ENGLISH WRITING MATERIALS USING COMMUNICATIVE LANGUAGE TEACHING APPROACH FOR GRADE X STUDENTS OF SMA SANG TIMUR YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

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

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Faculty of Teachers Training and Education
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Dean
Rohandi, Ph.D.
I dedicated this valuable thesis to:

Holy TRINITY

Mum and Dad

the whole world

YOU have granted me
life and favor,
And YOUR care has
preserved my spirit.

Job 10:12

...... aktor perubahan pendidikan di negeri ini, hanya guru, tentu saja setelah guru sendiri berubah ......

(St. Kartono)

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ABSTRACT


English writing is a skill that is often neglected. The skill is essential, but it is difficult to understand. Therefore, many tenth graders in SMA Sang Timur Yogyakarta feel bored in the learning process of English writing when they have to integrate ideas and grammar. Another reason is students do not like grammar in writing. They are not interested in grammar because grammar is a difficult material. From those reasons, the researcher designs English writing materials for grade X students of SMA Sang Timur Yogyakarta, in where grammar material is included. In this study, the researcher employs an approach named Communicative Language Teaching (CLT) approach. The approach will help students comprehend the materials in communicative ways.

This study focused on two research problems. They were: (1) How are English writing materials for grade X students of SMA Sang Timur Yogyakarta designed? And (2) What does the design of English writing materials for grade X students of SMA Sang Timur Yogyakarta look like?

In answering the first problem of this study, the researcher employed the procedure which was taken from the combination of Kemp’s and Yalden’s Instructional Design (ID) models and Borg and Gall’s Research and Development (R&D) cycle. The steps were: (1) conducting needs survey, (2) defining and determining the goals and general purposes, (3) stating the topics and learning objectives, (4) stating teaching/learning activities, (5) specifying some support services, (6) evaluating the materials, and (7) revising the designed materials. The instruments the researcher employed were interview guide and questionnaire, where interview was conducted in needs survey and questionnaire was distributed in both needs survey and evaluation. From the result of evaluation, it was found out that the average (Mean) was 3.375 from the scale 4.0. It could be indicated that the designed materials were good and acceptable.

In answering the second problem of the study, the researcher presented the final version of English writing materials. The materials consisted of six units. Those units consisted of five sections. They were: (1) *Roll Your Board*, (2) *Grammar Zone*, (3) *Happy Writing*, (4) *Get Betterment*, and (5) *End It Well.* Hopefully, the designed materials will be beneficial for grade X students of SMA Sang Timur Yogyakarta to comprehend English writing materials and to apply the meaning of communication in writing skill.

Keywords: design, CLT approach, writing skill.
ABSTRAK


Studi ini membahas dua permasalahan. Kedua permasalahan tersebut ialah (1) bagaimanakah materi pembelajaran Bahasa Inggris dalam keterampilan menulis untuk para siswa kelas X SMA Sang Timur Yogyakarta dirancang? Dan (2) seperti apakah materi Bahasa Inggris tersebut?

Untuk menjawab permasalahan pertama, peneliti membuat langkah-langkah yang diambil dari kombinasi model Rancangan Pembelajaran milik Kemp dan Yalden, dan siklus Penelitian dan Pengembangan Materi milik Borg dan Gall. Langkah-langkah tersebut yakni: (1) mengadakan survey kebutuhan, (2) menentukan tujuan umum pembelajaran, (3) menentukan topik dan tujuan pembelajaran, (4) merumuskan kegiatan belajar/mengajar, (5) merumuskan bahan-bahan pendukung, (6) mengevaluasi materi, dan (7) merevisi materi yang telah dirancang. Instumen yang digunakan ialah wawancara dan kuesioner, di mana wawancara digunakan saat survey kebutuhan, dan kuesioner digunakan saat survey kebutuhan dan evaluasi. Dari hasil evaluasi, peneliti menemukan bahwa nilai rata-rata yang didapat adalah 3.375 dari nilai maksimum 4.0. Hal ini menunjukkan bahwa materi yang telah dirancang adalah baik dan diterima.


Kata kunci: rancangan, pendekatan Pengajaran Bahasa Komunikatif, keterampilan menulis.
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GOD is with us. Amen.

Hedwig Alfa Karlinha
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CHAPTER I
INTRODUCTION

This chapter presents research background, research problem, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

English has become more popular and important. The language which is used mostly spreads rapidly and brings the impact for people. The popularity requires people to use the language, at least to understand the meaning. It can be seen in sentences or words people find in advertisements, public transportations, or food cans. English has become the bridge of communication throughout the world.

However, communicating in English is not easy to do for people who live in non-English-speaking countries, such as Indonesia. Supriyoko (2000) says that Indonesia government has decided to set English as a foreign language in Indonesia, based on the policy of Minister of Education and Culture no. 096 year 1967. Moreover, Gebhard (1996) adds that the primary goal for children studying English in the educational system is to pass English entrance exams to enter good high schools and universities (p. 2). It is clear that English is only studied for certain purpose. For that reality, EFL teachers have to face the responsibility in educational system. Gebhard notes that teachers are concerned with ways to make
students speak English in class, ways to use authentic language teaching materials, having to teach and to test, having too little time with students, and asking students to take on more responsibility for their learning (p. 3).

Talking about English as a Foreign Language (EFL) in Indonesia, it is obviously revealed by Setiyadi (2006) that learning English here is discussing about the grammatical rules and sentences erroneous in English (p. 21). English learners here focus on the accuracy, while English as a Second Language (ESL) people emphasize the ability and fluency of using English. The accuracy is displayed when learners speak, or write something. Speaking and writing, as the two of four language skills, actually is not easy to gain. EFL learners should be able to gain the intention of two supportive skills namely listening skill and reading skill. Here, the researcher chooses writing as the main zone to research.

Writing is a skill that is often neglected. It is stated by Riddell (2003) that some teachers do not know how to teach writing well with the appropriate way (p. 138). Whereas, writing can be very important for students to prepare for an exam. He reveals that writing is an important part of the curriculum in schools from the earliest grades onward, and that most children in countries that have a formal education system will learn to write, at least at a basic level. Writing is essential, but the skill is the most difficult.

Based on the researcher’s experience when teaching English in senior high school, the researcher found that students, especially grade X students, felt bored when learning writing. Students also said that writing was difficult, when integrating the ideas, mechanic, and spelling. Tiedt (1989) emphasizes that writing
is the most difficult skill among other skills. He states that although a student, as a writer, generates the ideas, as with speaking, there are some difficult steps the writer takes commonly. The first step is easy when the writer verbalizes what he is thinking. Then, the next step is the problem when the writer begins to use written language, for then he is faced with spelling, the mechanics, and the physical labor of writing each word (p. 6). This can be seen, in communication, that writing has a slower process than speaking.

Another reason which makes students feel difficult and bored was grammar. Students once complained to the researcher about the existence of complicated grammar in writing. Students said that they did not like grammar, although they always realized that grammar was very important. The reason also came from the English teachers in school where the researcher had teaching practice. Teachers said that they had tried to teach grammar in writing with proper ways. However, students were also uninterested in learning. It could be seen from the complaint and scores.

The importance of grammar in writing is stated by Frodesen, who says that grammar in writing that emphasizes a focus on form in composition can help writers develop rich linguistic resources needed to express ideas effectively in addition to providing assistance in error correction (as cited in Celce-Murcia, 2001, p. 233). Further, the importance has been realized in the Middle Ages in Europe, as stated by Purpura (2004), that grammar was used to mean the analysis of a language system, and the study of grammar was not just considered an essential feature of language learning, but was thought to be sufficient for learners
to actually acquire another language (p. 1). Moreover, grammar has become the central role in language teaching at that time. It can be simplified that grammar cannot be separated from writing. It is because grammar helps writers improve their knowledge in writing, when they find the mistakes in writing, realizing that they are writing in English, the foreign language in Indonesia.

Considering the reasons, the researcher is interested to design English writing materials by using an approach that will let the communication between two parties occur well. A reason for involving communication in this study is the communicative approach will give great function to help students more understand the materials. According to Richards and Rodgers (1981), the approach that reveals the communicative view of language and language learning, and supports the variety of teaching-learning procedures is Communicative Language Teaching approach (p. 172). One of the principles that the approach has is authentic and meaningful communication should be the goal of classroom activities. Related to writing, the communicative activities will bring the comprehension to students, as the goal, when they are learning writing. Thus, writing is not the passive activity anymore, which involves students only to write and write anything. The meaningful activities also derives from the distinctive features of Communicative Language Teaching approach, according to Finocchiaro and Brumfit (as cited in Richards & Rodgers, 1981, p. 156), that students are expected to interact with other people, either in their writing products. Due to the unlimited activities of using the approach, the communicative competence will be able to obtain through writing exercises. This will enable
students to attain the objectives of the writing activities and to engage with communication.

Further, Communicative Language Teaching approach is able to help students more comprehend the materials given. Here, Richards and Rodgers reveal that the approach provides some appropriate materials for students, one of which is realia, a from-life material, such as magazines and pictures (p. 170). Magazines and pictures can be used in teaching writing. The discovery of communicative competence will be released when writing is involved in this kind of activity. The unlimited scope of activities will enable students to comprehend and improve their writing’s ability.

From those reasons, the researcher’s interest to design English writing materials is expressed. Then, SMA Sang Timur Yogyakarta, a high school in Yogyakarta where the researcher did teaching practice in her PPL (Program Pengalaman Lapangan) in July-September 2010, is the chosen school. Further, the designed materials will be dedicated to grade X students as the target learners of the study. From this view, the researcher expects students to enjoy the communicative activities and to be able to improve their writing’s ability when students are going to take a higher grade.

B. Research Problem

The problems of this research can be formulated as follows.

1. How are English writing materials for grade X students of SMA Sang Timur Yogyakarta designed?
2. What does the design of English writing materials for grade X students of SMA Sang Timur Yogyakarta look like?

C. Problem Limitation

To limit the scope of the study, the researcher will focus on three limitations. First, the researcher only focuses on designing the English writing materials. The materials will be designed according to students’ needs and ability, and the scope of materials will be based on School-Based Curriculum (KTSP) 2006. Second, the approach that will be used in this study is Communicative Language Teaching approach, which eases students to learn English writing communicatively. Third, the target learner of this study is grade X students who are able to improve writing’s ability when they are going to take the higher grade. SMA Sang Timur Yogyakarta is the school where the researcher did the teaching practice. The researcher chooses SMA Sang Timur Yogyakarta because the school has potency in English writing which is able to be bloomed. The population used in the research will be only about thirty students from two classes.

D. Research Objectives

The objectives of this research are decided as follows.

1. To find out how English writing materials for grade X students of SMA Sang Timur Yogyakarta are designed.

2. To find out the design of English writing materials for grade X students of SMA Sang Timur Yogyakarta looks like.
E. Research Benefits

The study is intended to gain some benefits. Those are:

1. For English teachers of SMA Sang Timur Yogyakarta

   The materials that are designed by the researcher can be used for enhancing students’ writing ability. The design is also able to help teachers to teach in better techniques and to create an innovative ways in teaching English writing.

2. For grade X students

   The materials will be beneficial for grade X students to expand and increase their knowledge in English writing. Students can also develop their writing ability in communicative competence.

F. Definition of Terms

Avoiding the different and ambiguous perception, the researcher will give the definition of the terms related to this research.

1. Designing

   Hornby (2000) defines that to design is to decide how something will look and work, especially by making plans, drawings or models of it. He also states that to design is to think of and plan a system and procedure (p. 344). Then, designing instructional materials which is explained by Gagné and Briggs (1974) is designing a set of events which affects learners, while instruction is planned well and it is designed in a systematic way (p. 1). In this study, the researcher
designs English writing materials for grade X students in systematic way by determining the students’ needs based on the curriculum.

2. Writing

Tiedt (1989) defines that writing is a method of expressing ideas about any subject content. Then, it appears in classrooms everywhere and, therefore, writing must be the concern of every teacher (p. 1). Further, Weigle (2002) adds that the ability to write a second language has become the essential thing in educational, business, and personal reasons (p. 1). In this study, the researcher designs materials which focus on certain genres related to writing materials for grade X students.

3. Communicative Language Teaching Approach

Richards and Rodgers (2001) define that Communicative Language Teaching is an approach that aims to make communicative competence the goal of language teaching, and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (p. 155). They also state that Communicative Language Teaching means little more than an integration of grammatical and functional teaching. The definition is argued well by Weigle (2002) that communicative language teaching is “teaching language as a system of communication rather than as an object of study” (p. 1). Therefore, experts say that communicative approach has a function in the form of the language serve. The essential thing in this approach, according to Littlewood (1981), is there are at least two parties involved in an interaction, where one party has an intention and another party reacts to the intention (p. 5). In
this study, the researcher uses communicative language teaching approach to make the learning activities comfortable. Here, students are invited to involve in communicative learning activities.

4. Grade X Students

Grade X students are students who are learning and studying in the first year of senior high school. The chosen school here is SMA Sang Timur Yogyakarta which is located in Bathikan, Umbulharjo, Yogyakarta. In this research, the researcher designs English writing materials using Communicative Language Teaching approach in SMA Sang Timur Yogyakarta.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discussed review of literature related to this study. This section was divided into two parts. The first part was theoretical description and the second part was theoretical framework.

A. Theoretical Description

This section was related to the theories that support this study. In this part, the researcher discussed and elaborated the theories about the Instructional Design models, the theories of English writing, the theories of Communicative Language Teaching approach, and School-Based Curriculum.

1. Instructional Design Models

In this research, the researcher presented two instructional design models that would be the main references to arrange the design. They were:

a. Kemp’s Instructional Design Model

The first instructional design model used as the reference for the researcher was Kemp’s model. According to Kemp (1977), instructional design was applied to answer three questions which were essential in an instructional design (p. 8). Those three important elements were objectives (What must be learned?), activities and resources (What procedures and resources will work best...
to reach the desired learning levels?), and evaluation (How will we know when the required learning has taken place?). Besides those three important elements, Kemp also revealed eight steps of designing the materials. They were:

1) Considering goals, listing topics, and stating the general purposes for teaching each topic

   About this first step, Kemp (1977) stated, “instructional design planning started with the recognition of the broad goals of the school system or institution” (p. 13). The starting points were to consider the goals related to subject areas, to select the topics according to subject preference or teaching experiences, and to state the general purposes which were more specific as the learning outcomes from students (p. 16).

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

   Here, Kemp (1977) conveyed that the designer should recognize and regard the student as an individual learner since the designer’s success would be measured from this (p. 18). Realizing students as the respondents in designing the materials, Kemp suggested that the designer should consider learning conditions referring to “groups of factors that could affect a persons’ ability to concentrate, absorb, and retain information” (p. 19). Then, learning styles which would help the designer as it gave the description of an individual’ learning style. The designer would be able to diagnose how a learner accomplished particular tasks (p. 20).
3) Specifying the learning objectives to be achieved in terms of measurable student behavioral outcomes

Kemp (1977) said that this step was difficult, but essential in designing the materials since learning was the outcome of instruction (p. 23). He also stated that objectives delivered to students were the goals that students must attained, the ideas and skills that would be included in the design, and the types of behavior that would be expected during evaluation (p. 40). Further, Kemp conveyed the three major categories of objectives, namely cognitive domain which was the domain that the designer gave most attention to an educational program (p. 24), psychomotor domain which was the domain that required the coordination of skeletal muscles in the physical activities (p. 25), and affective domain which was the domain that focused on attitudes, appreciations, values, and all emotions (p. 26).

4) Listing the subject content that supports each objective

According to Kemp (1977), subject content focused on the selection and organization of the specific knowledge (facts and information), skills (step-by-step procedures, conditions, and requirements), and attitudinal factors of any topic (p. 44).

5) Developing pre-assessments to determine the student’s background and presenting level of knowledge about topic

In this step, Kemp (1977) stated two information of pre-assessment, namely prerequisite testing which, “determined whether students had the
appropriate background preparation for the topic” (p. 51) and pretesting which was a pretest of the selected topic and was conducted to give the result about the objectives that students might have attained.

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

Kemp (1977) revealed that the essence of this step was there was no formula to match activities to objectives. Here, the designer should know the strengths and the weaknesses of each alternative method, since the selected activities might not work well. Then from this, the designer could make the better methods in teaching-learning process. (p. 56).

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

Kemp (1977) said, “support services had to be considered at the same time instructional plans were being made and materials being selected” (p. 85).

8) Evaluating students’ learning in terms of their accomplishment of objectives, with a view to revising and reevaluating any phases of the plan that need improvement

According to Kemp (1977), this step required the designer to measure the learning outcomes related to the objectives. The designer could do paper-and-pencil testing, evaluating psychomotor and affective domain, and testing with other materials, such as pictures, audio recordings, photographs, or video tape recordings.
b. Yalden’s Instructional Design Model

Yalden (1987) stated that the language program development was connected with the specification of syllabus construction (p. 85). From this, she said that the designer conducted communicative use of language as well as linguistic structure and general usage. In her book, she revealed steps of designing materials (pp. 88-89). They were:

1) Needs survey

Yalden (1987) stated that need survey, “entailed carrying out a survey of the communicative needs of the learners for whom the program was being
prepared as well as a survey of the physical resources at hand” (p. 88). Further, he revealed, “needs survey also included the learner’s own desires or wants, seen more subjectively in terms of self-expression and less in terms of purposeful or transactional communicative behavior” (p. 103).

2) Description of purpose

Yalden (1987) conveyed that the more accurately the teacher can predict learners’ needs, the more clearly a purpose could be delineated (p. 105).

