DESIGNING A SET OF READING INSTRUCTIONAL MATERIALS
BASED ON COGNITIVE LEARNING STRATEGIES
FOR THE 10th GRADE STUDENTS OF SMK NEGERI 1 DEPOK

A THESIS

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

By
Andreas Jeffri Okavianto
Student Number: 051214009

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2011
A Thesis on

DESIGNING A SET OF READING INSTRUCTIONAL MATERIALS
BASED ON COGNITIVE LEARNING STRATEGIES
FOR THE 10th GRADE STUDENTS OF SMK NEGERI 1 DEPOK

By
Andreas Jeffri Okavianto
Student Number: 051214009

Approved by

Sponsor

Christina Kristiyani, S.Pd., M.Pd.  April 20, 2011
A Thesis on

DESIGNING A SET OF READING INSTRUCTIONAL MATERIALS
BASED ON COGNITIVE LEARNING STRATEGIES
FOR THE 10th GRADE STUDENTS OF SMK NEGERI 1 DEPOK

By
Andreas Jeffri Okavianto
Student Number: 051214009

Defended before the Board of Examiners
on May 12, 2011
and Declared Acceptable

Board of Examiners

Chairperson : C. Tutiyandari, S.Pd., M.Pd.
Secretary : Made Frida Yulia, S.Pd., M.Pd.
Member : Ch. Kristiyani, S.Pd., M.Pd.
Member : Henny Herawati, S.Pd., M.Hum.
Member : L. Suharjanto, S.J., S.S., B.S.T., M.A.

Yogyakarta, May 12, 2011
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Drs. Tarsisius Sarkim, M.Ed., Ph.D.
“He has made everything beautiful in its time. He has also set eternity in the hearts of men; yet they cannot fathom what God has done from beginning to end.”

(Ecclesiastes 3:11)

This thesis is dedicated to:
My beloved parents, brothers, and my beloved soul mate
STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, May 12, 2011
The Writer

Andreas Jeffri Okavianto
051214009
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan dibawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama : Andreas Jeffri Okavianto
Nomor Mahasiswa : 051214009

Demi pengembangan ilmu pengetahuan, saya memberikan kepada perpustakaan Universitas Sanata Dharma karya ilmiah saya yang berjudul: DESIGNING A SET OF READING INSTRUCTIONAL MATERIALS BASED ON COGNITIVE LEARNING STRATEGIES FOR THE TENTH GRADE STUDENTS OF SMK NEGERI 1 DEPOK

Beserta perangkat yang diperlukan (bila ada). Dengan demikian saya memberikan kepada Perpustakaan Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikan secara terbatas, dan mempublikasikannya di internet atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya maupun memberikan royalti kepada saya selama tetap mencantumkan nama saya sebagai penulis.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta

Pada tanggal: 12 Mei 2011

Yang menyatakan

[Signature]

Andreas Jeffri Okavianto
ABSTRACT

Okavianto, Andreas Jeffri. 2011. *Designing a Set of Reading Instructional Materials Based on Cognitive Learning Strategies for The 10th Grade Students of SMK Negeri 1 Depok*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Reading is one of the important skills in learning English. Many learning strategies used to teach reading, especially for senior high schools and vocational high schools. Moreover, vocational high schools are growing up and becoming important in this country. *SMK N 1 Depok* is one of those vocational high schools. This study was aimed at designing a set of reading instructional materials based on cognitive learning strategies to teach the 10th grade students of *SMK N 1 Depok*. The writer chose *SMK N 1 Depok* as the location in conducting the study because the writer found that reading became the most difficult skill among others in learning English, when the writer taught the students in *SMK N 1 Depok* for 1 semester to complete macro-teaching program. The purpose of the design was to develop their reading ability and their interest in reading.

This study was conducted to answer two problems. Those problems were formulated into two research questions: (1) How is a set of instructional reading materials based on cognitive learning strategies for the 10th grade students of *SMK Negeri 1 Depok* designed?, and (2) What does the designed set of instructional reading materials look like?

To answer the first research question, the writer employed five stages of the Research and Development (R&D) methodology proposed by Borg and Gall (1986) as the basis. Those steps were (1) Research and Information Collecting, (2) Planning, (3) Developing Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Main Product Revision. The writer’s instructional design model included six steps adapting Kemp’s and Yalden’s models, namely (1) Conducting Needs Survey, (2) Formulating goals, topics, and general purposes, (3) Formulating learning Objectives, (4) Listing Subject Content, (5) Selecting Teaching and Learning Activities and Resources and (6) Materials Evaluation. Based on the evaluation done by distributing post-design questionnaires to 3 respondents, the results showed that the total percentage of the designed materials ranged from 33.33% to 100% which was meant that the designed materials were appropriate and acceptable for the tenth grade students of *SMK N 1 Depok*.

To answer the second research question, this study presented the final version of the reading instructional materials. The set of reading instructional materials consists of 5 units. Each topic includes three sections, namely pre-reading, whilst-reading, and post-reading. Most of the activities in each section were implementation of cognitive learning strategies.

Membaca adalah salah satu elemen penting dalam belajar bahasa Inggris. Banyak strategi dalam belajar yang digunakan untuk mengajari membaca, terutama untuk Sekolah Menengah Atas dan Sekolah Menengah Kejuruan. Selain itu, Sekolah Menengah Kejuruan telah berkembang dan menjadi penting di negeri ini. SMK N 1 Depok adalah salah satu Sekolah Menengah Kejuruan itu. Studi ini bertujuan untuk merancang satu set bahan pembelajaran membaca berbasis strategi belajar kognitif untuk mengajar siswa kelas 10 SMK N 1 Depok. Penulis memilih SMK N 1 Depok sebagai lokasi dalam melakukan penelitian ini karena penulis menemukan membaca menjadi keterampilan paling sulit dalam belajar bahasa Inggris, ketika penulis mengajar siswa di SMK N 1 Depok 1 semester untuk menyelesaikan program PPL. Tujuan dari penelitian ini adalah untuk mengembangkan kemampuan membaca dan minat siswa dalam membaca.

Studi ini dilaksanakan untuk menjawab 2 masalah penelitian: (1) Bagaimana satu set bahan bacaan pembelajaran berbasis pada pembelajaran kognitif untuk kelas X SMK Negeri 1 Depok dirancang?, dan (2) Seperti apakah rancangan set materi pembelajaran berbicara tersebut?

Untuk menjawab pertanyaan pertama dalam rumusan permasalahan, penulis menggunakan 5 langkah metodologi penelitian dan pengembangan yang dikemukakan oleh Borg dan Gall (1986) sebagai dasar penelitian. Langkah-langkah tersebut adalah (1) Research and Information Collecting, (2) Planning, (3) Develop Preliminary Form of Product, (4) Preliminary Field Testing, dan (5) Main Product Revision. Model rancangan pembelajaran penulis meliputi 6 langkah yaitu (1) melaksanakan survey kebutuhan, (2) merumuskan tujuan, menentukan topik, dan tujuan umum, (3) menentukan tujuan pembelajaran, (4) Menentukan kegiatan pembelajaran (5) memilih kegiatan belajar dan mengajar serta sumber belajar dan (6) mengevaluasi materi. Berdasarkan hasil evaluasi yang dilaksanakan dengan menyebarkan kuesioner kepada 3 reponden, hasil penelitian menunjukkan bahwa persentase jumlah dari materi pembelajaran yang dirancang berkisar antara 33,33% sampai 100% yang berarti bahwa materi yang dirancang telah tepat dan dapat diterima untuk siswa kelas X SMK N 1 Depok

Untuk menjawab pertanyaan kedua dalam rumusan permasalahan, penulis menyajikan versi akhir dari materi pembelajaran membaca. Materi pembelajaran berbicara terdiri dari 5 unit. setiap unitnya mempunyai 3 bagian yaitu pre-reading, whilst-reading, and post-reading. Sebagian besar kegiatan di masing-masing bagian merupakan penerapan dari pembelajaran kognitif itu sendiri.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
ACKNOWLEDGEMENTS

I would like to express my greatest gratitude to the Almighty Jesus Christ for His marvelous grace, everlasting love, blessing, and endless guidance in my life so that I could finish my thesis.

My sincere gratitude goes to my sponsor, Christina Kristiyani, S.Pd., M.Pd. for her guidance, kindness, support, and patience in helping me to finish my thesis. I also thank her for her advice, corrections, and suggestions in finishing my thesis.

I would like to express my gratitude to Yuseva Ariyani Iwandari, S.Pd., M.Ed., and Ch. Lhaksmita Anandari, S.Pd., M.Ed., for their time to evaluate the materials design. I also thank all of the lecturers and secretariat staffs of the English Language Education Study Program of Sanata Dharma University.

I address my gratitude to SMK Negeri 1 Depok for allowing me to do research for my thesis. I also thank Dra. Nurlatifah Hidayati, M.Hum., the English teacher of SMK Negeri 1 Depok, for her help, guidance, and willingness to give suggestions and evaluate the materials design.

My greatest gratitude goes to my beloved parents, Bapak Kasdini and Ibu Ch. Sutini, for their love, advice, support, and prayers for me. My gratitude also goes to my brothers, Mas Dani and Mas Dedi, my sister, Mbak Ika, and my little cute niece, Dek Galuh for their love, support, and the wonderful moments we have shared together.
I would like to express my special gratitude to Benidicta Meivita Sari M.
I thank her for her love, care, and support. I also thank her for coloring my life and inspiring me in everything I do in my life.

My gratitude also goes to my best friends, Fidel, Ezra, Wahyu, Bondan, Endru, Bety, Ganish and all of PBI students 2005 for their friendship, support, and sharing laughs. I also thank my best friends in my boarding house, Adit, Dimas, Trias, Yanuar, Rian, Alfan, Ferri, and Rendy for their laughs, friendship and support.

Last but not least, my deepest gratitude goes to all the people whose name I cannot mention one by one for their patience, friendship and support. God bless you all.

Andreas Jeffri Okavianto
# TABLE OF CONTENTS

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

## CHAPTER I. INTRODUCTION

- A. Research Background ........................................................................ 1
- B. Problem Formulation .......................................................................... 5
- C. Problem Limitation ........................................................................... 5
- D. Research Objectives .......................................................................... 5
- E. Research Benefits ............................................................................. 6
- F. Definition of terms ........................................................................... 6

## CHAPTER II. REVIEW OF RELATED LITERATURE

- A. Theoretical Description ..................................................................... 9
  1. Instructional Design Models .............................................................. 9
     a. Kemp’s Model .................................................................................. 10
     b. Yalden’s Model ............................................................................. 14
  2. Theories of Reading ........................................................................... 16
     a. The nature of reading .................................................................... 16
     b. Reading process ............................................................................ 17
CHAPTER III. METHODOLOGY

A. Research Method .......................................................... 27
   1. Pre-design study ....................................................... 28
   2. Material development .............................................. 29
   3. Post-design study .................................................... 30

B. Research Participants .................................................... 31
   1. Pre-design study ....................................................... 31
   2. Post-design study .................................................... 32

C. Research Instruments .................................................... 33
   1. Questionnaires ....................................................... 33
   2. Interviews ............................................................ 34

D. Data Gathering Technique ............................................... 34

E. Data Analysis Technique .................................................. 35

F. Research Procedure ....................................................... 37
CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION

A. The Elaboration of Steps in Designing A Set of Instructional Reading Materials Based on Cognitive Learning Strategies for The 10th Grade Students of SMK N 1 Depok .................................................. 38
   1. Research and Information Collecting .................................. 39
   2. Planning ........................................................................... 47
   3. Developing preliminary form of product ............................. 51
   4. Preliminary field testing .................................................. 54
   5. Main product revision .................................................... 58

B. The Brief Description of the Reading Instructional Materials Based on Cognitive Learning Strategies for the 10th Grade Students of SMK N 1 Depok .................................................. 59

CHAPTER V. CONCLUSION AND SUGGESTIONS

A. Conclusion ........................................................................ 62
B. Suggestions ....................................................................... 64
   1. Suggestions for the English teachers, especially the English Teachers of SMK N 1 Depok .................................................. 64
   2. Suggestions for the other future researchers ...................... 65

REFERENCES ......................................................................... 66
APPENDICES ......................................................................... 68
APPENDIX A: Surat Ijin Penelitian ......................................... 69
APPENDIX B: The Pre-Design Questionnaire ........................... 71
APPENDIX C: The Post-Design Questionnaire .......................... 75
APPENDIX D: The list of Interview Questions ........................... 80
APPENDIX E: Syllabus .......................................................... 82
APPENDIX F: Lesson Plans ..................................................... 98
APPENDIX G: Presentation of The designed Materials .............. 109
LIST OF TABLES

Table 3.1 The blueprint of the description of the respondents’ background ........ 32
Table 3.2 The blueprint of the form of the result of participants’
questionnaire........................................................................................................... 36
Table 4.1 The results of teacher’s interview ............................................................ 39
Table 4.2 The results of the questionnaires.............................................................. 41
Table 4.3 The competency standards and basic competences
in SMKN 1 Depok ..................................................................................................... 48
Table 4.4 Topics and titles ........................................................................................ 49
Table 4.5 The goals and learning indicators .............................................................. 49
Table 4.6 The Description of the respondents’ background .................................... 54
Table 4.7 The results of the first part of the post-design questionnaire ................. 55
Table 4.8 The sets of cognitive learning strategies in the designed materials ..... 61
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1</td>
<td>The Kemp’s Instructional Design Model</td>
<td>13</td>
</tr>
<tr>
<td>Figure 2.2</td>
<td>The Yalden’s Instructional Design Model</td>
<td>15</td>
</tr>
<tr>
<td>Figure 2.3</td>
<td>The Writer’s Instructional Design Model</td>
<td>26</td>
</tr>
<tr>
<td>Figure 3.1</td>
<td>The R&amp;D cycle</td>
<td>31</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

This chapter discusses six main parts as the general explanation of the study. Those six main parts include background of the study, problem limitation, problem formulation, objectives of the study, benefits of the study, and definition of terms.

A. Background of the Study

In learning English, there are four skills which should be mastered namely speaking, reading, writing, and listening. One of the skills that is considered important and has become the concern of the English educators is reading skill. Bright and Mc. Gregor (1970:52) state that the general knowledge depends on reading. Thus, by reading, people can obtain a lot of information from many sources. Based on the fact above, reading becomes one of the macro skills that plays an important role. According to Urquhart and Weir (1998:37), reading is a cognitive activity. It takes place in mind and reading needs technical process in order to comprehend the text. The statement is in line with Burden (1999:68), where he describes reading as a fluent process of readers combining information from the text and their own background knowledge to build meaning in which the goal of comprehension. The process takes place in the mind.

The writer chose SMK N 1 Depok as the location in conducting the study because the writer found that reading became the most difficult skill among others in learning English when the writer taught the students in SMK N 1 Depok for 1
semester to complete macro-teaching program on January - June 2009. Moreover, as a vocational high school, the writer believed that SMK N 1 Depok should have encouraged the students to improve their reading skill because after the students graduated, they would enter working world. Basically, the students were interested in reading but the students’ reading skill were still average because they lacked of reading English texts. The writer found a problem when he taught reading; some students got difficulties in understanding the reading materials. Some students still had difficulties in reading abilities, because they were not motivated when the teacher ordered them to read and understand some texts or books. As the result, some students were not able, for example, to find out the main idea of each paragraph of the text that teacher gave. Moreover, the materials for the students especially on reading skill were less those in other skills. Based on several reasons above, the writer arranged the new materials, which were more interesting for the students and most importantly it can improve reading skill.

By arranging the new materials, the writer expected the student’s reading skills will be improved. In teaching and learning process, the four skills cannot be separated one another. The teacher should use all skills because each of them is useful to learn English. Reading skill may facilitate the students to master of other skills. In fact, reading has not a big proportion in English teaching in vocational high school level. In reality, some English teachers are accustomed to using reading technique which were prescribed from textbook. It becomes a problem for the teachers because it makes the students bored when they learnt reading. It can be
solved by choosing interesting teaching learning materials such as using passage from short stories or some texts from other sources.

According to Oxford (1990:14), various learning strategies will help the learners to manage their leaning process. The learning strategies are divided into two major classes. There are direct and indirect. Then, these two classes are subdivided into six groups namely, memory, cognitive, compensation, metacognitive, affective, and social. In this case, memory, cognitive, and compensation are under the direct class, while metacognitive, affective and social are under the indirect class. At this point, cognitive concerns with the step used in learning which acquires direct analysis, transformation, or synthesis in learning materials.

There are many strategies in teaching reading. One of the strategies is cognitive strategy. According to Brynes (1996: 3), a cognitive method is one of the models which gives the students freedom to choose the way of learning reading. Based on the statement, cognitive strategy is needed for the students in learning reading because it makes the students to have critical thinking and it gives the students a freedom to choose what they would use to make them easier in learning reading. The word cognitive is used to imply that we should focus on mental processes such as thinking, learning, remembering, and problem solving. Livingston (1997:1) explains cognitive strategies are used to achieve one particular goal, for example helping the students to understand the texts. A cognitive learning gives the teacher solution to teach reading in class, especially in vocational high school. Based on the writer’s experienced in teaching English for one semester, the vocational high schools’ students are accessible to be influenced by a lot of information from their
surroundings. The teacher must understand to facilitate the students with the appropriate strategies to improve their reading skill.

