students’ funny experiences                                           |
| 7.   | Technology     | • Identify the generic structure of exposition text                         | **Warming Up:**  
|      | (Exposition)   | • Get the main idea of the text                                             | ✓ State students’ knowledge related to technology                              |
|      |                | • Guess the meaning of words in the box based on the context                 | **Exercises:**  
|      |                |                                                                           | ✓ Fill in the missing words with provided words                               |
|      |                |                                                                           | ✓ Read aloud each sentences in the text                                       |
|      |                |                                                                           | ✓ Identify the generic structure of the text                                  |
|      |                |                                                                           | ✓ Answer the questions based on the information given in the reading text    |
|      |                |                                                                           | **Post Activity:**  
|      |                |                                                                           | ✓ Guess the meaning of the words in the box based on technology               |
| 8.   | Environment    | • Get the main idea of the text                                             | **Warming Up:**  
|      | (Exposition)   | • Match some words used in the text with the meanings                       | ✓ State students’ opinion on global warming                                   |
|      |                | • Analyze the generic structure of exposition text.                         | **Exercises:**  
|      |                |                                                                           | ✓ Match some words used in the text with its meanings                         |
|      |                |                                                                           | ✓ Read aloud each sentence in the text                                        |
In developing authentic printed reading materials, the researcher applied the authenticity in each unit. In unit 1 “Flora and Fauna”, the authenticity could be seen in the selected texts and also the authentic pictures of animals and plants. Similar to unit 1, in unit 2 “Entertainment”, the researcher also put the authenticity on the selected texts and the presented pictures. The difference of each unit lied on the source of the selected texts. In unit 1, the sources of the texts were from the internet. While in unit 2, the sources of the selected texts were from the magazines. In unit 3 “Tourism”, the authenticity also lied on the selected texts and the pictures. In unit 3, the researcher took the texts both from the internet and the magazines. While in unit 4 “Invitation”, the authenticity could be seen in the invitation letters which were taken from the internet.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Indicators</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>✓ Analyze the generic structure of the exposition text ✓ State whether the statements are true or false based on the information given in the text</td>
<td>✓ Analyze the generic structure of the exposition text ✓ State whether the statements are true or false based on the information given in the text</td>
</tr>
</tbody>
</table>

Post Activity: ✓ Develop the outline the students made into an analytical exposition text
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter mainly discusses two parts. The first part is the conclusion of the research. In the conclusions, the researcher answer the problems formulated in the first chapter. The second part presents suggestions for other researchers and the English teachers, especially the English teachers of SMP N 1 Piyungan.

A. Conclusions

According to KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum, English learning in junior high level can be targeted the students to achieve the functional level. At the functional level, people are able to use language to meet the needs of daily living such as reading newspaper, reading instruction, etc. Therefore, the researcher proposed the use of authentic materials in English lesson for junior high school students which would help the students to be familiar with authentic texts.

In addition, the result of needs’ survey questionnaire showed that most of the second grade students of SMP N 1 Piyungan had difficulties in reading classes. Most of the students also found that the reading texts were not interesting. Based on the result of the needs’ survey questionnaire, the researcher proposed to design reading material for the second grade students of SMP N 1 Piyungan by utilizing authentic materials.
This research was aimed at designing a set of authentic reading materials for the second grade students of SMP N 1 Piyungan. There were two problems formulated in the first chapter of this research. The first problem was how a set of English instructional authentic materials for the second grade students of SMP N 1 Piyungan was designed and the second problem was what a set of instruction materials using authentic materials for reading class looked like.

The first question was answered by combining the adapted steps of designing materials proposed by Kemp and Yalden and the steps of research and development (R&D) proposed by Borg and Gall. In designing the materials, the researcher conducted some steps. They were (1) conducting the research and information collecting, (2) planning, included formulating the goals, topics and general purposes, (3) developing preliminary form of product, which included designing the syllabus; selecting teaching/learning activities and instructional resources; and designing the materials, (4) the primary field testing which included expert validation to evaluate the materials, and (5) main product revision.

In addition, the researcher presented the final version of the designed materials. It was aimed at answering the second question in the problem formulation. There were four topics in the designed materials. The topics were as follows.

1. Descriptive text “Flora and Fauna”
2. Descriptive text “Entertainment”
3. Descriptive text “Tourism”

4. Functional text “Invitation”

Each topic consisted of three sections. They were warming up, exercises, and post activity. Warming up section was an exposure for the students before they read the reading passage. In this section, the researcher gave some exercises to lead the students to the topics of each unit. Exercises section was the main part of the lesson. In this section, the students were given a reading passage and some tasks to do dealing with the reading passage they had read. In the post activity, the students were given vocabulary review related to the topic they had learnt.

Moreover, based on the result of preliminary field testing, it could be concluded that the designed materials was acceptable. Nonetheless, there were some revisions needed. Therefore, the researcher made some revisions based on the suggestions given by the respondents of the preliminary field testing.

B. Suggestions

In this part, the researcher gave some suggestions for English teachers, especially the English teachers of SMP N 1 Piyungan and other researchers who are interested in conducting research which are similar with what the researcher conducted.
1. **English teachers, especially the English teachers of SMP N 1 Piyungan.**
   
a. The researcher suggests that the English teachers apply the use of authentic reading materials in classroom in order to make reading classes more interesting to the students.

b. The researcher suggests that the teachers use the authentic materials not only in reading classes but also in other skills, like listening, to overcome the boredom.

2. **Other researchers**
   
a. The researcher suggests that others researchers select the authentic texts which are used in learning process carefully. Since there were some grammatical mistakes found in the authentic texts and some of authentic materials were not appropriate for learning materials.

b. The researcher suggests that other researchers can integrate four language skills in designing authentic materials for students. Since the researcher found that authentic materials were not only appropriate in reading class but also in other classes.
REFERENCES


APPENDIX

LETTERS OF PERMISSION
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPEKAN TINDAKAN TIDAK TERPUJI
QUESTIONNAIRE
NEEDS SURVEY
KUISIONER UNTUK SISWA KELAS VIII
SMP N 1 PIYUNGAN

Nama :
Jenis Kelamin : Laki-laki/ Perempuan

Petunjuk Pengisian:
Jawablah pertanyaan-pertanyaan di bawah ini dengan memberi tanda silang (x) pada pilihan jawaban yang sudah disediakan. Jika diperlukan, jawablah pula di bagian titik-titik. Untuk nomor 4, 5 dan 8, pilihan jawaban boleh lebih dari 1.