3) Selection or development syllabus type

Yalden (1987) delivered that no single model of syllabus design which was accepted universally (p. 108). Then, she assumed communicative as the way to represent the environment of real language use, and communicative syllabus existed here (p. 109). There were types of communicative syllabus. They were:

a) Structural-Functional Type

Yalden (1987) said, “this was a separation of the two components of form and communicative function was maintained, and it was relatively implemented” (p. 110).

b) Structures and Function Type

Related to this, Brumfit stated that it was sensible to provide learners with the tools for linguistic system rather than teaching them about what to do with the tools, since cultural and language meaning was argued between users of a language (as cited in Yalden, 1987, p. 111). Then, this type of syllabus helped the designer to develop the methodology by focusing on accuracy and fluency.
c) Variable Focus Type

Allen introduced this type of communicative syllabus, where a three-level ESL syllabus was synthesized. This type emphasized the change of formal features language to rhetorical (discourse) features, to the instrumental use of language (as cited in Yalden, 1987, p. 114).

d) Functional Type

Yalden (1987) said that objectives were stated primarily in terms of communication functions, not in terms of linguistic or ideational content (p. 115).

e) Fully Notional Type

Wilkins defined, “This type was the strongest possible approach to the input syllabus” (as cited in Yalden, 1987, p. 115). This syllabus did not require the elaboration of the subject. Yalden (1987) stated that the notional syllabus depended on the context and put a concern to what to communicate when people spoke or wrote (pp. 42-43).

f) Fully Communicative Type

Yalden (1987) said that this would be the minimal input syllabus, since this was out of a concern with methodological problems and solutions (p. 116). However, Allwright suggested the teacher could use this type of syllabus to solve communication problem and language learning would run smoothly (as cited in Yalden, 1987, p. 118).
4) Production of proto-syllabus

Yalden (1987) said that at this step the syllabus designer would consider the description of syllabus content, such as the preparation of syllabus specifications (p. 138). However, there were some considerations before the designer thought in beginning. First, it was not always possible to include all things the designer needed in teaching the subject. The designer tried to reduce the process to manageable proportions. Second, the designer described the general purpose of the course at an early stage. Third, the specification of target levels should be conveyed with early attention (p. 139).

5) Production of pedagogical syllabus

Yalden (1987) said, “this was some of the apparent difficulties surrounding early formulations of the functional approach could be resolved” (p. 143). Since the components produced in the proto-syllabus stage were only viewed as the guidelines, the components in this pedagogical syllabus were a specification of what to learn in the course.

6) Development and implementation of classroom procedures

When the designer developed the procedures, he had to focus on selection of exercise types and teaching techniques, and preparation of lesson plans and of weekly schedules. Then for implementation, the designer had to focus on the principles, desired outcome, and exploitation or creation of teaching material.
7) Evaluation

Here, the designer had to evaluate students, program or developed materials, and teaching.

8) Recycling stage

This was a revision of the goals, the content, and the methodological procedures in the product.

![Figure 2.2: Yalden’s Instructional Design Model (Yalden, 1987, p. 88)](image)

**2. English Writing Skill**

Writing was essential. It was stated by Elite Olshtain that writing now was viewed by people as a communication within a text. Moreover, technology required communication via writing such as in electronic document (as cited in Celce-Murcia, 2001, p. 207). However, people realized that writing lacked of feedback as it was in speaking. Thus, it was common now that many activities of communication were fulfilled by writing, to remind people about the goal of
learning writing. Then, before getting to know about activities in writing, this section would discuss the definition of writing.

a. Definition of Writing

In order to make a clear explanation of writing, the researcher began by defining writing skills according to some experts. Tiedt (1989) defined that writing was a one way to express an idea related to anything. As writing was the concern of every teacher, it appeared in every learning in the classrooms (p. 1).

Further, Maggie Sokolik defined writing as the series of contrasts (as cited in Nunan, 2003, p. 88). They were:

1) It was both a physical and a mental act. Here, writing was the act of committing words or ideas to some written text. Besides, it was a mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that would be clear to a reader.

2) It was writing which aimed to express and impress. Writers were the master of the text and they needed audience to express it. Then, writers chose the best of their writings. This aimed to obtain impression from the audience.

3) Writing was a process and a product. The process was imaging, organizing, drafting, editing, reading, and rereading, while the product was as essay, letter, story, or research report.

b. The Writing Process

As people perceived writing was the one way to express thinking, the process was difficult to understand. The learners’ thoughts toward the process
writing were dominated with frequent writing. Thus, Tiedt (1989) gave the basic understandings about the writing process as the foundation of expressing thinking (pp. 3-7). They were:

1) Students learn to write by writing

   In order to make students capable of producing a writing product, they should write something. A teacher could give instruction and guidance to the novice writers.

2) Writing expresses thinking

   In teaching writing, a teacher guided students to understand about the relationship between thinking and the writing process, where the writing process was collecting, processing, and publishing data.

3) Students learn to write by reading

   It would be essential for students to know how an author of a writing product wrote that form before they produced that. They observed how he presented the ideas, used a language, and made the structured sentences in his writing product.

4) Writing is not easy

   Many people said that writing was not easy. Thus, Tiedt conveyed that the way to remove the difficulties of writing in people or students’ thought was to facilitate the learning process by encouraging students to talk firstly.
Besides the explanation above, the writing process was admitted necessary also in a writing classroom. Here, writing was designed as a way of learning, which the learners could apply the knowledge of writing in a learning process.

The learning process in a writing classroom had the steps. They were:

1) Prewriting Activities

According to Tiedt (1989), everything that brought up a writing experience could be said as prewriting stimulus, or prewriting activities (p. 11). He said that beginning the lessons by giving prewriting activities aimed to give meaning for each student, and to help them bring out ideas related to the topic.

2) Writing Activities

Jan Frodesen said that grammar in writing emphasized a focus on form in composition, and it could help writers develop rich linguistic resources needed to express ideas. He also said that grammar was an integral part of language use and it was a resource to be accessed for effective communication, not just an isolated body of knowledge (as cited in Celce-Murcia, 2001, p. 233-234).

The existence of the acquisition of grammar information which preceded the main activity in writing class was assumed by Tiedt (1989). He said that grammar should be provided as a facilitation of how English was used so that students could then test the grammar knowledge against knowledge they had acquired when they produced sentences (p. 63). Furthermore, this section provided more opportunities to students to write, as Larsen-Freeman (2000) stated that students should be given an opportunity to express their ideas and opinions.
(p. 126). Then, Maggie Sokolik justified that writing was a mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that would be clear to a reader (as cited in Nunan, 2003, p. 88).

3) Post Writing Activities

Tiedt (1989) stated that editing or evaluating students’ writings was essential as they were involved directly in the process of improving writing products. Then, students should know the specific ways to produce better writings (p. 24). He also stated that evaluating the lesson section should provide students frequent opportunities to give response toward the writing lessons (p. 14). Moreover, Joyce (2002) says that reflection helps students reduce error in their writings.

c. Principles of Teaching Writing

According to Maggie Sokolik, writing teachers should understand the principles of teaching writing, whether it was a course, or a course in which writing would play (as cited Nunan, 2003, p. 92). They were:

1) Understanding students’ reasons for writing

It was essential to know, to understand, and to convey goals to students in ways that made sense to them. It was because all teachers would obtain dissatisfaction when the teacher’s goals did not match the students’ reasons, or when the teacher’s goals do not match those of school or institution in which the student works.
2) Providing many opportunities for students to write

Since writing was a physical activity, it required practice to obtain the improvement. Students would become more comfortable with the act of writing when practice writing sessions were integrated regularly into the syllabus or planning.

3) Make feedback helpful and meaningful

Because students craved feedback on their writing, the teacher should make sure that students understand the vocabulary, symbols used, and the tone of the comment. The teacher should know that feedback instructed students to look for problems and correct them on their own, in order to foster independent writers.

d. Writing Tasks

In many schools, all English teachers taught students to write in English within activities which could help students arise their motivation. Here, Elite Olshtain described the development of writing tasks (as cited in Celce-Murcia, 2001, p. 211). They were:

1) Task description. It aimed to present students with the goal of the task and its importance.

2) Content description. It aimed to present students with possible content areas that might be relevant to the task.

3) Audience description. It aimed to guide students in developing an understanding of the intended audience, their background, needs, and expectations.
4) Format cues. It helped students in planning the overall organizational structures and vocabulary choices.

5) Spelling and Punctuation. This helped students focus their attention on spelling rules which they had learned and eventually on the need to use the dictionary for checking accuracy of spelling, and to guide students to use acceptable punctuation and capitalization conventions.

According to Barbara Kroll, the key component of all writing class was writing assignments. The writing course consisted of a series of assignments that were targeted and students were supposed to achieve the target, as the object of any writing class was to have students work on their writing (as cited in Celce-Murcia, 2001, p. 225). Regarding the assignments as one way to achieve the objectives of lesson, Barbara Kroll gave the guidelines to have successful writing assignments (as cited in Celce-Murcia, 2001, p. 226). They were:

1) A writing assignment had to be presented with its context clearly delineated such that the student understood the reasons for the assignment.

2) The content of the task/topic had to be accessible to the writers and allow for multiple approaches.

3) The language of the prompt or task and the instruction it was embedded in had to be unambiguous, comprehensible, and transparent.

4) The task had to be focused enough to allow for completion in the time or length constraints given and had to further students’ knowledge of classroom content and skills.
5) The rhetorical specifications (cues) had to provide a clear direction of likely shape and format of the finished assignment, including appropriate references to an anticipated audience.

6) The evaluation criteria had to be identified so that students would know in advance how their output would be judged.

Finally, Barbara Kroll stated that the emphasis of writing was the key to successful writing class. It was students would best learn by writing and the assignments would give students the feedback to revise and improve their writing, although teaching EFL students to become successful writers was not easy. This was because students had to learn linguistic and content competences (as cited in Celce-Murcia, 2001, p. 230).

e. Starting Strategies in Writing Class

Realizing that writing was not easy, writing should be started with easy ways. These were techniques for starting writing in the classroom. They were:

1) Brainstorming

Maggie Sokolik stated that it was an activity which required students to list all the ideas they could think of related to a topic. This could be done individually or in pairs or groups (as cited in Nunan, 2003, p. 97). Barbara Kroll added that here students could use any information when thinking of on his or her own drafts (as cited in Celce-Murcia, 2001, p. 224).
2) Wordmapping

Maggie Sokolik defined this was an activity which required students to begin with an idea at the top center of blank paper. They then thought of related ideas and draw relationships with boxes, circles, and arrows (as cited in Nunan, 2003, p. 97).

3) Quickwriting

Maggie Sokolik conveyed that quickwriting was done where students began with a topic then they wrote quickly about the topic. This aimed to help students keep writing without stopping and just let the ideas come without concern for spelling, grammar, or punctuation (as cited in Nunan, 2003, p. 97).

Related to this, Barbara Kroll, who stated that freewriting was a various term of quickwriting, said that this form of writing often worked well for EFL student. It was because students were given limited time to begin to write something (as cited in Celce-Murcia, 2001, p. 224).

The design that the researcher made was oriented in writing skills. The researcher would apply the theories in designing English writing materials. The theories would help the tenth graders of SMA Sang Timur Yogyakarta communicate well in English through their writing products.

3. Communicative Language Teaching Approach

According to Larsen-Freeman (2000), Communicative Language Teaching (CLT) approach was an approach that aimed to apply the communicative
perspective by making communicative competence the goal of language and synthesizing the interdependence of communication and language (p. 121). Besides, Richards and Rodgers (2001) added that CLT aimed to develop procedures for the teaching of the four language skills namely listening, speaking, reading, and writing (p. 155). Because CLT required communication, Littlewood stated, CLT employed an interaction in a situation which went to communicative competence (as cited in Richards & Rodgers, 2001, p. 155).

CLT had two different versions to apply. Howatt defined the weak version was a version of applying CLT which emphasized on the importance of using English only for communicative purposes and of integrating the activities into a wider language teaching program. Then, the strong one was a version which acquired an advanced language by using English to learn communication (as cited in Richards & Rodgers, 2001, p. 155). Finally, Richards and Rodgers (2001) stated that CLT started from a communicative model of language and language use which delivered the importance for theory of language, theory of learning, procedure, teacher roles and learner roles (p. 158).

a. Theory of Language

CLT started from a theory of language as communication. Hymes stated the goal of language teaching was to develop the communicative competence. In his view, a person who had communicative competence acquired both knowledge and ability for language use with respect to something was possible formally, feasible, appropriate in a used and evaluated context, and done, actually
performed, and what its doing entails (as cited in Richards & Rodgers, 2001, p. 159).

Further, Richards and Rodgers (2001) added some characteristics CLT had in this level (p. 161). They were:
1) Language was a system to express the meaning.
2) The primary function of language was to represent interaction and communication.
3) The structure of language reflected the functional and communicative uses.
4) The primary units of language were not only about the grammatical and structural features, but also categories of functional and communicative meaning as presented in discourse.

b. Theory of Learning

Theory of learning in CLT brought to the objectives of the approach. Piepho revealed the levels of objectives in a communicative approach (as cited in Richards & Rodgers, 2001, p. 162). They were:
1) an integrative and content level (language as means of expression)
2) a linguistic and instrumental level (language as a semiotic system and an object of learning)
3) an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others)
4) a level of individual learning needs (remedial learning based on error analysis)
5) A general educational level of extra-linguistics goals (language learning within the school curriculum)

Further, Richard and Rodgers (2001) stated that particular objectives for CLT could not be defined. It was because the approach was assumed as language teaching. It would reflect the particular needs of the target learners (p. 163).

c. Procedure

Finocchiaro and Brumfit conveyed the lesson outline for teaching using CLT approach (as cited in Richards & Rodgers, 2001, pp. 170-171). They were:

1) Brief presentation of a dialog or several mini dialogs
2) Oral practice of each utterance of the dialog segment
3) Questions and answers based on the dialog topics and situation itself
4) Questions and answers related to the students' personal experiences
5) Study one of the basic communicative expressions in the dialog
6) Learner discovery of generalizations or rules underlying the functional expression or structure
7) Oral recognition, interpretative activities
8) Oral production activities
9) Copying of the dialogs or mini-dialogs
10) Sampling of the written homework assignments
11) Evaluation of learning
d. Teacher Roles

Breen and Candlin described teacher roles in CLT approach (as cited in Richards & Rodgers, 2001, p. 167). They were:

1) Facilitating the communicative process with students in the classroom.
2) Acting as an independent participant within the teaching-learning group.
3) Representing and arising the objectives of the first role.

e. Learner Roles

Breen and Candlin revealed learner roles in CLT approach (as cited in Richards & Rodgers, 2001, p. 166). They were:

1) As the negotiator, between the learning process and materials.
2) As the contributor which requires students to gain and to comprehend the materials. Here, students should be active in learning process in their interdependent way.

From the theories above, the researcher made the design according to principles of CLT. It aimed to help students comprehend the English writing materials which were designed based on CLT approach.

4. School-Based Curriculum

According to Muslich (2007), School-Based Curriculum (KTSP) 2006 was an operational curriculum arranged and conducted at each level of school (p. 17). He stated that KTSP was different from Competence-Based Curriculum (KBK) which the operational was arranged by the government. Competence standard and
basic competence of School-Based Curriculum for grade X in English subject in writing skill was presented in Table 2.1.

### Table 2.1: Competence Standard and Basic Competence of Writing Skill Based on School-Based Curriculum for Grade X in English Subject (“Model Pengembangan Silabus dan RPP SMA,” 2006)

<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 To express the meaning of daily life context in short functional text of simple essay in narrative, descriptive, and news item</td>
<td>12.1 To express the meaning in formal and informal short functional text (announcement, advertisement, invitation, etc.) within accurate and acceptable way of writing</td>
</tr>
<tr>
<td></td>
<td>12.2 To express the meaning and rhetoric steps within accurate and acceptable way of writing in narrative, descriptive, and news item</td>
</tr>
</tbody>
</table>

**B. Theoretical Framework**

The theories that were revealed in the previous section were used as the main references for the researcher to design a set of English writing materials. In designing the materials, the researcher would apply the theories of English writing skills as the main area to the tenth graders of SMA Sang Timur Yogyakarta. Here, Communicative Language Teaching (CLT) approach worked by guiding students to communicate through English writing skills. The researcher designed the materials in accordance with School-Based Curriculum (KTSP) 2006 as formulated and applied in the syllabus of English subject in SMA Sang Timur Yogyakarta.
In the theoretical description, the researcher had put two models of designing the materials. The models were Kemp’s Instructional Design Model and Yalden’s Instructional Design Model. The reason the researcher chose the models because the models were suitable to design English writing materials. Besides, two models completed each other. Kemp’s model provided simple steps by explaining significant things to do in designing, while Yalden’s model revealed needs survey in the first step of designing the materials. In this part, the researcher would use the combination of the models to conduct the research. The steps were:

1. **Conducting Needs Survey**

   This step was taken from Yalden’s model. In this stage, the researcher conducted needs analysis to the tenth graders of SMA Sang Timur Yogyakarta. It aimed to obtain students’ opinion, responses, and learning strategies towards English writing materials.

2. **Defining and Determining the Goals and General Purposes**

   Yalden’s and Kemp’s models were formulated into this step in the researcher’s model. After employing needs analysis, the researcher defined the goals and general purposes. The researcher arranged the goals and general purposes based on School-Based Curriculum (KTSP) 2006 in designing English writing materials for the tenth graders of SMA Sang Timur Yogyakarta.

3. **Stating the Topics and Learning Objectives**

   This step was adopted from Kemp’s model. After determining the goals and general purposes, the researcher stated the topics and specified the learning
objectives to be achieved by students in every meeting in the design of English writing materials.

4. Determining Teaching/Learning Activities

This step was adopted from Kemp’s model. In this step, the researcher determined the activities that were going to be provided in the materials. The teaching/ learning activities would be based on CLT approach. It would help students follow the learning process easily and communicatively.

5. Specifying Some Support Services

This step was adopted from Kemp’s model. In this step, the researcher determined some support services related to the design. The services were time allocation, teaching aids or equipment, and coordinating with other activities. This aimed to make the design applicable and suitable for students’ activities.

6. Evaluating the Materials

This step was adopted from Kemp’s and Yalden’s models. After developing the materials, the researcher did the evaluation by asking one English lecturers of English Language Education Study Program of Sanata Dharma University and two English teachers of SMA Sang Timur Yogyakarta. Evaluation helped the researcher revise and improve the materials, because the evaluators gave comments and suggestion toward the designed materials. Then, it could be seen whether or not the design was suitable for the tenth graders of SMA Sang Timur Yogyakarta.
7. **Revising the Designed Materials**

This last step was taken from Kemp’s model. In this step, the researcher revised the design based on the feedback obtained in the evaluation step. After revising and improving the materials, the researcher could present the English writing materials to the tenth graders of SMA Sang Timur Yogyakarta.

In order to give the clear steps, the researcher showed the stages in Figure 2.1. The steps were employed to design English writing materials for the tenth graders of SMA Sang Timur Yogyakarta using CLT approach.