Based on the explanation above, the writer would like to propose a set of designed instructional materials for reading based on cognitive learning strategies. The reading materials are for the 10th grade students of SMK N 1 Depok. The reading materials consist of some interesting reading passages from other sources to solve the students’ boredom when they were studied from handbooks which were already available there. In other words, the writer found the students’ problem in English class especially when they learned about reading and the writer tried to arrange some materials about reading which appropriate with the students’ interest and level. The writer tried to arrange the materials to help the students interested in learning reading. Therefore, the students will be interested when they studied about reading based on cognitive learning strategies. The writer chose cognitive learning strategies because cognitive learning strategies are essential in learning a new language (Oxford, 1990:43). It is essential because cognitive has variety of strategy sets which made them to be the most popular strategies with language learners. Thus, Oxford (1990:43) stated that cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. Based on the fact above, the writer believed that cognitive learning strategies would help 10th grade students of SMK N 1 Depok improving their reading skills.
B. Problem Formulation

This research was aimed at answering the problems stated in the background of the study. The formulated questions are as follows.

1. How is a set of instructional reading materials based on cognitive learning strategies for the 10th grade students of SMK Negeri 1 Depok designed?

2. What does the designed set of reading instructional materials look like?

C. Problem Limitation

This study is focused on developing and designing instructional reading materials based on cognitive learning strategies which focuses on reading skill for 10th grade of SMKN 1 Depok. The design of the reading will be arranged based on school-based curriculum (KTSP). The materials arranged based on the students needs and interest from the result interview of the teacher. The design materials are adding and completing the materials which are used in school. Thus, the materials supported the formal materials and the teacher could easily adjust the time of teaching learning activity.

D. Research Objectives

This study was carried out to answer the questions stated in the problem formulation. The objectives of the study are stated as follows.

1. To find out how a set of instructional reading materials based on cognitive learning strategies for 10th grade students of SMK Negeri 1 Depok is designed.
2. To construct a set of instructional reading materials based on cognitive learning strategies for 10th grade students of SMK Negeri 1 Depok designed.

E. Research Benefits

Hopefully, this conducted study will bring benefits for:

1. English teachers

The aim of this study is to help English teachers in SMK N 1 Depok find other techniques which appropriate for reading activities. Moreover, this study can be alternative materials for the teacher to teach reading and build them to be more creative in providing English materials for the students.

2. The students

The writer hopes that the designed materials help the students to improve their reading skill. Moreover, by applying cognitive learning and choosing right materials, the students will be motivated to learn in reading and interested in the materials.

3. The designer

This study hopes motivate the other researchers who interested in improving reading skill for vocational high school. Therefore, the designed materials can be used as the guidance to design other reading materials for different educational level.

F. Definition of Terms

To avoid misunderstanding, this section presents the definition of terms which used in this study. There are some terms explained below:
1. Design

According to Kemp (1977:8), design is a plan which is applied in every level of education and it has three essential elements. They are objective of the learning, activities and recourses, and evaluation. Related to this study, design is a plan to arrange a new set of reading materials based on cognitive learning which can be used to facilitate 10th grade students of SMK N1 Depok mastering reading skill.

2. Reading

Reading is defined as the ability to make sense of written or printed symbols (Mitchell, 1982: 1). The meaning of reading in this study is the ability of the students to understand the information from the text or the writer’s message. According to Nunan (2003:68), reading is defined as a fluent of readers combining information of a text and their own background knowledge to build meaning. In other words, reading is a process building knowledge from information in many sources. The indicators of the students success in reading when they have been to gain the purpose and catch the information of the text.

3. Cognitive learning strategies

Cognitive strategies refer to the steps or operations used in learning or problem-solving that requires direct analysis, transformation, or synthesis of learning materials (Rubin and Wenden, 1987:23). According to Oxford (1990:43) there are four sets of cognitive strategies, namely practicing (repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically), receiving sending messages (getting the idea quickly, and using resources for receiving and sending messages), analyzing
and reasoning (reasoning deductively, analyzing expressions, analyzing contrastively, translating, and transferring) and creating structure for input and output (taking notes, summarizing, and highlighting).

In this study, the sets strategies in cognitive strategies are referring to the tasks activities in the designed materials. The tasks here means the students’ activities especially in reading activities that help the students mastering reading skill.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will be divided into two important parts, namely theoretical description and theoretical framework. The theoretical description discusses basic theories of instructional design models, theories of reading, theories of cognitive learning strategies, and school-based curriculum. The theoretical framework discusses steps to design a set of instructional reading materials based on cognitive learning strategies for the 10th grade students of SMK N 1 Depok.

A. Theoretical Description

These parts will discuss all theories related to instructional design and reading. The theories related to instructional design cover the design models which help the process of the materials design and the instructional method which processes the presented materials.

1. Instructional Design Models

There are many instructional design models proposed by some experts such as Kemp’s, Yalden’s, Dick and Carey’s, PPSI and Banathy’s models. Each model has its own strengths and weaknesses on the steps. In this study, the writer would refer to two instructional design models proposed by Kemp and Yalden as discussed below.
a. Kemp’s Instructional Design Model

Jerrrold A. Kemp in “Instructional Design: A Plan for Unit and Course Development” (1977:6) states about the system-approach which is used widely in business, industry, military, and space exploration to build a successful program. The system-approach is based on the method of scientific inquiry, whereby a problem is recognized, a hypothesis is formed, experiment is conducted and data are gathered from them that lead to a conclusion about the accuracy of the hypothesis (Kemp, 1977:7).

The instructional design proposed by Jerold A. Kemp is designed to support the answers to three questions that may be considered as the “essential elements” (Kemp, 1977:8), those are:

1) What must be learned (Objectives).
2) What procedures and resources will work best to reach the design learning levels? (Activities and resources).
3) How will we know the required learning has taken place? (Evaluation).

Kemp (1977:8) presents eight elements as plans to answer the three questions, which are considered as the essential elements of instructional technology. Those plans consist of eight parts as follows.

1) Goals, Topics, and General Purposes

This first step starts with a recognition of the board goals of the school system or institution. The board goals are base from educational programs will be derived from society, students, and subject areas (Kemp, 1977:13). After
recognizing the goals, the designer will select the major topics within the content area. Topics which become the scope of the course are usually sequenced according to a logical organization, from simple or concrete level to complex and more abstract levels.

2) Learner’s characteristics

Knowing the learners’ characteristics, the teacher must obtain information about the learners’ capabilities, needs, and interests (Kemp, 1977:19). There are two factors that should be considered to find out the learners’ characteristics, they are academic factors and social factors. Academic factors include number of the students, academic background, level of intelligence, motivation for studying the subject, study habits, ability to work alone, background in the subject or topic, motivation for studying the subject, expectations of the course, vocational and cultural aspirations. Social factors include physical and emotional handicaps, age, maturity, relation among students, socioeconomic situation, special talents, and attention span. The other factors that should be involved are learning conditions and learning styles.

3) Learning objective

Identify the learning objective to be achieved in terms of measurable students’ behavioral outcomes. (Kemp, 1977:24) stated that objective of learning can be grouped into three major categories; those are cognitive, psychomotor and affective. Those three domains or areas are widely referred to in the literature that discusses objectives.
4) Subject content

Subject content must closely relate to the objectives and to the students’ need. Kemp (1977:44) stated that subject content comprises the selection and organizing of the specific knowledge (facts and information), skills (step-by-step procedures, conditions and requirements), and attitudinal factors of any topic.

5) Pre-assessment

According to Kemp (1977:50), there are two questions in the pre-assessment: (1) is the student prepared to study the topic or unit? And (2) Is the student already competent in some of the stated objectives? Moreover, there are two kinds of test in this part. The first is prerequisite testing. It is done to determine whether the students have appropriate background preparation to the topic. The second is pretesting. It is done to determine which of the objectives students may already have achieved.

6) Teaching learning activities and resources

In this step, the designer must determine the most efficient and effective methods and select materials to provide learning experience that will utilize the content associated with each objective (Kemp, 1977:50).

7) Support services

Identify support services of facilities which are required to implement the design plan such as funds, facilities, equipment, and schedule. Support service must be considered at the same time instructional plans and selecting materials.
8) Evaluation

According to Kemp (1977:91), evaluation is the payoff step in instructional design plan – for both the students and the teacher. Evaluation step is needed to measure the learning outcomes relating to the objectives with a consideration to revise any phases of the plan that need improvement. Kemp (1977:98) stated that there are several ways of evaluating the developed program, (1) test result, (2) reactions from the students, (3) observations of students at work, (4) suggestions from colleagues. The stages of Kemp’s instructional materials design can be described in the following figure:

Figure 2.1 Kemp’s instructional Model (Kemp, 1977:9)
Kemp’s instructional design is flexible since there is interdependence among the eight elements. When the writer chose one element it may affect others (Kemp, 1977:9). Therefore, the writer does not always start from the first step and the writer can start with whichever element he/she is ready to start and then move back or forth to other steps. In this study, the writer took some steps of this model to be combined with another theory in the new design model.

b. Yalden’s Instructional Design Model

The second instructional design is adapted from Janice Yalden. The purpose of the Yalden’s model is to describe syllabus that considers the communicative needs students. According to Yalden (1987:101-118, 138-145) there are eight steps in designing instructions. They are described as follows.

1. The needs survey

The step is conducted to find needs and state objectives that are suitable for the learners.

2. The description of purpose

The description of purpose is prepared in term of the writer description about the learners’ characteristics and the purpose of the program.

3. The choice of a syllabus type

The choice of syllabus type is done when the general category of a language program has been decided.
4. The proto-syllabus

The step gives about the description of syllabus type that the writer selected and description of language. The language use to be covered in the program.

5. The pedagogical syllabus

The step conducted are about the development of teaching, learning, and testing approaches.

6. The development and implementation of classroom procedures

The development and implementation of classroom procedures includes the selection of the exercise type and teaching techniques, preparation of the lesson plans and weekly schedule.

7. The evaluation

The step is planned to assess all components in the language program such as materials, lesson plans, and the teaching technique.

The Yalden’s instructional design model is shown in figure 2.2.

Figure 2.2 Yalden’s Instructional Model (Yalden, 1987:88)
2. Theories of Reading

This section refers to some theories related to reading which support this study. The theories include the nature of reading, reading process, skills in comprehension, and the English Curriculum for senior high school.

a. The nature of reading

According to Kustayo (1988:2 in Reinking & Scheiner, 1985) reading is an active cognition of interacting with printing and monitoring comprehension to establish meaning. In other words, reading make the learners are actively stimulated to interpret the signs or symbols which are used to understand the meaning of the texts. It is the same understanding in Mitchell (1982:1), reading can be defined as the ability to make sense of written or printed symbols.

Kustaryo (1988:11-12) stated that the comprehensive reading means understanding what has been read. Reading allows an active thinking process depends not only on comprehension skills but also on the students’ experiences and prior knowledge. Comprehension involves understanding vocabulary, seeing the relationship among words and concepts organizing ideas, recognizing the author’s purposes, making judgment and evaluation. Word recognition skills are perhaps the most important factor in determining the degree of comprehension. Attempting, to comprehend without an adequate knowledge of vocabulary is impossible, it will waste time and effort.
b. Reading process

According to Nunan (2003:70), the models of reading process can be divided into three categories; they are Bottom-up model, Top-down model, and Interactive model.

Bottom-up model typically consists of lower-level reading process. It begins with identification letters, combining letters to create words, phrases, clauses, and sentences of the text.

The top-down model is essential in reading because it can help the reader to obtain and understand the meaning of the information of the text. Moreover, the reader can draw their knowledge to analyze the text and find the meaning of the information using their background knowledge.

The other model of reading process is interactive model. The model is combining of bottom-up model and top-down model, assuming that the pattern is synthesized based on information provided simultaneously from several knowledge sources.

c. Skills in comprehension

In reading activity, many reading skills of the reader are required. In order to be able to gain comprehension in reading, the readers should have the skills which are needed in reading activity. The Reading abilities refer to the readers’ ability to understand and obtain information in the reading passages. The skills include the ability to get the meaning of words, understand the structural person,
perceives ideas, etc., each of reading skill does not stand by itself. However, it depends and relates one another.

Kustaryo (1988:12) states that in a broader sense, comprehension can be divided into three levels of skills:

1. Literal

   Literal reading refers to the ideas and facts, which are directly stated in the printed page, literal idea and fact are usually so clearly stated that one could get back in the passage and underline the information desired. The literal level of comprehension is fundamental to reading skills at any level because the reader must understand first what the author said before he draws an inference or makes an evaluation. The literal is considered to be the easiest level of comprehension because the reader is not required to go beyond what the author said.

2. Inferential

   To go to inferences, or implied meanings, from the reading material one must ‘read between lines’. Inferences are the ideas received when the reader goes beneath the surface to sense relationships, and detect the mood of the material. Making inferences requires higher level of thinking, because the reader must depend less on the author and more on personal insight.

3. Critical

   Critical reading requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with
active, creative looking for false statements. Critical reading means questioning, comparing, and evaluating.

In order to read with a degree of comprehension to succeed in reading process, the reader must be proficient in each of the reading skill depend on another skill.

3. Cognitive Learning Strategies

To begin with Brown and Palinscar (1982, in Wenden and Rubin, 1990:72) classified general learning strategies as metacognitive and cognitive. Cognitive strategies involve manipulation or transformation of the materials to be learned. In other words, cognitive strategies will make the learners interact directly with what is to be learned. Moreover, cognitive strategies are more directly related to the tasks and learning objectives.

As stated by Oxford (1990:44), there are four sets of cognitive strategies depicted as follows.

a. Practicing

Practicing is probably the most significant one among 5 cognitive strategies. In this part, there five internal processes to support the strategies as follows:
1) Repeating

In the site, the learners have to say or do something over and over. The learner try to listen to something several times, rehearsing, imitating a native speaker.

2) Formally practicing with sounds and writing systems

The learners practice sounds (pronunciation, intonation, register, etc) in a variety of ways, but not yet in naturalistic communicative practice; or practicing the new writing system of the target language.

3) Recognizing and using formulas and patterns

The learners have to be aware of and/or using routine formulas (single, unanalyzed units) and unanalyzed patterns.

4) Recombining

The learners combine known elements in new ways to produce a longer sequence, as in linking one phrase with another in a whole sentence.

5) Practicing naturally

The learners try to practice the new language in natural and realistic settings, as in participating in a conversation, reading a book or article, listening to a lecture, or writing a letter in the new language.

b. Receiving and sending message

There are two strategies including receiving and sending message which the former strategy uses two specific techniques for extracting ideas and the latter
strategy involves using a variety of resources for understanding or producing meaning as follows:

1) Getting the idea quickly

The strategy uses skimming to determine the main ideas or scanning to find specific details of interest. This strategy helps the learners understand rapidly what they hear or read in the new language.

2) Using resources for receiving and sending messages

The strategy use printed or non-printed resources to understand incoming message or produce outgoing messages.

c. Analyzing and reasoning

This strategy is concerning with in logical analysis and reasoning as applied to various target language skills. The learners can use these five strategies below to understand the meaning of a new expression or to create a new expression.

1) Reasoning deductively

In the step, the learners use general rules and apply them to new target language situations. This is top-down strategy leading from general to specific.

2) Analyzing expressions

The learners determine the meaning of new expressions by breaking it down into parts; using the meanings of various meanings of various parts to understand the meaning of the whole expression.
3) Analyzing contrastively

In the strategy, the learners compare elements (sounds, vocabulary grammar) of the new language with the elements of one’s own language to determine similarities and differences.

4) Translating

There are two kinds of processes in the strategy, converting a target language into the native language and converting the native language into the target language.

5) Transferring

The strategy asks the learners to directly apply the knowledge of words, concepts or structures from one language to another in order to understand or produce an expression in the new language.

d. Creating structure for input and output

There are three structures are ways to create structure which is necessary for both comprehension and production in the new language.

1) Taking notes

This strategy can involve raw notes from the learners’ understanding and comprising about systematic form of note-taking such as the shopping-list, the T-information, the semantic map, or the standard outline form.

2) Summarizing

The strategy is about making a summary or abstract of a longer passage.
3) Highlighting

In this strategy, using a variety of emphasized techniques (such as underlining, starring, or color-coding) are important. It is needed for the learners to focus on important information in the passage.

4. School-Based Curriculum

According to Decree of the Minister of national Education No.24/2006, Indonesia implements School-Based Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP) as the basic curriculum in schools. In this study, the curriculum used as the guidance in designing the materials is KTSP, which also used in SMK N 1 Depok as the school subject of this study. In KTSP especially for SMK, there are three levels in learning English, namely novice, elementary, and intermediate. The competence standard for the 10th grade students of SMK is that students are able to communicate using English language equivalent with novice level. The competency standards and basic competencies from KTSP for SMK in each level included four skills. Since this study mainly concerns in reading English skill, the writer arranged the goals of the materials design based on the competency standards and basic competencies from KTSP for SMK. In addition, the competency standards and basic competencies for SMK will also used as the guidance to determine the goals and learning indicators of the designed materials.
B. Theoretical Framework

In order to obtain the objectives of this research, the writer chose to combine Kemp’s and Yalden’s models. Kemp’s model is simple and flexible. The writer used Yalden’s model because Yalden’s model gave contribution in completing Kemp’s model. Moreover, Yalden’s model has need survey which is very important as the basis of designing instructional materials. The designed materials framework consist of six steps, they are follows.