1. Apakah kamu menyukai pelajaran bahasa Inggris?
   a. Ya
   b. Tidak

2. Apakah kamu menyukai kelas reading? Jika tidak, berikan alasan!
   a. Ya
   b. Tidak, ………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………

3. Apakah kamu mengalami kesulitan di kelas reading?
   a. Ya
   b. Tidak

4. Apa saja kesulitan yang kamu hadapi dalam memahami teks reading?
   a. Teks reading terlalu panjang
   b. Kosa kata terbatas
   c. Teks reading kurang menarik
   d. Kurang konsentrasi
   e. (Lainnya)…………………………………………………………………………………………………………

5. Apa yang kamu lakukan ketika kamu menemukan kosa kata yang tidak dimengerti?
   a. Bertanya pada guru
   b. Bertanya pada teman

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
c. Mencari artinya di kamus
d. Membiarkannya
e. (Lainnya)

6. Apakah guru menggunakan media pembelajaran dalam menyampaikan materi reading?
   a. Ya
   b. Tidak

7. Ketika mendapatkan materi reading, kamu lebih tertarik jika materi tersebut berasal dari:
   a. Materi dari buku
   b. Materi dari luar buku (misalnya: koran, majalah, komik, dll.)

8. Pilihlah 8 topik yang menurut kamu menarik untuk dipelajari!
   a. Sport (olah raga)
   b. Entertainment (hiburan)
   c. Transportation (transportasi)
   d. Food and drink (makanan dan minuman)
   e. Politic (politik)
   f. Economy (ekonomi)
   g. Health (kesehatan)
   h. Culture (kebudayaan)
   i. Fairy tales (dongeng)
   j. Tourism (pariwisata)
   k. (Lainnya)
APPENDIX C

QUESTIONNAIRE MATERIAL EVALUATION
MATERIAL EVALUATION QUESTIONNAIRE

DESIGNING A SET OF ENGLISH READING MATERIALS USING AUTHENTIC PRINTED MATERIALS FOR THE SECOND GRADE STUDENTS OF SMP N 1 PIYUNGAN

Name : 
Sex : 
Age : 
Educational Background :
- Bachelor Degree (S1)
- Master Degree (S2)
- Doctor Degree (S3)
- (Other)……………
Teaching Experience :
- 1- 5 years
- 5- 10 years
- 10- 15 years
- 15- 20 years
- > 20 years

A. Put a check (✓) in one of the five points of agreement column for each statement.

<table>
<thead>
<tr>
<th>Points of Agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The basic competencies are well formulated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The indicators are well formulated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The indicators are able to support the basic competencies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The topics are well selected and arranged.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The reading materials are match with the competencies and indicators.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6.</td>
<td>The pre activity, main activity, and post activity are well developed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The materials are interesting for the second grade students of junior high school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The materials are suitable for the second grade students of junior high school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The materials are relevant for the second grade students of junior high school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The designed materials are able to develop the students’ reading skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The reading materials based on authentic materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The instructions in each task are clear and easy to understand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Generally, the designed material is elaborated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Answer the following questions.
1. What is (are) your comment(s) about the designed materials?
   ..................................................................................................................
   ..................................................................................................................
   ..................................................................................................................
   ..................................................................................................................

2. What are the strengths of a set of English reading materials using authentic printed materials designed by the researcher?
   ..................................................................................................................
   ..................................................................................................................
   ..................................................................................................................
   ..................................................................................................................

3. What are the weaknesses of a set of English reading materials using authentic printed materials designed by the researcher?
   ..................................................................................................................
   ..................................................................................................................
   ..................................................................................................................
4. What are your suggestions to improve the designed English reading materials using authentic printed materials for the third grade students?
APPENDIX

THE DESCRIPTIVE STATISTICS OF PARTICIPANTS' OPINION

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>No.</th>
<th>The Participants’ Opinion on...</th>
<th>Frequency of the Degree of Agreement</th>
<th>N</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The indicators are well formulated.</td>
<td>- - 2 1</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>2</td>
<td>The indicators are able to support the basic competencies.</td>
<td>- - 2 1</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>3</td>
<td>The topics are well selected.</td>
<td>- - 2 1</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>4</td>
<td>The topics are well arranged.</td>
<td>- - 3 -</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>5</td>
<td>The reading materials are match with the competencies.</td>
<td>- - 2 1</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>6</td>
<td>The reading materials are match with the indicators.</td>
<td>- 1 1 1</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>The pre activity, main activity, and post activity are well developed.</td>
<td>- - 2 1</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>8</td>
<td>The materials are interesting for the second grade students of junior high school.</td>
<td>- - - 3</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>The materials are suitable for the second grade students of junior high school.</td>
<td>- - 1 2</td>
<td>3</td>
<td>91.6</td>
</tr>
<tr>
<td>10</td>
<td>The materials are relevant for the second grade students of junior high school.</td>
<td>- - 1 2</td>
<td>3</td>
<td>91.6</td>
</tr>
<tr>
<td>No.</td>
<td>The Participants’ Opinion on...</td>
<td>Frequency of the Degree of Agreement</td>
<td>N</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------</td>
<td>-------------------------------------</td>
<td>---</td>
<td>----------------</td>
</tr>
<tr>
<td>11.</td>
<td>The indicators are well formulated.</td>
<td>- - 1 2 3</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>12.</td>
<td>The indicators are able to support the basic competencies.</td>
<td>- - 2 1 3</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>13.</td>
<td>The topics are well selected.</td>
<td>- - 2 1 3</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>14.</td>
<td>The topics are well arranged.</td>
<td>- - 2 1 3</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>15.</td>
<td>The reading materials are match with the competencies.</td>
<td>- - 2 1 3</td>
<td>3</td>
<td>83.3</td>
</tr>
</tbody>
</table>
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
MATERIAL OVERVIEW

The title of the materials is a set of authentic printed reading materials for the second grade students of SMP N 1 Piyungan. The essence of the materials is to design materials for the students based on their needs and interests in learning English in order to improve their reading skill.

A. BACKGROUND

According to KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum, English learning in junior high level can be targeted to achieve the functional level. At the functional level, people are able to use language to meet the needs of daily living. In this case, reading is very important to enable access to knowledge in students’ daily life activities such as reading newspaper, reading instruction, etc. Therefore, authentic materials will be appropriate to be implemented in junior high level.

The writer proposes the use of authentic materials based on three reasons. First, the authentic materials can make the lesson interesting since the materials are various and can constantly update. Second, authentic texts can increase students’ motivation in reading English text. Third, authentic materials also give the opportunity to gain real information and know what is going on in the world around them.