![Diagram of the Steps of Designing English Writing Materials](image)

**Figure 2.3: The Steps of Designing English Writing Materials**
CHAPTER III

METHODOLOGY

This chapter focuses on the method of the research. It is divided into parts of discussion, namely research method, research participants, research instruments, data gathering technique, data analysis technique, and research procedure.

A. Research Method

In the problem formulation in Chapter I, the researcher stated two major problems to be solved. The first one was how English writing materials for grade X students of SMA Sang Timur Yogyakarta were designed. The second one was what the design of English writing materials for grade X students of SMA Sang Timur Yogyakarta looked like.

As the study was going to design materials, it could be categorized as Research and Development (R&D) study. Borg and Gall (1983) defined that education Research and Development (R&D) was the process which was used to develop and to validate educational products (p. 772). Further, Borg and Gall (2007) added the goal of the research, “were used to design new products and procedures, which then were systematically field-tested, evaluated, and refined until they met specified criteria of effectiveness, quality, or similar standards” (p. 589).
Borg and Gall (1983) also revealed the ten steps in the R&D cycle used to develop courses, or minicourses. They were research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation (p. 775-776). Here, the researcher only took five steps of the R&D cycle to design the materials. They were:

1. Research and Information Collecting

This first step included review of literature, classroom observations, and preparation of report of state of the art. Here, the researcher looked for the review of literature related to this study. The researcher also conducted an interview and distributed the questionnaire for collecting information which was related to designing English writing materials.

2. Planning

This step required the researcher to state the specific objectives of the design. The researcher also prepared handbooks and devices which were based on School-Based Curriculum 2006.

3. Developing Preliminary Form of Product

After collecting the data and preparing the planning, the researcher took this step. This third step was the step where the researcher began to develop the product. Those all were based on the results of two previous steps. The researcher also selected the activities and needed devices.
4. Preliminary Field Testing

This step aimed to obtain the evaluation of the designed product. Here, the researcher needed two English teachers of SMA Sang Timur Yogyakarta and one English lecturer of the English Language Education Study Program of Sanata Dharma University to carry out evaluation by giving comments, suggestions, or criticism toward the designed English writing materials. The acquired feedback helped the researcher to revise and to improve the design. The questions asked in the evaluation sheet were whether:

a. The indicators were formulated correctly.

b. The topics were formulated according to students’ interests and level.

c. The activities were formulated according to CLT principles.

d. The tasks were appropriate for students to achieve the goals easily.

e. The designed English writing materials were appropriate for grade X students of SMA Sang Timur Yogyakarta.

5. Main Product Revision

In this step, the researcher used the evaluation data to be the reference for revising and improving the design into the final revision.

B. Research Setting

The researcher conducted the study in SMA Sang Timur Yogyakarta which is located in Jl. Batikan 7, Pandean, Umbulharjo, Yogyakarta. The study was conducted in November 2011 until June 2012.
C. Research Participants

The research participants were divided into two parts. They were the participants of research and information collecting and the participants of preliminary field testing.

1. The Participants of Research and Information Collecting

The participants in this design were the tenth grade students of SMA Sang Timur Yogyakarta in academic year 2011/2012. The participants were thirty students from two classes namely class X1 and class X2.

2. The Participants of Preliminary Field Testing

In this evaluation survey, the researcher needed two English teachers of SMA Sang Timur Yogyakarta and one English lecturers of the English Language Education Study Program of Sanata Dharma University to be the post-design participants. The participants were chosen to give opinions and evaluation toward the design that the researcher made. Their participations helped the researcher to revise and to improve the designed English writing materials through the feedback the participants gave. The format of the description of the participants in preliminary field testing was presented in Table 3.1.

<table>
<thead>
<tr>
<th>Group of Participants</th>
<th>Gender</th>
<th>Educational Background</th>
<th>Teaching Experience (in year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>S1</td>
</tr>
<tr>
<td>English Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Lecturer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. Instruments and Data Gathering Technique

This section had two essential parts to discuss. They were research instruments part, in which the researcher discussed instruments which were employed in this study and data gathering technique part, which helped the researcher to explain how the data could be synthesized.

1. Research Instruments

In order to obtain the valid data for this study, the researcher used instruments. The following were the instruments used in this study and how the researcher employed the instruments.

a. Questionnaire

According to Best (1959), questionnaire is used when information is desired (p. 167). He states also that it is administered personally to groups of individuals and served as a most appropriate and useful data-gathering device in a research project. The definition is argued by Wilson and McLean that questionnaire is a useful instrument which is used widely for collecting survey information (as cited in Cohen, Manion, & Morrison, 2000, p. 245). They also classify two types of questionnaire, namely closed questions and open questions. Closed questions require the respondents to choose, while open questions enable the respondents to write their responses freely (p. 248).

The researcher employed this instrument in two steps in R&D cycle. The first step was in the Research and Information Collecting step. Here, the
researcher distributed the questionnaire to thirty students of grade X. It aimed to obtain the data about students’ habit, students’ learning strategies, and students’ perceptions toward writing materials. The questionnaire for students was the closed form as each question provided the alternative answers. The second step was in the Preliminary Field Testing step. In this step, the researcher asked two English teachers of SMA Sang Timur Yogyakarta and one English lecturers of the English Language Education Study Program of Sanata Dharma University to evaluate by giving comments, suggestions, or criticism related to the product. The feedback helped the researcher to revise and to improve the designed English writing materials. This questionnaire used both open and closed questions.

b. Interview Guide

Interview, according to Best (1959), is an oral questionnaire, which is more useful than questionnaire because the interviewees have the willingness to talk (p. 164). Further, Cannell and Kahn define the research interview as “a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation” (as cited in Cohen, Manion, & Morrison, 2000, p. 269). Through this instrument, the researcher can obtain more information that cannot be obtained in questionnaire because direct verbal interaction occurred.

The researcher conducted this instrument in R&D step, namely research and information collecting. In this step, an English teacher of SMA Sang Timur
Yoyakarta was interviewed to give information about learning condition and teacher’s and students’ perception toward English writing, before the researcher conducted needs analysis to grade X students. The interview was conducted informally.

2. Data Gathering Technique

To obtain the data of this study, the researcher took steps to be employed. The first step was research and information collecting. This step was also called as needs analysis. Here, the researcher conducted the interview and distributed the questionnaire. The researcher interviewed an English teacher of SMA Sang Timur Yogyakarta to obtain information about learning condition and the teacher’s and students’ perception toward English writing. Then, to obtain more information of the background of the study, the researcher distributed the questionnaire to thirty students of grade X of SMA Sang Timur Yogyakarta. This aimed to obtain the data about students’ habit, students’ learning strategies, and students’ perceptions toward certain writing materials. The data became the reference and the basis for the researcher to design English writing materials.

After designing the materials, evaluation was employed. Here, the researcher used two instruments namely questionnaire and interview. Questionnaire was distributed to two English teachers of SMA Sang Timur Yogyakarta and one English lecturers of the English Language Education Study Program of Sanata Dharma University. The respondents helped the researcher to
revise and to improve the design, by giving comments, suggestions, responses, or criticisms on the designed English writing materials. The design was also needed to be convinced by measuring the validity.

E. Data Analysis Technique

In this part, the researcher analyzed the data obtained from the employed instruments. They were the data of needs analysis and the data of evaluation.

1. Analyzing the Data of Needs Analysis

After the data of needs analysis was gathered, the researcher needed to analyze the data. To recapitulate the number of the respondents who chose certain responses, the researcher made Table 3.2.

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Responses</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The researcher counted the number of each answer from each question. Then, the researcher put the number of the result of each answer to the provided column, namely ‘number of the respondents’ column. To count the percentage of each response, the researcher did carefully the extrapolation steps. First, the researcher divided the number of students who chose certain answer with the total number of students. Then, the result of the previous step was multiplied by 100%. Finally, the researcher put the percentage on the percentage column.
The calculation of this analysis could be formulated as follows:

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

Notes: \( n \) = The total number of students who chose certain answer

\( N \) = The total number of students

2. Analyzing the Data of Evaluation

In this section, the researcher used Likert scale to give the appropriate responses toward evaluation of designed materials. This was supported by Oppenheim who states that Likert scale is very useful for the researcher, because it provides a range of responses to a given question or statement (as cited in Cohen, Manion, & Morrison, 2000, p. 253). Here, the researcher used five degree of responses to evaluate the designed materials. They were presented in Table 3.3.

<table>
<thead>
<tr>
<th>Point of Responses</th>
<th>Degree of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly disagree with the statement</td>
</tr>
<tr>
<td>2</td>
<td>Disagree with the statement</td>
</tr>
<tr>
<td>3</td>
<td>Agree with the statement</td>
</tr>
<tr>
<td>4</td>
<td>Strongly agree with the statement</td>
</tr>
</tbody>
</table>

To analyze the data of evaluation, the researcher employed descriptive statistical analysis. Best (1970) suggests that to analyze a set of measures which has a series characteristics, the researcher may use measures of central tendency,
which aims to find an average that can represent the measure (p. 225). A set of measures in this step was the number of participants’ responses towards one of the statements related to the designed materials.

The central tendency of the responses could be elaborated in Table 3.4.

Table 3.4: The Description of Evaluation Form of the Designed Materials (Blank)

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Frequency of Points of Agreement</th>
<th>N</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:  
N = Number of respondents  
M = Mean of the scores of a statement (central tendency)

Then, the formula to present central tendency, or average (Mean) was:

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

Notes:  
\(\Sigma\) = Sigma (Sum of)  
X = Scores

To decide whether or not the design was acceptable, the researcher adapted several points from Wulandari (2009) who classified the description to categorize the result of evaluation (p. 49). The points were:

1. The design was considered good and acceptable if the total points were more than seventy-five percent from the total maximum points. The range was 3.00 – 4.00.
2. The design was considered good but needed to have more exploration if the total points were fifty percent up to seventy-five percent from the total maximum points. The range was 2.00 – 2.99.

3. The design was considered poor and needed crucial exploration if the total points were less than fifty percent from the total maximum points. The range was 1.00 – 1.99.

Next, to analyze the data of open-ended questions on the evaluation sheet, the researcher classified the respondents’ comments and suggestions, which ones were the strengths of the design and which ones were the weaknesses of the design, then the researcher interpreted into paragraphs. The evaluation would help the researcher to revise and improve the designed materials.

F. Research Procedure

In this section, the researcher elaborated the steps in conducting the research, from asking permission for collecting information until implementing the materials. They were:

1. Research and Information Collecting

In this step, the first step the researcher did was the researcher looked for the theories related to the Communicative Language Teaching approach, English writing, and School-Based Curriculum (KTSP) 2006. Then, the researcher asked the permission letter from the chairperson of the English Language Education Study Program of Sanata Dharma University. The letter was delivered to the
principal of SMA Sang Timur Yogyakarta. This aimed to ease the researcher to do research and information collecting by doing needs survey to the participants, namely grade X students in SMA Sang Timur Yogyakarta. This activity was called as needs analysis. Needs analysis aimed to obtain students’ responses and learning strategies toward English writing.

2. Planning

After obtaining the data of needs analysis, the researcher prepared all related to the design. They were the objectives of the product, the handbooks and needed cost. The researcher also prepared the needed devices which would support the product.

3. Stating the Goals and Learning Objectives

In this step, the researcher stated the goals and learning objectives of the materials clearly. Stating the goals and learning objectives here was based on needs analysis. It aimed to help students comprehend the materials.

4. Selecting the Activities and Needed Devices

The researcher selected the teaching-learning activities which were based on CLT approach and the chosen topics. The researcher also specified the needed devices which supported the materials. This aimed to ease students to follow the teaching-learning activities.

5. Developing the Product

The researcher began to develop the product by referring to the previous steps. Here, the researcher tried to match the activities and devices with the
objectives of the designed materials. The product the researcher made was English writing materials for the tenth graders of SMA Sang Timur Yogyakarta using Communicative Language Teaching approach. The design would be based on School-Based Curriculum (KTSP) 2006. The topics which would be developed were based on needs analysis, namely chosen topics that were easy to follow for students of grade X of SMA Sang Timur Yogyakarta.

6. Evaluating

After developing the product, the researcher asked the participants to evaluate the product. The participants were two English teachers of SMA Sang Timur Yogyakarta and three English lecturers of the English Language Education Study Program of Sanata Dharma University. The participants did evaluation by giving comments and suggestions toward the designed materials. It helped the researcher to find out whether the design was suitable for grade X students.

7. Revising the Designed Materials

Referring to the previous step, the researcher revised the materials. By experiencing several times in checking the revised materials, the researcher could improve and made the best and suitable design for grade X students of SMA Sang Timur Yogyakarta.

8. Presenting the Research

The last step in this study was the researcher started to make the report of the study. The steps of this were elaborating the research procedures, reporting and presenting the data and research findings, making conclusions and
recommendations for related parts in the study, completing the references needed in the research, arranging the appendices, and attaching the complementary pages, the designed and the implemented materials. Finally, the researcher was ready to present the study on the thesis defense.

Figure 3.1: The Research Procedure
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

In this chapter, the researcher discussed two parts. The first part was the steps of designing materials to answer the first formulated problem. The second part was the presentation of designed materials to answer the second formulated problem.

A. The Steps of Designing English Writing Materials

In order to answer the first formulated research question, the researcher employed the steps in designing English writing materials for grade X students of SMA Sang Timur Yogyakarta using Communicative Language Teaching approach. The steps were taken from the combination of Kemp’s and Yalden’s instructional design models. The steps were:

1. Conducting Needs Survey

This was the first step the researcher did. The researcher conducted needs survey by conducting an informal interview with an English teacher in SMA Sang Timur Yogyakarta and distributing a questionnaire to thirty students of class X1 and class X2 of SMA Sang Timur Yogyakarta. Here was the discussion of the results of interviewing the teacher.
a. Data from Conducting Interview with an English Teacher of SMA Sang Timur Yogyakarta

The researcher conducted an informal interview on November 3, 2011. The respondent in this instrument was an English teacher who taught grade X students of both class X1 and X2 in SMA Sang Timur Yogyakarta. From the interview, the researcher obtained some important information related to the study.

The teacher said that discussion was very important to expand students’ English writing knowledge. Group discussion would help students share what students wanted to reveal related to English writing. Then, peer discussion and evaluation would be more important due to the detailed information. This was more helpful to improve each others’ writing.

Other information that the researcher obtained was explaining and comprehending. The teacher said that the two things were appropriate for the learning process for grade X students as they were ‘the freshmen’ in the school. Here, the teacher explained the materials and elaborated in more detailed. Then, students had to comprehend the materials in provided time. However, the teacher should give more time for students to read and comprehend.

In conclusion, the teacher gave an expectation to the researcher to design English writing materials by giving more time for students. The time was conducted to explore their writing skills by joining group discussion and engaging in peer evaluation. Hopefully, the researcher could fulfill students’ needs and wants in English writing learning process.
b. Data from Distributing Questionnaire to Grade X Students of SMA Sang Timur Yogyakarta

In this step, the researcher distributed the questionnaire to 30 tenth graders of SMA Sang Timur Yogyakarta. It aimed to obtain the data about students’ habit, students’ learning strategies, and students’ perception on English writing. This instrument was conducted on November 23-24, 2011 to thirteen students of class X1 and seventeen students of class X2. The result of this instrument was discussed in Appendix 2.

The researcher found some interesting facts in the result of needs analysis questionnaire. The first fact was in the first two questions. Eighteen students (60%) admitted they did not like to write in English, while twelve others (40%) liked it. However, twenty-one respondents (70%) admitted that English writing was important, while nine students (30%) did not say that. Then, the second fact was in the ninth question. That was about the step of producing an English writing. Fifteen students (50%) admitted that they made the draft in Indonesian, then writing in Indonesian, and finally translating into English. This gave a signal for the researcher to give more time for students to conduct those steps. The third fact was in the tenth question. This was about the way to expand students’ English writing knowledge. Fourteen students (46.67%) chose to look up the dictionary, eight students (26.67%) chose to learn English grammar, seven students (23.33%) chose to ask the teacher, five students (16.67%) chose to learn from English writing books, three students (10%) chose to use new words in writing, and one student (3.33%) chose for each free answer namely via internet, finding difficult
words, watching English movies, and looking up mobile dictionary. This also gave the chance for the researcher to provide grammar materials in the design, and to remind students to always bring and use dictionary in the classroom. The forth fact was in the eleventh question. Here, students had to choose four most-wanted topics to provide in the design. The highest-ranked topic was music topic. This topic gained 26 votes from thirty respondents (86.67%). Then, travelling topic gained 24 votes (80%), friendship topic gained 21 votes (70%), stories topic gained seventeen votes (56.67%), and school and Earth topic gained seven votes for each (23.33%). Thus, the researcher obtained the four most-interesting topics namely music, travelling, friendship, and stories. To emphasize the reason of choosing four topics, the researcher provided a space for students to write freely. Most students said that the topics were close by students’ interest and daily life. They also admitted that the topics were not boring to learn and the topics were one of the students’ hobbies.

From the data above, the researcher could collect the data to design English writing materials. The materials would be for grade X students of SMA Sang Timur Yogyakarta. The researcher would design the materials according to School-Based Curriculum (KTSP) 2006 and would use Communicative Language Teaching approach.

2. Defining and Determining the Goals and General Purposes

After conducting needs analysis, the researcher conveyed the goals and general purposes. Those essential things were taken from School-Based
Curriculum (*KTSP*) 2006 as the basis of curriculum conducted until now. The goals of the designed materials were the Competence Standard and the general purposes were the Basic Competence. The elaboration of the goals and general purposes could be found in Table 4.1.