1. Conducting needs survey (Yalden’s)

Needs survey is conducted to find out students’ problems and interest by using interview and questionnaire. The result of them would be used to develop the materials design.

2. Formulating goals, topics, and general purposes (Kemp’s)

In the step, the writer identifies the goals and the purpose of the material design based on the students’ need. Then, the topics are selected in order to be able to facilitate students to achieve the formulated goals. Moreover, the writer used KTSP as the guidance in designing the materials.

3. Formulating learning objective (Kemp’s)

The step is conducted in order to give direction to achieve the goals of the material design. The writer states the learning objectives in which the students should achieve in every meeting. In this design, the learning objectives are renamed as indicators.
4. Listing subject content (Kemp’s)

After formulating learning objective, the writer listed subject content which can be applied to achieve the goal of the material design. In creating and selecting teaching learning activities and materials, the writer referred to the cognitive strategies proposed by Oxford (1990:44) to design the tasks activities.

5. Selecting teaching learning, activities and resources (Kemp’s)

In the step, the writer designed the materials based on the students’ need and topics in which the students interested. Furthermore, the learning strategies was used in this study based on cognitive learning strategies proposed by Oxford (1990:44) to design the tasks activities. The writer designed the materials use sets of cognitive strategies in designing the tasks. The activities in the materials are based on theories of reading proposed by Nunan (2003:70) and Kustaryo (1988:12) which were explained on theoretical description.

6. Evaluating the designed material (Yalden’s)

The evaluation is to assist whether the designed materials are appropriate or not. Based on the evaluation, the writer got recommendations that can be used to revise and improve the set of instructional reading materials. The framework can be figured out as follows:
Figure 2.3 The Writer’s Model (adopted form Kemp’s and Yalden’s models)
CHAPTER III

METHODOLOGY

This chapter discusses the methodology used in the study. It consists of six parts. The methodology includes research methods, research participants, research instruments, data gathering technique, data analysis technique, and research procedure.

A. Research Methods

There were two problems to be solved in chapter one. First, “How is a set of instructional reading materials based on cognitive learning strategies for 10th grade students of SMK N 1 Depok designed?” Second, “What does the designed set of instructional reading materials based on cognitive learning strategies for 10th grade students of SMK N 1 Depok look like?”

In order to find the answers for the two problems above, the writer conducted educational research and development (R&D). According to Borg and Gall (1983:772) educational research and development (R&D) is a process to develop and validate educational products. In this study, the term “product” referred to the instructional materials, in the specific is instructional reading materials based on cognitive learning strategies. According to Borg and Gall (1983:775), there are 10 steps in (R&D) cycle. Those are (1) research and information collecting, (2) planning, (3) developing preliminary form of products, (4) preliminary field testing, (5) main products revision, (6) main filed testing, (7) operational products revision, (8) operational filed testing, (9) plan products
revision, (10) dissemination and implementation. In this study, the writer did not use all the steps. However, the writer only used 5 steps of R&D cycle which include Research and Information Collecting, Planning, Develop Preliminary Form of Product, Preliminary Field Testing, Main Product Revision because the purpose of the study was to answer two questions in the problem formulation. Those five steps were enough to answer the problem formulation. The steps are divided in three sub-sections, namely pre-design study, material development, and post-design study.

1. Pre-design study

In this section, there was including the first step of the writer’s models, namely a research and information collecting. The explanation of the step was as follows.

a. Research and information collecting

Research and information collecting is a starting step in this study and it is important for the writer to get the information and the foundation of the designed materials. In this step, the writer conducted two steps, there were literature review and classroom observation. Literature review was conducted in order to find some references, which provided information concerning the research topic. The writer focused on the theories which were related to instructional design and reading. In addition, the writer also studied some English textbooks for vocational high school, reading exercise books, and KTSP.
Classroom observation was conducted in order to get and collect the information of the subject. The writer was distribute questionnaires to the 10th grade students of SMK N 1 Depok and did interview with an English teacher of SMK N 1 Depok. The result of the interview and the questionnaires were used as the considerations for the writer to determine how the reading materials should be developed. In this step 1 R&D cycle was the same as conducting needs survey in the writer’s model.

2. Material development

In the material development, the writer applied two steps (2&3) of R&D cycle. They were (b) planning and (c) developing preliminary form of product.

b. Planning

In this step, the writer formulated topics, goals, and general purposes. Then, the writer decided the activities and materials that are suitable with the student’s needs and interests. In this step include the second and third writer’s model, namely (2) formulated goals, topics and stated general purposes and (3) formulated learning objectives.

c. Developing preliminary form of product

In developing preliminary form of product, the writer prepared the design of the materials for the students based the data gathered from the research and information collecting. This step included the fourth and fifth the writer’s model which were (4) listed subject content and (5) selected teaching and learning activities and resources.
3. Post-design study

In the post-design study, the writer applied two steps (4&5) of R&D cycle. They were (d) Preliminary field testing and (e) Main product revision.

d. Preliminary field testing

The writer distributed the post-design questionnaires to obtain the data. This step has a purpose to get feedback and suggestion from one English teacher of SMK N 1 Depok and two lecturers of English Education Language Study Program to improve the designed materials. In this step included the sixth of the writer’s model namely (6) evaluating the designed materials.

e. Main product revision

Main product revision is the last step in this study. The writer evaluated and revised the designed materials based on the fourth steps before. The purpose of post-design questionnaire is to improve the designed materials and acceptable for the students. The cycle of field-testing and revision would continue until the designed materials accepted by the respondents.

The five steps of R&D cycle were used in this study as presented in the research procedure in the last part of this chapter. The R&D cycle is shown in figure 3.1.
B. Research Participants

In this study, there were two groups of research participants. The first group was the participants of the research and information collecting and the second group was the participants of the preliminary field testing.

1. Participants of the Pre-design Study

The participants of the research and information collecting were 10\textsuperscript{th} graders of \textit{SMK N 1 Depok} and the English teacher of \textit{SMK N 1 Depok}. The writer
chose two classes of the 10th grade in *SMK N 1 Depok* to make easier for distributing questionnaire. There were 69 students; 33 students of *X AP 3* and 36 students of *X AK 3* of the 10th grade students of *SMKN 1 Depok* that became the respondent of the study. The writer chose two classes because of time limitation and accessibility which the writer had when distributed the questionnaire. The data was gathered by asking which materials needed by the students through questionnaire. To obtain further information, the writer also chose one English teacher in *SMK N 1 Depok* especially the teacher who teaches the 10th graders of *SMK N 1 Depok*.

2. **Participants of the Post-design Study**

In this part, the participants were one English teacher of *SMK N 1 Depok* and two lecturers of The English Language Education Study Program of Sanata Dharma University. They the designed materials by giving feedback, comments, and suggestions on the designed materials, thus the designed materials were good and acceptable for the 10th grade students of *SMK N 1 Depok*. The description of the respondents who evaluated the designed materials was presented in table 3.1.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experience (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S1</td>
<td>S2</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>
C. Research Instruments

To find out whether the proposed instructional materials for the 10th grade students of SMK N 1 Depok were acceptable or not, instruments of the study were needed. The research instruments used to collect the data needed in this study were questionnaires and interviews.

1. Questionnaires

Questionnaire was mainly used to get the information about the students’ experiences. Questionnaire is very useful to know further investigate the students' responses. According to Ary, Jacobs and Razavieh (1979: 175), there are two types of questionnaires, namely “structured or closed form” and “unstructured or open form”. A structured questionnaire contains the questions and alternative answers to them.

In this study, the writer used unstructured questionnaire and the questionnaire was distributed in two sections. The first questionnaire was distributed for the 10th grade students of SMK N 1 Depok. Here, the first questionnaire asked the students about the student’s needs, problem, and interests. The first questionnaire helped the writer to design the materials.

The second questionnaire was distributed for evaluation the designed materials. The questionnaires were distributed for one English teacher of SMK N 1 Depok and two lecturers of English Education Language Study Program. The aim of the questionnaire was to get feedback and evaluation on the designed materials.
2. Interview

Ary, Jacobs and Razavieh (1979:175) state two types of interviews. They are structured and unstructured interviews. The second type is preferred in this study, since the answers needed are in the form of information about the respondents’ views, opinions, and attitudes.

The writer employed open-ended question type of interview to obtain the objectives, topics, school’s general purposes, learners’ characteristics and some sources used by teachers. The interview was done at once time to get all information about the students’ needs and interests.

D. Data Gathering Technique

This section would elaborate the data gathering techniques used in the pre-design study and post-design study.

1. Pre-design study

In the pre-design study, the writer did preliminary study by conducting an interview to one of the 10th grade English teachers of SMK N 1 Depok. The interview was done on May 20, 2010.

Having finished conducting an interview, the writer distributed pre-design questionnaire to the 69 students; 33 students of X AP 3 and 36 students of X AK 3. The purpose of the questionnaire was to gain the students’ needs and interests. From the results of questionnaire, the writer obtained data about students’ needs, interests and difficulties in learning reading. The pre-design questionnaire was done on May 20, 2010.
2. Post-design study

In the post-design study, the writer distributed the post-design questionnaire and the designed materials to one English teacher of SMK N 1 Depok and two lecturers of The English Language Education Study Program. The purpose of distribution post-design questionnaire and the designed materials was to gain feedback, suggestions, and comments in order to revise and complete the designed materials.

E. Data Analysis Technique

In this study, the writer analyzed the data after did data gathering from interviews and questionnaires. The data from questionnaires were calculated using the percentage of respondent’s opinions. The formulation to calculate the percentage was presented as follows:

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

Note :

\( n \) = the number of respondents who choose certain statements

\( \sum n \) = the total number of participants

Moreover, the writer also gained the data from the interview survey. The data functioned as the consideration for the writer to design the materials for the 10th grade students of SMK N 1 Depok.
The second questionnaire was conducted in the post-design for one English teacher of SMK N 1 Depok and two lecturers of English Language Education Study Program. The questionnaires were divided into two parts, pre-design questionnaire and post-design questionnaire. Thus, the data were analyzed in different ways. The first part used percentage to analyze the data. The formula of calculating the percentage is the same with the previous formula.

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

Note:

- \( n \) = the number of respondents who choose certain statements
- \( \sum n \) = the total number of participants

Having finished analyzing the percentage of each statement, the writer presents the blueprint below.

**Table 3.2 The blueprint of The Form of the Result of Participants’ Questionnaire**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Degree of Agreement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

In the second part of the questionnaire, the data were analyzed by summarizing and presenting the respondents into paragraphs. The result of the questionnaire was used to improve and revise the designed materials.
F. Research Procedure

In this study, the writer employed steps as mentioned as follows:

1. Doing library research for collecting information related to this study.
2. Asking permission to conduct research.
3. Doing research and information collecting, by distributing pre-design questionnaire to the 10th grade students of SMK N 1 Depok and interviewing one English teacher of SMK N 1 Depok.
4. Analyzing the data gathered.
5. Developing and designing the materials.
6. Distributing the post-design questionnaire to evaluate the design-materials.
7. Analyzing evaluation materials data.
8. Revising the materials based on the results of the post-design questionnaire.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the answers of the two questions in the problem formulation which had been mentioned in the previous chapter. There are two parts to discuss in this chapter. The first part discusses the description of steps of designing the instructional materials. The purpose of this part is to answer the first question of the problem formulation, namely, how a set of instructional reading materials based on cognitive learning strategies for the 10th grade of SMK N 1 Depok is designed.

The second part is the presentation of the designed instructional materials. This part is aimed at answering the second question of the problem formulation, namely, what the designed set of instructional reading materials will look like.

A. The Elaboration of Steps in Designing A Set of Instructional Reading Materials Based on Cognitive Learning Strategies for The 10th Grade Students of SMK N 1 Depok

In this study, the writer elaborates the Research and Development (R&D) steps to answer the first question in the problem formulation. The writer elaborates six steps of the instructional design model used in this study. Those six steps of the writer’s instructional design model are in line with the 5 steps in R&D. The 5 R&D steps are: (1) Research and Information Collecting, (2) Planning, (3) Develop Preliminary Form of Product, (4) Preliminary Field
Testing and (5) Main Product Revision. There were five steps in R&D that the writer used in conducting the study. They are as follows.

1. **Research and Information Collecting**

   The data of the research and information collecting were obtained in reviewing relevant literatures, interviewing, and distributing questionnaires.

   a. **Reviewing relevant literatures**

      In reviewing relevant literatures, the writer studied some theories related to the study and senior high school curriculum (*KTSP*). All the literatures, which the writer studied, were included in chapter two.

   b. **Conducting interview**

      In conducting interview, the writer interviewed the 10<sup>th</sup> grade English teacher of *SMK N 1 Depok*. The interview was conducted on May 20, 2010. The results of the interview are presented in table 4.1:

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How is the students’ interest, especially the tenth graders toward English learning?</td>
<td>The students’ interest in learning English was still low, especially when the reading materials were not interesting</td>
</tr>
<tr>
<td>2</td>
<td>Do they like reading?</td>
<td>Yes, most of the students were interested in reading.</td>
</tr>
<tr>
<td>3</td>
<td>What reading materials do the students like in learning reading?</td>
<td>The students like reading materials, especially the entertaining ones, for example about public figure or culture.</td>
</tr>
<tr>
<td>4</td>
<td>What kind of topics and texts do the students like in reading?</td>
<td>Students like texts containing stories or information. Those topics were appropriate for them. For example, text about biography of public figure, vacation, etc.</td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
<td>Result</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>How many hours do the students get reading in a week?</td>
<td>They got reading in one or two hours in a week.</td>
</tr>
<tr>
<td>6</td>
<td>What kind of learning method does the teacher use in teaching reading?</td>
<td>The students accustomed to use skimming and read aloud in learning reading.</td>
</tr>
<tr>
<td>7</td>
<td>What are the students’ difficulties related to reading?</td>
<td>They often did not understand the meaning of the words and sometimes got difficult to read the text in good pronunciation.</td>
</tr>
<tr>
<td>8</td>
<td>What sources does the teacher take to collect the reading materials?</td>
<td>The sources were taken from books especially for vocational high school and sometimes from the internet and from magazine if it is needed and the text was appropriate for the learning.</td>
</tr>
<tr>
<td>9</td>
<td>There are some aspects in teaching reading, namely: cognitive, affective, metacognitive, etc. Which aspect does the teacher use in teaching reading? Why?</td>
<td>Sometimes, teacher used affective and cognitive, or the combination of them in teaching reading.</td>
</tr>
<tr>
<td>10</td>
<td>What kinds of obstacles do the teacher finds when the teacher applies that aspect in teaching reading?</td>
<td>Sometimes, the students felt difficult when they were asked to retell the text in their own sentences or make a new sentence with the available vocabularies in the material.</td>
</tr>
<tr>
<td>11</td>
<td>Cognitive learning strategies is one of the aspects which can be used for teaching reading, and what is the teacher’s opinion about that?</td>
<td>Cognitive learning strategies is one of the aspects in learning strategies which is appropriate to teach reading for vocational high school.</td>
</tr>
<tr>
<td>12</td>
<td>In cognitive learning strategies, students are given freedom to develop their idea. Have the students done this?</td>
<td>Sometimes students got their freedom to build their own ideas, but not in all parts of the materials.</td>
</tr>
</tbody>
</table>

Based on the result of the interview, it can be concluded that there was a need to design the materials. From the result of the interview, some points which the writer got to note as the consideration to design the materials as follows:
1) The topics and materials should be appropriate for the 10th grade students especially for vocational high school.

2) The materials should be interesting and entertaining and contents of the materials are not too difficult for students in vocational high school and appropriate with the students’ level.

3) The sources are not only from one book but also some books and articles, so the materials can be more attractive. As a result, the students are not getting bored with the materials.

4) The activities should lead the students to comprehend the materials well. The activities should be interesting as well as the task, so the students will get their interest with the materials.

c. Distributing questionnaires

In order to find out the students’ needs, lacks, and interests in learning English, especially learning reading, the writer distributed the questionnaires for the 10th grade students of SMK N 1 Depok. The questionnaires were distributed to two classes; they were X AP 3 and X AK 3. The questionnaires were distributed on May 20, 2010 and the total numbers of correspondents of the questionnaires was 69 students; 33 students of X AP 3 and 36 students of X AK 3.