B. OBJECTIVES

The objective of the designed materials is to motivate the students to read English texts and find a new interesting way to learn English through authentic materials. Moreover, this material designed will help the English teachers who face difficulties in deciding the appropriate materials to teach their students English reading. In other words, the English teachers may have more references of reading materials for their students.
C. CONTENT

There are four units in the designing materials. Each unit consists of three sections. They are “Warming Up”, “Exercise”, and “Post Activity”. The “Warming Up” section is an exposure for the students before they read the reading passage. The purpose of this section is to introduce a topic to the students. The “Exercises” section is the main part of the lesson. In this section, the students are given a reading passage and some texts to do dealing with the passage they read. In the “Post Activity” the students will review some vocabularies which are found in each unit. In this section, the students also will be given an opportunity to make an example of functional text (invitation).
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
A SYLLABUS OF READING MATERIALS USING AUTHENTIC PRINTED MATERIALS
FOR THE SECOND GRADE OF SMP N 1 PIYUNGAN

School : SMP N 1 Piyungan
Subject : English
Grade : VIII
Semester : 1
Time Allocation : 18 meetings (2 x 40 minutes)
Competency Standard : 3. Understanding the meaning of simple functional text and short text in descriptive, recount, and exposition form to communicate with the environment and/or in an academic context.

Unit 1 : Flora and Fauna

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Learning Sources</th>
</tr>
</thead>
</table>
| 3.1 Understanding correctly and efficiently the explicit meaning expressed in functional text and short text in form of descriptive, recount, and exposition which are related to surroundings and/or in an academic context. | • Students are able to get the main idea of the descriptive texts  
  • Students are able to match the descriptions and the pictures  
  • Students are able to identify the detail information of the text | • Descriptive texts: Raflessia Arnoldi, Komodo Dragon  
  • Description of some kinds of frogs | • The students read aloud each sentences in Raflessia Arnoldi text  
  • The students find the meaning of the underlined words in Raflessia Arnoldi text  
  • The students answer the question based on the information in Raflessia Arnoldi text  
  • The students match the frogs’ descriptions and the correct pictures | 4 x 40’ | • http://www.indonesiatourism.com/bengkulu/raflesia.html  
  • http://www.honoluluzoo.org/komodo_dragon.htm  
  References:  
  1. Komodo Dragons: Giant Lizards of Indonesia, by James Martin. For ages 4 - 8.  
<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Learning Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students match the English words and the Indonesian meaning</td>
<td></td>
<td><a href="http://www.honoluluzoo.org/yellow-banded_dart_frog.htm">http://www.honoluluzoo.org/yellow-banded_dart_frog.htm</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students read aloud each sentences in <em>Komodo Dragon</em> text</td>
<td></td>
<td><a href="http://www.honoluluzoo.org/african_bullfrog.htm">http://www.honoluluzoo.org/african_bullfrog.htm</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students state whether the statements based on <em>Komodo Dragon</em> text are true or false</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Unit 2: Entertainment

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Learning Sources</th>
</tr>
</thead>
</table>
| 3.1 Understanding correctly and efficiently the explicit meaning expressed in functional text and short text in form of descriptive, recount, and exposition which are related to surroundings and/or in an academic context. | • Students are able to fill in the blank with suitable words  
• Students are able to get the main idea of the descriptive texts  
• Students are able to find the synonym of some words in the table  
• Students are able to identify the detail information of the text | • Descriptive text: *Emma Watson Top Hollywood Actress, Spicing Up the Music Scene*  
• Celebrities’ pictures | • The students pronounce the words in the table  
• The students read aloud the statements based on the reading passage  
• The students fill the blank in *Emma Watson Top Hollywood Actress* text with suitable words  
• The students state whether the statements are true or false  
• The students read aloud each sentence in *Spicing Up the Music Scene* text  
• The students answer the question based on the information in *Spicing Up the Music Scene* text | 4 x 40’ | • [http://www.people.com/people/emma_watson](http://www.people.com/people/emma_watson)  
• Weekender Magazine, October 2007: page 47 |
### Unit 3: Tourism

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Learning Sources</th>
</tr>
</thead>
</table>
| 3.1 Understanding correctly and efficiently the explicit meaning expressed in functional text and short text in form of descriptive, recount, and exposition which are related to surroundings and/or in an academic context | • Students are able to complete the missing words in the descriptive text  
• Students are able to get the main idea of the descriptive text  
• Students are able to identify the detail information of the text  
• Students are able to summarize the descriptive text with their own words | • Descriptive texts:  
Borobudur Temple, The Kanaya, Agung Bali Nirwana, East Meets West in Azerbaijan, Going Solo | • Repeating the pronunciation of the words in the box  
• The students read aloud the sentences in the table  
• Reading aloud the sentences in Borobudur Temple and East Meets West in Azerbaijan texts  
• The students complete the missing words of Borobudur Temple text with desk mate  
• The students answer the questions related to the information in Borobudur Temple and East Meets West in Azerbaijan  
• The students find the meaning of the underlined words in the Kanaya text | 6 x 40’ | • http://www.indonesiatravel.org.uk/tourist-attractions/java/borobudur.html  
• Weekender Magazine, September 2009: page 21  
• Weekender Magazine, December 2009: page 42  
• Weekender Magazine, April 2009: page 36  
• Weekender Magazine, April 2009: page 40 |
<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Learning Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students state whether the statements related to <em>the Kanaya</em> text are true or false</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students fill the table based on the information given from <em>Agung Bali Nirwana</em> text</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students summarize the <em>Going Solo</em> text with their own words</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students solve the puzzle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unit 4: Invitation

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Learning Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Understanding correctly and efficiently the explicit meaning expressed in</td>
<td>• Students are able to get the main idea in the functional text (invitation)</td>
<td>Invitation letters:</td>
<td>• The students differentiate between invitation letter and private letter</td>
<td>4 x 40’</td>
<td>• <a href="http://sharlenegodlove.narod.ru/sample-birthday-invitations.html">http://sharlenegodlove.narod.ru/sample-birthday-invitations.html</a></td>
</tr>
<tr>
<td>functional text and short text in form of descriptive, recount, and exposition</td>
<td>• Students are able to identify the generic structure of the functional text (invitation)</td>
<td>Students’ organization invitation letter,</td>
<td>• The students identify the structure of invitation letter</td>
<td></td>
<td>• <a href="http://officewriting.com/category/sample-letters/invitation-letter/">http://officewriting.com/category/sample-letters/invitation-letter/</a></td>
</tr>
<tr>
<td>which are related to surroundings and/or in an academic context</td>
<td>• Students are able to identify the detail information in the functional text (invitation)</td>
<td>Movie night, Birthday invitation</td>
<td>• Students answer the questions related to the information in invitation text</td>
<td></td>
<td>• <a href="http://www.theydeserveit.com/holiday-gifts/friendship-day/friendship-letters.html">http://www.theydeserveit.com/holiday-gifts/friendship-day/friendship-letters.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• <a href="http://blog.tinyprints.com/Cards/theater/">http://blog.tinyprints.com/Cards/theater/</a></td>
</tr>
</tbody>
</table>
### Unit 5 : My Holiday