**Table 4.1: The Goals and General Purposes of the Designed Materials According to School-Based Curriculum 2006**

<table>
<thead>
<tr>
<th>Goals (Competence Standard)</th>
<th>General Purposes (Basic Competence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Understanding meaning of daily context in functional written text of simple essay in narrative, descriptive, and news item.</td>
<td>12.1 Expressing meaning in formal and informal short functional written text (announcement, advertisement, invitation, etc.) accurately, fluently, and acceptably.</td>
</tr>
<tr>
<td>12.2 Expressing meaning and rhetorical steps in simple short essay in the forms of narrative, descriptive, and news item accurately, fluently, and acceptably.</td>
<td></td>
</tr>
</tbody>
</table>

3. **Stating the Topics and Learning Objectives**

The researcher would design English writing materials for grade X students in even semester. Topics would be provided according to the chosen topics in needs analysis. Learning objectives that would be gained, would be stated by the researcher according to text genres provided in the curriculum. The text genres, topics, and learning objectives in the design would be presented in Table 4.2.
Table 4.2: Text Genres, Topics, and Learning Objectives of the Designed Materials

<table>
<thead>
<tr>
<th>Text Genres</th>
<th>Topic</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative text</td>
<td>Title: Once Upon a Time</td>
<td>By the end of the lesson, students will be able to: 1. Give the correct punctuation marks in a narrative text. 2. Use adverbial of time in a narrative text. 3. Produce a narrative text. 4. Evaluate others’ work.</td>
</tr>
<tr>
<td></td>
<td>Topic: Stories</td>
<td></td>
</tr>
<tr>
<td>Descriptive text</td>
<td>Title: That’s What Friends are for</td>
<td>By the end of the lesson, students will be able to: 1. Use appropriate adjectives to describe people. 2. Identify the generic structure of a descriptive text. 3. Produce a descriptive text. 4. Evaluate others’ work.</td>
</tr>
<tr>
<td></td>
<td>Topic: Friendship</td>
<td></td>
</tr>
<tr>
<td>News Item</td>
<td>Title: Roll Your Board Everywhere</td>
<td>By the end of the lesson, students will be able to: 1. Use spatial order to describe the location of a place. 2. Produce a travel advertisement. 3. Evaluate others’ work.</td>
</tr>
<tr>
<td></td>
<td>Topic: Travelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title: News for Whole World</td>
<td>By the end of the lesson, students will be able to: 1. Identify the types of news. 2. Use relative clauses in a written text. 3. Produce a news item text. 4. Evaluate others’ work.</td>
</tr>
<tr>
<td></td>
<td>Topic: Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title: Sound-sessions of Music</td>
<td>By the end of the lesson, students will be able to: 1. Use direct and indirect speech in a written text. 2. Identify the generic structure of news item. 3. Evaluate others’ work. 4. Revise their work.</td>
</tr>
<tr>
<td></td>
<td>Topic: Music</td>
<td></td>
</tr>
</tbody>
</table>
4. Stating Teaching/ Learning Activities

In this step, the researcher started to determine the activities that would be presented in the materials. The activities should be appropriate for grade X students’ needs and wants. The activities also should be based on the goals and general purposes which derived from School-Based Curriculum (KTSP 2006). The materials were designed using Communicative Language Teaching approach. The researcher designed materials that involved students to write in communicative activities.

In order to ease students to follow the learning process, the researcher stated several sections in each title topic or unit named Roll Your Board, Grammar Zone, Happy Writing, Get Betterment, and End It Well. The sections provided individual and peer/group activities which were appropriate to involve students in communicative activities. The discussion of each section would be presented in the description below.

a. Roll Your Board

This section was in pre-writing part. This section aimed to help students get ready to learn. Roll Your Board also stimulated them to focus on the materials. The section facilitated students by writing prompts, quick writing, matching, guessing, or oral activities.

b. Grammar Zone

Grammar Zone was the first section in writing part. It aimed to give grammar information related to the discussed topic in order to make the lesson
easily understood. In this section, students understood the information by reading the explanation. This section would be the gate to the main writing activities.

c. Happy Writing

Here, the section aimed to help students write carefully by concerning accuracy and fluency. Because Happy Writing provided longer time for students to make the writing products, this section gave some activities that stimulated students to write, such as reading and comprehending the information about generic structure, doing exercises of particular language features, and producing a writing product.

d. Get Betterment

Get Betterment was the first section in post writing part. This aimed to evaluate students’ writings by discussing what they have done in their writings. The section provided students by sharing, editing, or giving suggestions toward students’ writings. The activities were done in pair groups, or small groups.

e. End It Well

This was the last section. This section was a reflective activity as it aimed to give opportunities for students to write and to find out how much students gave attention to the lesson and their writings. This was done individually.

All the materials would not be plain as it was for senior high school students. However, the researcher also engaged some interesting pictures and colours in the materials. This would help students follow the learning process with interesting materials.
5. Specifying Some Support Services

In this step, the researcher determined supporting tools for designing the materials, especially, before evaluating the materials. The supporting services were important to prepare the materials before being evaluated. The first the researcher did was determining the services that would be used in the materials, such as using chalkboard or boardmarker, using notebook, and providing pictures. The researcher also determined the time that would be provided in designing the materials. Besides, the researcher also produced teacher's manual. This aimed to help teacher conduct the materials. Finally, the researcher made the lesson plan and syllabus. The designed materials were according to School-Based Curriculum (KTSP) 2006 and used Communicative Language Teaching principles in the learning process.

6. Evaluating the Materials

In this step, the researcher did the evaluation of the materials. The respondents of evaluation were one English lecturer of the English Language Education Study Program of Sanata Dharma University and two English teachers of SMA Sang Timur Yogyakarta. The evaluation helped the researcher revise and improve the materials, because the evaluators gave comments and suggestions toward the designed materials. Then, it could be seen whether or not the design was suitable for the tenth graders of SMA Sang Timur Yogyakarta.

The description of the respondents was presented in Table 4.3.
Table 4.3: The Description of the Participants of Preliminary Field Testing

<table>
<thead>
<tr>
<th>Group of Participants</th>
<th>Gender</th>
<th>Educational Background</th>
<th>Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>S1</td>
</tr>
<tr>
<td>English Teacher</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>English Lecturer</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Before evaluating the materials, the researcher provided points of agreement in evaluating the materials. This was conducted on Likert-scale questionnaire which had the respondents to give an agreement of each statement. The points of agreement would be presented in Table 4.4.

Table 4.4: Points of Agreement

<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>

Then, the respondents started to evaluate the materials. The descriptive statistics of evaluation would be presented in Appendix 3.

From the data of evaluation, the researcher found that the average or Mean (M) of the central tendency was 3.375 from the maximum scale 4. This showed that the designed materials were considered good and acceptable as the average was more than seventy-five percent from the total maximum points. However, the researcher needed to revise the materials by giving more exploration on the
existing parts based on the respondents’ comments and suggestions. The respondents’ comments toward the designed materials were:

1) The designed materials were interesting, motivating, applicable, and worth-implementing.

2) The content of the design was easy to follow. The researcher was creative and competent enough to organize and elaborate the materials.

3) The topics chosen were very familiar with students’ personal experience.

Then, the respondents’ suggestions in evaluation sheet were:

1) Applying character education in the syllabus and lesson plan.

2) Clarifying the instructions.

3) Reconsidering the time allocation.

4) Minding the grammar used in the text.

5) Developing the activities in the lesson plan.

6) Choosing sample of sentences from the text displayed (integrated).

7. Revising the Designed Materials

In this step, the researcher revised the designed materials based on the comments and suggestions written by the evaluators. It helped the researcher to improve and to present the final version of the materials. The revision was done by conducting these items.

a) Revising the parts that were commented and suggested by the evaluators.

b) Revising some grammatical mistakes.

c) Modifying the appearance of the designed materials.
B. The Presentation of the Designed Materials

In order to answer the second question in research problem, the researcher presented the designed materials. The materials were the final version one, which had been revised after conducting evaluation. The designed materials consisted of six units, as presented in Table 4.5.

Table 4.5: The List of Units Provided in the Designed Materials

<table>
<thead>
<tr>
<th>Unit</th>
<th>Text Genre</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Narrative</td>
<td>Once Upon a Time</td>
</tr>
<tr>
<td>2</td>
<td>Narrative</td>
<td>My Happy Ending</td>
</tr>
<tr>
<td>3</td>
<td>Descriptive</td>
<td>That’s What Friends are for</td>
</tr>
<tr>
<td>4</td>
<td>Descriptive</td>
<td>Roll Your Board Everywhere</td>
</tr>
<tr>
<td>5</td>
<td>News Item</td>
<td>News for Whole World</td>
</tr>
<tr>
<td>6</td>
<td>News Item</td>
<td>Sound-sations of Music</td>
</tr>
</tbody>
</table>

One topic covered two units and one unit was intended for one meeting which had 2 x 45 minutes. Each unit would consist of six sections. They were:

1. Roll Your Board

   This first section stimulated students to be ready to learn and to focus on the materials. The section provided activities that would be easily followed by students. The activities provided were writing prompts, quick writing, matching, guessing, and oral activities.

2. Grammar Zone

   This was the first section in writing part. This provided grammar information related to the topic being learnt. In this section, students understood
the information by reading the explanation. This section was the gate to the main writing activities.

3. Happy Writing

This section provided longer time for students to make the writing products. However, it also provided the explanation on the generic structure of a genre text being learnt. Besides, doing exercises on particular language features was also facilitated in this section.

4. Get Betterment

This section was the first one in post writing activities. Here, students engage in the activity by sharing, editing, or giving suggestions toward students’ writings. The activities were done in pair groups, or small groups.

5. End It Well

This last section of a unit was a reflective activity. Here, students wrote everything related to the lesson has been learnt. Besides, students also conveyed their comment on the lesson. This was done individually.

Most sections in the design assigned students to improve their English writing skills by writing and writing. This aimed to expand their knowledge by learning grammar and using new vocabulary by applying Communicative Language Teaching approach.
CHAPTER V
CONCLUSIONS AND RECOMMENDATION

This chapter consists of two parts. The first part is summary of the research which answers the questions in research problem. The second part is the recommendations for English teachers in SMA Sang Timur Yogyakarta and for further studies related to English writing.

A. Conclusions

At the beginning of the study, the researcher formulated two problems. The first problem was how English writing materials for grade X students of SMA Sang Timur Yogyakarta was designed. The second one was what the design of English writing materials for grade X students of SMA Sang Timur Yogyakarta looked like.

To answer the first problem, the researcher took steps of designing English writing materials grade X students of SMA Sang Timur Yogyakarta using Communicative Language Teaching approach. The steps were Instructional Design (ID) steps taken from the combination of Kemp’s model and Yalden’s model and Borg and Gall’s Research and Development (R&D) cycle. The steps were:

1. Conducting needs survey
2. Defining and determining the goals and general purposes
3. Stating the topics and learning objectives
4. Determining teaching/learning activities
5. Specifying some support services
6. Evaluating the materials
7. Revising the designed materials

Then, to answer the second problem, the researcher presented the designed materials. The materials were the final version of the English writing materials for grade X students of SMA Sang Timur Yogyakarta using Communicative Language Teaching approach. The goals and general purposes of the design were taken from School-Based Curriculum (KTSP) 2006. The text genres, topics, and learning objectives were in correspondence with even semester of grade X in English subject which were also based on School-Based Curriculum (KTSP) 2006.

The materials consisted of six units named Once Upon a Time, My Happy Ending, That’s What Friends are for, Roll Your Board Everywhere, News for Whole World, and Sound-sations of Music. One unit would be for one meeting or calculated as 2 x 45 minutes. Each unit had five sections, namely Roll Your Board, Grammar Zone, Happy Writing, Get Betterment, and End It Well.

The presented materials above were the final version of evaluated materials. The average (Mean) the researcher obtained from the evaluators was 3.375 on the scale of 4.00. Although it indicated good and acceptable, the researcher needed to revise the materials. It aimed to have a better modification of
the designed materials. Besides, it was intended to be more applicable to the grade X students of SMA Sang Timur Yogyakarta.

B. Recommendations

This section deals with suggestions and recommendations for English teachers of SMA Sang Timur Yogyakarta and for further studies related to English writing.

1. For English Teachers of SMA Sang Timur Yogyakarta

   The material that is designed by the researcher can be used for enhancing students’ English writing ability and for expanding students’ writing knowledge. The design is also able to help the teachers to teach in better techniques and to create innovative ways in teaching English writing. Moreover, the teachers also use this design as the alternative way in writing learning process.

   Realizing that the designed materials assign students to have more time to write, the teachers should know more about Communicative Language Teaching approach and apply the principles. It aims to not make the learning process boring and finally, students can follow the rhythm of the English writing process.

2. For Further Studies of English Writing

   For the next researchers who are interested in English writing skills, this study can be one of the references. This study provides the principles of Communicative Language Teaching approach. The approach can be the way to improve students’ communication skill especially English communication skill.
In order to have a better research, the next researchers have to consider the time and the budget wisely. However, all studies and the researchers are contributive for educational system in Indonesia, especially for those who are engaged in designing materials.
REFERENCES


APPENDIX 1

Research Permission Letter
From Sanata Dharma University
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
Mrican, Tromol Pos 29 Yogyakarta 55002. Telp. (0274) 513301, 515352, Fax. (0274) 562383

Nomor: 209 /Prlt/Kajur/IPBS/ XI / 2011

Hal: Permohonan Ijin Penelitian

Kepada
Yth. Kepala SMA Sang Timur Yogyakarta

Di Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama: Hedwig Alfa Karinda
No. Mahasiswa: 07 1249 031
Program Studi: Pendidikan Bahasa Inggris
Jurusan: Pendidikan Bahasa dan Seni
Fakultas: Keguruan dan Ilmu Pendidikan
Semester: 1X (Sembaruan)

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

Lokasi: SMA Sang Timur, Yogyakarta
Waktu: NOVEMBER 2011 - APRIL 2012
Topik/Isu: Designing a Set of English Writing Material Using Communicative Language Teaching Approach for the Tenth Graders of SMA Sang Timur, Yogyakarta

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

Yogyakarta, 17 November 2011
u.b. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

17

Tembusan Yth.:
1. __________________________________
2. Dekan FKIP
APPENDIX 2

The Result of Interview of the Needs Analysis
<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How many hours does the teacher teach English writing in a week?</td>
<td>Two hours for a week.</td>
</tr>
<tr>
<td>2.</td>
<td>What difficulties does the teacher face when teaching writing? What does the teacher do then, to solve the problems?</td>
<td>There are some difficulties the teacher faces. First, students are not interested in writing. Therefore, they admit it as a boring material. Second, they do not like to produce a writing product. Some of them are reluctant to bring dictionaries and to ask the teacher when they meet difficulties in learning writing. Solving the problems, the teacher always reminds the students to bring dictionaries in English subject. The teacher also invites students to practice writing everytime.</td>
</tr>
<tr>
<td>3.</td>
<td>How do the students respond to the process?</td>
<td>They feel difficult to follow, feel hard to develop the ideas.</td>
</tr>
<tr>
<td>4.</td>
<td>How does the teacher solve the problems?</td>
<td>If they are reluctant to practice writing, the teacher usually gives punishment by giving several activities involving writing. The teacher also gives reward for those who produce writing well.</td>
</tr>
<tr>
<td>5.</td>
<td>What kind of activities does the teacher do in the classroom?</td>
<td>Group discussion. It aims to share everything related to writing among students. Peer discussion is also beneficial for students.</td>
</tr>
<tr>
<td>6.</td>
<td>What special activities does the teacher do in order to make students more involved in learning writing process?</td>
<td>Explaining and comprehending. The teacher explains and then, the students comprehend the materials. As they are new in the school, those activities should be provided in every teaching. Giving more time to students is the best time to comprehend and to master English writing materials.</td>
</tr>
</tbody>
</table>
APPENDIX 3

A Sample of Questionnaire of the Needs Analysis (blank)
Kuesioner

<table>
<thead>
<tr>
<th>Nama lengkap</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelas</td>
<td>X1 / X2</td>
</tr>
</tbody>
</table>

Bacalah perintah-perintah yang tersedia untuk setiap pertanyaan di bawah ini dengan seksama, lalu lingkarilah jawaban pilihan Anda.

Selamat mengerjakan 😊😊😊😊

Pilihlah satu jawaban untuk setiap pertanyaan di bawah ini.

<table>
<thead>
<tr>
<th>No</th>
<th>Pertanyaan</th>
<th>Pilihan A</th>
<th>Pilihan B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apakah Anda suka menulis dalam bahasa Inggris?</td>
<td>a. Ya</td>
<td>b. Tidak</td>
</tr>
<tr>
<td>2</td>
<td>Menurut Anda, apakah writing penting?</td>
<td>a. Ya</td>
<td>b. Tidak</td>
</tr>
</tbody>
</table>

Untuk pertanyaan nomor 3-8, Anda boleh memilih lebih dari satu jawaban.

<table>
<thead>
<tr>
<th>No</th>
<th>Pertanyaan</th>
<th>Pilihan A</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Kapan Anda mengalami kesulitan dalam belajar writing, entah di kelas maupun di rumah?</td>
<td>a. Saat Anda harus menerjemahkan kata dan kalimat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Saat Anda harus menulis dalam tata bahasa (grammar) yang tepat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Saat Anda tidak mengingat materi yang pernah dijelaskan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Lainnya .............................................</td>
</tr>
<tr>
<td>4</td>
<td>Apa sajakah kesulitan-kesulitan yang Anda hadapi saat mempelajari writing?</td>
<td>a. Tata bahasa (grammar)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Kosa kata (vocabulary)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Jenis teks (text genres)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Lainnya .............................................</td>
</tr>
<tr>
<td>5</td>
<td>Apa yang Anda lakukan bila menemui kata-kata sulit dalam writing?</td>
<td>a. Bertanya pada teman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Membuka kamus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Bertanya pada guru</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Mencoba menebak arti sendiri</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Mengacuhkan</td>
</tr>
<tr>
<td>6</td>
<td>Kapan kamu merasa bosan saat belajar writing di kelas?</td>
<td>a. Saat guru menjelaskan materi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Saat Anda dan teman-teman berdiskusi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Saat Anda harus menulis sesuatu</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Saat Anda harus mengecek tulisan teman Anda</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Saat Anda harus membandingkan tulisan Anda dengan teman Anda</td>
</tr>
</tbody>
</table>
7. **Kegiatan apa yang dapat memotivasi Anda dalam belajar writing di kelas?**
   a. Mengadakan permainan
   b. Membuat puisi, pantun, drama
   c. Mengoreksi tulisan teman-teman Anda
   d. Lainnya ……………

8. **Faktor apa saja yang dapat memotivasi Anda saat belajar writing?**
   a. Topik
   b. Aktivitas
   c. Tugas
   d. Lainnya …………….