Table 4.2: The results of the questionnaires

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answer</th>
<th>Number of respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How much important is the benefit of studying English for your future?</td>
<td>a. Very important</td>
<td>62</td>
<td>89.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Important</td>
<td>7</td>
<td>10.14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Not important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Very not important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
<td>Answer</td>
<td>Number of respondents</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>--------</td>
<td>-----------------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| 2  | Which English skills do you like the most?                                | a. Listening  
b. Speaking  
c. Reading  
d. Writing | 9       | 13.04                  |
|    |                                                                           | 23     | 33.33                 |
|    |                                                                           | 48     | 69.56                 |
|    |                                                                           | 14     | 20.28                 |
| 3  | What media are used in studying English at school?                        | a. Handbook  
b. LKS  
c. Others | 31       | 44.92                  |
|    |                                                                           | 33     | 47.82                 |
|    |                                                                           | 14     | 20.28                 |
| 4  | Do you often read English text outside the class?                          | a. Yes  
b. Sometimes  
c. No | 17       | 24.63                  |
|    |                                                                           | 43     | 62.31                 |
|    |                                                                           | 2      | 2.89                  |
| 5  | How many times in a week do you read English texts in or outside the class in a week? | a. < 5x  
b. > 5x  
c. Never | 30       | 43.47                  |
|    |                                                                           | 38     | 55.07                 |
|    |                                                                           | 0      | 0                     |
| 6  | What kinds of text do you like to read?                                    | a. Novel  
b. Comic  
c. Short stories  
d. Article/newspaper  
e. Others | 44       | 63.76                  |
|    |                                                                           | 25     | 36.23                 |
|    |                                                                           | 33     | 47.82                 |
|    |                                                                           | 28     | 40.57                 |
|    |                                                                           | 12     | 17.39                 |
| 7  | Do you like reading in English lesson?                                     | a. Yes  
b. No | 66       | 95.65                  |
|    |                                                                           | 3      | 4.24                  |
| 8  | How is your reading competence?                                           | a. Very good  
b. Good  
c. Average  
d. Bad | 0       | 0                      |
|    |                                                                           | 7      | 10.14                 |
|    |                                                                           | 59     | 85.50                 |
|    |                                                                           | 3      | 4.34                  |
| 9  | What are your difficulties in learning reading?                            | a. Long text  
b. Vocabulary  
c. Grammar  
d. Not interested topic  
e. others | 19       | 27.53                  |
|    |                                                                           | 59     | 85.50                 |
|    |                                                                           | 33     | 47.82                 |
|    |                                                                           | 8      | 11.59                 |
|    |                                                                           | 1      | 1.44                  |
| 10 | What kinds of activities do you like in learning reading?                  | a. Answering  
b. Re-telling  
c. Writing  
d. Discussion  
e. others | 50       | 72.46                  |
|    |                                                                           | 11     | 15.94                 |
|    |                                                                           | 9      | 13.04                 |
|    |                                                                           | 29     | 42.02                 |
|    |                                                                           | 2      | 2.89                  |
| 11 | What will you do if they get difficulties in understanding the text in reading? | a. Discussion  
b. Asking  
c. Open dictionary  
d. Silent  
e. Others | 32       | 46.37                  |
|    |                                                                           | 30     | 43.47                 |
|    |                                                                           | 58     | 84.05                 |
|    |                                                                           | 0      | 0                     |
|    |                                                                           | 0      | 0                     |
There were eleven questions in the questionnaire that should be answered by the students. They gave answers based on the options given and they could choose more than one answer according to their learning experiences and their opinions. After obtaining the data from the questionnaire, the writer analyzed the result of the questionnaire and calculated by using percentage method.

In the question number one, it was generally a question where the writer asked about the importance of the benefit of learning English. The writer asked it because the respondents were the students from accounting department in vocational high school. As a matter of fact the vocational high school graduates are expected to readily work after they graduate, so they will find English language wherever they get a job. From the result of the questionnaire, 67 students (89.85%) said that the benefit of learning English is very important for their future. It means that English have influence for the students future, because they needed mastering English language for looking a job. The question for number two is related to the students’ interest in learning English, which the question is about the skills they were interested in. The result was 48 students (69.56%) choosing reading as the skill they were interested in. It made the writer sure of designing the reading materials for the 10th grade students of SMK N 1 Depok.

The questions from number three until eleven were related to the students’ experiences when they were learning English. The question number three was about the media were used in studying English at school. It was important to know about the media used by the students in learning English. Moreover, the media was one of important parts to support the students in mastering English
language. In the result of the questionnaire, 33 students (47.82%) choosing LKS (Lembar Kerja Siswa) as the media to support learning English at school and 31 students (44.92%) choosing handbook as the media. It showed that LKS was dominant as the media to support the students learning English. In the LKS, there were four skills which should be learned by students, so they did not focus on one skill and did not master all skills well. The writer’s designed materials would focus on one skill which enabled the students to learn thoroughly and master it well.

The fourth and fifth questions included how far the students’ habit in reading English text. The fourth question asked about the frequency of the students read English text outside class. The result was 43 students (62.31%) choosing the option “sometimes” and 17 students (24.63%) choosing the option “yes”. It showed the students were lack of motivation to learn English especially in reading. They only used their little space-time outside the school to read English text or English book. Based on the result of the questionnaire in number four, there were 17 students who had more motivation to use their time outside the classroom to read English texts or books. The fifth question was about the frequency of the students’ reading habit within a week. The result was 38 students (55.07%) choosing the option “>5x” and 30 students (43.47%) choosing option “<5x”. It showed that more than half of the students who answer the questionnaire were motivate to read English text or English book. It was good because they are motivated learning English not only in school but also outside school learning English.
The sixth until eleventh questions concerned with the students’ experiences in reading English texts. Question number five asked about text or book which students like to read. The options in the questionnaire were six and students could choose more than one option. The result was showed 44 students (63.76%) choosing “novel”, 25 students (36.23%) choosing comic, 33 students (47.82%) choosing short stories, 28 students (40.57%) choosing article/newspaper, and 12 students (17.39%) choosing “others”. From the result, the students were motivated to read more than one subject and they had willingness to read everything related to English language. In question number seven, the students were asked about their interests in learning English especially in reading. The result of the questionnaire was 66 students (95.65%) choosing “yes” and only 3 students (4.24%) choosing “no”. Based on the result it showed that most of the students of accounting department in SMK N 1 Depok liked reading.

The writer gained information about the students’ reading skill through question number eight until eleven. In question number eight, the students were asked about their reading ability. The purpose of the question was to gain information to make the materials appropriate with their ability. The result was showed 7 students (10.14%) choosing “good”, 59 students (85.50%) choosing “average”, and 3 students (4.34%) choosing “bad”. Based on the result, the ability of the students in SMKN 1 Depok was average and it needed more attention to gain their ability. In question number nine, the students were asked about the difficulties when they learned English especially in reading skill. They were 5
options in the questionnaire about the difficulties which the students often got when they were learning reading and they had choose more than one option to represent their difficulties. The result showed 19 students (27.53%) choosing “long text”, 59 students (85.50%) choosing “vocabulary”, 33 students (47.82%) choosing “grammar”, 8 students (11.59%) choosing “not interested topic”, and 1 student (1.44%) choosing “others”. Based on the result, the difficulties of students in learning reading were complex and they needed method which were appropriate with their ability in learning reading. Most students who did the questionnaire, 59 students (85.50%) chose vocabulary. On the other hand, 33 students (47.82%) also chose grammar as their difficulty in learning reading. Form the result, the writer tried to design the material based on cognitive learning strategies. The writer used some aspects in cognitive learning strategies to create the tasks in the materials designed.

The 10th and eleventh questions were related to the activities of the students when they learned reading. In question number ten, the students were asked about the activities which they like in learning reading. In this part, the students also had a chance to choose more than one option, which is provided in the questionnaire. The result for this question was 50 students (72.46%) choosing “answering”, 11 students choosing (15.94%), 9 students (13.04%) choosing “writing”, 29 students (42.02%) choosing “discussion”, and 2 students (2.89%) choosing “others”. More than half of students who joined in the questionnaire chose answering as the activity which they like in learning reading. In designing the materials, the writer tried to add some points which made enable the students
to have discussion in the classroom. It was needed to practice their ability, so they would get another opinion or knowledge from their friends. Based on the result, it also showed 29 students (42.02%) chose discussion as the activity which they liked in learning reading. The last question in the questionnaire asked the students about their activity when they got difficulties in understanding the text. From the result for this question, there were 32 students (46.37%) choosing option “discussion”, “asking” was chosen by 30 students (43.47%), and “open dictionary” was chosen by most of the students who joined in the questionnaire, there were 58 students (84.05%). Based on the result, most of students would open dictionary to support their learning in reading besides they tried to open discussion with their friends and ask their difficulties to the teacher. In the designed materials, the students would easily learn reading because the writer added lists of difficult words and gave the meaning to make students easy to understand the text. It would save the students’ time instead they must open the dictionary to find out the meaning of the word. In addition, the students could reduce their boredom by having more time for discussion.

2. Planning

Having finished conducting the needs analysis which gave information about the students needs and interests, the writer then came up with the next step in designing a set of reading instructional materials. In this study, the writer adapted School Based Curriculum as usually known as Kurikulum Tingkat Satuan Pendidikan (KTSP). The competency standard and basic competences were used in SMK N 1 Depok shown in Table 4.3.
Table 4.3: The Competency Standards and Basic Competences in SMKN 1 Depok

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Communicate using English language equivalent with Novice Level</td>
<td>2.1 Understanding the basic expression on the social interaction for real life.</td>
</tr>
<tr>
<td></td>
<td>2.2 Mentioning things, people, characteristics, time, day, month, and year.</td>
</tr>
<tr>
<td></td>
<td>2.3 Describing things, people, characteristics, time, day, month, and year.</td>
</tr>
<tr>
<td></td>
<td>2.4 Producing simple speech act to fulfill basic function.</td>
</tr>
<tr>
<td></td>
<td>2.5 Simply explaining the events happen.</td>
</tr>
</tbody>
</table>

The writer used basic competences were used in school to help chose the materials in the designed materials. Basic competences which used in vocational high school are included 4 skills. In the study, the writer chose reading skill than other skills to help the students master the reading skill and to achieve the basic competences through reading skill and other skills which the students’ mastered. Based on the needs analysis and basic competence, there were five topics which would be used within one semester (Semester 1). The topics were chosen from the students’ interest and needs as the results of the observations done in the pre-design study. Each of topics was arranged for 2 sections with the time allocation about 90 minutes in every section. The topics and the title were shown in the following table 4.4.
Table 4.4: Topic and Title

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GREETING</td>
<td>Hi, Friends…</td>
</tr>
<tr>
<td>2</td>
<td>HOLIDAY</td>
<td>Your Leisure Time</td>
</tr>
<tr>
<td>3</td>
<td>BIOGRAPHY</td>
<td>Guess Who?</td>
</tr>
<tr>
<td>4</td>
<td>EXPRESSION</td>
<td>I’m Sorry…</td>
</tr>
<tr>
<td>5</td>
<td>CULTURE</td>
<td>Exotic Culture</td>
</tr>
</tbody>
</table>

In the design, the learning objectives are identified as indicators, thus the writer formulated the learning indicators as the replacement of the learning objectives. The learning indicators were arranged to measure the students’ achievement in every meeting. The goals and learning indicators were presented in the table 4.5.

Table 4.5: The Goals and Learning Indicators

<table>
<thead>
<tr>
<th>Unit</th>
<th>Basic Competences</th>
<th>Goals</th>
<th>Learning Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.1 Be able to understand the basic expression on the social interaction in real life.</td>
<td>Be able to understand the basic expression on the social interaction in real life, especially for greeting and leave taking.</td>
<td>2.1.1 Be able to mention the expression of greetings and leave takings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.1.2 Be able to recognize the conversation concerning with greetings and leave takings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.1.3 Be able to differentiate the expression of greetings and leave takings based on the conversation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.1.4 Be able to pronounce the expression of greetings and leave takings.</td>
</tr>
<tr>
<td>Unit</td>
<td>Basic Competences</td>
<td>Goals</td>
<td>Learning Indicators</td>
</tr>
<tr>
<td>------</td>
<td>-------------------</td>
<td>-------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| 2    | 2.2 Be able to mention things, people, characteristics, time, day, month, and year. | Be able to comprehend the description of places. | 2.1.1 Be able to describe one beautiful place based on students’ experience.  
2.1.2 Be able to recognize the content of the text and answer questions based on the text correctly.  
2.1.3 Be able to identify main and supporting ideas the text using mind mapping. |
| 3    | 2.3 Be able to describe things, people, characteristics, time, day, month, and year. | Be able to describe people and characteristics. | 2.1.1 Be able to mention the characteristics of the person based on the picture correctly.  
2.1.2 Be able to recognize the content of the text and answer questions based on the text correctly.  
2.1.3 Be able to identify main and supporting ideas the text using mind mapping. |
| 4    | 2.4 Be able to produce simple speech act to fulfill basic function. | Be able to understand simple speech act to fulfill basic function, especially for apologizing, sympathy and their responses, offering things and services. | 2.1.1 Be able to mention the expression of apologizing correctly.  
2.1.2 Be able to recognize the conversation which is used expressions of apologizing, sympathy and their responses, offering things and services correctly.  
2.1.3 Be able to pronounce the expressions of |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Basic Competences</th>
<th>Goals</th>
<th>Learning Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>apologizing, sympathy and their responses, offering things and services correctly.</td>
</tr>
<tr>
<td>5</td>
<td>2.5</td>
<td>Be able to Simply explain the events happen.</td>
<td>Be able to comprehend the traditional ceremony.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.1.1 Be able mention the traditional ceremony in the students’ region correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.1.2 Be able to describe one of the traditional ceremonies in the students’ region correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.1.3 Be able to identify main and supporting ideas the text using mind mapping.</td>
</tr>
</tbody>
</table>

The reading materials designed by the writer is to help the students achieve the basic competences stated in KTSP which is used in school. Therefore, the design set new related to the goals.

3. Developing preliminary form of product

The next step was developing preliminary form of product. The contents are lists of activities that the students have to do. The content of each unit of the materials was listed clearly. The writer listed the activities on the materials based on the cognitive learning strategies, i.e.; getting idea quickly, analyzing expressions, translating, recognizing and using formulas and patterns, highlighting, and summarizing. There were five units in the designed materials.
The writer divided the subject content of the designed materials in three sections in each unit. They were Pre-Reading, Whilst-reading, and Post-Reading.

a) Pre-Reading

Pre-reading phase was intended to introduce the topics as well as attract the students’ attention. In addition, the writer designed various pre-reading activities in order to avoid the students’ boredom. The first activity in this section was analyzing a picture which was related with the topic. Based on the picture, the students would build their knowledge about the topic. In addition, mind mapping would guide the students to explore their knowledge about the topic which was discussed.

b) Whilst-Reading

This activity dealt with the students’ reading ability since the students were given reading passage and were expected to gain as much information as they could in order to achieve comprehension. In addition, the section was included of cognitive learning strategies, which was getting idea quickly in each paragraph in the reading passage. It would help the students understand the reading passage. Each paragraph was followed by some brief questions, thus the students would get the purpose of each paragraph quickly. The students could work in pairs in this activity, it meant to build their reading ability and interactions between them. By generating questions in each paragraph, it helped the students to identify important information in which it was used as the substance of the question. Furthermore, the students learnt to find the main ideas and supporting details which lead them to the better understanding.
c) Post-Reading

In this post-reading activity, the aim of this section was to enhance the students’ understanding about what they read. The students built up their knowledge with the new information from the reading passage. The tasks given in this section were summarizing and reflecting what the students had been learnt in whilst-reading. The tasks were adapted from cognitive learning strategies, it would help the students enhanced their reading ability which was suitable with their needs. In other part, the writer added some lists of difficult words and gave the meaning each of word, it meant to help the students understand the reading passage quickly and save their time to open the dictionary. Moreover, it would enhance their knowledge and ability in vocabulary.

The writer used pictures, reading passage, and sets of cognitive learning strategies for designed the materials, which was from the research and information colleting step. Those materials were chosen from some sources which then be designed by using Microsoft Office Word 2007 program. The pictures which were used in the designed materials were taken from www.google.com site, and then based on the pictures; the writer arranged the questions to raised up the students’ interest about the topic. The reading passages were which used in the designed materials were taken from some sources, like from sites and students’ textbooks such as English for SMK 1. The activities are done individually by the students and also in groups. All of the activities guided by the teacher and each of the activity have explanation briefly.
4. Preliminary field testing

After constructing the designed materials, the writer conducted evaluation survey. It was important to evaluate the designed materials to obtain the final version of the designed materials. In the evaluation step, the writer distributed post-design questionnaire to three respondents to gain comments and suggestions on the designed materials. After distributing the questionnaire, the writer analyzed the results which were discussed further below.

The evaluation of the designed materials was conducted by distributing the post-design questionnaire to three respondents. The evaluation of the designed materials was needed to find out whether the materials were appropriate, well-designed, and well-developed. The respondents were two English lecturers of English Language Education Study Program and one English teacher of SMK N 1 Depok. The description of the respondents in post-design questionnaire is presented in table 4.6.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experience (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>English teacher</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>English lecturer</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The respondents of the post-design questionnaire were female. The range of their teaching experiences was from 8 up to 17 years. All of the lecturers and English teacher were S2 graduates.
Having finished after processing the data of the respondents’ background, the writer entered the next step which was discussing the result of the post-design questionnaire. The respondents gave their opinions on the statements toward the designed materials by choosing one of the degrees of agreement in the first part of the post-design questionnaire. The degrees of agreement of the respondents were converted in numbers. The numbers were ranged from 1 up to 4. The degrees of agreements are as follows.