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Learning Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Understanding correctly and efficiently the implied meaning of functional text and short text in form of descriptive, recount and exposition which are related to surroundings and/or in an academic context</td>
<td>• Students are able to identify the detail information in the recount text&lt;br&gt;• Students are able to analyze the generic structure of the text&lt;br&gt;• Students are able to complete the missing words of the text</td>
<td>• Each students tells their holiday experiences&lt;br&gt;• The students read aloud each sentence in My Holiday text one by one&lt;br&gt;• The students complete My Holiday text with the appropriate words&lt;br&gt;• The students answer the questions based on the information in My Holiday text&lt;br&gt;• The students read silently A Visit to a Sheep Property text&lt;br&gt;• The students answer the questions based on A Visit to a Sheep Property text&lt;br&gt;• The students make a summary on the content of the letter that they have read</td>
<td>6 x 40’</td>
<td>• <a href="http://jisc.erasmusmuslim.com/creativities/display/67-my-holiday">http://jisc.erasmusmuslim.com/creativities/display/67-my-holiday</a>&lt;br&gt;• <a href="http://www.letterwritingguide.com/samplefriendlyletter.htm">http://www.letterwritingguide.com/samplefriendlyletter.htm</a>&lt;br&gt;• <a href="http://www.scribd.com/doc/23731006/Contoh-Cerita-Recount-Text">http://www.scribd.com/doc/23731006/Contoh-Cerita-Recount-Text</a></td>
</tr>
</tbody>
</table>
### Unit 6: My Funny Experience

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Learning Sources</th>
</tr>
</thead>
</table>
| 3.2 Understanding correctly and efficiently the implied meaning of functional text and short text in form of descriptive, recount and exposition which are related to surroundings and/or in an academic context | • Students are able to identify the detail information in the recount text  
• Students are able to rewrite the story in the recount text with their own words  
• Students are able to write a recount text | • Recount text: My Funny Experience at the Food Court, My Funny Experience | • The students state their funny experiences  
• The students read aloud each sentence in My Funny Experience at the Food Court text  
• The students answer the questions based on the information in the My Funny experience at the Food Court text  
• The students fill in the blank in My Funny Experience text with suitable words which are provided in the box  
• The students rewrite the story in My Funny Experience text the reading passage with their own words  
• The students write their own funny experience | 4 x 40’ | • [http://chowhound.chow.com/topics/353026](http://chowhound.chow.com/topics/353026)  
### Unit 7: Technology

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Learning Sources</th>
</tr>
</thead>
</table>
| 3.2 Understanding correctly and efficiently the implied meaning of functional text and short text in form of descriptive, recount and exposition which are related to surroundings and/or in an academic context | • Students are able to identify the generic structure of exposition text  
• Students are able to get the main idea of the exposition text  
• Students are able to guess the meaning of words in the box based on the context | • Exposition text: *Mobile Phones and the Benefits* | • The students state their knowledge related to technology  
• The students read aloud each sentence in *Mobile Phones and the Benefits* text  
• The students fill in the missing words in *Mobile Phones and the Benefits* text  
• The students identify the structure of *Mobile Phones and the Benefits* text  
• The students guess the meaning of the words in the box based on the context | 4 x 40’ | • [http://englishisfunindonesia.wordpress.com/2009/01/20/exposition-a-sample-essay/](http://englishisfunindonesia.wordpress.com/2009/01/20/exposition-a-sample-essay/) |

*Plagiat merupakan tindakan tidak terpuji.*
### Unit 8: Environment

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Learning Sources</th>
</tr>
</thead>
</table>
| 3.2 Understanding correctly and efficiently the implied meaning of functional text and short text in form of descriptive, recount and exposition which are related to surroundings and/or in an academic context | • Match some words used in the text with the meanings  
• Students are able to identify the structure of exposition text  
• The students are able to get the main idea of exposition text | • Exposition text: *Global Warming* | • The students state their opinion on global warming issue  
• Match some words used in *Global Warming* text with its meanings  
• The students read aloud each sentences in *Global Warming* text with correct pronunciation and intonation  
• The students identify the generic structure of *Global Warming* text  
• The students state whether the statements are true or false based on the *Global Warming* text  
• The students develop the outline the students made into an analytical exposition text | 4 x 40' | • http://www.scribd.com/doc/14116073/Hortatory-Exposition-text-2 |
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

APPENDIX G

LESSON PLAN
LESSON PLAN

Subject : English
Grade/ semester : VIII/ 1
School grade : SMP
Topic : Flora and Fauna
Skill : Reading
Time Allocation : 2 x 40 minutes
Standard Competence : Understanding the meaning of simple functional text and short text in descriptive, recount, and exposition form to communicate with the environment and/ or in an academic context.
Basic Competences : 3.1 Understanding correctly and efficiently the explicit meaning expressed in functional text and short text in form of descriptive, recount, and exposition which are related to surroundings and/ or in an academic context.

Learning Indicators :

1. Students are able to read aloud each sentence in descriptive text with correct intonation and pronunciation.
2. Students are able to get the main idea of the descriptive texts
3. Students are able to match the descriptions and the pictures

I. Learning objectives

❖ Students are able to read aloud each sentence in “Raflessia Arnoldi” text.
❖ Students are able to answer questions related with reading text.
❖ Students are able to match the picture of frogs with its description.
II. Teaching materials

- Descriptive text: *Rafflesia Arnoldi*
- Pictures of three types of frogs and its descriptions.

III. Teaching methods: Three-phase technique

IV. Teaching activities

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Pre Activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Greeting: asking the students about their feeling today.</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>- Leading to the material: the teacher asks the students to mention the</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>name of the flora and fauna based on the pictures given.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Whilst Activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher asks the students to read silently reading text titled “</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>Rafflesia Arnoldi”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher asks the students to read aloud the reading text, every</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>students must read one sentence then translate it in Indonesia.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The students answer the questions related to the reading text.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>- The students write their answer in the white board.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>- Discuss the students’ answers together.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>- The teacher asks the students to match the pictures with correct</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>description.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Discuss the students’ answers together.</td>
<td>5’</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Post Activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Review and reflection: The teacher asks the students about what they</td>
<td></td>
</tr>
<tr>
<td></td>
<td>have learned today and offering help to students’ difficulties about</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the lessons today.</td>
<td>5’</td>
</tr>
</tbody>
</table>

V. Media

- Handout
- White board
- Board marker
APPENDIX

PRESENTATION OF THE DESIGNED MATERIALS
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

A SET OF ENGLISH READING MATERIALS USING AUTHENTIC PRINTED MATERIALS

FOR THE SECOND GRADE STUDENTS OF JUNIOR HIGH SCHOOL
### Standard Competence

3. Understanding the meaning of simple functional text and short text in descriptive, recount, and exposition form to communicate with the environment and/or in an academic context.

### Basic Competences

3.1 Understanding correctly and efficiently the explicit meaning expressed in functional text and short text in form of descriptive, recount, and exposition which are related to surroundings and/or in an academic context.