**Untuk pertanyaan berikut, pilihlah hanya satu jawaban.**

9. **Langkah apa yang Anda ambil untuk membuat sebuah tulisan (berita, pengumuman, cerita, dll) dalam bahasa Inggris?**
   a. Membuat draft dalam bahasa Indonesia – menuliskannya – menerjemahkan tulisan Anda ke dalam bahasa Inggris
   b. Membuat draft dalam bahasa Indonesia – langsung membuat tulisan dalam bahasa Inggris
   c. Membuat draft dalam bahasa Inggris – menuliskannya dalam bahasa Inggris
   d. Anda langsung membuat tulisan Anda dalam bahasa Inggris

   Anda boleh memilih lebih dari satu jawaban untuk ketiga pertanyaan terakhir berikut ini.

10. **Apa yang biasanya Anda lakukan untuk memperluas pengetahuan writing Anda?**
    a. Mempelajari tata bahasa Inggris
    b. Membuka kamus
    c. Bertanya pada guru
    d. Memakai kata-kata baru tiap menulis
    e. Belajar dari buku-buku yang berhubungan dengan writing
    f. Lainnya ……….

11. **Pilih 4 topik yang menarik menurut Anda.**
    a. Earth
    b. Travelling
    c. Friendship
    d. Music
    e. Stories
    f. School

12. **Mengapa Anda memilih topik-topik tersebut?**
    (Tuliskan alasan Anda)

**Thanks a bunch ^^**

**God bless us all..**
APPENDIX 4

The Result of Questionnaire of the Needs Analysis
<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Responses</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you like to write in English?</td>
<td>a. Yes</td>
<td>12</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>2.</td>
<td>Do you think that English writing is important?</td>
<td>a. Yes</td>
<td>21</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>3.</td>
<td>When do you face difficulty in learning English writing, in the classroom and at home?</td>
<td>a. When you have to translate the words and sentences</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. When you have to write in correct grammar</td>
<td>11</td>
<td>36.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. When you forget the materials that have been explained</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Others (blank)</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4.</td>
<td>What difficulties do you face when learning English writing?</td>
<td>a. Grammar</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Vocabulary</td>
<td>17</td>
<td>56.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Text genres</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Others (the writing)</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>5.</td>
<td>What do you do when you find difficult words in writing?</td>
<td>a. Asking friends</td>
<td>11</td>
<td>36.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Looking up your dictionary</td>
<td>14</td>
<td>46.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Asking the teacher</td>
<td>11</td>
<td>36.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Trying to guess the meaning</td>
<td>18</td>
<td>26.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Ignoring</td>
<td>5</td>
<td>16.67%</td>
</tr>
<tr>
<td>6.</td>
<td>When do you feel bored in learning English writing in the classroom?</td>
<td>a. When the teacher explains the materials</td>
<td>17</td>
<td>56.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. When you have discussion</td>
<td>1</td>
<td>3.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. When you have to write something</td>
<td>5</td>
<td>16.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. When you have to check your friends’ writings</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. When you have to compare your writing with your friends’ writings</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>7.</td>
<td>What activities can motivate you in learning English writing in the classroom?</td>
<td>a. Having games</td>
<td>25</td>
<td>83.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Making poems, poetries, plays</td>
<td>5</td>
<td>16.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Checking friends’ writings</td>
<td>1</td>
<td>3.33%</td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
<td>Responses</td>
<td>Respondents</td>
<td>Percentage</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Others (studying at home)</td>
<td>1</td>
<td>3.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Others (story telling)</td>
<td>1</td>
<td>3.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Others (blank)</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>8.</td>
<td>What factors can motivate you in learning English writing?</td>
<td>a. Topics</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Activities</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Tasks</td>
<td>2</td>
<td>6.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Others (studying out of school)</td>
<td>1</td>
<td>3.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. (handphone)</td>
<td>2</td>
<td>6.66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. (blank)</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>9.</td>
<td>What step do you take when you have to make a writing product (news, announcement, story, etc)?</td>
<td>a. Making the draft in Indonesian – writing in Indonesian – translating into English</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Making the draft in Indonesian – writing into English directly</td>
<td>8</td>
<td>26.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Making the draft in English and writing in English</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Making the product directly in English</td>
<td>7</td>
<td>23.33%</td>
</tr>
<tr>
<td>10.</td>
<td>What do you usually do to broaden your knowledge in English writing?</td>
<td>a. Learning the grammar</td>
<td>8</td>
<td>26.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Looking up the dictionary</td>
<td>14</td>
<td>46.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Asking the teacher</td>
<td>7</td>
<td>23.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Using new vocabulary in writing</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Learning from books related to English writing</td>
<td>5</td>
<td>16.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Others (via internet)</td>
<td>1</td>
<td>3.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. (Finding difficult words)</td>
<td>1</td>
<td>3.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. (Watching English movies)</td>
<td>1</td>
<td>3.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. (Looking up mobile dictionary)</td>
<td>1</td>
<td>3.33%</td>
</tr>
<tr>
<td>11.</td>
<td>Choose 4 topics that interest you.</td>
<td>a. Earth</td>
<td>7</td>
<td>23.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Travelling</td>
<td>24</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Friendship</td>
<td>21</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Music</td>
<td>26</td>
<td>86.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Stories</td>
<td>17</td>
<td>56.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. School</td>
<td>7</td>
<td>23.33%</td>
</tr>
</tbody>
</table>
APPENDIX 5

A Sample of Questionnaire of the Evaluation (blank)
EVALUATION OF DESIGNED MATERIALS

<table>
<thead>
<tr>
<th>Name</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profession</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Sex</td>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>years old</td>
</tr>
<tr>
<td>Educational Background</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Master degree</td>
<td></td>
</tr>
<tr>
<td>Doctoral degree</td>
<td></td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>years</td>
</tr>
</tbody>
</table>

This questionnaire is an instrument employed to evaluate a study entitled “Designing English Writing Materials for Grade X Students of SMA Sang Timur Yogyakarta Using Communicative Language Teaching Approach”. It aims to find out whether or not the materials are suitable for grade X students of SMA Sang Timur Yogyakarta.

A. Put a tick (✓) that represents your evaluation of each statement in degree of agreement column.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>1.</td>
<td>The syllabuses are well-formulated.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The lesson plans are well-formulated.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Roll Your Board</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The instructions are already clear.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Language used is comprehensible to students.</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Statement</td>
<td>Degree of Agreement</td>
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<tr>
<td></td>
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<td>1  2  3  4</td>
</tr>
<tr>
<td>c.</td>
<td>The activities are able to attract students’ attention.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>The activities are able to stimulate students’ mind to follow the learning process.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>The activities meet CLT approach.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Grammar Zone</strong></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Grammar materials are relevant to the topic being learnt.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Language used is comprehensible to students.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td><strong>Happy Writing</strong></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>The instructions are already clear.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>The instructions are already comprehensible to students.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>The elaboration of a text genre is comprehensible to students.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>The text model displayed is relevant to the topic being learnt.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>The exercises support the topic being learnt.</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>The activities meet CLT principles.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td><strong>Get Betterment</strong></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>The instructions are already clear.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>The instructions are already comprehensible to students.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>The activity of evaluation is able to attract students to relate each other.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>The activity of evaluation meets CLT principles.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td><strong>End It Well</strong></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>The instructions are already clear.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>The instructions are already comprehensible to students.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>The activity of reflection is able to enhance students’ writing skills.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The appearance of the designed materials is able to encourage students’ motivation in learning English.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The appearance of the materials is able to attract students’ attention.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The designed materials are able to be employed to grade X students of SMA Sang Timur Yogyakarta.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Teacher’s manual is comprehensible to teacher.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The designed materials are able to encourage students’ motivation to increase their English writing skills.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>In general, the designed English writing materials are well-elaborated.</td>
<td></td>
</tr>
</tbody>
</table>
B. Answer the following questions.

1. What are the strengths of the designed materials?
   …………………………………………………………………………………………
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2. What are the weaknesses of the designed materials?
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   …………………………………………………………………………………………
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   …………………………………………………………………………………………
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3. What are your suggestions in order to cover the weaknesses of the designed materials?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
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4. In general, what are your opinions or comments about the designed materials?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

😊 Thank you 😊
APPENDIX 6

The Result of Questionnaire of the Evaluation
<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Degree of Agreement</th>
<th>N</th>
<th>M</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The syllabuses are well-formulated.</td>
<td>- - 2 1 3 3.3</td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>The lesson plans are well-formulated.</td>
<td>- - 3 - 3 3</td>
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<tr>
<td>3.</td>
<td><strong>Roll Your Board</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>a. The instructions are already clear.</td>
<td>- - 2 1 3 3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Language used is comprehensible to students.</td>
<td>- - 1 2 3 3.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. The activities are able to attract students’ attention.</td>
<td>- - 1 2 3 3.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. The activities are able to stimulate students’ mind to follow the learning process.</td>
<td>- - 1 2 3 3.6</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>e. The activities meet CLT approach.</td>
<td>- - 1 2 3 3.6</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td><strong>Grammar Zone</strong></td>
<td></td>
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<tr>
<td></td>
<td>a. Grammar materials are relevant to the topic being learnt.</td>
<td>- 1 1 1 3 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Language used is comprehensible to students.</td>
<td>- - 1 2 3 3.6</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td><strong>Happy Writing</strong></td>
<td></td>
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<tr>
<td></td>
<td>a. The instructions are already clear.</td>
<td>- - 3 0 3 3</td>
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</tr>
<tr>
<td></td>
<td>b. The instructions are already comprehensible to students.</td>
<td>- - 3 0 3 3</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>c. The elaboration of a text genre is comprehensible to students.</td>
<td>- - 2 1 3 3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. The text model displayed is relevant to the topic being learnt.</td>
<td>- - 2 1 3 3.3</td>
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<tr>
<td></td>
<td>e. The exercises support the topic being learnt.</td>
<td>- - 1 2 3 3.6</td>
<td></td>
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<tr>
<td></td>
<td>f. The activities meet CLT principles.</td>
<td>- - 1 2 3 3.6</td>
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<tr>
<td>6.</td>
<td><strong>Get Betterment</strong></td>
<td></td>
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<td></td>
<td>a. The instructions are already clear.</td>
<td>- - 2 1 3 3.3</td>
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<td></td>
<td>b. The instructions are already comprehensible to students.</td>
<td>- - 2 1 3 3.3</td>
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<tr>
<td></td>
<td>c. The activity of evaluation is able to attract students to relate each other.</td>
<td>- - 1 2 3 3.6</td>
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<tr>
<td></td>
<td>d. The activity of evaluation meets CLT principles.</td>
<td>- - 2 1 3 3.3</td>
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<tr>
<td>7.</td>
<td><strong>End It Well</strong></td>
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<td></td>
<td>a. The instructions are already clear.</td>
<td>- - 2 1 3 3.3</td>
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<tr>
<td></td>
<td>b. The instructions are already comprehensible to students.</td>
<td>- - 2 1 3 3.3</td>
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<tr>
<td></td>
<td>c. The activity of reflection is able to enhance students’ writing skills.</td>
<td>- - 2 1 3 3.3</td>
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</tr>
<tr>
<td></td>
<td>The appearance of the designed materials is able to encourage students’ motivation in learning English.</td>
<td>- - 1 2 3 3.6</td>
<td></td>
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</tr>
<tr>
<td>No</td>
<td>Statement</td>
<td>Degree of Agreement</td>
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<tr>
<td>9.</td>
<td>The appearance of the materials is able to attract students’ attention.</td>
<td>- - 1 2 3</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The designed materials are able to be employed to grade X students of SMA</td>
<td>- - 1 2 3</td>
<td>3.6</td>
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<tr>
<td></td>
<td>Sang Timur Yogyakarta.</td>
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<tr>
<td>11.</td>
<td>Teacher’s manual is comprehensible to teacher.</td>
<td>- - 2 1 3</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The designed materials are able to encourage students’ motivation to</td>
<td>- - 2 1 3</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>increase their English writing skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>In general, the designed English writing materials are well-elaborated.</td>
<td>- - 2 1 3</td>
<td>3.3</td>
<td></td>
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</tbody>
</table>
APPENDIX 7

The General Description of the Designed Materials
The General Description of the Designed Materials

The title of this study is *English Writing Materials Using Communicative Language Teaching Approach for Grade X Students of SMA Sang Timur Yogyakarta*. This study aims to ease students following the learning process in writing classroom communicatively.

Here, the researcher is going to describe three essential matters in this part, namely background, content, and purpose.

A. Background

Writing, as one of four language skills, has been recognized as the difficult skill among others. It can be seen from the process and the outcomes. The process actually needs some essential steps to do. Then, the outcomes sometimes give not-good result. On the other hand, the researcher finds in the survey that some students of SMA Sang Timur Yogyakarta, especially grade X students, have the potential to develop. Although writing is hard to apply due to the process and other essential things to know (diction, vocabulary, etc), writing can be the media to reveal what people think.

Thus, the researcher is interested in designing the writing materials for students. In this study, the researcher focuses on communicative approach, which aims to improve students’ writing skill in learning English. Although the design gives simple and challenging exercises, the study is designed according to School-Based Curriculum (*KTSP*) 2006.
B. Content

The designed materials consist of six units. They are Unit 1 (Once upon a Time), Unit 2 (My Happy Ending), Unit 3 (That’s What Friends are for), Unit 4 (Roll Your Board Everywhere), Unit 5 (News for Whole World), and Unit 6 (Sound-sations of Music). Each unit consists of five sections, namely Roll Your Board, Grammar Zone, Happy Writing, Get Betterment, and End It Well.

1. Roll Your Board

Roll Your Board aims to help students get ready to learn and to stimulate them to focus on the materials. This section provides writing prompts, quick writing, matching, guessing, or oral activities.

2. Grammar Zone

This section aims to give grammar information related to the discussed topic in order to make the lesson easily understood. This section will be attached before the learning process rides up to writing activities.

3. Happy Writing

The aim of this is to help students write carefully by concerning accuracy and fluency. This section gives longer time for students to make the writing products.

4. Get Betterment

Get Betterment aims to evaluate students’ writings by discussing what they have done in their writings. Here, students share, edit, or give suggestions toward students’ writings. The activity can be done in-pair groups, or small groups.
5. End It Well

This last section aims to give opportunities to students to write and to find out how much students give attention to the lesson and their writings. *End It Well* asks students to write a few sentences which reflect on their writings and the lesson which has been delivered on that day.

C. Purpose

The purpose of this study is to help students comprehend the writing materials easily dealing with communicative approach. Hopefully, students get closer to English writing skill and can communicate in writing, by using English accurately.
APPENDIX 8

The Syllabus of the Designed Materials
**SYLLABUS**

**School**: SMA Sang Timur Yogyakarta  
**Grade/ Semester**: X/ II (two)  
**Competence Standard**: 12 (Writing) Understanding meaning of daily context in functional written text of simple essay in narrative, descriptive, and news item  
**Meeting**: 1 - 6  
**Time Allocation**: 12 contact hours (12x45 minutes)

<table>
<thead>
<tr>
<th>Unit 1 - Once Upon a Time</th>
<th>Basic Competence</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Indicators</th>
<th>Character Education</th>
<th>Time Allocation</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Roll Your Board</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Students write the answers according to the questions as quickly as possible.</td>
<td></td>
<td>Handiness</td>
<td>8'</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Students find the synonyms of the phrases/ words.</td>
<td></td>
<td>Carefulness</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students and the teacher discuss the exercises together.</td>
<td></td>
<td>Willpower</td>
<td>10'</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Grammar Zone</strong></td>
<td></td>
<td></td>
<td></td>
<td>Willpower</td>
<td></td>
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<tr>
<td></td>
<td>12.2</td>
<td></td>
<td>Students read and comprehend the explanation about punctuation marks and adverbial of time.</td>
<td></td>
<td>Carefulness</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Happy Writing</strong></td>
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<tr>
<td></td>
<td>12.2</td>
<td></td>
<td>Students read and comprehend the text.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Students read the text and give the correct punctuation to the text.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Students and the teacher discuss the exercise.</td>
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<tr>
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<td></td>
<td></td>
<td>Students produce own legend story.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Get Betterment</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students evaluate other students’ works.</td>
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<td>Communication</td>
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<tr>
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<td></td>
<td></td>
<td>Students are able to produce a narrative text.</td>
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<td>Cooperation</td>
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<td></td>
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<td>Students are able to evaluate others’ work.</td>
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<td>Appreciation</td>
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<td></td>
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<td>Students are able to evaluate others’ work.</td>
<td></td>
<td>Tolerance</td>
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<tr>
<td></td>
<td></td>
<td><strong>End It Well</strong></td>
<td></td>
<td></td>
<td>Reflection</td>
<td>10'</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Students write up a reflection on their works and the lesson today.</td>
<td></td>
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</table>