1= Strongly disagree/Very poor  
2= Disagree/Poor  
3= Agree/Good  
4= Strongly agree/Very good

Table 4.7: The results of the first part of the post-design questionnaire.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1.</td>
<td>The indicators are able to support the achievement of basic competence.</td>
<td>66.7</td>
</tr>
<tr>
<td>2.</td>
<td>The topics are well-arranged.</td>
<td>33.3</td>
</tr>
<tr>
<td>3.</td>
<td>The materials are appropriate with the 10th grade students of vocational high school especially for accountancy department.</td>
<td>66.7</td>
</tr>
<tr>
<td>4.</td>
<td>The materials are appropriate with the learning purpose of English for the 10th grade students of vocational high school especially for accountancy department.</td>
<td>100</td>
</tr>
<tr>
<td>5.</td>
<td>The pre-reading, whilst-reading, and post-reading are well-developed.</td>
<td>33.3</td>
</tr>
<tr>
<td>No</td>
<td>Statement</td>
<td>Degree of Agreement</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>6.</td>
<td>The exercise level of difficulty is suitable to the tenth grade students of vocational high school especially for accountancy department.</td>
<td>66.7 33.3</td>
</tr>
<tr>
<td>7.</td>
<td>The instructions given in each section are clear.</td>
<td>33.3 33.3 33.3</td>
</tr>
<tr>
<td>8.</td>
<td>The lay out of the materials design is suitable to the tenth grade students of vocational high school especially for accountancy department.</td>
<td>66.7 33.3</td>
</tr>
<tr>
<td>9.</td>
<td>The time allocation is suitable for each unit.</td>
<td>100</td>
</tr>
<tr>
<td>10.</td>
<td>The materials are able to help the students to develop reading skill.</td>
<td>66.7 33.3</td>
</tr>
<tr>
<td>11.</td>
<td>The content of the designed materials is relevant with the context and the situation which the language is used.</td>
<td>100</td>
</tr>
<tr>
<td>12.</td>
<td>The designed materials can support students’ learning process in reading activity.</td>
<td>100</td>
</tr>
<tr>
<td>13.</td>
<td>There are recombining, getting the idea quickly, summarizing, analyzing expressions as the parts of cognitive strategies, which are used to arrange the materials design are well-developed.</td>
<td>33.3 33.3 33.3</td>
</tr>
<tr>
<td>14.</td>
<td>The materials are well-designed for the 10th grade students of vocational high school especially for accountancy department.</td>
<td>100</td>
</tr>
<tr>
<td>15.</td>
<td>Generally, the materials are well arranged and designed.</td>
<td>100</td>
</tr>
</tbody>
</table>
Based on the result of the evaluation questionnaire above, the total percentage of the designed materials ranged from 33.33% to 100%, which meant that the designed materials were appropriate and acceptable for the 10th grade students of SMK N 1 Depok. However, the designed materials still needed revisions based on the respondents’ comments, suggestions, and feedback in the second part of the post-design questionnaire.

In the second part of the post-design questionnaire, the respondents answered the open-ended questions. There were three questions proposed in the second part of the post-design questionnaire. The first question was about the respondents’ opinion about the designed materials. The second question asked about the strengths and weaknesses of the designed materials. In addition, the last question asked about the respondents’ suggestion to make the designed materials better. From the three respondents, the writer gained four points which indicated the strengths of the designed materials. Those are stated below:

1) The designed materials are good, interesting and entertaining because the use of various colors.
2) The materials were chosen appropriate for the level of the 10th grade students of SMK N 1 Depok.
3) The context of the designed materials is relevant to the students’ settings as the students in vocational high school.
4) There were not too many grammatical mistakes in the designed materials.

However, there are several weaknesses mentioned by the respondents. The weaknesses are mentioned as follows:
1) The instructions in the tasks are not clear enough.

2) Some tasks are far aparted to the main text.

3) Some parts need re-arranged in the content of each unit and the exercise.

The writer discussed the third question which asked about the respondents’ suggestions since the aim of the second part of the post-design questionnaire was to gain suggestions from the respondents to make the materials better. The writer gained some points from those suggestions for the designed materials. They were:

1) Some parts in the exercise need re-arranged in a good idea order so that the students will not get confused.

2) Revise the instructions in each unit and make it in to variation instructions.

3) Revise the concept of pre-reading, whilst-reading, and post-reading.

4) Revise the organization of idea.

5) Maintain the consistency of the titles of the topics.

The writer realized that the comments and the suggestions were useful for the designed materials. Thus, the suggestions from the respondents had been taken into consideration to revise the designed materials to be better.

5. Main product revision

After conducting preliminary field testing, the writer revised the designed materials based on the suggestions and comments which were relevant to the designed materials from the respondents. The process of revising the designed materials was included into the process of evaluating the designed materials. The revisions on the designed materials are as follows.
1) The writer corrected the grammar and spelling mistakes in the designed materials.

2) The writer changed some instructions are not clear and complicated.

3) The writer revised some exercises in a good idea, so the students will not get confused.

4) The writer revised and re-arranged the concept in pre-reading, whilst-reading and post-reading.

5) The writer changed some titles of the topics.

The results of the post-design questionnaire were encouraging the writer to make the designed materials better. The writer revised the designed materials to make the designed materials more acceptable to be implemented on 10th grade students of SMK N 1 Depok.

B. The Brief Description of the Reading Instructional Materials Based on Cognitive learning strategies for the 10th Grade Students of SMK N 1 Depok

The writer presented the designed materials for the 10th grade students of SMK N 1 Depok in order to answer the second question in the problem formulation. The final version of the designed materials was presented after making some revisions and improvements based on the respondents’ suggestions and comments. The final version of the designed materials can be seen in the Appendix E. The designed materials consist of five topics for ten meetings during the first semester. Each of the meetings lasts for 90 minutes. Those topics are:
1. Hi, Friends…

2. Your Leisure Time

3. Guess who?

4. I’m Sorry…

5. Exotic Culture

Each unit in the designed materials was divided into three parts namely, **pre-reading**, **whilst-reading**, and **post-reading**. Those activities and exercises were based on cognitive learning strategies. The brief explanation for each part is presented below.

**1. Pre-reading**

This phase was pre-activity to activate students’ prior knowledge and to introduce the topic. Moreover, the section also dealt with the preparation before entering the main materials. This phase consisted of some activities which aim to stimulate the students to use their background knowledge and brainstorming of what they have known before discussing the new topic.

**2. Whilst-reading**

The second phase dealt with the main activities of the designed materials. The section consisted of the reading passage and some brief questions in each of paragraph of the reading passage. The main focus in this phase was to raised up the students’ reading ability. The phase also contained lists some difficult word which included in the reading passage and the meaning of the words. The aim of lists difficult word was to help students easily understand the passage.
3. Post-reading

In the phase, most of the activities were done some exercises which related to the reading passage in the whilst-reading phase. Each of topics had different types of exercise and it agreed with the topic. However, all of the exercises were based on cognitive learning strategies. The sets of cognitive learning strategies were which used in the designed materials presented in table 4.8

**Table 4.8: The sets of cognitive learning strategies in the designed materials**

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Cognitive Learning Strategies</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1: Hi, Friends…</td>
<td>- Getting the idea quickly&lt;br&gt;- Analyzing expressions&lt;br&gt;- Highlighting</td>
<td>Task 1, task 2, task 3&lt;br&gt;Task 4&lt;br&gt;Task 5</td>
</tr>
<tr>
<td>UNIT 2: Your Leisure Time</td>
<td>- Getting the idea quickly&lt;br&gt;- Translating&lt;br&gt;- Recognizing and using formulas and patterns&lt;br&gt;- Summarizing</td>
<td>Task 1, task 2, task 3&lt;br&gt;Task 4&lt;br&gt;Task 5&lt;br&gt;Task 6</td>
</tr>
<tr>
<td>UNIT 3: Guess who?</td>
<td>- Getting the idea quickly&lt;br&gt;- Translating&lt;br&gt;- Recognizing and using formulas and patterns&lt;br&gt;- Summarizing</td>
<td>Task 1, task 2, task 3&lt;br&gt;Task 4&lt;br&gt;Task 5&lt;br&gt;Task 6</td>
</tr>
<tr>
<td>UNIT 4: I’m Sorry…</td>
<td>- Getting the idea quickly&lt;br&gt;- Translating&lt;br&gt;- Recognizing and using formulas and patterns</td>
<td>Task 1, task 2, task 3&lt;br&gt;Task 4&lt;br&gt;Task 5</td>
</tr>
<tr>
<td>UNIT 5: Exotic Culture</td>
<td>- Getting the idea quickly&lt;br&gt;- Translating&lt;br&gt;- Summarizing</td>
<td>Task 1, task 2, task 3&lt;br&gt;Task 4&lt;br&gt;Task 5</td>
</tr>
</tbody>
</table>
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts, namely conclusion and suggestions. This first part deals with the conclusion of the study. In the conclusions, the writer summarized answers of the first and second questions stated in the problem formulation. The second part deals with the suggestions which are proposed to the English teacher of the 10th grade students of SMK N I Depok and the future researchers.

A. Conclusions

The aim of the study was to design a set of reading instructional materials based on cognitive learning strategies for the 10th grade students of SMK N I Depok. As stated in problem formulation, this study was conducted to answer two research questions: (1) How is a set of instructional reading materials based on cognitive learning strategies for the 10th grade of SMK Negeri I Depok designed?, and (2) What does the designed set of instructional reading materials look like?

In order to answer the first question, the writer conducted the six steps of the instructional design which were adapted and modified from the Kemp’s and Yalden’s instructional design models. The writer’s instructional design model is the combination of Kemp’s and Yalden’s instructional design models. Those steps are (1) conducting needs surveys, (2) formulating goals, topics, and general purposes, (3) formulating learning objectives, (4) listing subject content, (5)
selecting teaching and learning activities and resources, (6) evaluating the materials.

In order to answer the second question, the final version of the designed materials was presented after they were revised and improved. The final version of the designed materials consists of five units. The units of the designed materials are as follows.

Unit 1: Greeting (Hi, friends)
Unit 2: Holiday (Your leisure time)
Unit 3: Biography (Guess who?)
Unit 4: Expression (I’m sorry)
Unit 5: Culture (Exotic Culture)

Each unit of the designed materials consists of three sections, namely Pre-reading, Whilst-reading, and Post-reading. The complete of designed materials can be seen in Appendix E. There are different strategies that used in every unit. The strategies include practicing, receiving and sending message, analyzing and reasoning, and creating structure for input and output. All of the strategies are sets of cognitive learning strategies.

There were two surveys conducted in this study. The first survey was conducted to obtain information about learners’ need by distributing questionnaires to the 10th grade students of SMK N 1 Depok and conducting an informal interview with the English teacher. The second survey was done by distributing post-design questionnaire to gain feedback on the designed materials from two The English Language Education Study Program lecturers of Sanata
Dharma University and one English teacher of SMK N 1 Depok. The writer received feedback, comments, and suggestions to improve the designed materials. Having finished processing the data of the post-design questionnaire, the writer found out that the results showed that the total percentage of the designed materials ranged from 33.33% to 100. This means that the designed materials were good and acceptable to teach English to the 10th grade students of SMK N 1 Depok. Therefore, some revisions should be conducted to improve the designed materials.

B. Suggestions

This part provides some suggestions for the English teachers who are willing to apply the designed materials and for other future researchers who are interested in research in the same field.

1. For the English teachers, especially the English Teachers of SMK N 1 Depok.

The writer suggests the English teachers of SMKN 1 Depok to implement the designed materials to support their teaching activities when they teach reading the 10th grade students of SMK N 1 Depok. The designed materials is able to motivate the students to be interested in learning reading and increase the students’ ability in reading. The writer recommended the teacher to make good preparation before the learning activities and use more creative methods in developing and presenting the materials to make the process of learning the designed materials will be more attractive.
2. For other future researchers

The writer suggests the future researchers to design other sets of English reading materials, and if possible to add some media and other techniques so that the designed materials will be more attractive. Moreover, the future researchers can make more variations and improvements of the reading passage and the tasks of the designed materials so that the designed materials will become more acceptable and appropriate for the 10th grade students of SMK N 1 Depok.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

APPENDICES
APPENDIX A

Surat Ijin Penelitian
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)
Alamat: Jl. Purasaima No. 1 Beran, Tridadi, Sleman 55511
Telp. & Fax. (0274) 864600 e-mail: bappeda@slemankab.go.id

SURAT IZIN
Nomor: 07/0 / Bappeda / 1284 / 2010
TENTANG PENELITIAN
KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar:

Monjuk:

MENGIZINKAN:

Kepada
Nama: ANDREAS JEFFRI OKAVIANTO
No. Nhs/NIM/NIP/NK: 0512144009
Program/Tingkat: SI
Instansi/Perguruan Tinggi: USD Yogyakarta
Alamat Instansi/Perguruan Tinggi: Mrican Tromol Pos 29 Yogyakarta
Alamat Rumah: Gang Manggung 45 C Samblegi Kidul Maguwoharjo Depok Sleman
No. Telep/HP: 085643318998
Untuk
Lokasi: SMK N 1 Depok
Waktu: Selasa 3 (tiga) bulan mulai tanggal: 21 Mei 2010 s/d 21 Agustus 2010

Dengan ketentuan sebagai berikut:
1. Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Lurah Desa) atau kepolisian instansi untuk mendapat petunjuk seputaranya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda
4. Izin tidak disetubuhkannya untuk kepentingan-kepentingan di luar yang direkomendasikan.
5. Izin ini dianggap dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah setempat memberikan bantuan seputaranya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Diberikannya di : Sleman
Pada Tanggal : 21 Mei 2010

Sdr. Kepala BAPPEDA Kab. Sleman
Ks. Bidang Pengembalian & Evaluasi

Sdr. Kepala Kependidikan, Pemuda & OR. Kab. Sleman

A.n. Kepala BAPPEDA Kab. Sleman
u.b. Ks. Sub Bid. Lithbang

Sri Nahrhidayah, S.Si, MT
NIP. 19670703 199603 2 002

Tembusan Kepada Yth:
1. Bupati Sleman (sebagai laporan)
2. Ks. Dinas Kependidikan, Pemuda & OR. Kab. Sleman
3. Ks. Bappeda Kab. Sleman
4. Ks. Bappeda Kab. Sleman
5. Camat Kec. Depok
6. Ks. SMK N 1 Depok
7. Deken FKIP-USD Yogyakarta
8. Pertinggal
APPENDIX B
The Pre-design Questionnaire
KUESIONER

Kuesioner ini disusun untuk kepentingan penelitian. Identitas dan jawaban anda tidak akan diketahui oleh pihak manapun. Penulis penelitian menjamin kerahasiaan dari identitas dan jawaban anda, maka dari itu, diharapkan anda menjawab semua pertanyaan pada kuesioner ini sesuai dengan keadaan anda yang sebenarnya dengan lengkap dan jelas serta menurut perintah yang ada. Atas partisipasi dan keterlibatan anda, penulis ucapkan terima kasih.

Nama : ____________________________________________
Umur : _____________________________________________
Jenis kelamin : _______________________________________
Kelas : ____________________________________________

A. Petunjuk menjawab kuesioner:
1. Berilah tanda (✓) pada jawaban yang sesuai dengan keadaan anda. Jawaban bisa lebih dari satu. Apabila jawaban yang tersedia belum mewakili jawaban dari anda, bisa menuliskan jawaban anda pada “lain-lain”.

2. Apabila ada pertanyaan yang meminta anda untuk memberikan pendapat, silahkan tulis pendapat anda pada tempat yang tersedia.