### Time allocation

4 x 40’ (2 meetings)

### Indicators

- Students are able to get the main idea of the descriptive texts
- Students are able to identify the detail information of the text
- Students are able to match the descriptions and the pictures
A. Warming Up

**Task 1:** Study the following flora and fauna, then write the name!

1....................................................

2....................................................

3....................................................

4....................................................

5....................................................
B. Exercises

Task 2: Read the following text carefully. Then, find the meaning of the underlined words in Indonesian. Use your dictionary if necessary.

RAFLESSIA ARNOLDI

The world’s largest flower is found in many areas in Bengkulu forests, on the slopes of Bukit Barisan Mountains. The flower has a diameter of about one meter in full bloom. It has no visible root or stem, and no leaves. The weight up to 7 kg, it takes the buds up to 8 months to mature. The flower stays in bloom from 1-15 days and can be seen during the months of September-December.

Rafflesia Arnoldi is a big flower in the world, if one visits Rejang Lebong, the Flower stands at the City Center of CURUP as a monument, that is why, the people call Bengkulu is A LAND OF RAFLESSIA, or in Indonesian means BUMI RAFLESSIA, because in a certain season, if we are lucky, we can see a beautiful flower of Rafflesia, in the forest, which appears in periodic of 5 years or more.

(Adapted from http://www.indonesia-tourism.com/bengkulu/raflesia.html)

Task 3: Answer some questions below based on the reading passage!

1. What is Raflessia Arnoldi?
2. Where is Bukit Barisan Mountain located?
3. Does Raflessia Arnoldi have leaves?
4. When does Raflessia Arnoldi stay in bloom?
5. Why do the people call Bengkulu as A LAND OF RAFLESSIA?

Task 4: There are three different kinds of frogs below. Can you match the descriptions and the pictures?

The most obvious characteristic that differentiates African Bullfrog from other frogs is its size; its one of the biggest. It can weigh up to 2 kilograms. Their skin color is a dull green. The males have yellow throats and the females' throats are cream-colored.

Yellow-Banded Dart Frogs are recognized by their brightly saturated colors found on their tiny bodies. They are colored black with yellow stripes on their head, back and legs. Black spots are also found on and around their yellow stripes.
The Red-eyed Tree Frog is usually an extremely bright green. The hands and feet are marked with a bright orange and are also lined with blue and cream. The most recognizable physical characteristic of Agalychnis callidryas are their bright red eyes.

(Adapted from http://www.honoluluzoo.org/frog.htm)

**Task 5:** Study and pronounce the following words which are related to task 6, then match the words and the meanings!

1. lizard a. tengkorak
2. length b. turun
3. weight c. daging bangkai
4. agile d. kadal
5. frequently e. yang mematikan
6. chunk f. panjang
7. skull g. berat
8. virulent h. gesit
9. descend i. sering
10. carrion j. potongan

**Task 6:** Read the following passage!

**KOMODO DRAGON**

Komodo dragons are the world’s heaviest living lizards. They can grow to a length of 10 feet (over 3 meters), with an average length of 8 feet (2.5 meters) and weight of 91 kg. Females are usually less than 8 feet and weigh about 68 kg. Despite its size, the Komodo is fast moving and agile. They can climb trees and like all monitor lizards they are good swimmers.
They have about 60 teeth that they replace frequently and are positioned to cut out chunks of its prey. The highly flexible skull allows it to swallow large pieces of its food. The Komodo mouth is full of virulent bacteria and even if its prey survives the original attack, it will die of infection later.

Young dragons up to 29 inches live in trees and eat insects, birds, eggs, small mammals and other reptiles. They will descend from the tree for carrion.

(Adapted from http://www.honoluluzoo.org/komodo_dragon.htm)

Task 7: After reading the text above, read the following statement. Write T if the statement is true and F if the statement is false. Correct the false statement.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>T/F</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Komodo dragons are the world's heaviest living mammals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Komodo is a big animal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Females are usually more than 8 feet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The komodo is not able to move quickly and easily.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Komodo dragons can climb trees.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Komodo dragons can swim.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Komodo dragons have extremely flexible skull.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Komodo mouth is not dangerous.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Young dragons live in ground.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Young dragons eat insects and other reptiles.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Post Activity

Task 8: There are 10 words related to flora and fauna hidden in the letters below. Find them and write in the blank spaces below!

1.________________ 6.________________
2.________________ 7.________________
3.________________ 8.________________
4.________________ 9.________________
5.________________ 10.________________
### Standard Competence

3. Understanding the meaning of simple functional text and short text in descriptive, recount, and exposition form to communicate with the environment and/ or in an academic context.

### Basic Competences

3.1 Understanding correctly and efficiently the explicit meaning expressed in functional text and short text in form of descriptive, recount, and exposition which are related to surroundings and/ or in an academic context.

### Time Allocation

4 x 40’ (2 meetings)

### Indicators

- Students are able to fill the blank with suitable words
- Students are able to get the main idea of the descriptive text
- Students are able to identify the detail information in the descriptive text
- Students are able to find the synonyms of some words in the table
A. Warming Up

Task 1: Look at the following celebrities. Do you know them? Who and what are they? Write your answers in the table. Look at the example.

<table>
<thead>
<tr>
<th></th>
<th>Brad Pitt</th>
<th>actor</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Brad Pitt</td>
<td>actor</td>
</tr>
</tbody>
</table>
Task 2: Fill in the blanks with the suitable words in the box!

Emma Watson Top Hollywood Actress

Emma Watson (born April 15, 1990) is a French-born English ............ best known as a bushy-haired girl, Hermione Granger, in the popular "Harry Potter" ........... series. Watson was ............ as Hermione at the ............. of nine. From 2001 to 2009, she starred in six Harry Potter films. She will return for the final two parts of Harry Potter and the Deathly Hallows. Watson's work on the Harry Potter series has earned her several ............ and more than £10 million.

(Adapted from http://www.people.com/people/emma_watson)

Task 3: After you complete the text above, read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statements.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>T/F</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Emma Watson is a British actress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Emma Watson is now 19 years old.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>In &quot;Superman&quot; film series, Emma Watson was cast as Hermione Granger.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Emma Watson is a rich girl.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Emma is not a talented actress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task 4: Read aloud the following text with correct pronunciation and intonation!

Spicing Up the Music Scene

A trio of talented guitarists, D’ Cinnamons is the first all-acoustic band to hit the Indonesian market and deliver a fresh new sound to the "indie" music scene.

D’ Cinnamons-consisting of lone male member Bona, 25, lead vocalist, 24, and Laut, 27—was formed in 2004 and started playing top 40 songs at night spots in its home base of Bandung. The band recently signed with Aquarius Musikindo records and went national with the
release of its debut album, *Good Morning*, in January. Songs from D’Cinnamons debut album also featured on the soundtrack of the local film *Cintapucinno*, which was directed by Rudi Soedjarwo of *Ada Apa Dengan Cinta?* fame.