Book no. 1, 2, 3  
http://understanding text.blogspot.com/
<table>
<thead>
<tr>
<th>Unit</th>
<th>Basic Competence</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Indicators</th>
<th>Character Education</th>
<th>Time Allocation</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 2</strong></td>
<td><strong>- My Happy Ending</strong></td>
<td><strong>Roll Your Board</strong> • Short sentences</td>
<td>• Students make some short sentences by using displayed words as quickly as possible.</td>
<td>• Students are able to use modal auxiliaries in a narrative text.</td>
<td>Handiness</td>
<td>10’</td>
<td><a href="http://www.aesopfables.com">www.aesopfables.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Grammar Zone</strong> • Auxilliary modals</td>
<td>• Students read and comprehend the text.</td>
<td>• Students are able to identify the generic structure of a narrative text.</td>
<td>Willpower</td>
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<tr>
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<td></td>
<td><strong>Happy Writing</strong> • Generic structure of a narrative text • Writing assignment</td>
<td>• Students read and comprehend a sample of generic structure.</td>
<td>• Students are able to evaluate others’ work.</td>
<td>Willpower</td>
<td>30’</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Students attach the generic structure in their own stories.</td>
<td>• Students are able to revise their work.</td>
<td>Carefulness</td>
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<td></td>
<td><strong>Get Betterment</strong> • Students evaluate other students’ works.  • Students revise their own works.</td>
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<td></td>
<td><strong>End It Well</strong>  • Students write up a reflection on their works and the lesson today.</td>
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<td><strong>Unit 3</strong></td>
<td><strong>- That’s What Friends are For</strong></td>
<td><strong>Roll Your Board</strong> • Adjectives’ description • Describing person</td>
<td>• Students match the correct expression of intended adjectives.</td>
<td>• Students are able to use the appropriate adjectives to describe people.</td>
<td>Handiness</td>
<td>6’</td>
<td>Book no. 1, 3, 5</td>
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<tr>
<td></td>
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<td><strong>Grammar Zone</strong> • Adjectives</td>
<td>• Students read and comprehend the text.</td>
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<td>Accuracy</td>
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<td></td>
<td>Willpower</td>
<td>5’</td>
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<td>Unit</td>
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<td>Learning Materials</td>
<td>Learning Activities</td>
<td>Indicators</td>
<td>Character Education</td>
<td>Time Allocation</td>
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</tr>
</tbody>
</table>
| Happy Writing | • Passage about descriptive text  
• A descriptive text  
• Adjectives for physical appearance  
• Writing assignment | • Students read and comprehend the text.  
• Students identify the generic structure.  
• Students and the teacher discuss the exercise together.  
• Students and the teacher discuss the text together.  
• Students produce a descriptive text about intended people. | • Students are able to identify the generic structure of a descriptive text.  
• Students are able to produce a descriptive text. | • Willpower  
• Carefulness | 54’ | Book no. 4 |
| Get Betterment | | • Students evaluate other students’ works. | | | | |
| End It Well | | • Students write up a reflection on their works and the lesson today. | | | | |
| Roll Your Board | • A picture of descriptive place | • Students write the sentences related to the picture.  
• Students and the teacher discuss the exercise together. | • Students are able to use the spatial order to describe the location of intended place. | • Carefulness  
• Accuracy | 8’ | |
| Grammar Zone | • Spatial order | • Students read and comprehend the text.  
• Students give other examples of spatial order. | | • Willpower | 7’ | |
| Happy Writing | • A picture and a text of describing place  
• A travel advertisement  
• Writing assignment, with a picture and information | • Students do the exercises.  
• Students and the teacher discuss the exercises together.  
• Students produce a travel advertisement based on the picture and information. | • Students are able to produce a travel advertisement. | • Willpower  
• Carefulness  
• Creativity | 50’ | |
<p>| Get Betterment | | • Students evaluate other students’ works. | • Students are able to evaluate others’ work. | | 15’ | |
| End It Well | | • Students write up a reflection on their works and the lesson today. | • Reflection | | 10’ | |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Basic Competence</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Indicators</th>
<th>Character Education</th>
<th>Time Allocation</th>
<th>Sources</th>
</tr>
</thead>
</table>
| Unit 5 - News for Whole World | 12.2 Expressing meaning and rhetorical steps in simple short essay in the forms of narrative, descriptive, and news item accurately, fluently, and acceptably. | Roll Your Board  
• Definition of types of news  
Grammar Zone  
• Relative clause | Students match the phrases/words with the definitions.  
Students and the teacher discuss the exercise together.  
Students read and comprehend the text.  
Students read the texts first.  
Students give the correct relative clauses to the texts.  
Students and the teacher discuss the exercise together.  
Students produce a news of music.  
Roll Your Board  
• Definition of types of news  
Grammar Zone  
• Relative clause  
Happy Writing  
• Two news item texts  
• Writing assignment | Students are able to identify the types of news.  
Students are able to use relative clause in a written text.  
Students are able to produce a news item text.  
Students are able to evaluate others’ work.  
Students make headlines related to the shown magazine.  
Students and the teacher discuss the exercise together.  
Students read and comprehend the text.  
Students ask things related to the text.  
Students read and comprehend the texts.  
Students give the generic structure to the texts.  
Students identify the generic structure to their own news item texts.  
Students attach the reported speech to their own news. | Carefulness  
Accuracy  
Willpower  
Carefulness  
Creativity  
Communication  
Appreciation  
Tolerance  
Reflection | 7’  
7’  
51’  
3’  
8’  
39’ | Book no. 1, 6  
jamespoling.com  
http://www.allvoices.com  
http://www.mtv.com  
meg2.bdbphotos.com  
dolphinmusic.co.uk  
Book no. 1  
www.rollingstone.com  
The Jakarta Post |

| Unit 6 - Soundscapes of Music | 12.2 Expressing meaning and rhetorical steps in simple short essay in the forms of narrative, descriptive, and news item accurately, fluently, and acceptably. | Roll Your Board  
• A picture of music magazine  
Grammar Zone  
• Reported speech  
Happy Writing  
• Passage about news item text  
• Two news item texts  
• Writing assignment | Students write up a reflection on their works and the lesson today.  
Students are able to use direct and indirect speech in a written news.  
Students are able to identify the generic structure of news item text.  
Students evaluate other students’ works.  
Students and the teacher discuss the exercise together.  
Students read and comprehend the text.  
Students ask things related to the text.  
Students read and comprehend the texts.  
Students give the generic structure to the texts.  
Students identify the generic structure to their own news item texts.  
Students attach the reported speech to their own news. | Creativity  
Willpower  
Carefulness  
Creativity | 3’  
8’  
15’  
10’ | img2.bdbphotos.com  
dolphinmusic.co.uk  
Book no. 1  
www.rollingstone.com  
The Jakarta Post |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Basic Competence</th>
<th>Learning Materials</th>
<th>Learning Activities</th>
<th>Indicators</th>
<th>Character Education</th>
<th>Time Allocation</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Betterment</td>
<td></td>
<td></td>
<td>• Students evaluate other students’ works.</td>
<td>• Students are able to evaluate other’s work.</td>
<td>• Communication</td>
<td>30’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Students revise their own texts.</td>
<td>• Students are able to revise their own news.</td>
<td>• Appreciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End It Well</td>
<td></td>
<td></td>
<td>• Students write up a reflection on their works and the lesson today.</td>
<td></td>
<td>• Tolerance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Reflection</td>
<td>10’</td>
<td></td>
</tr>
</tbody>
</table>

References of Books:
APPENDIX 9

The Lesson Plans
of the Designed Materials
(representatives of each text genre)
LESSON PLAN

School : SMA Sang Timur Yogyakarta
Grade : X
Meeting : I
Time Allotment : 2 contact hours (2 x 45 minutes)
Skill : Writing skill
Topic : Narrative Text
Unit : 1 – Once Upon a Time

Standard Competence
Understanding meaning of daily context in functional written text of simple essay in narrative, descriptive, and news item.

Basic Competence
Expressing meaning and rhetorical steps in simple short essay in the forms of narrative, descriptive, and news item accurately, fluently, and acceptably.

Learning Indicators
By the end of this unit, students are able to:
1. Give the correct punctuation marks in a narrative text.
2. Use adverbial of time in a narrative text.
3. Produce a narrative text.
4. Evaluate others’ work.

Learning Materials
1. Punctuation marks
   a. Full Stop
   b. Comma
   c. Exclamation mark
   d. Question mark
2. Adverbial of Times

Learning Methods
1. Group Discussion
2. Questions and Answers
3. Lecturing and Producing
# Classroom Activities

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-learning Activity</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher greets students.</td>
<td>1’</td>
</tr>
<tr>
<td><strong>Roll Your Board</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Part A (4’)</strong></td>
<td></td>
</tr>
<tr>
<td>1) The teacher activates students’ imagination about a legend life: the story, the place, time, and people.</td>
<td>2’</td>
</tr>
<tr>
<td>2) The teacher reads the rules of part A activity.</td>
<td></td>
</tr>
<tr>
<td>3) The teacher asks students to prepare the devices (a piece of paper and a pen).</td>
<td></td>
</tr>
<tr>
<td>4) The teacher reads the questions one by one.</td>
<td>2’</td>
</tr>
<tr>
<td><strong>Part B (3’)</strong></td>
<td></td>
</tr>
<tr>
<td>1) The teacher asks students to do part B activity by matching the words with their synonyms.</td>
<td>2’</td>
</tr>
<tr>
<td>2) The teacher and the class discuss the answers together.</td>
<td>1’</td>
</tr>
<tr>
<td><strong>Main Activity</strong></td>
<td></td>
</tr>
<tr>
<td>Grammar Zone</td>
<td></td>
</tr>
<tr>
<td>Students read the explanation about punctuation marks.</td>
<td>10’</td>
</tr>
<tr>
<td><strong>Happy Writing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Part A (5’)</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher asks students to read and comprehend the text carefully.</td>
<td>5’</td>
</tr>
<tr>
<td><strong>Part B (12’)</strong></td>
<td></td>
</tr>
<tr>
<td>1) The teacher asks students to read part B text first and to do the exercise by giving punctuation marks correctly.</td>
<td>9’</td>
</tr>
<tr>
<td>2) The teacher writes the steps of writing a legend story on the board.</td>
<td></td>
</tr>
<tr>
<td>3) The teacher discusses the answers together with the class.</td>
<td>3’</td>
</tr>
<tr>
<td><strong>Part C (30’)</strong></td>
<td></td>
</tr>
<tr>
<td>1) The teacher explains the steps written on the board.</td>
<td>2’</td>
</tr>
<tr>
<td>2) The teacher asks the class to do the exercise of part C by producing an imaginatives legend.</td>
<td>28’</td>
</tr>
<tr>
<td><strong>Post-learning Activity</strong></td>
<td></td>
</tr>
<tr>
<td>Get Betterment</td>
<td></td>
</tr>
<tr>
<td>1) The teacher asks the class to make a group of 3.</td>
<td>1’</td>
</tr>
<tr>
<td>2) The teacher explains the rules of evaluation.</td>
<td>1’</td>
</tr>
<tr>
<td>3) The teacher asks students to do evaluation.</td>
<td>13’</td>
</tr>
<tr>
<td>End It Well</td>
<td></td>
</tr>
<tr>
<td>1) The teacher gives the reflection sheets to the class while explaining the rules of writing the reflection.</td>
<td>1’</td>
</tr>
<tr>
<td>2) The teacher asks students to do the reflection.</td>
<td>8’</td>
</tr>
<tr>
<td>3) The teacher gives the reminder, expresses gratitude, and leaves the class.</td>
<td>1’</td>
</tr>
</tbody>
</table>
**Character Education:**
Handiness, Carefulness, Willpower, Communication, Cooperation, Tolerance, Appreciation, and Reflection

**Sources and Teaching Devices**
1. Handbook (Module)
2. Boardmarker, or chalkboard
3. Reflection sheets

**References**
http://understandingtext.blogspot.com/
LESSON PLAN

School: SMA Sang Timur Yogyakarta
Grade: X
Meeting: III
Time Allotment: 2 contact hours (2 x 45 minutes)
Skill: Writing skill
Topic: Descriptive Text
Unit: 3 – That’s What Friends are for

Standard Competence
Understanding meaning of daily context in functional written text of simple essay in narrative, descriptive, and news item.

Basic Competence
Expressing meaning and rhetorical steps in simple short essay in the forms of narrative, descriptive, and news item accurately, fluently, and acceptably.

Learning Indicators
By the end of this unit, students are able to:
1. Use appropriate adjectives to describe people.
2. Identify the generic structure of a descriptive text.
3. Produce a descriptive text.
4. Evaluate others’ work.

Learning Materials
Adjectives (physical appearance)

Learning Methods
1. Group Discussion
2. Questions and Answers
3. Lecturing and Producing

Classroom Activities

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-learning Activity</td>
<td></td>
</tr>
<tr>
<td>The teacher greets students.</td>
<td>1’</td>
</tr>
<tr>
<td>The teacher reads the rules of the activity.</td>
<td>1’</td>
</tr>
<tr>
<td>Students do the activity.</td>
<td>4’</td>
</tr>
<tr>
<td>Roll Your Board</td>
<td></td>
</tr>
<tr>
<td>Main Activity</td>
<td></td>
</tr>
<tr>
<td>Grammar Zone</td>
<td></td>
</tr>
<tr>
<td>The teacher asks some students to read and comprehend the text.</td>
<td>5’</td>
</tr>
<tr>
<td>Happy Writing</td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td></td>
</tr>
<tr>
<td>The teacher asks students to read and comprehend the text carefully.</td>
<td>5’</td>
</tr>
<tr>
<td>ACTIVITIES</td>
<td>TIME</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Part B</strong></td>
<td></td>
</tr>
<tr>
<td>1) Students read the text and identify the generic structure.</td>
<td>5’</td>
</tr>
<tr>
<td>2) The teacher discusses the generic structure with students.</td>
<td>4’</td>
</tr>
<tr>
<td><strong>Part C</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher and students discuss the list of adjectives.</td>
<td>7’</td>
</tr>
<tr>
<td><strong>Part D</strong></td>
<td></td>
</tr>
<tr>
<td>Students do the activity.</td>
<td>33’</td>
</tr>
</tbody>
</table>

| Post-learning Activity         |      |
| Get Betterment                |      |
| 4) The teacher asks the class to make in pairs. | 1’   |
| 5) The teacher asks students to evaluate other students’ works. | 14’  |
| End It Well                   |      |
| 4) The teacher gives the reflection sheets to the class while explaining the rules of writing the reflection. | 1’   |
| 5) The teacher asks students to do the reflection. | 8’   |
| 6) The teacher gives the reminder, expresses gratitude, and leaves the class. | 1’   |

**Character Education:**
Handiness, Accuracy, Willpower, Carefulness, Communication, Appreciation, Tolerance, and Reflection.

**Sources and Teaching Devices**
1. Handbook (Module)
2. Boardmarker, or chalkboard
3. Viewer and notebook

**References**
LESSON PLAN

School: SMA Sang Timur Yogyakarta
Grade: X
Meeting: V
Time Allotment: 2 contact hours (2 x 45 minutes)
Skill: Writing skill
Topic: News Item
Unit: 5 – News for Whole World

Standard Competence
Understanding meaning of daily context in functional written text of simple essay in narrative, descriptive, and news item.

Basic Competence
Expressing meaning and rhetorical steps in simple short essay in the forms of narrative, descriptive, and news item accurately, fluently, and acceptably.

Learning Indicators
By the end of this unit, students are able to:
1. Identify the types of news.
2. Use relative clauses in a written text.
3. Produce a news item text.
4. Evaluate others’ work.

Learning Materials
1. Types of news
2. Relative clause

Learning Methods
1. Group Discussion
2. Questions and Answers
3. Lecturing and Producing

Classroom Activities

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-learning Activity</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher greets students.</td>
<td>1’</td>
</tr>
<tr>
<td><strong>Roll Your Board</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher reads the rules of the activity.</td>
<td>1’</td>
</tr>
<tr>
<td>Students do the activity.</td>
<td>4’</td>
</tr>
<tr>
<td>Students and the teacher discuss the activity.</td>
<td>1’</td>
</tr>
<tr>
<td><strong>Main Activity</strong></td>
<td></td>
</tr>
<tr>
<td>Students read and comprehend the text.</td>
<td>7’</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Happy Writing</strong></td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td></td>
</tr>
<tr>
<td>1) Students read and comprehend the text carefully, then do the exercise.</td>
<td>10’</td>
</tr>
<tr>
<td>2) Students and the teacher discuss the exercise together.</td>
<td>2’</td>
</tr>
<tr>
<td>Part B</td>
<td></td>
</tr>
<tr>
<td>4) Students produce a news of music.</td>
<td>39’</td>
</tr>
<tr>
<td><strong>Post-learning Activity</strong></td>
<td></td>
</tr>
<tr>
<td>Get Betterment</td>
<td></td>
</tr>
<tr>
<td>6) The teacher asks students to exchange their works with their partner.</td>
<td>1’</td>
</tr>
<tr>
<td>7) The teacher asks students to do evaluation.</td>
<td>14’</td>
</tr>
<tr>
<td>End It Well</td>
<td></td>
</tr>
<tr>
<td>7) The teacher gives the reflection sheets to the class while explaining the rules of writing the reflection.</td>
<td>1’</td>
</tr>
<tr>
<td>8) The teacher asks students to do the reflection.</td>
<td>8’</td>
</tr>
<tr>
<td>9) The teacher gives the reminder, expresses gratitude, and leaves the class.</td>
<td>1’</td>
</tr>
</tbody>
</table>

**Character Education:**
Carefulness, Accuracy, Willpower, Creativity, Communication, Appreciation, Tolerance, and Reflection.

**Sources and Teaching Devices**
1. Handbook (Module)
2. Boardmarker, or chalkboard

**References**

http://www.allvoices.com
http://www.mtv.com
jamespoling.com
APPENDIX 10

English Writing Materials Using Communicative Language Teaching Approach for Grade X Students of SMA Sang Timur Yogyakarta
English Writing Materials
For Grade X Students

STEP FORWARD

Using CLT Approach

Sanata Dharma University

Hedwig Alfa Karlinda
Content

Unit 1: Once Upon a Time | Page 1
Unit 2: My Happy Ending | Page 5
Unit 3: That's What Friends are For | Page 9
Unit 4: Roll Your Board Everywhere | Page 13
Unit 5: News for Whole World | Page 18
Unit 6: Sound-sations of Music | Page 23

References | Page 28

Appendix: Teacher's Manual | Page 29
Once Upon a Time

By the end of this unit, you will be able to:
- Give the correct punctuation marks in a narrative text
- Use adverbial of time in a narrative text
- Produce a narrative text
- Evaluate a narrative text
A. Listen to the teacher carefully and then write the answer as quickly as possible on a piece of paper.
1. In what country do you want to stay if you live in a legend story?
2. What will you do if you were an extraordinary person?
3. If you are a hero or heroine, what kind of weapon do you want to have?
4. Who is taller, Gatotkaca or Hercules?

B. Match these words or phrases with their synonyms.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. brave</td>
<td>a. girl</td>
</tr>
<tr>
<td>2. show</td>
<td>b. delay</td>
</tr>
<tr>
<td>3. take a bath</td>
<td>c. virtuous</td>
</tr>
<tr>
<td>4. cancel</td>
<td>d. dare</td>
</tr>
<tr>
<td>5. hit</td>
<td>e. similar</td>
</tr>
<tr>
<td>6. maiden</td>
<td>f. take a shower</td>
</tr>
<tr>
<td>7. pious</td>
<td>g. beat</td>
</tr>
<tr>
<td>8. look alike</td>
<td>h. display</td>
</tr>
</tbody>
</table>

**GRAMMAR ZONE**

**PUNCTUATION MARKS**

<table>
<thead>
<tr>
<th>Marks</th>
<th>Notes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Stop or Period (.)</td>
<td>To end a positive or negative statement.</td>
<td>That fisherman was Sahala.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dayang Sumbi did not realize that man.</td>
</tr>
<tr>
<td>Comma (,)</td>
<td>To separate a series of items from the same category, such as nouns, phrases, and clauses.</td>
<td>The hole grew larger, larger, and filled in it with much water.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prabu Krishna bought some clothes, jars, and jewelries to his parents.</td>
</tr>
<tr>
<td></td>
<td>It is also used after using an adverbial of time when the adverbial is placed at the beginning of a sentence.</td>
<td>“Last night, I saw Medusa, that monster,” said Perseus to Atlas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two weeks later, Yuyu Kangkang looked for that girl.</td>
</tr>
<tr>
<td>Question Mark (?)</td>
<td>It is used at the end of a sentence, but only when the sentence is a direct question form.</td>
<td>“May I add one thing, Your Majesty?” Nyai Lara Kidul added.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“What’s happening now?” asked Timun Mas.</td>
</tr>
<tr>
<td>Exclamation Mark (!)</td>
<td>To show strong emphasis.</td>
<td>“Watch out!” Arjuna shouted.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Please don’t go, Mother! Please don’t!” screamed Dewi Kadita.</td>
</tr>
</tbody>
</table>
A. Read this explanation about narrative text carefully.