B. Pertanyaan
1. Menurut anda, seberapa penting manfaat belajar bahasa Inggris untuk masa depan?
   (...) Sangat penting
   (...) Penting
   (...) Tidak penting
   (...) Sangat tidak penting

2. Dalam mata pelajaran bahasa Inggris, skill apa yang kamu sukai?
   (...) listening
   (...) Speaking
3. Media apa saja yang digunakan dalam belajar bahasa Inggris di sekolah?
(jawaban boleh lebih dari satu)
(…) Buku paket
(…) LKS
(…) Lain-lain

4. Apakah kamu sering membaca teks inggris diluar pelajaran bahasa Inggris?
(…) Ya
(…) Kadang-kadang
(…) Tidak

5. Berapa kali dalam seminggu kamu membaca teks inggris baik di dalam atau di luar sekolah?
(…) < dari 5 kali
(…) > dari 5 kali
(…) tidak pernah

6. Bacaan apa yang kamu suka? (jawaban boleh lebih dari satu)
(…) Novel
(…) komik
(…) Cerpen
(…) Artikel/Koran
(…) Lain-lain

7. Apakah kamu menyukai pelajaran membaca (reading) dalam mata pelajaran bahasa Inggris?
(…) Ya
Alasan: ..............................................................
(…) Tidak
Alasan: ..............................................................
8. Bagaimana kemampuan reading anda?
   (…) Sangat bagus
   (…) Bagus
   (…) Biasa
   (…) Buruk

9. Apa kesulitan yang anda hadapi dalam belajar reading? (jawaban boleh lebih dari satu)
   (…) Bacaan terlalu panjang
   (…) Banyak kata-kata yang sulit
   (…) Tata bahasa sulit dimengerti
   (…) Topic bacaan kurang bervariasi/tidak menarik
   (…) Lain-lain……………………………………………………………………

10. Kegiatan reading yang seperti apa yang kamu sukai? (jawaban boleh lebih dari satu)
     (…) membaca teks dan menjawab pertanyaan
     (…) Membaca teks dan menceritakan kembali dengan kata-kata sendiri secara lisan
     (…) Membaca teks dan menuliskan kembali dengan kata-kata sendiri
     (…) Mendiskusikan dengan teman kelompok
     (…) Lain-lain……………………………………………………………………

11. Hal apa yang anda lakukan jika tidak memahami teks bacaan dalam reading?
     (…) Diskusi dengan teman
     (…) Bertanya pada guru
     (…) Membuka kamus
     (…) Diam saja
     (…) Lain-lain……………………………………………………………………

☺☺☺ THANK YOU☺☺☺
APPENDIX C

The Post-design Questionnaire
A QUESTIONNAIRE FOR EVALUATING

THE DESIGNED MATERIALS

This questionnaire is developed in order to collect feedback and evaluation from the respondents for my designed materials titled “Designing a Set of Reading Instructional Materials Based on Cognitive Learning Strategies for the Tenth Grade Students of SMK Negeri 1 Depok”. As the respondent of the research, you are expected to state your evaluation and comments on the designed materials.

Respondent’s identity:

Name: __________________________________________

Sex: □ Male □ Female

Educational background: □ D3 □ S2 □ S1 □ S3

Teaching experience: ____________________ years

A. Put a tick (✓) on the number in the column which represents your opinion on the materials design with the degree of agreement below:

1= Strongly disagree/Very poor

2= Disagree/Poor

3= Agree/Good

4= Strongly agree/Very good
<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1.</td>
<td>The indicators are able to support the achievement of basic competence.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The topics are well-arranged.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The materials are appropriate with the tenth grade students of vocational high school especially for accountancy department.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The materials are appropriate and suitable with the learning purpose of English for the tenth grade students of vocational high school especially for accountancy department.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The pre-reading, whilst-reading, and post-reading are well-developed.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The exercise level of difficulty is suitable to the tenth grade students of vocational high school especially for accountancy department.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The instructions given in each section are clear.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The lay out of the materials design is suitable to the tenth grade students of vocational high school especially for accountancy department.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The time allocation is suitable for each unit.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The materials are able to help the students to develop reading skill.</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Statement</td>
<td>Degree of Agreement</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>The content of the designed materials is relevant with the context and the situation which the language is used.</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>The designed materials can support students’ learning process in reading activity.</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Recombining, getting the idea quickly, summarizing, analyzing expressions are parts of cognitive strategies, which used to arrange the materials design is well-developed.</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>The materials are well-designed to the tenth grade students of vocational high school especially for accountancy department.</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Generally, the materials are well arranged and designed.</td>
<td>1</td>
</tr>
</tbody>
</table>

B. Please give your comments on the designed materials.

1. What is your opinion about the designed instructional materials?

.................................................................................................................................................................................................
.................................................................................................................................................................................................
.................................................................................................................................................................................................
.................................................................................................................................................................................................
.................................................................................................................................................................................................
.................................................................................................................................................................................................
2. What are the strengths and weaknesses of the designed materials?

a. The strengths:

b. The weaknesses:

3. What is your suggestion to make the materials better?
APPENDIX D

The List of Interview Questions
INTERVIEW GUIDELINE

1. Bagaimana minat belajar siswa khususnya kelas X di SMK N 1 Depok ini dalam mata pelajaran bahasa Inggris?
2. Apakah mereka menyukai Reading?
3. Materi reading seperti apa yang mereka sukai?
4. Jenis bacaan dan topik apa yang mereka sukai?
5. Berapa jam dalam seminggu siswa mendapat pelajaran reading?
6. Metode pembelajaran apa yang biasa anda gunakan untuk mengajarkan reading?
7. Kesulitan apa yang sering siswa hadapi dalam kelas reading?
8. Sumber apa yang biasa anda pakai dalam mengumpulkan materi dan mengajar reading?
9. Dalam mengajar reading, kita mengenal beberapa aspek yang bisa digunakan untuk mengajar reading seperti kognitif, afektif, metakognitif, dll. Ibu biasanya menggunakan aspek yang mana? Mengapa?
10. Apa hambatan-hambatan yang ibu dapatkan ketika menggunakan aspek itu dalam mengajar reading?
11. Seperti yang kita ketahui, kognitif adalah salah satu aspek yang baik untuk digunakan dalam mengajar reading, bagaimana menurut ibu?
12. Dalam cognitive learning, siswa diberi kebebasan untuk mengembangkan pemikiran mereka sendiri, apakah mereka pernah melakukan itu dalam kelas reading?
APPENDIX E
SYLLABUS
**SYLLABUS UNIT 1**

School: SMK N 1 Depok  
Course: English reading course  
Class: X

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Goals</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Assessment</th>
<th>Source</th>
</tr>
</thead>
</table>
| Communicate using English language equivalent with Novice Level | Understand the basic expression on the social interaction for real life | Understand the basic expression on the social interaction in real life, especially for greeting and leave taking. | - Mention the expression of greetings and leave takings  
- Recognize the conversation concerning with greetings and leave takings  
- Differentiate the expression of greetings and leave takings based on the conversation.  
- Pronounce the expression of greetings and leave takings | **Pre-reading**  
- The teacher greets and asks the students' condition  
- The teacher reviews the previous material  
- The students do the task in pre-reading by answering the questions based on the pictures to bridge their understanding in the context of the text. The teacher and the | 4x45’ | - Pair work  
- Individual work  
- Discussion | ![Picture taken from: http://learnrussia.typepad.com](http://learnrussia.typepad.com)  
![Conversation taken from: Developing English Competencies for Grade X Senior High School (SMA/MA)](http://learnrussia.typepad.com) |

83
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Goals</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Assessment</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>students brainstorm the result of the student’s work</td>
<td>6’</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Whilst reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher asks the students to read the conversation and do the tasks</td>
<td>2’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The students do the tasks individually</td>
<td>30’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to the class</td>
<td>15’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher and the students brainstorm the result of the students’ work</td>
<td>13’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competence</td>
<td>Goals</td>
<td>Indicators</td>
<td>Learning Activities</td>
<td>Time Allocation (minutes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>-------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Post-reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher asks the students do the tasks</td>
<td>45’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The students do the tasks individually</td>
<td>25’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to the class</td>
<td>18’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The teacher and the students brainstorm the result of the students’ work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SYLLABUS UNIT 2**

**School**: SMK N 1 Depok  
**Course**: English reading course  
**Class**: X  

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Goals</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time Allocation minutes</th>
<th>Assessment</th>
<th>Source</th>
</tr>
</thead>
</table>
| Communicate using English language equivalent with Novice Level | Mentioning things, people, characteristics, time, day, month, and year. | comprehend the description of places. | - Describe one beautiful place based on students experience  
- Recognize the content of the text and answer questions based on the text correctly  
- Identify main and supporting ideas the text using mind mapping | Pre-reading  
- The teacher greets and asks the students’ condition  
- The teacher reviews the previous material  
- The students do the task in pre-reading by answering the questions based on the pictures to bridge their understanding in the context of the text. The teacher and the | 4x45’  
2’  
2’  
20’ | - Pair work  
- Individual work  
Reading text taken from: http://www.mor ethanjustenglishcourse.com |
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Goals</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Assessment</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>students brainstorm the result of the student’s work</td>
<td>6’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Whilst reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher asks the students to read the conversation and do the tasks</td>
<td>2’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The students do the tasks individually</td>
<td>30’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to the class</td>
<td>15’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher and the students brainstorm the result of the students’ work</td>
<td>13’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competence</td>
<td>Goals</td>
<td>Indicators</td>
<td>Learning Activities</td>
<td>Time Allocation</td>
<td>Assessment</td>
<td>Source</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>-------</td>
<td>------------</td>
<td>---------------------</td>
<td>----------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Post-reading</td>
<td>45’</td>
<td>25’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher asks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the students do the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The students do</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>individually</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher leads</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the discussion by</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>asking the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>students to share</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>their answer to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The teacher and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>brainstorm the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>result of the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>students’ work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
## SYLLABUS UNIT 3

School: SMK N 1 Depok  
Course: English reading course  
Class: X

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Goals</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time Allocation (minutes)</th>
<th>Assessment</th>
<th>Source</th>
</tr>
</thead>
</table>
| Communicate using English language equivalent with Novice Level | Describing things, people, characteristics, time, day, month, and year. | Describe people and characteristics. | - Mention the characteristics of the person based on the picture correctly  
- Recognize the content of the text and answer questions based on the text correctly  
- Identify main and supporting ideas the text using mind mapping | Pre-reading  
- The teacher greets and asks the students’ condition  
- The teacher reviews the previous material  
- The students do the task in pre-reading by answering the questions based on the pictures to bridge their understanding in the context of the text.  
- The teacher and the | 4x45’  
2’  
2’  
20’ | - Pair work  
- Individual work  
- Discussion | Picture taken from: [http://www.langitperempuan.com](http://www.langitperempuan.com) |
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Goals</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Assessment</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>students brainstorm the result of the student’s work</td>
<td>6’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Whilst reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher asks the students to read the conversation and do the tasks</td>
<td>2’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The students do the tasks individually</td>
<td>30’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to the class</td>
<td>15’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher and the students brainstorm the result of the students’ work</td>
<td>13’</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI*
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Goals</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Assessment</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Post-reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher asks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the students do the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The students do</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>individually</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher leads</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the discussion by</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>asking the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>students to share</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>their answer to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The teacher and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>brainstorm the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>result of the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>students’ work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

45’

25’

18’
## SYLLABUS UNIT 4

School : SMK N 1 Depok  
Course : English reading course  
Class : X

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Goals</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time Allocation minutes</th>
<th>Assessment</th>
<th>Source</th>
</tr>
</thead>
</table>
| Communicate using English language equivalent with Novice Level | Producing simple speech act to fulfill basic function | Understand simple speech act to fulfill basic function, especially for apologizing, sympathy and their responses, offering things and services. | - Mention the expression of apologize correctly  
- Recognize the conversation concerning with expressions of apologize, sympathy and their responses, offering things and services correctly  
- Pronounce the expressions of apologizing, sympathy and their responses, offering things and services. | Pre-reading  
- The teacher greets and asks the students’ condition  
- The teacher reviews the previous material  
- The students do the task in pre-reading by answering the questions based on the pictures to bridge their understanding in the context of the text.  
- The teacher and the | 4x45’ | - Pair work  
- Individual work  
- Discussion | Picture taken from: [http://www.markefteerreview.com](http://www.markefteerreview.com) |

Convension taken from: [Developing English Competencies for Grade X Senior High School (SMA/MA)](http://www.markefteerreview.com)
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Goals</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Assessment</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>students brainstorm the result of the student’s work</td>
<td>6’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Whilst reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher asks the students to read the conversation and do the tasks</td>
<td>2’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The students do the tasks individually</td>
<td>30’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to the class</td>
<td>15’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher and the students brainstorm the result of the students’ work</td>
<td>13’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competence</td>
<td>Goals</td>
<td>Indicators</td>
<td>Learning Activities</td>
<td>Time Allocation</td>
<td>Assessment</td>
<td>Source</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>-------</td>
<td>------------</td>
<td>---------------------</td>
<td>-----------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Post-reading</td>
<td>45’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher asks</td>
<td>25’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the students do the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The students do</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>individually</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher leads</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the discussion by</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>asking the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>students to share</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>their answer to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The teacher and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>brainstorm the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>result of the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>students’ work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SYLLABUS UNIT 5

School: SMK N 1 Depok  
Course: English reading course  
Class: X

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Goals</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time Allocation (minutes)</th>
<th>Assessment</th>
<th>Source</th>
</tr>
</thead>
</table>
| Communicate using English language equivalent with Novice Level | Simply explaining the events happen. | comprehend the traditional ceremony. | - Mention the traditional ceremony in the students’ region correctly  
- Describe one of the traditional ceremonies in the students’ region correctly  
- Identify main and supporting ideas the text using mind mapping | Pre-reading  
- The teacher greets and asks the students’ condition  
- The teacher reviews the previous material  
- The students do the task in pre-reading by answering the questions based on the pictures to bridge their understanding in the context of the text.  
- The teacher and the | 4x45’  
2’  
2’  
20’ | - Pair work  
- Individual work  
- Discussion | Picture taken from: [http://www.antarafoto.com](http://www.antarafoto.com)  
Reading text taken from: [http://www.floressatours.com](http://www.floressatours.com) |
<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Goals</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Assessment</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>students brainstorm the result of the student’s work</td>
<td>6’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Whilst reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher asks the students to read the conversation and do the tasks</td>
<td>2’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The students do the tasks individually</td>
<td>30’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to the class</td>
<td>15’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher and the students brainstorm the result of the students’ work</td>
<td>13’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Standard</td>
<td>Basic Competence</td>
<td>Goals</td>
<td>Indicators</td>
<td>Learning Activities</td>
<td>Time Allocation</td>
<td>Assessment</td>
<td>Source</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>-------</td>
<td>------------</td>
<td>--------------------</td>
<td>----------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Post-reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher asks the students do the tasks</td>
<td><strong>45’</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The students do the tasks individually</td>
<td><strong>25’</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to the class</td>
<td><strong>18’</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The teacher and the students brainstorm the result of the students’ work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F
LESSON PLAN
LESSON PLAN UNIT 1

Topic: Greetings
Grade / semester: X / 1
Department: accounting (International program)
Allotted time: 4 x 45’
Competency standard: Communicate using English language equivalent with Novice Level

Basic competence: Understanding the basic expression on the social interaction for real life
Goal: Be able to comprehend the description of places.
Indicators:
1. Mention the expression of greetings and leave takings.
2. Recognize the conversation, which is used greetings and leave takings.
3. Express the expression of greetings and leave takings.

I. Learning activities

<table>
<thead>
<tr>
<th>No</th>
<th>Learning activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Pre-reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher greets and asks the students’ condition</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The teacher reviews the previous material</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The students do the task based on getting idea quickly strategy in pre-reading by answering the questions based on the pictures to bridge their understanding in the context of the text.</td>
<td>20’</td>
</tr>
<tr>
<td></td>
<td>- The teacher and the students brainstorm the result of the student’s work</td>
<td>6’</td>
</tr>
<tr>
<td>2</td>
<td><strong>Whilst reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher asks the students to read the conversation and do the tasks</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The students do the tasks individually based on</td>
<td>30’</td>
</tr>
<tr>
<td>No</td>
<td>Learning activities</td>
<td>Time allocation</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>1</td>
<td>getting idea quickly strategy</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher and the students brainstorm the result of the students’ work</td>
<td>13’</td>
</tr>
<tr>
<td>3</td>
<td><strong>Post-reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher asks the students do the tasks</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The students do the tasks individually based on getting idea quickly, analyzing</td>
<td>45’</td>
</tr>
<tr>
<td></td>
<td>expressions, and highlighting strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to</td>
<td>25’</td>
</tr>
<tr>
<td></td>
<td>the class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher and the students brainstorm the result of the students’ work</td>
<td>13’</td>
</tr>
</tbody>
</table>

II. Teaching-learning strategies

1. Individual assessment.

2. Pair or group assessment.
LESSON PLAN UNIT 2

Topic: Holiday
Grade / semester: X / 1
Department: accounting (International program)
Allotted time: 4 x 45’

Competency standard: Communicate using English language equivalent with Novice Level

Basic competence: Mentioning things, people, characteristics, time, day, month, and year

Goal: Be able to comprehend the description of places.

Indicators:
1. Mention the content of the text based on the title and the picture.
2. Describe one beautiful place based on students’ experience.
3. Recognize the content of the text and answer questions based on the text correctly.
4. Identify main and supporting ideas the text using mind mapping correctly.