(Adapted from *Weekender Magazine*, October 2007: page 47)

---

**Task 5: Answer the following questions based on the passage you have read!**

1. What is D’Cinnamons?
2. How many members are D’Cinnamons? Can you mention them?
3. When was D’Cinnamons formed?
4. What was the title of its debut album?
5. What was the contribution of D’Cinnamons to the local film *Cintapucinno*?

---

**C. Post Activity**

**Task 6: Open your dictionary. Pronounce the following words, and then find the synonyms. Look at the example!**

<table>
<thead>
<tr>
<th>No</th>
<th>Words</th>
<th>Synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Popular</td>
<td>Famous</td>
</tr>
<tr>
<td>2.</td>
<td>Return</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Final</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Pretty</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Several</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Earn</td>
<td></td>
</tr>
<tr>
<td>Standard Competence</td>
<td>3. Understanding the meaning of simple functional text and short text in descriptive, recount, and exposition form to communicate with the environment and/or in an academic context.</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Basic Competences</td>
<td>3.1 Understanding correctly and efficiently the explicit meaning expressed in functional text and short text in form of descriptive, recount, and exposition which are related to surroundings and/or in an academic context.</td>
<td></td>
</tr>
<tr>
<td>Time Allocation</td>
<td>6 x 40’ (3 meetings)</td>
<td></td>
</tr>
</tbody>
</table>
| Indicators          | - Students are able to complete the missing words in the descriptive text  
- Students are able to get the main idea of the descriptive text  
- Students are able to identify the detail information in the descriptive text  
- Students are able to summarize the descriptive text with their own words |
A. Warming up

Task 1: Match the pictures and the location!

<table>
<thead>
<tr>
<th>Pictures</th>
<th>Name &amp; Location</th>
</tr>
</thead>
</table>
| A        | Great Pyramid of Giza  
           | Giza, Egypt       |
| B        | Colosseum        
           | Rome, Italy       |
| C        | Golden Gate Bridge  
           | North of San Francisco, California, U.S. |
| D        | Taj Mahal        
           | Agra, India       |
B. Exercises

Task 2: Read aloud the following facts!

2. The Colosseum was built in Rome, Italy.
3. Taj Mahal is regarded as one of the eight wonders of the world.
4. The Golden Gate Bridge is acclaimed as one of the world’s most beautiful bridges.

Task 3: Study and pronounce the following words. Then, in pairs use the words to fill in the blanks.

- surrounded
- tourist
- monuments
- built
- numerous

Borobudur Temple

Borobudur - One of the greatest Buddhist ................. in Southeast Asia, Borobudur was .......... in the 8th century and stands on top of a hill.......... by volcanoes and overlooking green fields. It is an immense multi-tiered structure with the Great Stupa (bell-shaped monument) at the top standing 128ft (40m) above the ground, surrounded by ................. smaller stupas, some still containing Buddha statues inside. It is listed as a UNESCO World Heritage Site and is a major ................. attraction in Java.

(Adapted from http://www.indonesiatravel.org.uk/tourist-attractions/java/borobudur.html)
Task 4: After you complete the text on Borobudur Temple, answer the following questions!

1. What is Borobudur?
2. Where is Borobudur located?
3. When was Borobudur built?
4. Is Borobudur an ancient building?
5. What makes Borobudur so popular in world-wide?

Task 5: Find the meaning of the underlined words, then read the whole passage!

<table>
<thead>
<tr>
<th>No</th>
<th>Words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Luxurious</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Hidden</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Exemplary</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Geometric</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sophistication</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Contemporary</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Equip</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Convenience</td>
<td></td>
</tr>
</tbody>
</table>

The Kanaya, your private little hideaway: Welcome to a new haven of luxury . . .

The Kanaya is a luxurious collection of private villas, hidden in the heart of the fashionable Seminyak district and supported by exemplary service and facilities. The classy style, modern and minimalist with geometric lines and artistic flair, cleverly blending chic sophistication with the traditions of Bali. Each villa, with its fresh contemporary decor, is designed to provide peace and privacy, while being equipped with everything that you will need for your comfort and convenience.

(Taken from Weekender Magazines, September 2009: page 21)

Task 6: After you read the text above, answer the questions below!

1. The Kanaya is a luxurious hotel. T/F
2. The Kanaya is located at Seminyak district. T/F
3. The Kanaya is supported by excellent service and facilities. T/F
Task 7: Read the text, then complete the following table!

### Agung Bali Nirwana

<table>
<thead>
<tr>
<th>Resort's name</th>
<th>Tel: 08123947308</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Rates: from US $145</td>
</tr>
<tr>
<td>Facilities</td>
<td>The eco-friendly luxury resort of Agung Bali Nirwana, located in Sambirenteng, North Bali, prides itself on using modern technology to deliver quality and comfort without detriment to the environment. The resort claims to sport Indonesia's first ever pure water swimming pool.</td>
</tr>
</tbody>
</table>

(Taken from Weekender Magazine, December 2009: page 42)

### EAST MEETS WEST IN AZERBAIJAN

Azerbaijan, a small and friendly country located on the crossroads of Asia and Europe along the Caspian Sea, is worth a visit. Over the centuries different empires and civilization ventured into Azerbaijan, enriching its cultural heritage in the process, and although the country is predominantly Muslim, people with different ethnicities and religions have coexisted peacefully for centuries. A famous landmark of the national capital, Baku, is the ancient and unusual Giz Galasi, also known as the Maiden Tower. Many legends surround the tower but the most convincing story about its history is that it was used as a fire beacon and lookout post. The Maiden Tower was declared World Heritage Sites by UNESCO in 2002.

(Adapted from Weekender Magazine, April 2009: page 36)
1. Where is Azerbaijan located?
2. Is Azerbaijan a nice place to visit for holiday?
3. What is the other name of the Maiden Tower?
4. What is the popular story behind the Maiden Tower?
5. When was the Maiden Tower declared by UNESCO as one of World Heritage Sites?

Surakarta, popularly known as Solo, is busy tidying itself up under Major Joko Widodo’s leadership. The city looks much cleaner today, even though there is a hive of activity with construction of star-rated hotels, luxurious apartments and shopping centers. On the south side of the city’s main venue Slamet Riyadi is now a spacious pedestrian-friendly public space named “Solo City Walk”, designed to serve as Solo’s center of tourism, cultural, and culinary activities.

The corridor of Jl. Slamet Riyadi has many interesting tourist attractions within easy reach, from existing heritage buildings, the Surakarta palace, traditional market, batik centers, and recreation park to museums and modern shopping centers.

(Adapted from Weekender Magazine, April 2009: page 40)

Task 11: Make a group of 4 then summarize the text above with your own words!
C. Post Activity

Task 12: Solve the crosswords.