**NARRATIVE TEXT**

Narrative text aims to entertain, to motivate, or to teach the readers. There are many different types of narrative text. They are myths (stories about different gods, spirits, and extraordinary people), fables (stories about animals as the main characters), legends (made-up stories that are told as true), fairy tales (children’s stories in which magical things happen), fantasy, adventure, and real-life drama.

Narrative text has the generic structure. The parts are:

1. **Orientation.**
   - It sets the scene, introduction of characters, and includes *when, where, who, or what*.

2. **Evaluation.**
   - It is the area where the problem appears. It is followed by series of events.

3. **Complication.**
   - The problem of the story rises up and reaches the peak of the dilemma.

4. **Resolution.**
   - Here, the crisis is solved. Better or worse events depend on the story.

Narrative text always uses past tense. Besides, the text also always uses *adverbial of time*, such as *Once upon a time*, *A long time ago*, *Then*, *The next day*, *At the end of the story*, and *Finally*.

Adopted from *English Zone*, 2010

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B. Several sentences below are punctuated incorrectly. Read the story carefully and replace the wrong punctuation by giving full stop, comma, question mark and exclamation mark.

**The Legend of Toba Lake**

Once upon a time there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said, “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster.” The man made the deal and they got married, lived happily, and had a daughter.
One day his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted, “You are really a daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

C. Write your own imaginative story of gods or extraordinary people in the past.

Exchange your work with your friends’. Check and give your comments on your friend’s grammar, diction, and vocabulary. At home, revise your own work.

Write up your reflection on your work and the lesson today then submit it to your teacher.

Adopted from http://understandingtext.blogspot.com/
By the end of this unit, you will be able to:

- Use modal auxiliaries in a narrative text
- Identify the generic structure of a narrative text
- Evaluate a narrative text
- Revise a narrative text
Close your book. In your own group, make sentences by using displayed words.

**GRAMMAR ZONE**

**MODAL AUXILIARIES**

Modal auxiliaries in English are used to express someone’s attitudes, or “moods”. However, each modal sometimes has more than one meaning or use. Other modal auxiliaries are had better, must, had to, ought to, shall, should.

Adopted from Understanding and Using English Grammar, 1989

<table>
<thead>
<tr>
<th>Present form</th>
<th>Past form</th>
<th>Function</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Can</td>
<td>• Could</td>
<td>To express ability.</td>
<td>The maid can do anything to serve Antonio, the ants king.</td>
</tr>
<tr>
<td>• Cannot/ Can’t</td>
<td>• Could not/ Couldn’t</td>
<td></td>
<td>Bon the bear couldn’t reach the branch of oak tree.</td>
</tr>
<tr>
<td>• Will</td>
<td>• Would</td>
<td>To express willingness to do something.</td>
<td>“You can do the same, of course, and I will arrange it,” said the dog.</td>
</tr>
<tr>
<td>• Will not/ won’t</td>
<td>• Would not/ wouldn’t</td>
<td></td>
<td>“Having no food at all, I think I will surely die,” said the wolf.</td>
</tr>
<tr>
<td>• May</td>
<td>• Might</td>
<td>To express uncertainty.</td>
<td>The rabbit might not be here, but the bee could see his footprint.</td>
</tr>
<tr>
<td>• May not</td>
<td>• Might not</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Study the generic structure of a narrative text below and mention the function of each modal you find in the text.

The Wolf and the Dog

One day, there was a wolf who was nearly dead with hunger. He was very thin, so that the outline of his bones could be seen clearly beneath his thinning coat of hair. With hardly enough energy to walk, the wolf had little hope of finding food.

As he lay beneath a large tree, a dog out for a walk noticed him. Seeing how thin and hungry-looking the wolf was, the dog felt sorry for him and said, "You are in terrible shape! You look as if you haven't eaten for many days." "You're right," said the wolf. "I haven't eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die."

"Then why not join us?" asked the dog. "I work regularly and I eat regularly. You can do the same, of course and I will arrange it. You can help me and the other dogs guard the sheep. In that way, we won't have to worry about your stealing the sheep any more and you won't have to worry about going hungry any more. It's a good deal for both of us."

The wolf thought it over for a few minutes and then decided that the dog was right. So they went off together toward the ranch house where the dog lived.

But, as they were walking, the wolf noticed that the hair on a certain part of the dog's neck was very thin. He was curious about this, for the dog had such a beautiful coat every where else.

Finally, he asked the dog about it. "Oh, don't worry about that," said the dog. "It's the place where the collar rubs on my neck when my master chains me up at night."
"Chained up!" cried the wolf, "Do you mean that you are chained up at night? If I come to live with you, will I be chained up at night too?"

"That's right," answered the dog. "But, you'll get used to it soon enough. I hardly think about it anymore."

"But, if I am chained up, then I won't be able to walk when I want to take a walk or to run where I want to run," the wolf said. "If I come to live with you, I won't be free anymore."

After saying this, the wolf turned and ran away. The dog called after the wolf, saying, "Wait! Come back! I may not be able to do everything I want to do, but I'm healthy, well-fed, and I have a warm place to sleep. You are too worried about keeping alive to enjoy life. I'm more free than you are."

Adapted from www.aesopfables.com

B. Edit your text by adding modal auxiliaries and putting the generic structure on it well.

GET BETTERMENT

Exchange your and your friends' works to evaluate the grammar, diction, vocabulary, and the generic structure. After that, you edit your own writing well and submit it to your teacher.

END IT WELL

Write up your reflection on your work and the lesson today on a piece of paper then submit it to your teacher.
That’s What Friends are for

By the end of this unit, you will be able to:

- Use the appropriate adjectives to describe people
- Identify the generic structure of a descriptive text
- Produce a descriptive text
- Evaluate a descriptive text
Choose the correct expression in the box to describe a person who ...

1. is fat  a. foolish
2. likes to talk a lot  b. impolite
3. is not smart  c. scruffy
4. is willing to respect others  d. cruel
5. is realistic and not dreamy in approach to life  e. muscular
6. is not polite to others  f. a bit overweight
7. likes to hurt  g. sociable
8. has good muscles  h. easy-going
9. is unwilling to give, especially money  i. talkative
10. is dirty and untidy  j. stingy

Adopted from English Zone, 2010

**GRAMMAR ZONE**

**ADJECTIVES**

<table>
<thead>
<tr>
<th>The effect felt by the subject</th>
<th>How something gives cause to subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>She is confused.</td>
<td>The rules are so confusing.</td>
</tr>
<tr>
<td>I am bored.</td>
<td>That is a really boring lesson.</td>
</tr>
<tr>
<td>They are disappointed with you.</td>
<td>Last night, I bought a disappointing lipstick.</td>
</tr>
</tbody>
</table>

Note: you have to be able to distinguish the translation of each word. For example:

- Excited (gembira, riang)
- Exciting (menggembirakan)
- Shocked (kaget, terkejut)
- Shocking (mengagetkan, mengejutkan)

Adopted from English Zone, 2010
A. Read this explanation about descriptive text carefully.

Descriptive text aims to describe something (place, people, animal).

Descriptive text has the generic structure. The parts are:
1. Identification. This part provides general statements about the subject.
2. Description. This part provides statements that describe the qualities and characteristics of the subject.

Descriptive text always uses simple present tense unless the topic is extinct, e.g. dinosaurs were …..

Compiled from Developing English Competencies, 2008, Interlanguage, 2008, and English Zone, 2010

B. Read the text carefully and identify the generic structure.

Most people assume that twin siblings have the same things in common. This is not always true, then. My bestfriends, Gandhi and Abra, have the same parents and the same background, but they are different in appearance and characteristics.

Gandhi, the old one, whose straight black hair, is quite thin and tall. He usually dresses casually in black jeans and a polo-shirt. He likes playing basketball and swimming. He really makes many girls in our school fall in love with him.

On the other hand, Abra is different from Gandhi. He has wavy blond hair and he is wearing glasses. He likes to dress more casually in blue jeans and a T-shirt. He really loves music and always joins music competitions everywhere. Though he is shorter than Gandhi, Abra has already a girlfriend.

Although they are twin brothers, they ever said that they don’t like to be compared each other. However, many people love them because they are nice persons.

C. Study this carefully.
What things do you need to describe someone’s physical appearance?

<table>
<thead>
<tr>
<th>Hair</th>
<th>Length</th>
<th>long, short</th>
<th>Style</th>
<th>mohawk, bob, braid, bun</th>
<th>Color</th>
<th>blond, black, brown, red</th>
<th>Type</th>
<th>curly, straight, wavy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face</td>
<td>Shape</td>
<td>round, oval, square, heart</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eyebrows</td>
<td>bushy, thick, thin</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Eyes</td>
<td>round, almond, narrow, close-set</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nose</td>
<td>big/long, flat, snub/sharp/pointed, fake</td>
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<tr>
<td></td>
<td>Lips</td>
<td>full, thin</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Skin</td>
<td>wrinkles, pimples, freckles, smooth, flawless</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>moustache, beard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Height</td>
<td>tall, medium height, short, tiny</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight</td>
<td>obese, fat, heavily built, well-built, of average build, slim, thin/skinny/bony</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>young, middle aged, old, in his/her twenties, about forty years old</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is she/he wearing</td>
<td>braces, glasses/contact lenses, shabby/casual/elegant/retro/vintage/modist clothes, jewellery, high-heeled/flat shoes, sneakers, suspender?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

D. Imagine that your best friend has to move in Pontianak next week. In her/his farewell party, you are asked to give a speech. Make a draft of your speech and describe your best friend and the friendship between you and him/her.

GET BETTERMENT

Change your work with your friends. Check and give your comment about your friends’ works.

END IT WELL

Write up your reflection on your work and the lesson today on a piece of paper then submit to your teacher.
Roll Your Board Everywhere

By the end of this unit, you will be able to:

- Use spatial order to describe the location of a place
- Produce a travel advertisement
- Evaluate others’ work
Look at the picture carefully. There’s a mouse in the cupboard. Where are the others? Write fifteen sentences on your book.

In a description, the writers often use a **spatial order** to organize their ideas. Spatial order is the arrangement of items in order by space.

Spatial order also aims to help the readers to see what the intended place is like in their minds.

Some common spatial order expressions are:
- At the top of
- next to
- in the center of
- Across from
- inside
- behind
- On the left/west side

*Adopted from* *English Zone*, 2010
Dear Uncle David,

This is a small portrait of Oklahoma. Is it beautiful, right?

Our new house is located at the downtown section. There is a police station building in front of our house. My school is between our house and fire station building. The library building is at the middle of the area. Here, we have two hospital buildings and two post office buildings.

Oklahoma is so fantastic and people always keep the city dirty. That's why we love our new city.

We hope you can visit us here. Mum and Dad always wait for you.

See you, Uncle.

Love,

Mary Jaselin Bennington
B. Read the following advertisement. Cross the mistakes and give the correct answers.

Wanna go **Germany**?
Wanna celebrating your new year’s eve?

Join us in 2035’s Eve package
28th December 2034 – 3rd March 2032

A package includes:
- Return flight Jakarta – Berlin – Jakarta
- 7 days/ 6 nights accommodation with breakfast
- Coach-bus trip to Göethe Institute – Rhein river – Berlin Wall – die Brücke – Heinemann shop
- New Year’s eve party at Tisch Hotel

Organized by:
Garten Tours
CALL 021 3392589

For hot deals, please contact us on:
Mawar street 31 Jakarta 13720; telp/fax 021 3392590;
website www.gartentours@yahoo.com

Start **ing** from **Rp** 20,000

C. Make a travel advertisement by using this picture and provided words. You may add some necessary information.

<table>
<thead>
<tr>
<th>New Zealand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mt. Cook (3753 m) in Greymouth</td>
</tr>
<tr>
<td>One hour from Christchurch Airport</td>
</tr>
<tr>
<td>City: <strong>Greymouth</strong>, Queenstown, Timaru, Dunedin</td>
</tr>
</tbody>
</table>
GET BETTERMENT

Change your work with your friends. Check and give your comment about your friends’ works.

END IT WELL

Write up your reflection on your work and the lesson today on a piece of paper then submit to your teacher.
By the end of this unit, you will be able to:

- Identify the types of news
- Use relative clauses in a written text
- Produce a news item text
- Evaluate a news item text
Can you match each phrase with its definition?

<table>
<thead>
<tr>
<th></th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>What is reported, especially about recent events or new information</td>
</tr>
<tr>
<td>b</td>
<td>The relationship between the money of some countries</td>
</tr>
<tr>
<td>c</td>
<td>The main news stories in a newspaper</td>
</tr>
<tr>
<td>d</td>
<td>A notice that someone has passed away</td>
</tr>
<tr>
<td>e</td>
<td>A description of weather conditions as they are expected to be by those who study them</td>
</tr>
<tr>
<td>f</td>
<td>A section to amuse the readers with TV, or film guide, jokes, or puzzles</td>
</tr>
<tr>
<td>g</td>
<td>A section that shows what a person thinks about something</td>
</tr>
<tr>
<td>h</td>
<td>Notices of something for sale, serviced offered, as in the newspaper, or on film or television</td>
</tr>
<tr>
<td>i</td>
<td>Small personal advertisements placed in a newspaper by a person wishing to sell or by something</td>
</tr>
<tr>
<td>j</td>
<td>Special pieces of writing in a newspaper</td>
</tr>
</tbody>
</table>
RELATIVE CLAUSE

Relative clause aims to tell us which person or thing (or what kind of person or thing) the speaker means.

1. **Who** is used for people as subjects of the relative clauses.
   Examples: The woman *who* was arrested by the police was Roberta Curl, *The Guardian*’s movie director.

2. **Which** or **that** is used for things as subjects or objects of the relative clauses.
   Example: The novel *which* JK Rowling wrote is good.

3. **Where** is used for talking about place.
   Example: The house *where* Mr. Fatra worked was big.

4. **Whom** is used for people as objects of the relative clauses.
   Example: The man *whom* Mrs. Yuliana wanted to see was his older brother, Prof. Gondotjojokusumo.

5. **Whose** is used for talking about possession.
   Example: The lady *whose* daughter passed away in an accident was a traditional dancer, Cheung Yi Na.

Adopted from *Window on the World*, 2003
A. Read the following texts carefully. Decide the type of each news and give the appropriate relative clauses, whether it is where, who, that, which, whom, or whose.

**Korean Actor and Singer Park Yong Ha Dies at 32**

The famous Korean actor and singer, Park Yong Ha, started his career in the youth shows fifteen years ago, was found dead at his Nonhyun-dong, Seoul home, on the morning of June 3. The dead body of Park Yong Ha was discovered hanging from a phone cable. The sudden death of Park Yong Ha at the young age of 32 is shocking for the whole entertainment industry.

Park Yong Ha reached the peak of popularity with 2002’s Winter Sonata, not only shot him to fame, but also made him a well-known household name and a “Hallyu star”. He used his fame intelligently to establish his singing career in Japan, he achieved remarkable success. The triumphant hits of Park Yong Ha include 2008’s “On Air”, and “Totally Stole My Heart” in 2009’s “Story of a Man”, is one of the successful dramas in his career.

Although, the cause of the terrible death incident of Park Yong Ha is yet unknown, it is being considered a suicide. The funeral arrangements of Park Yong Ha will be held on July 2.

**Paramore Premiere New Song, 'Hello Cold World'**

Last month, Paramore made good on their promise to release new music in 2011 when they officially launched their "Singles Club," a delightfully old-school (and direct) way of getting a trio of singles to their fans.

They have premiered the first of those tracks, "Renegade," and on Monday (November 7), they unveiled the second, "Hello Cold World," a bounding, poppy tune features frontwoman Hayley Williams urges the listener to act and sing. "You can't just stay down on your knees when the revolution is outside. You want to make a difference, get out and go get it."

It is very much a rallying cry and a definite departure from the darker territory they’ve been exploring on the other new songs they have released since the departure of Josh and Zac Farro late last year, in particular "Monster," their snarling single from the "Transformers: Dark of the Moon" soundtrack.
B. Make a piece of news about a music group that performs in your school festival. Use relative clauses appropriately.

GET BETTERMENT

Change your work with your friends. Check and give your comment about your friends’ works.

END IT WELL

Write up your reflection on your work and the lesson today on a piece of paper then submit it to your teacher.

The third and final installment of the Singles Club, "In the Mourning," is set to be released in December and will have to tide fans over for the foreseeable future. As Paramore revealed when they announced the Club, they’ll be spending 2012 working on the follow-up to their *Brand New Eyes* album.

"We really wanted to do something special for all of you _______ stick with us as we go into 2012 and start working on a new album," they wrote. "Thank you from the bottom of our hearts for believing in us."

Adopted from http://www.mtv.com
By the end of this unit, you will be able to:

- Use direct and indirect speech in a written text
- Identify the generic structure of news item
- Evaluate a news item text
- Revise a news item text
Imagine that you are a creative journalist. Can you make two or three headlines related to the picture? Make sure that the headlines are pertinent to music.

**REPORTED SPEECH**

- Use report verbs to give information about what people say or think, such as add, complain, say, reply, answer, agree, inform, reveal, admit, suggest, promise, think, tell, agree, etc.