I. Learning activities

<table>
<thead>
<tr>
<th>No</th>
<th>Learning activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Pre-reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher greets and asks the students’ condition</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The teacher reviews the previous material</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The students do the task based on getting idea quickly strategy in pre-reading by answering the questions based on the pictures to bridge their understanding in the context of the text.</td>
<td>20’</td>
</tr>
<tr>
<td></td>
<td>- The teacher and the students brainstorm the result of the student’s work</td>
<td>6’</td>
</tr>
<tr>
<td>No</td>
<td>Learning activities</td>
<td>Time allocation</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>2</td>
<td><strong>Whilst reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher asks the students to read the conversation and do the tasks</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The students do the tasks individually based on getting idea quickly strategy</td>
<td>30’</td>
</tr>
<tr>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to the class</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>- The teacher and the students brainstorm the result of the students’ work</td>
<td>13’</td>
</tr>
<tr>
<td>3</td>
<td><strong>Post-reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher asks the students to do the tasks</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The students do the tasks individually based on getting idea quickly, translating, recognizing and using formulas and patterns, and summarizing strategies</td>
<td>45’</td>
</tr>
<tr>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to the class</td>
<td>25’</td>
</tr>
<tr>
<td></td>
<td>- The teacher and the students brainstorm the result of the students’ work</td>
<td>13’</td>
</tr>
</tbody>
</table>

II. Teaching-learning strategies

1. Individual assessment.

2. Pair or group assessment.
LESSON PLAN UNIT 3

Topic : Biography
Grade / semester : X / 1
Department : accounting (International program)
Allotted time : 4 x 45’
Competency standard : Communicate using English language equivalent with Novice Level

Basic competence : Describing things, people, characteristics, time, day, month, and year.

Goal : Be able to describe people and characteristics.

Indicators : 1. Mention the characteristics of the person based on the picture correctly.
            2. Recognize the content of the text and answer questions based on the text correctly.
            3. Identify main and supporting ideas the text using mind mapping correctly.

I. Learning activities

<table>
<thead>
<tr>
<th>No</th>
<th>Learning activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher greets and asks the students’ condition</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The teacher reviews the previous material</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The students do the task based on getting idea quickly strategy in pre-reading by answering the questions based on the pictures to bridge their understanding in the context of the text.</td>
<td>20’</td>
</tr>
<tr>
<td></td>
<td>- The teacher and the students brainstorm the result of the student’s work</td>
<td>6’</td>
</tr>
<tr>
<td>2</td>
<td>Whilst reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher asks the students to read the conversation and do the task</td>
<td>2’</td>
</tr>
<tr>
<td>No</td>
<td>Learning activities</td>
<td>Time allocation</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>3</td>
<td>- The students do the tasks individually based on getting idea quickly strategy</td>
<td>30’</td>
</tr>
<tr>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to the class</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>- The teacher and the students brainstorm the result of the students’ work</td>
<td>13’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Post-reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher asks the students do the tasks</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The students do the tasks individually based on getting idea quickly, translating, recognizing and using formulas and patterns, and summarizing strategies</td>
<td>45’</td>
</tr>
<tr>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to the class</td>
<td>25’</td>
</tr>
<tr>
<td></td>
<td>- The teacher and the students brainstorm the result of the students’ work</td>
<td>13’</td>
</tr>
</tbody>
</table>

II. Teaching-learning strategies
1. Individual assessment.
2. Pair or group assessment.
LESSON PLAN UNIT 4

Topic: I’m Sorry
Grade / semester: X / 1
Department: accounting (International program)
Allotted time: 4 x 45’
Competency standard: Communicate using English language equivalent with Novice Level

Basic competence: Producing simple speech act to fulfill basic function.

Goal: Be able to understand simple speech act to fulfill basic function, especially for apologizing, sympathy and their responses, offering things and services.

Indicators:
1. Mention the expression of apologize, sympathy and their responses, offering things and services correctly.
2. Recognize the conversation which is used expressions of apologize, sympathy and their responses, offering things and services and answer the questions correctly.

I. Learning activities

<table>
<thead>
<tr>
<th>No</th>
<th>Learning activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher greets and asks the students’ condition</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The teacher reviews the previous material</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The students do the task based on getting idea quickly strategy in pre-reading by answering the questions based on the pictures to bridge their understanding in the context of the text.</td>
<td>20’</td>
</tr>
<tr>
<td></td>
<td>- The teacher and the students brainstorm the result of the student’s work</td>
<td>6’</td>
</tr>
<tr>
<td>2</td>
<td>Whilst reading</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The teacher asks the students to read the conversation and do the tasks</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Learning activities</td>
<td>Time allocation</td>
</tr>
<tr>
<td>----</td>
<td>---------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>2</td>
<td>- The students do the tasks individually based on getting idea quickly strategy</td>
<td>30’</td>
</tr>
<tr>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to the class</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>- The teacher and the students brainstorm the result of the students’ work</td>
<td>13’</td>
</tr>
<tr>
<td>3</td>
<td><strong>Post-reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher asks the students do the tasks</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The students do the tasks individually based on getting idea quickly, translating, and recognizing and using formulas and patterns strategies</td>
<td>45’</td>
</tr>
<tr>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to the class</td>
<td>25’</td>
</tr>
<tr>
<td></td>
<td>- The teacher and the students brainstorm the result of the students’ work</td>
<td>13’</td>
</tr>
</tbody>
</table>

II. Teaching-learning strategies

1. Individual assessment.
2. Pair or group assessment.
# LESSON PLAN UNIT 5

**Topic**: Culture  
**Grade / semester**: X / 1  
**Department**: accounting (International program)  
**Allotted time**: 4 x 45’  
**Competency standard**: Communicate using English language equivalent with Novice Level  
**Basic competence**: Simply explaining the events happen.  
**Goal**: Be able to comprehend the traditional ceremony.  
**Indicators**:  
1. Mention the traditional ceremony in the students’ region correctly.  
2. Describe one of traditional ceremony in the students’ region correctly.  
3. Identify main and supporting ideas the text using mind mapping correctly.

## I. Learning activities

<table>
<thead>
<tr>
<th>No</th>
<th>Learning activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Pre-reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher greets and asks the students’ condition</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The teacher reviews the previous material</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The students do the task based on getting idea quickly strategy in pre-reading by answering the questions based on the pictures to bridge their understanding in the context of the text.</td>
<td>20’</td>
</tr>
<tr>
<td></td>
<td>- The teacher and the students brainstorm the result of the student’s work</td>
<td>6’</td>
</tr>
<tr>
<td>2</td>
<td><strong>Whilst reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher asks the students to read the conversation and do the tasks</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The students do the tasks individually based on</td>
<td>30’</td>
</tr>
</tbody>
</table>

*PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI*
<table>
<thead>
<tr>
<th>No</th>
<th>Learning activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting idea quickly strategy</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to the class</td>
<td>13’</td>
</tr>
<tr>
<td></td>
<td>- The teacher and the students brainstorm the result of the students’ work</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Post-reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher asks the students do the tasks</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>- The students do the tasks individually based on getting idea quickly, translating, and summarizing strategies</td>
<td>45’</td>
</tr>
<tr>
<td></td>
<td>- The teacher leads the discussion by asking the students to share their answer to the class</td>
<td>25’</td>
</tr>
<tr>
<td></td>
<td>- The teacher and the students brainstorm the result of the students’ work</td>
<td>13’</td>
</tr>
</tbody>
</table>

II. Teaching-learning strategies

1. Individual assessment.
2. Pair or group assessment.
APPENDIX G

PRESENTATION

OF THE DESIGNED MATERIALS
DESIGNING A SET OF READING INSTRUCTIONAL MATERIALS 
BASED ON COGNITIVE LEARNING STRATEGIES FOR THE 10th 
GRADE STUDENTS OF SMK NEGERI 1 DEPOK 

MATERIALS OVERVIEW 

The title of the materials is a set of reading instructional materials based on cognitive learning strategies for the 10th grade students of SMK N 1 Depok. The essence of the materials is to design materials that are expected to help the 10th grade students of SMK N 1 Depok to improve their reading skill based on their needs and interest in learning English, especially in reading skill. 

A. Background 

The background of designing the materials is the curriculum that is used in Indonesia which is called KTSP. KTSP (Peraturan Menteri No.22, 2006:384) states that vocational high school students are expected to apply the mastering of English skills in communicating verbal and writing on intermediate level. It means that reading is one of the aspects that is very important for the students to get mastery on English language. Using reading, the students can access the knowledge not only from the book but also they can access the knowledge of their daily life context. Moreover, students’ ability in reading skill is not enough good and they feel reading materials are not interesting and easily getting bored. 

Based on the reason above, the writer designed the reading instructional materials based on cognitive learning strategies for the 10th grade students of SMK
N 1 Depok. The writer applied cognitive learning strategies in each of the tasks in the designed materials. Thus, the tasks in the materials design are based on cognitive learning strategies. The writer used cognitive learning strategies because based on this learning strategy, the writer could design the materials which more attractive and eye-catching. Cognitive learning strategies is good reason to design the materials especially for vocational high school, because it needs the students to be active in teaching learning.

B. Objective

The objective of the design materials is to help the 10th grade students of SMK N 1 Depok solve their problems in reading activities by providing materials that are appropriate to their needs and interests, which is aimed at improving students’ skill in reading.

C. Content

The designed materials consist of five topics and each of the topics consists of three sections. They are pre-reading, whilst-reading, and post-reading. The pre-reading is usually conducted as lead-in to the activity and exposure the students before they learn the material. The whilst-reading is the main of the materials. The content of this section is about the reading passage and some language focus which is related to the topic. The last section is post-reading which is including some tasks that the models of the tasks are based on cognitive learning strategies.
Let's Read

ENGLISH READING MATERIALS

FOR TENTH GRADE STUDENTS OF SMK N 1 DEPOK

ANDREAS JEFFRI O
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE OF CONTENTS</td>
<td>i</td>
</tr>
<tr>
<td>UNIT 1 “Hi, Friends…”</td>
<td>1</td>
</tr>
<tr>
<td>UNIT 2 “Your Leisure Time”</td>
<td>7</td>
</tr>
<tr>
<td>UNIT 3 “Guess Who?”</td>
<td>12</td>
</tr>
<tr>
<td>UNIT 4 “I’m Sorry…”</td>
<td>19</td>
</tr>
<tr>
<td>UNIT 5 “Exotic Culture”</td>
<td>25</td>
</tr>
<tr>
<td>REFERENCES</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 1

HI, FRIENDS...

Pre-Reading

TASK 1

Work in pairs and discuss the following questions!

1. What are the people doing in the picture?

2. Do you know expressions of greetings and leave takings? Complete the diagram below with the expressions of greeting and leave takings that you know.

- Good morning
- Greetings and Leave Takings

Taken from: http://learnrussian.typepad.com
TASK 2

Read the conversations below and answer the questions!

Conversation #1

Today is the commemoration of National Education Day. All provinces in Indonesia send their representatives to attend outstanding students gathering in Jakarta.

Asep: Hello, let me introduce myself. My name is Asep. I study at SMAN 19 Bandung.

Denias: Hi, I'm Denias. I'm from Papua. Nice to meet you.

Asep: Nice to meet you, too. Let's go to the crowd.

Denias and Asep go to the crowd and they meet a girl.

Sri: Hi, Asep. How are you?

Asep: I'm fine. How about you?

Sri: I'm fine too. Thank you.

Asep: Elvi, this is Denias, my new friend.


Sri: How do you do? Pleased to meet you too.

Denias: By the way, what is your hobby?

Sri: I like cooking very much. I can spend my whole day for cooking.

Denias: Wow, great. My hobby is cooking too. Will you tell me how to cook special foods from your province? I'd like to know them.

Asep: Alright my friends, let's talk about cooking later. We should go to the palace to meet the President of Indonesia.

Denias and Sri: Let's go. We can talk about cooking later.

Taken from: Developing English Competencies for Senior High School book.

1. When does the conversation happen?

   ________________________________________________________________

2. Where is Asep studying?

   ________________________________________________________________
3. Who comes from Papua?

   ______________________________________________________________

4. Why did Sri often spend her whole day for cooking?

   ______________________________________________________________

5. What does Denias want to know from Asep?

   ______________________________________________________________

---

**Conversation #2**

_Cipto is waiting for Andi and Yani, his new colleagues at the airport._

Andi: Excuse me. Are you Cipto Susanto?

Cipto: Yes. I'm Cipto Susanto.

Andi: How do you do, Cipto? I'm Andi from University of Jakarta.

Cipto: How do you do, Andi. Nice to see you.

Andi: Nice to meet you, too. Did you have a good journey?

Cipto: Yes. It was fine, thanks.

Andi: Let me help you bring your suitcase.

Cipto: That's very kind of you.

Andi: Not at all. Let me introduce you to my friend, Yani this is Cipto. Cipto this is Yani.

Yani: Hello, Cipto. Nice to meet you.

Cipto: Pleased to meet you, too. How's the trip?

Yani: Well, it's nice and exciting.

Cipto: Great, then. You must be tired. I'll take you to the hotel first.

Andi: OK. Thanks, Cipto.

---

1. Where does the conversation happen?

   ______________________________________________________________

2. What is Cipto doing?

   ______________________________________________________________
3. Who comes from University of Jakarta?

______________________________________________________________

4. What is Andi doing to help his friend?

______________________________________________________________

5. How is Cipto and Yani’s trip?

______________________________________________________________

**LANGUAGE FOCUS**

Here is list some difficult words from the conversation in whilst-reading.

**Conversation #1**
- Commemoration: perayaan.
- Attend: menghadiri.
- Crowd: banyak orang, ramai.
- Spend: mempergunakan.
- Meet: bertemu.
- Palace: istana.

**Conversation #2**
- Colleagues: rekan kerja.
- Journey: perjalanan.
- Suitcase: koper.
- Exciting: mengasyikkan.
- Tired: mengasyikkan.

**Post-Reading**

**TASKS 3**

*Please write T (true) if the statements are correct or F (false) if the statements are incorrect based on conversation in whilst-reading!*

**Conversation #1**

1. ( ) Only some provinces in Indonesia send their representatives to attend outstanding students gathering in Jakarta.

2. ( ) The name of the program of students gathering in Jakarta is *the commemoration of National Education Day.*
3. ( ) Asep is a student who comes from Papua.

4. ( ) Sri studies at SMAN 19 Bandung.

5. ( ) Asep will help Denias to cook special foods from his province.

Conversation #2

1. ( ) Cipto is waiting for his new colleagues at the station.

2. ( ) Andi comes from University of Jakarta.

3. ( ) Sri said that she had a good journey.

4. ( ) Yani feels nice and excited about her trip.

5. ( ) Cipto wants to invite them to his house.

Task 4

Match the situation in column A, with the proper expressions in column B!

1. A TV presenter closes her afternoon’s program
   - Good evening, ladies and gentleman.
   - Thank you for joining us.
   - Good afternoon.
   - How do you do? Pleased to meet you.
   - How are you today?
   - Sorry. I really must go now.
   - Hello Rika, nice to see you again.
   - Bye, see you tomorrow.

2. You meet your close friend
   - Good morning, class.
   - Good evening, ladies and gentleman.

3. A teacher greets his students.
   - Good morning, class.
   - Good evening, ladies and gentleman.

4. You leave your friend after school.

5. Someone opens a speech at 7 p.m.

6. Doni meets an old friend.

7. You end conversation with your classmate.

8. You meet person at the first time.
**TASK 5**

*Find 8 greetings and leave takings on the word soup!*

| G | O | O | D | M | O | R | N | I | N | G | Q | H | R | F | A | G | C | X | Z | U |
| H | G | D | S | O | U | N | V | T | D | Y | O | D | U | O | Y | O | D | W | O | H |
| Z | Q | E | Y | B | D | O | O | G | J | W | K | H | L | B | V | O | T | A | U | D |
| F | G | E | W | A | Z | X | Q | G | A | H | L | B | E | T | Q | D | F | A | Y | T |
| J | V | C | H | T | E | S | A | R | F | G | H | J | V | T | H | N | K | I | H | F |
| N | I | C | E | T | O | M | E | E | T | Y | O | U | Q | I | L | I | N | G | T | R |
| A | O | U | L | I | P | Y | K | F | X | Z | A | I | T | J | N | G | B | V | C | E |
| W | E | R | L | Q | O | T | Y | U | I | H | G | D | B | C | S | H | A | Y | I | J |
| W | F | G | O | U | A | H | U | S | E | E | Y | O | U | L | A | T | E | R | Y | R |
UNIT 2

YOUR LEISURE TIME

Pre-Reading

TASK 1

Work in pairs and discuss the following questions!

1. Have you ever visited some beautiful places?
   
2. What kind of place do you like most? Please give a reason!
   
3. Can you describe one beautiful place from the picture above?

Beautiful place

Prambanan Temple/Tanah Lot Temple

Taken from: www.google.com
An Excursion to the Botanical Garden

On Thursday 24 April 2008, we went to the Botanical Garden. We walked down and boarded the bus. After we arrived at the garden, we walked down to the Education Centre. The third grade students went to look around. First, we went to the first farm and Mrs. James read us some information. Then, we looked at all the lovely plants. After that we went down to a little spot on the Botanical Garden and had a morning tea break.

1. When did the students go to the Botanical garden?
   __________________________________________________________

2. What did they do after they arrived at the garden?
   __________________________________________________________

3. Who were the students going to look around?
   __________________________________________________________

4. Who is helping the students read some information?
   __________________________________________________________

5. Where did the students go after looking at all the lovely plants?
   __________________________________________________________
Next, we did sketching and then we met the fourth grade students at the Education Centre to have lunch. Soon after that, it was time for us to go and make our terrariums while the fourth year students went to have a walk. A lady took us into a special room and introduced herself. Then she explained what we were going to do. Next, she took us to a pyramid terrarium. It was really interesting. After we had finished, we met the fourth grade students outside the gardens. Then we reboarded the bus and returned to school.