1. A house where people stay on holiday/vacation.

4. A person who is traveling for pleasure.

6. An area of sand beside the sea.

8. The official home of a king and queen.

1. To go to see a person or a place for a period of time.

2. Diana .......... Vera are swimming in the beach.

3. A particular area where people buy and sell goods.

5. A building in which object of artistic, cultural, or historical area kept and shown to the public.

7. A period of time when you are not at work or school.
### UNIT 4

#### INVITATION

<table>
<thead>
<tr>
<th>Standard Competence</th>
<th>3. Understanding the meaning of simple functional text (invitation) and short text in descriptive, recount, and exposition form to communicate with the environment and/ or in an academic context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Competences</td>
<td>3.1 Understanding correctly and efficiently the explicit meaning expressed in functional text and short text in form of descriptive, recount, and exposition which are related to surroundings and/ or in an academic context.</td>
</tr>
<tr>
<td>Time Allocation</td>
<td>4x 40’ (2 meetings)</td>
</tr>
</tbody>
</table>
| Indicators          | - Students are able to get the main idea in the functional text (invitation)  
- Students are able to identify the generic structure of the functional text (invitation)  
- Students are able to identify the detail information in the functional text (invitation) |
A. Warming Up

Task 1: Which one is the invitation letter?

1

May 18, 2000

Mr. William Fleming
Realty Corporation
Ayala, Makati

Dear Mr. Fleming:

The Association of Realtors would like to invite you to take part in its induction ceremony to be held at the Pavillion Hotel on April 5, 2000 at 7:00 P.M. Cocktails will follow after the induction.

Your presence will be highly appreciated.

Truly yours,

Maricel Hamto

(http://officewriting.com/category/sample-letters/invitation-letter/)

2

Dear Tim

How are you doing?

wanted to thank you for being my true friend, for being with me through thick and thin, for sharing all I have been through and for all love.

I am lucky to have a friend like you.

Yours,

John

(http://www.theydeserveit.com/holiday-gifts/friendship-day/friendship-letters.html)
B. Exercises

Task 2: Read the following letters of invitation. Answer the following questions.

(http://officewriting.com/category/sample-letters/invitation-letter/)

Your address
Western University College (WUC)

The date when you write the letter
December 1, 2008

The addressee
Mr. & Mrs. Resty Navarro
Gabon, Abucay, Bataan

Salutation
Dear Alumni,

The body of the letter
Western University College (WUC) will be having a Grand Alumni Homecoming on December 7, 2008 at 2:00 pm at Joyous Resort and Restaurant as the celebration of 30th Foundation Anniversary of WUC.

On this regard, we are cordially inviting you to attend the said affair to meet your old friends, classmates, acquaintances and teachers, reminiscing memorable experiences and sharing stories of success and most specially to renew our commitment to the noble ideals of our beloved Alma Mater.

The registration charges are Php 500.00 per person payable at the venue. These charges include Alumni T-shirt, Alumni ID, Alumni souvenir, dinner, live band and raffle draws. For further inquiries, please contact our Alumni Secretariat at (047) 237-2383 or text us at 09173445631. We look forward to your presence in this once a year celebration.

Thanks you very much.

The end of the letter
Truly yours,

Michael Reyes
School Director
Questions:

1. What is the purpose of the letter?
2. Who writes the letter?
3. Who receives the letter?
4. Who are Mr. and Mrs. Resty Navarro?
5. What kind of event will be held?

Task 3: Read the invitation below. Then, answer the following questions.

You are cordially invited to
a Birthday Celebration
in honor of
Jessie Lewis

Saturday, January 12th
at 7:00pm
The Smith's
212 Green Street

Regrets only
555.555.1234

(http://pwhatley.wordpress.com/2008/06/14/hello/happy-birthday-card/)

Questions:

1. What is the purpose of the letter?
2. Who is Jessie Lewis?
3. Where will the event take a place?
4. When the event will be held?
Task 4: Read the movie invitation below. Then, answer the questions.

Lights - Camera - Action!
It’s time for
MOVIE NIGHT!
The Hendersons are showing Lilo & Stitch
Saturday July 9th at 8:00 pm
4537 Adirondack Avenue
RSVP to Sarah at 408-223-9872 by July 6th
Please bring blankets and chairs
We will provide the popcorn!

(http://blog.tinyprints.com/Cards/theater/)

Questions:
1. What is the purpose of the invitation?
2. When will the event be held?
3. Where will the event take place?
4. Will children love this event?
5. Who is Sarah?

C. Post Activity

Write an example of invitation
ANSWER KEY

UNIT 1

FLORA AND FAUNA

Task 1

1. Orchid
2. Dog
3. Coconut tree
4. Lion
5. Rose

Task 3

1. Raflessia Arnaldi is the world’s largest flower is found in many areas in Bengkulu forests.
2. Bukit Barisan Mountain is located in Bengkulu.
3. No, it does not.
4. Raflessia Arnaldi stay in bloom from 1-15 days and can be seen during the months of September-December.
5. The people call Bengkulu as A LAND OF RAFLESSIA because in a certain seasons, if we are lucky, we can see a beautiful flower of Rafflesia.

Task 4

Yellow-Banded Dart Frogs  The Red-eyed Tree Frog  African Bullfrog
Task 5

1. Komodo dragons are the world’s heaviest living mammals.
2. Komodo is a big animal.
3. Females are usually more than 8 feet.
4. The komodo is not able to move quickly and easily.
5. Komodo dragons can climb trees.
6. Komodo dragons can swim.
7. Komodo dragons have extremely flexible skull.
8. Komodo mouth is not dangerous.
9. Young dragons live in ground.
10. Young dragons only eat insects and other reptiles.

Task 7

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>T / F</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Komodo dragons are the world’s heaviest living mammals.</td>
<td>F</td>
<td>Komodo dragons are the world’s heaviest living lizards.</td>
</tr>
<tr>
<td>2.</td>
<td>Komodo is a big animal.</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Females are usually more than 8 feet.</td>
<td>F</td>
<td>Females are usually less than 8 feet.</td>
</tr>
<tr>
<td>4.</td>
<td>The komodo is not able to move quickly and easily.</td>
<td>F</td>
<td>Komodo is fast moving and agile.</td>
</tr>
<tr>
<td>5.</td>
<td>Komodo dragons can climb trees.</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Komodo dragons can swim.</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Komodo dragons have extremely flexible skull.</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Komodo mouth is not dangerous.</td>
<td>F</td>
<td>The Komodos mouth is full of virulent bacteria.</td>
</tr>
<tr>
<td>10.</td>
<td>Young dragons only eat insects and other reptiles.</td>
<td>F</td>
<td>Young dragons eat insects, birds, eggs, small mammals and other reptiles.</td>
</tr>
</tbody>
</table>
Task 1