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’m going to go to Ohio with Seiji,” said Yamamoto Shinjo, the Hinamori Goes Rock’s lead guitarist.</td>
<td>Yamamoto Shinjo, the Hinamori Goes Rock’s lead guitarist, said that he was going to go to Ohio with Seiji.</td>
</tr>
<tr>
<td>“My son died last Tuesday,” he added.</td>
<td>He added that his son had died last Tuesday.</td>
</tr>
</tbody>
</table>

- Change the tense that the speaker uses.

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present tense / future tense</td>
<td>Past tense</td>
</tr>
<tr>
<td>Past tense</td>
<td>Past perfect tense</td>
</tr>
</tbody>
</table>

Adopted from *English Zone*, 2010
A. Study the text below carefully.

News Item aims to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

The parts of generic structure of news item text are:
1. Newsworthy/ Main Event: recount of the event in a summary form.
2. Elaboration: the detail description of the event (what happened, when, where, etc).
3. Sources: comments by participants, witnesses, and authorities expert on the event.

Past tense is always used in this type of text.

Adopted from English Zone, 2010

B. Read the following texts. Identify the generic structure carefully.

Aerosmith Announce 'Global Warming' Tour Dates

Aerosmith have announced dates for their 2012 Global Warming North American Tour, which will kick off on June 16th at the Target Center in Minneapolis, Minnesota and wrap up on August 8th in Tacoma, Washington – though more dates may be added. Cheap Trick will open for the band on all announced dates. Aerosmith last toured the United States in the summer of 2010.

"The old Aerosmith is back with a new vengeance and we will kick your ass and make out with your mothers," said frontman Steven Tyler in a statement.

Added bassist Tom Hamilton, "After touring Japan and South America last year we're psyched about bringing it all back for the hometown fans. We're going to break out the classics, the hits and maybe even some of the new ones we've been banging out in the studio. Can't wait to get to Minneapolis."

Aerosmith has been working with producer Jack Douglas on a new LP that will reportedly be released in May. Last week, Joe Perry made a surprise appearance on American Idol to perform "Happy Birthday" for Tyler, indicating that he is more receptive to his bandmate's role as a judge on the show. Back in 2010, Perry described Idol as "one step above [Teenage Mutant] Ninja Turtles" in an interview with the the Calgary Herald. "It's his business, but I don't want
Aerosmith’s name involved with it,” Perry said. If the new Aerosmith album does come out in May, expect the band to debut their first single on the show.

Here are Aerosmith’s complete tour dates:
6/16 Minneapolis, MN - Target Center
6/19 Cleveland, OH - Quicken Loans Arena
6/22 Chicago, IL - United Center
6/27 Toronto, ON - Air Canada Centre
7/1 Uniondale, NY - Nassau Coliseum
7/3 Bristow, VA - Jiffy Lube
7/5 Detroit, MI - The Palace of Auburn Hills
7/7 Milwaukee, WI - Marcus Amphitheater, Summerfest
7/17 Boston, MA - TD Garden
7/21 Philadelphia, PA - Wells Fargo Center
7/24 East Rutherford, NJ - Izod Center
7/26 Atlanta, GA - Philips Arena
7/28 Dallas, TX - American Airlines Center
7/30 Houston, TX - Toyota Center
8/1 Denver, CO - Pepsi Center
8/4 Oakland, CA - Oracle Arena
8/6 Los Angeles, CA - Hollywood Bowl
8/8 Tacoma, WA - Tacoma Dome

Taken from www.rollingstone.com

Kahitna Joins Rick Price on Tour

Jakarta: Local pop band Kahitna will feature American singer-songwriter Rick Price in the group’s upcoming concerts, due to take place in five cities in Indonesia.

The band’s frontman, Yovie Widianto, said the group would collaborate with Price on two songs during the show. They have been communicating intensively via Internet for the concerts’ preparation, Yovie added.

The concerts will kick off in Yogyakarta on March 9, followed by Medan on March 11, Makassar on March 13, Bandung on March 16, and will end in Surabaya on March 18.

“We are aiming for audiences of 2,000 in every city,” Yovie told Kompas.com recently.

The reason to include Price in the concert, Yovie said, was because he shared the same shade of music as the band.

Adopted from The Jakarta Post vol. 29 no. 300 Saturday, March 3 2012

C. Identify the generic structure of your own news text. You may add the direct and indirect speech.
Change your work with your friends. Check and give your comment about your friends’ works.

Write up your reflection on your work and the lesson today on a piece of paper then submit it to your teacher.
References


References of Pictures

<table>
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<tr>
<th>Unit</th>
<th>Page</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>peys666.blogspot.com</td>
</tr>
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<td>2</td>
<td>5</td>
<td>theferalirishman.blogspot.com</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>myspace.com</td>
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<tr>
<td>4</td>
<td>13</td>
<td><a href="http://www.celtictours.com">www.celtictours.com</a></td>
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<td>14</td>
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<td><em>Play Games with English, 1980</em></td>
</tr>
<tr>
<td>15</td>
<td>18</td>
<td>tx.english-ch.com</td>
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<td></td>
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</tr>
<tr>
<td>5</td>
<td>18</td>
<td>jamespoling.com</td>
</tr>
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<td>6</td>
<td>23</td>
<td><a href="http://www.mainmusik.com">www.mainmusik.com</a></td>
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<td></td>
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</tr>
</tbody>
</table>
English Writing Materials
For Grade X Students

STEP FORWARD

Using CLT Approach

Sanata Dharma University

Hedwig Alfa Karlinda
Unit 1
Once upon a Time

Roll Your Board (7 minutes)
Part A
1. After giving a little apperception, activate students’ imagination about a legend life: the story, the place, time, and people.
2. Then, have students provide a piece of paper and a pen on the table.
3. Convey that you are going to read some questions one by one and they have to write the answer to each question as quickly as possible on the paper. You may count down the time starting from 15, for example, or you may stop the time when knocking your table once.

Part B Answers
1. d 3. f 5. g 7. c
2. h 4. b 6. a 8. e

Grammar Zone (10 minutes)
Have students read the explanation well.

Happy Writing (47 minutes)
Part A
Have students read and comprehend the text well.

Part B
1. Have students read the text carefully first before they do the exercise.
2. While students do the exercise, write on the board clearly about the steps of producing a legend story.

1. Decide the setting (place, time) and the characters
2. Decide the problems
3. Set the events that follow the problems
4. Determine: sad or happy ending

Part B Answers
(Punctuation marks)

The Legend of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said, “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster.” The man made the deal and they got married, lived happily and had a daughter.

One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted, “You are really a daughter of a fish!” The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then, she told her daughter to run up the hills because a huge disaster was about to come. When
Part C
Before students start writing, explain the steps of producing a legend story clearly. Make sure that students comprehend the steps.

Get Betterment (15 minutes)
1. Have class make a group of 3. Tell students to bring their own dictionaries in the group. Make sure that each student has a group.
2. Then, have students exchange their own work with others’ in their own group.
3. They have to check the grammar, diction, vocabulary. They should give the comments on others’ work.
4. Tell students to bring home their evaluated work and comprehend it carefully at home. They should edit their stories according to the suggestions.

End It Well (10 minutes)
Have students write up a reflection on their work and the lesson at this meeting on the reflection sheet you give, and then submit it to you.

Before leaving the class, you remind students to:

1. Always bring the dictionary every meeting.
2. Bring their own works next meeting.

Unit 2
My Happy Ending

Roll Your Board (10 minutes)
1. Have the class make a group of four or as needed.
2. Tell students that they have to produce sentences as many as possible by using displayed words (modal auxiliaries). You will give 25 second for each word.
3. The words are can, could, will, would, may, and might.

Grammar Zone (10 minutes)
Form the class into small groups or in pairs and have them read and comprehend the text well.

Happy Writing (30 minutes)
Part A
Have students read and comprehend the text well.

Part A Answers (Modal Auxiliaries)

The Wolf and the Dog
One day, there was a wolf who was nearly dead with hunger. He was very thin, so that the outline of his bones could be seen clearly beneath his thinning coat of hair. With hardly enough energy to walk, the wolf had little hope of finding food.

As he lay beneath a large tree, a dog out for a walk noticed him. Seeing how thin and hungry-
looking the wolf was, the dog felt sorry for him and said, "You are in terrible shape! You look as if you haven't eaten for many days."
"You're right," said the wolf. "I haven't eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die."

"Then why not join us?" asked the dog. "I work regularly and I eat regularly. You can do the same, of course and I will arrange it. You can help me and the other dogs guard the sheep. In that way, we won't have to worry about your stealing the sheep any more and you won't have to worry about going hungry any more. It's a good deal for both of us."

The wolf thought it over for a few minutes and then decided that the dog was right. So they went off together toward the ranch house where the dog lived.

But, as they were walking, the wolf noticed that the hair on a certain part of the dog's neck was very thin. He was curious about this, for the dog had such a beautiful coat everywhere else.

Finally, he asked the dog about it. "Oh, don't worry about that," said the dog. "It's the place where the collar rubs on my neck when my master chains me up at night."

"Chained up!" cried the wolf, "Do you mean that you are chained up at night? If I come to live with you, will I be chained up at night too?"

"That's right," answered the dog. "But, you'll get used to it soon enough. I hardly think about it anymore."

"But, if I am chained up, then I won't be able to walk when I want to take a walk or to run where I want to run," the wolf said. "If I come to live with you, I won't be free anymore."

After saying this, the wolf turned and ran away. The dog called after the wolf, saying, "Wait! Come back! I may not be able to do everything I want to do, but I'm healthy, well-fed, and I have a warm place to sleep. You are too worried about keeping alive to enjoy life. I'm more free than you are."

Part B
1. Have students open the legend story they made in the previous meeting.
2. They have to give the generic structure to their own story and modal auxiliaries. They may look up the dictionary.

Get Betterment (30 minutes)
1. Form the class into in pairs. The couple should be different from before.
2. Have them exchange their works each other. They have to check the grammar, diction, vocabulary, and the generic structure of a legend story. They may give the correction on others' work.
3. After they return the works to the owner, they have to read, comprehend, and edit their own story, including the generic structure.
4. Ask students to submit their works to you.
End It Well (10 minutes)
1. Have students write up a reflection on their works and the lesson at this meeting on the reflection sheet you give, and then submit it to you.
2. Do not forget to remind the class that they should always bring the dictionary every meeting.

Roll Your Board (6 minutes)

Answers
1. f 3. a 5. h 7. d 9. j
2. i 4. g 6. b 8. e 10. c

Grammar Zone (5 minutes)
Before asking students to read, give some popular adjectives and their meanings in Indonesian. Then, you may ask the class to read.

Happy Writing (54 minutes)
Part A
Ask students to read the text carefully.

Part B
Ask students to read the text carefully and identify the generic structure. Then, discuss with the class together.

Part B Answers
Paragraph 1 : Identification
Paragraph 2-4 : Description

Part C
Discuss this part with the class by giving your clear movement of some difficult words in order to make them easier to comprehend the meanings, for example, hiding a small part of your lips to describe ‘a thin lips’.

Part D
Ask students to do the activity. Make sure that all of them have one dictionary on their tables.

Get Betterment (15 minutes)
1. Make the class into in pairs.
2. Ask students to exchange their works with their partner’s.
3. Students check the grammar, diction, and vocabulary. They may give the correct words/phrases.
4. After that, students return the works to the owners.
5. Here, you give the homework, that is, students have to revise their works (letter) at home and they have to bring it at the next meeting.

End It Well (10 minutes)
1. Have students write up a reflection on their works and the lesson at this meeting on the reflection sheet you give, and then submit it to you.
2. Do not forget to remind the class that they should always bring the dictionary and the homework next meeting.
students to submit the homework (describing their best friends and friendship in a letter to their new pen pals) to you, have students close the handbook. Have them mention several adverbs of place (spatial orders) orally.

2. Then, ask them to open unit 4 and have students comprehend the picture well.
3. Read the instruction clearly. Then, tell the class that you will give only 5 minutes to write fifteen sentences in their books.
4. Finished, discuss the answers together.

**Answers**
1. There’s a mouse in the saucepan.
2. There’s a mouse in the sink.
3. There’s a mouse in the drawer.
4. There’s a mouse in the oven.
5. There’s a mouse in the cup.
6. There’s a mouse on the piece of cheese.
7. There’s a mouse on the chair.
8. There’s a mouse under the chair.
9. There’s a mouse behind the door.
10. There’s a mouse on the plate.
11. There’s a mouse behind the sink.
12. There’s a mouse between the glass and the cup.
13. There’s a mouse above the cupboard.
14. There’s a mouse next to the salt.
15. There’s a mouse in front of the cat.

**Grammar Zone (7 minutes)**
Have students read and comprehend the text well. Then, stimulate them to give other spatial orders.

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**Happy Writing (50 minutes)**

**Part A**
Form the class into in pairs.

**Part A Answers**

Dear Uncle David,

This is a small portrait of Oklahoma city. Is it beautiful, right? Our new house is located at the downtown section. There is a police station building in front of our house. My school is between our house and library building. The library building is at the corner of the area. Here, we have one hospital building and one post office building.

Oklahoma is so fantastic and people always keep the city clean. That’s why we love our new city.

We hope you can visit us here. Mum and Dad always wait for you.

See you, Uncle.

Love,

Mary Jaselin Bennington

**Part B Answers**

- Wanna go to Germany?
- Starting from Rp 20,000,000
- 3rd January 2035
- www.gartentours.com

**Get Betterment (15 minutes)**

1. Make the class into group of 4.
2. Ask students to exchange their work with others’ in their own groups.
3. Students check the grammar, diction, and vocabulary. They may give the correct words/ phrases.
4. After that, students return the works to the owners.
5. Here, you give the homework, that is, students have to revise their works (letter) at home and
they have to bring it at the next meeting.

**End It Well (10 minutes)**
1. Have students write up a reflection on their works and the lesson at this meeting on the reflection sheet you give, and then submit it to you.
2. Do not forget to remind the class that they should always bring the dictionary and the homework next meeting.

**Roll Your Board (7 minutes)**
1. Before starting the new unit, ask students to submit their works (travel advertisement) to you.
2. Tell students that you have a lottery of having a new partner. Each student has to take a roll (of small paper), open, and have a seat with their partners to do the exercise together.

**Answers**
a. news reports  
b. currency rates  
c. headlines  
d. obituary  
e. weather forecast  
f. entertainment  
g. opinion  
h. advertisements  
i. classified ads  
j. feature articles

**Grammar Zone (7 minutes)**
Still with their partners, have them to comprehend the text.

**Happy Writing (51 minutes)**
**Part A Answers**

**Korean Actor and Singer**
**Park Yong Ha Dies at 32**

The famous Korean actor and singer, Park Yong Ha, who started his career in the youth shows fifteen years ago, was found dead at his Nonhyun-dong, Seoul home, on the morning of June 3. The dead body of Park Yong Ha was discovered hanging from a phone cable. The sudden death of Park Yong Ha at the young age of 32 is shocking for the whole entertainment industry.

Park Yong Ha reached the peak of popularity with 2002's Winter Sonata, which not only shot him to fame, but also made him a well-known household name and a "Hallyu star". He used his fame intelligently to establish his singing career in Japan, where he achieved remarkable success. The triumphant hits of Park Yong Ha include 2008's "On Air", and "Totally Stole My Heart" in 2009's "Story of a Man", which is one of the successful dramas in his career.

Although, the cause of the terrible death incident of Park Yong Ha is yet unknown, it is being considered a suicide. The funeral arrangements of Park Yong Ha will be held on July 2.

**Paramore Premiere New Song, 'Hello Cold World'**

Last month, Paramore made good on their promise to release new music in 2011 when they officially launched their "Singles Club," a delightfully old-school (and direct)
way of getting a trio of singles to their fans. They have premiered the first of those tracks, "Renegade," and on Monday (November 7), they unveiled the second, "Hello Cold World," a bounding, poppy tune which/that features frontwoman Hayley Williams who urges the listener to act and sing. "You can't just stay down on your knees when the revolution is outside. You want to make a difference, get out and go get it."

It is very much a rallying cry and a definite departure from the darker territory they've been exploring on the other new songs that/which they have released since the departure of Josh and Zac Farro late last year, in particular "Monster," their snarling single from the "Transformers: Dark of the Moon" soundtrack.

The third and final installment of the Singles Club, "In the Mourning," is set to be released in December and will have to tide fans over for the foreseeable future. As Paramore revealed when they announced the Club, they'll be spending 2012 working on the follow-up to their Brand New Eyes album.

"We really wanted to do something special for all of you who stick with us as we go into 2012 and start working on a new album," they wrote. "Thank you from the bottom of our hearts for believing in us."

Get Betterment (15 minutes)
1. Ask students to exchange the works with the partner's.
2. Students check the grammar, diction, and vocabulary. They may give the correct words/ phrases and the comments.
3. After that, students return the works to the owners.
4. Then, ask students revise their own news at home, according to the evaluation, and they have to bring it at the next meeting.

End It Well (10 minutes)
1. Have students write up a reflection on their works and the lesson at this meeting on the reflection sheet you give, and then submit it to you.
2. Do not forget to remind the class that they should always bring the dictionary and the homework next meeting.

Roll Your Board (3 minutes)
1. Have each student make two or three headline that will be published in the shown magazine.
2. You ask several students to read their headlines loudly to the class and you and others check the coherence with the magazine.

Grammar Zone (8 minutes)
Ask the class to form in pairs. There, they can discuss the text.

Part B
Ask students to share with their partners if they find some difficulties.
Happy Writing (39 minutes)

Part A
Students can ask and share everything related to the text.

Part B
Students read, and give the generic structure on two texts.

Part B Answers

Aerosmith Announce 'Global Warming' Tour Dates
Paragraph 1: newsworthy/main event
Paragraph 2-4: elaboration

Kahitna Joins Rick Price on Tour
Paragraph 1: newsworthy/main event
Paragraph 2, 3: elaboration
Paragraph 4, 5: source

Part C
Ask students to open the music news they made last meeting. They give the generic structure on it, and they may add several direct or indirect speeches.

Get Betterment (30 minutes)
1. Ask students to exchange the works with the partner’s.
2. Students check the grammar, diction, vocabulary, and the generic structure. They may give the correct words/ phrases and the comments.
3. After that, students return the works to the owners.
4. Then, ask students to revise their own news carefully.
5. They submit their works to you.

End It Well (10 minutes)
1. Have students write up a reflection on their works and the lesson at this meeting on a reflection sheet you give, and then submit it to you.
2. If this is the last meeting, encourage students to keep learning English, especially writing, wherever and whenever they are.