Taken from: http://elc-englishlanguagecorner.blogspot.com

6. Who met the third grade students at the education centre?

___________________________________________________________

7. Where did they have lunch together?

___________________________________________________________

8. Where did a Lady take the students?

___________________________________________________________

**Language Focus**

Here is list some difficult words from the text in whilst-reading.

- **Excursion:** Darmawisata.
- **Sketching:** Meringkas.
- **Arrive:** Datang.
- **Explain:** Menerangkan.
- **Plant:** Tumbuh-tumbuhan.
- **Interesting:** Menarik.
- **Farm:** Kebun.
- **Return:** Kembali.
Post-Reading

TASK 3

Please write T (true) if the statements are correct or F (false) if the statements are incorrect based on the passage above!

1. (    ) The students went to the Botanical Garden on Tuesday.
2. (    ) In April 24, the students went to the Botanical Garden.
3. (    ) After arriving, they walked down to the Education Center.
4. (    ) The second grade students went to have a look around in the Education Center.
5. (    ) The students looked at all the lovely animals.
6. (    ) The third and fourth grade students met at the Education Centre.
7. (    ) The third grade students went to a pyramid terrarium.
8. (    ) The fourth grade students returned to the school by train.

TASK 4

Match the words below with the synonym!

1. Garden (par.1) ● Class
2. Return (par.2) ● Go back
3. Grade (par.2) ● End
4. Board (par.1) ● Give details
5. Finish (par.2) ● Get on
6. Little (par.1) ● Exclusive
7. explain (par.2) ● Backyard
8. Special (par.2) ● Small
TASK 5

Arrange the words into good sentences!

1. green – the trousers – the color – of - is

2. happened – 10 P.M – at – the accident – August – 2009 – the 29th

3. nationality – people – are – those – of – the – what - ?

4. made – leather – of – are - they

5. cotton – the – T-shirt – third – is – made – of

TASK 6

Make a mind mapping based on the text in whilst-reading. Try to find out the main ideas and supporting ideas each of paragraph!

Supporting idea

An Excursion to the Botanical Garden

..........................
UNIT 3

GUESS WHO?

Pre-Reading

TASK 1

Work in pairs and discuss the following questions!

Taken from: http://www.langitperempuan.com

1. Do you know who the person is?

____________________________________________________________________________________

2. Can you describe the person in the picture based on her physical characteristics?

_______________________________

_______________________________

_______________________________

She has short hair

(Name)

_______________________________

...
TASK 2

Read the passage below and answer the questions briefly!

SRI MULYANI'S BIOGRAPHY

Sri Mulyani Indrawati (born in Bandar Lampung, Lampung, August 26, 1962) is an Indonesian economist, the first Indonesian woman who will serve as Managing Director of the World Bank. She has been recently appointed the Managing Director of the World Bank and resigned as Finance Minister of Indonesia. This position will be assigned starting on June 1, 2010. Previously, she served as Minister of Finance of the United Indonesia Cabinet. Once, she was based in the Office of the World Bank, she practically left her post as finance minister. Prior to her finance minister, she served as Minister of State for National Development Planning / Head of Bappenas of United Indonesia Cabinet.

1. Where was Sri Mulyani born?

   ____________________________

2. What is the position of Sri Mulyani now?

   ____________________________
3. When does she assign her new position as Managing Director of the World Bank?
______________________________________________________________

Sri Mulyani was previously known as an observer in the Indonesian economy. She was Head of Institute for Economic and Community Faculty of Economic, University of Indonesia (LPEM FEUI) since June 1998. On December 5, 2005, when President Susilo Bambang Yudhoyono announced a Cabinet reshuffle, Sri Mulyani moved to replace Finance Minister Jusuf Anwar. Since the year 2008, she served as Executive Task Coordinating Minister for Economy, after Coordinating Minister for Economic Affair Dr. Boediono was sworn in as Governor of Bank Indonesia. She was crowned as the best Finance Minister of Asia for the year 2006 by Emerging Markets on 18 September 2006 at the Annual Meeting between the World Bank and IMF in Singapore.

4. What was her position since June 1998?
______________________________________________________________

5. Who was replaced by Sri Mulyani as Finance Minister?
______________________________________________________________

6. What did she get on 18 September 2006?
______________________________________________________________
Sri Mulyani received her doctorate in economics from the University of Illinois at Urbana-Champaign in 1992. She is an executive director of the International Monetary Fund representing 12 economies in Southeast Asia. In 2001, Sri Mulyani left for Atlanta, United States, to serve as a consultant with the U.S. Aid Agency USAID for programs to strengthen Indonesia’s autonomy. She lectured on the Indonesian economy at Georgia University. She successfully tackled corruption in Indonesia’s tax and customs office, and enjoyed a reputation for integrity. In August 2008, Sri Mulyani was ranked by Forbes Magazine as the 23rd most powerful woman in the world and the most powerful in Indonesia.


7. Where did she receive her doctorate degree?
__________________________________________

8. What is her role in Indonesian Economies?
__________________________________________

Post-Reading

**TASK 3**

*Please write T (true) if the statements are correct or F (false) if the statements are incorrect based on the text in whilst-reading!*

1. ( ) Sri Mulyani was born in Bandar Lampung, Central Java.

2. ( ) She is the first woman from Indonesia who works as Managing Director
of the World Bank.

3. (    ) She served as Minister of Finance after June 1, 2010.

4. (    ) She became an observer in the Indonesian Economy.

5. (    ) Sri Mulayani became Finance Minister on December 5, 2005.

6. (    ) By Emerging Markets, she inaugurate as the best Finance Minister of Asia for the year 2006.

7. (    ) She received her doctorate in Economics from University of Cambridge.

8. (    ) She also got rank as the 23rd most powerful woman in the world and the most powerful in Indonesia by Forbes Magazine.

**TASK 4**

*Match the words below with the synonym!*

1. recent (par.1) ●
2. Receive (par.3) ●
3. Observe (par.2) ●
4. Move (par.2) ●
5. Serve (par.3) ●
6. Assign (par.1) ●
7. Director (par.3) ●
8. Replace (par.2) ●
9. Enjoy (par.3) ●
10. Resign (par.1) ●

- Go
- Allocate
- Work
- Take pleasure in
- Watch
- Obtain
- Leader
- Fresh
- Put back
- Leave
TASK 5

Arrange the words in to good sentences!

1. is - she - and - beautiful - tall

2. wearing - a - he - cotton - likes - jacket

3. Tiara - secretary - a - nice - is

4. England - they - from – come

5. very - chef - busy - is - he - a

6. is - a – Jakarta – city – crowded

7. the – Jogjakarta – how – is – climate – in - ?

8. central – located – is – it – Island – Java – of – in – the


10. English – our – teacher – handsome – is – friendly – and
TASK 6

Make a mind mapping based on the passage above. Try to find out the main ideas and supporting ideas each of paragraph!
UNIT 4

I'M SORRY...

Pre-Reading

TASK 1

Work in pairs and discuss the following questions!

1. What are the people doing in the picture?
   ____________________________________________

2. Have you ever asked for apologizing someone else?
   ____________________________________________

3. Based on your experiences, write your expression using sentences when you ask for apology someone and their response.
   ➢ ____________________________________________
   ➢ ____________________________________________
   ➢ ____________________________________________
   ➢ ____________________________________________
TASK 2

Read the conversations below and answer the questions!

Conversation #1

Deni tells Andi bad news. Rudi, his friend, has just got an accident.

Deni : Hi, Andi. Did you hear that Rudi fell down when he was riding his motorcycle?
Andi : Oh really? How awful! What happened?
Deni : He was riding in a big storm. He must have skidded in the rain.
Andi : Oh, that’s too bad. Was he badly injured?
Deni : Sure, he was such in pain.
Andi : He wasn't, was he?
Deni : He was. He couldn't even stand up. He broke his legs.
Andi : That is terrible. Where is he now? Is he in the hospital?
Deni : He is still in the Emergency Unit of Sumber Waras Hospital.
Andi : I will see him in the hospital right away.

Taken from: Developing English Competencies for Senior High School book.

1. Who has just got an accident?
   _________________________________________________________________

2. What happened with Rudy when he was riding his motorcycle?
   _________________________________________________________________

3. Where is Rudy after he got an accident?
   _________________________________________________________________

Conversation #2

Randy calls Marni to ask about the incident in Marni’s house.

Randy : Hello, Randy’s speaking. Can I speak to Marni?
Marni : Yes, it’s me, Randy. Did you get home all right last night?
Randy : Yes, thank you. I just want to apologize for the incident last night.
Marni : Please, don’t mention it. It doesn’t matter.
Randy : But I broke a decorating pitcher in your house. It must be expensive. Wasn’t your mother angry?
Marni: Forget it. You did it accidentally.
Randy: Yes, but …
Marni: Look. It’s nothing. I was a bit annoyed last night, but I’m all right now. So, forget it.
Randy: Marni, let me buy another pitcher …
Marni: No, Randy. Listen to me, you did it accidentally. I don’t want to hear about it anymore.
Randy: All right. I’m terribly sorry about that.
Marni: It’s all right.

1. Why did Randy call Marni?

2. What did Randy do in the Marni’s house last night?

3. What did Marni feel when the incident happened?

---

**Conversation #3**

*At the front door of an office.*

Toni: Would you mind helping me for a minute, please?
Abadi: Of course, what do you want me to do?
Toni: Could you hold this package while I look for the key to the door?
Abadi: I’d be glad, too. What’s in this package? It’s extremely heavy.
Toni: It’s just office stationeries for our activities.
Abadi: Well, hurry up and open the door. I told you this thing was very heavy.
Toni: I can’t find the key. You must have it.
Abadi: You’re right, but how can I get the key while I’m holding this big package?
Toni: Oh I’m sorry. Give me the package and please open the door.
Abadi: Okay…with a pleasure.
1. What does Tony want from Abadi?

2. What is the thing inside the package?

3. What happened with Tony’s key?

### LANGUAGE FOCUS

#### Apologizing

<table>
<thead>
<tr>
<th>Apology</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forgive me. I’m terribly sorry about …</td>
<td>That’s quite all right</td>
</tr>
<tr>
<td>I would like to apologize for …</td>
<td>Oh, that’s all right. It can happen to anyone.</td>
</tr>
<tr>
<td>I’m sorry that …</td>
<td>Don’t worry about it</td>
</tr>
<tr>
<td>I apologize for …</td>
<td>It’s not your fault.</td>
</tr>
</tbody>
</table>

#### Expressing Sympathy

- I’m sorry to hear that.
- That’s a pity.
- How awful. terrible.
- How ashamed. too bad.
- What a pity. a nuisance.

#### Modal Auxiliaries

<table>
<thead>
<tr>
<th>Auxiliary</th>
<th>You</th>
<th>Base from of verb</th>
<th>Object/adverb</th>
<th>please</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can</td>
<td>you</td>
<td>read</td>
<td>loudly</td>
<td></td>
</tr>
<tr>
<td>Could</td>
<td>you</td>
<td>bring</td>
<td>my book</td>
<td></td>
</tr>
<tr>
<td>Will</td>
<td>you</td>
<td>lend</td>
<td>me a pen</td>
<td></td>
</tr>
<tr>
<td>would</td>
<td>you</td>
<td>give</td>
<td>me a phone number</td>
<td>Please?</td>
</tr>
</tbody>
</table>
Please write T (true) if the statements are correct or F (false) if the statements are incorrect based on those three text dialogues in whilst-reading!

1. ( ) Deny fell off when he was riding his motorcycle.
2. ( ) Andi couldn’t even stand up and broke his legs.
3. ( ) Andi was skidded in the rain when he was riding motorcycle.
4. ( ) Marni wants to apologize for the incident last night.
5. ( ) Randy broke a decorating pitcher in Marni’s house.
6. ( ) Marni feels that the pitcher was accidentally broken.
7. ( ) Abadi wants Tony to help him bring the package.
8. ( ) The package contains office stationeries for their activities.

Match the words below with the synonym based on those three text dialogues in whilst-reading!

1. Pain ●
   - Wound.
   - Grasp.
   - Ask for forgiveness.
   - Annoyed.
   - Hurt.
   - Place of work.
   - Awfully.
   - Smash.

2. Apologize ●

3. Break ●

4. Hold ●

5. Office ●

6. Terribly ●

7. Injury ●

8. Angry ●
Please, complete the dialogue with the answer on the box below!

1. At the restaurant.

Ben : ______________________ the salt, Alice?

Alice : Sure, anything else?

Ben : In fact, I need more sauce.

Alice : Tom, ______________ the waiter?

Tom : Waiter! __________________ more sauce, please!

Waiter : I’d be glad to.

2. In an office.

Supervisor : You sent me a message yesterday that you couldn’t come to office. But you didn’t explain the reason. What ___________?

Staff : I ______________, I didn’t mean to underestimate you, but I have no time to explain it. I was in a hurry to take my father to hospital. He suddenly had a heart attack.

Supervisor : I __________________. I hope he’ll get better soon.

- I’m sorry to hear that
- What happened
- Would you pass me
- I’m sorry, Mr.
- Could you bring us
- Can you call
UNIT 5
EXOTIC CULTURE

Pre-Reading

TASK 1

Work in pairs and discuss the following questions!

Taken from: http://www.antarafoto.com

1. Based on the pictures above, where the tradition ceremony is held?

________________________________________________________________________

2. What the tradition ceremonies are held in your region every year?
   
   ➢ __________________________________________________________
   
   ➢ __________________________________________________________
   
   ➢ __________________________________________________________

3. Have you ever participated in the tradition ceremony in your region?
   Describe your traditional ceremony which is ever held in your region using the mind map below!

   Galungan Ceremony
   
   Properties used
   
   Setting
   
   Agenda
   
   Costume
Galungan Day - the Balinese Thanks Giving Day

Galungan Day is one of the Hinduism biggest ceremonies in Bali which is celebrated in every six month according to the Balinese calendar. On the Galungan Day the Balinese celebrate the victory of the good conquered the bad. In every village in Bali, we can easily find line of decorated bamboo pool called “Penjor” which plated and stand beautifully in front of each houses.

1. When is Galungan day celebrated?
   ____________________________________________________________

2. What is the purpose of Galungan day?
   ____________________________________________________________

3. What happened in villages when Galungan day is held?
   ____________________________________________________________

In the morning at that day, there are women, men and children all in Balinese traditional dresses walk on the street going to their temple. The women bring offering called “Pajegan” contains of different and colorful fruits, cakes, coconut leaf and flowers which is arranged in a stack about 1 meter high and put on their head. When they arrived in the temple, they will pray together lead by the Hindu’s Priest called “Pemangku”. After finishing it, they will go back to their own home, and gather with all members of extended family. The members of
family and friends who are Moslem, Buddhist and Christian will pay a visit to
their Hindus family and together will enjoy Balinese cookies.

4. What do people do in the morning on Galungan day?

5. What are the contents of “Pajegan”?

6. Who leads to pray in the temple?

7. What will people do after they finished praying in the temple?

Balinese employee will have holidays today. Most of business offices will
close their offices. However, hotels, restaurants, travel agencies will still operate.
They have their customers to serve. Travellers will be going around to take
pictures or travel as normal as the other days. However, they will be informed that
the Hinduisms are celebrating their Thanks Giving Day.

Taken from: http://www.floressatours.com

8. What will happen on the offices in Bali on Galungan day?

9. What places are still operating on Galungan day?

10. What is the other term of “Galungan day”?
Here is list some difficult words from the conversation in whilst-reading.

- Ceremony: Upacara.
- Celebrate: Merayakan.
- Temple: Candi.
- Victory: Kemenangan.
- Contain: Isi.
- Arrange: Menyusun, menata.
- Employee: Pegawai.
- Operate: Menjalankan.
- Travel: Perjalanan.
- Serve: Menyajikan.

Task 3

Please write T (true) if the statements are correct or F (false) if the statements are incorrect based on the text in whilst-reading!

1. (    ) Galungan day is the biggest ceremony of the Hindhuism in Bali.
2. (    ) Galungan day is to celebrate the victory of the good conquered the bad.
3. (    ) People always decorate their village using bamboo pool.
4. (    ) People wear a traditional custome on Galungan day.
5. (    ) They will sing when they arrive in the temple.
6. (    ) People pray together were lead by the Hindu’s Priest called “Pajegan”.
7. (    ) “Pajegan” which is brought by the women contains of different and colorful fruits, cakes, coconut leaf and flowers.
8. (    ) On Galungan day, Balinese employee will not have holidays.
9. (    ) Some hotels, restaurant, travel agencies will close in a half day.
10. (    ) The other name of Galungan day is Thanks Giving Day.
Match the words below with the synonym!

1. Ceremony (par.1) ● Rite
2. Employee (par.3) ● Custom
3. Celebrate (par.1) ● Worker
4. Traditional (par.2) ● Commemorate
5. Priest (par.2) ● Cleric

Make a mind mapping based on the text in whilst-reading. Try to find out the main ideas and supporting ideas each of the paragraph!

- Main idea Par. 1: GALUNGAN
- Main idea Par. 3: 
- Main idea Par. 2: 
REFERENCES