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Brad Pitt</td>
<td>actor</td>
</tr>
<tr>
<td>b. Gita Gutawa</td>
<td>singer, actress</td>
</tr>
<tr>
<td>c. Justin Beiber</td>
<td>singer</td>
</tr>
<tr>
<td>d. Bunga Citra Lestari</td>
<td>singer, actress</td>
</tr>
<tr>
<td>e. Choky Sitohang</td>
<td>presenter</td>
</tr>
</tbody>
</table>

Task 2

Emma Watson Top Hollywood Actress

Emma Watson (born April 15, 1990) is a French-born English actress best known as a bushy-haired girl, Hermione Granger, in the popular "Harry Potter" film series. Watson was cast as Hermione at the age of nine. From 2001 to 2009, she starred in six Harry Potter films. She will return for the final two parts of Harry Potter and the Deathly Hallows. Watson's work on the Harry Potter series has earned her several awards and more than £10 million.
Task 3

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>T/F</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Emma Watson is a British actress.</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Emma Watson is now 19 years old.</td>
<td>F</td>
<td>Emma Watson is now 21 years old.</td>
</tr>
<tr>
<td>3.</td>
<td>In &quot;Superman&quot; film series, Emma Watson was cast as Hermione Granger.</td>
<td>F</td>
<td>Emma Watson was cast as Hermione Granger in &quot;Harry Potter&quot; film series.</td>
</tr>
<tr>
<td>4.</td>
<td>Emma Watson is a rich girl.</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Emma is not a talented actress</td>
<td>F</td>
<td>Emma Watson earned several awards.</td>
</tr>
</tbody>
</table>

Task 5

1. D’Cinnamons is a trio of talented guitarists which is the first all-acoustic band to hit the Indonesian market and deliver a fresh new sound to the "indie" music scene.

2. There are three members. D’Cinnamons consists of lone male member Bona, 25 years old, lead vocalist, 24 years old, and Laut, 27 years old.

3. D’Cinnamons was formed in 2004.

4. The title of D’Cinnamons debut album was Good Morning.

5. The contribution of D’Cinnamons and to the local film Cintapucinno was songs of D’Cinnamons’ debut album also featured on the soundtrack of the local film Cintapucinno.

Task 6

<table>
<thead>
<tr>
<th>No</th>
<th>Words</th>
<th>Synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Popular</td>
<td>Famous</td>
</tr>
<tr>
<td>2.</td>
<td>Return</td>
<td>Back</td>
</tr>
<tr>
<td>3.</td>
<td>Final</td>
<td>End</td>
</tr>
<tr>
<td>4.</td>
<td>Pretty</td>
<td>Beautiful</td>
</tr>
<tr>
<td>5.</td>
<td>Several</td>
<td>Many</td>
</tr>
<tr>
<td>6.</td>
<td>Earn</td>
<td>Get</td>
</tr>
</tbody>
</table>
## Task 1

<table>
<thead>
<tr>
<th>Pictures</th>
<th>Name &amp; Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Great Pyramid of Giza, Egypt</td>
</tr>
<tr>
<td>B</td>
<td>Colosseum, Rome.</td>
</tr>
<tr>
<td>C</td>
<td>Golden Gate Bridge, North of San Francisco, California, U.S.</td>
</tr>
<tr>
<td>D</td>
<td>Taj Mahal, Agra, India</td>
</tr>
</tbody>
</table>
Task 3

**Borobudur Temple**

Borobudur - One of the greatest Buddhist monuments in Southeast Asia, Borobudur was built in the 8th century and stands on top of a hill surrounded by volcanoes and overlooking green fields. It is an immense multi-tiered structure with the Great Stupa (bell-shaped monument) at the top standing 128ft (40m) above the ground, surrounded by numerous smaller stupas, some still containing Buddha statues inside. It is listed as a UNESCO World Heritage Site and is a major tourist attraction in Java.

Task 4

1. Borobudur is one of the greatest Buddhist monuments in Southeast Asia.
2. Borobudur is located in Magelang, central Java.
3. Borobudur was built in the 8th century.
4. Yes, it is.
5. Borobudur so popular in world-wide because it is one of great monuments in the world and it is listed as a UNESCO World Heritage Site.

Task 5

<table>
<thead>
<tr>
<th>No</th>
<th>Words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Luxurious</td>
<td>Mewah</td>
</tr>
<tr>
<td>2.</td>
<td>Hidden</td>
<td>Tersembunyi</td>
</tr>
<tr>
<td>3.</td>
<td>Exemplary</td>
<td>Patut dicontoh</td>
</tr>
<tr>
<td>4.</td>
<td>Geometric</td>
<td>Geometris</td>
</tr>
<tr>
<td>5.</td>
<td>Sophistication</td>
<td>Pengalaman dalam soal duniawi</td>
</tr>
<tr>
<td>6.</td>
<td>Contemporary</td>
<td>Sejaman</td>
</tr>
<tr>
<td>7.</td>
<td>Equip</td>
<td>Melengkapi</td>
</tr>
<tr>
<td>8.</td>
<td>Convenience</td>
<td>Menyenangkan</td>
</tr>
</tbody>
</table>
Task 6

1. The Kanaya is a luxurious hotel.  T/F
2. The Kanaya is located at Seminyak district.  T/F
3. The Kanaya is supported by excellent service and facilities.  T/F
4. Each villa is not designed to provide peace and privacy.  T/F
5. It provides minimalist decoration.  T/F

Task 7

Resort’s name | Agung Bali Nirwana
---|---
Location | Sambirenteng, North Bali
Facilities | • using modern technology to deliver quality and comfort without detriment to the environment
| • first ever pure water swimming pool
Contact number | 08123947308
Price | from US $ 145

Task 8

1. Azerbaijan is located on the crossroads of Asia and Europe along the Caspian Sea.
2. Yes, it is.
3. The other name of the Maiden Tower is Giz Galasi.
4. The popular story behind the Maiden Tower is it was used as a fire beacon and lookout post.
5. The Maiden Tower was declared by UNESCO as one of World Heritage Sites in 2002.
Task 1

Number 1

Task 2

1. The purpose of the letter is to invite someone to an event.

2. The school director, Michael Reyes, writes the letter.
3. Mr. and Mrs. Resty Navarro receive the invitation letter.

4. Mr. and Mrs. Resty Navarro are the alumni of Western University College (WUC)

5. A Grand Alumni Homecoming.

Task 3

1. The purpose of the letter is to invite someone to come in an event.

2. Jessie Lewis is the boy who will celebrate his birthday.

3. The event will take a place at The Smith’s 212 Green Street.

4. The event will be held on Saturday, January 12th at 7:00 pm.

Task 4

1. The purpose of the invitation is inviting someone to "movie night" event.

2. The event will be held on Saturday, July 9th at 8.00 pm.

3. The event will take a place at 4537 Adirondack Avenue.

4. Yes, it is because the movie which will be held is "Lilo & Stitch".

5. Sarah is the person who should be called to confirm your attendance in "movie night" event.