

**DEVELOPING APPROPRIATE WEB-BASED WRITING LEARNING
MATERIALS FOR SECOND SEMESTER STUDENTS OF GRADE X IN
SMA N 1 SEWON IN THE ACADEMIC YEAR OF 2012-2013**

A THESIS

Presented as Partial Fulfilment of the Requirement for the Attainment of
Sarjana Pendidikan Degree in English Language
Education



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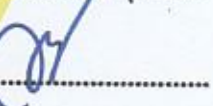
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PERNYATAAN

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 24 Desember 2014

Penulis,



Muhammad Reza Alizain

MOTTOS

Indeed my prayer, my rites of sacrifice, my living and my dying are for Allah, Lord of the worlds.

- Qur'an (6162)

No matter how good you are, there is always someone better.

- Anonymous

Whatever you do, do it well. Do it well that when people see you do it, they will want to come back and see you do it again.

- Walt Disney

DEDICATIONS

I dedicate this thesis to Ibu, Ibu, Ibu, Ayah, my sister, and my 'muse'. I am deeply grateful for your love, hands, support, motivation, and encouragement in my life. Thank you.

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The writer,

Muhammad Reza Alizain

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LIST OF ABBREVIATIONS

BKOF	:	Building Knowledge of the Field
BSNP	:	<i>Badan Standar Nasional Pendidikan</i> (Bureau of National Education Standard)
CMC	:	Computer Mediated Communication
ESL	:	English as Second Language
GBA	:	Genre-Based Approach
ICOT	:	Independent Construction of the Text
ICT	:	Information and Communication Technology
IT	:	Information Technology
JCOT	:	Joint Construction of the Text
MOT	:	Modeling of the Text
R&D	:	Research and Development
SKKD	:	<i>Standar Kompetensi dan Kompetensi Dasar</i> (Standards of Competence and Basic Competences)
SMA N	:	<i>Sekolah Menengah Atas Negeri</i> (State Senior High School)
WBI	:	Web-Based Approach
WWW	:	World Wide Web

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ABSTRACT

The objectives of this study are: (1) to identify the target needs of the tenth grade students of SMA N 1 Sewon to learn writing through website, (2) to identify the learning needs of the tenth grade students of SMA N 1 Sewon to learn writing through website, and (3) to develop appropriate web-based writing learning materials for the tenth grade students of second semester of SMA N 1 Sewon.

The nature of this study is Research and Development (R & D). The steps were conducting the needs analysis, writing the course grid, storyboarding, writing the first draft, obtaining the experts' judgments, validating the first draft, and finally writing the final draft. This study involved 32 students of the tenth grade students of SMA N 1 Sewon as the research subjects. The instruments for collecting the data were questionnaires (needs assessment questionnaire and expert judgment questionnaires). The results of the needs assessment questionnaire were analyzed using percentage and the expert judgment were analyzed using descriptive statistics. There were two experts involved to review and evaluate the material, i.e. a material expert and a media expert.

The findings of this study are described as follows. (1) The students claim that there is still room for improvement for their writing skill. They want to improve their writing skill in grammar and other aspects using the website with some criteria. (2) The learning needs of the students are learning materials of which topics are related to the daily lives, science and technology, culture, sports, and politics. They also wanted to carry out the tasks individually and directly in the website. (3) Both the developed web based learning materials and the website are appropriate based on the results of expert judgment questionnaire. It was proved by the mean value of 4 for web based materials which cover the appropriateness of content, language, and presentation, and 4.6 for the website. This study also suggests that appropriate learning materials should consist of six parts: stage 1 (lead-in, information centre, exercises #1, and grammar centre), stage 2 (exercises #2), stage 3 (writing stage), summary and reflection.

CHAPTER I

INTRODUCTION

A. Background to the Study

There are at least two rationales of this research. The first one is the internet users in Indonesia, including in the education environment, are increasing rapidly. Data state that in December 2010, internet users in Indonesia reach 39.6 million meanwhile there are only 2 million users in 2000 (<http://www.internetworldstats.com/asia/id.htm>). It means that the development of internet users per year in Indonesia is 3.76 million.

However, it looks like internet users in Indonesia are not able to acquire the benefits of the internet optimally yet, especially for education purposes. Many internet users in Indonesia limit themselves only on entertainment purposes. For example they pay attention more to use the Internet as socialization media. It can be seen on the data which are released by Internet World Stats. There are 38.860.460 active *Facebook* users on June 2011 in Indonesia.

It is a fact that the Internet has advantages as stated earlier. One of the advantages is that the internet can be used for supporting media in teaching and learning processes. For example, the internet provides a diary-like online tool i.e. weblog or blog. For writing skill, blogging uniquely increase students' interest in writing. There are many advantages which are offered by blogs. Blogs provide authentic writing practice (Brooks, Nichols and Priebe, 2004), an opportunity to recycle language learned in class (Pinkman, 2005), and an alternative way of

communicating with teachers and peers. The other examples of the advantages of internet are that internet provides both teachers and students with authentic learning materials, and a place for idea sharing and meaning negotiation (Abdallah, 2010).

Responding to the fact that there are so many internet users in Indonesia and the fact that the Internet can support teaching and learning processes, some schools start using the Internet to gain its advantages. One of those schools is SMA N 1 Sewon. This school has improved their Information Technology (IT) facilities specifically in internet properly. They have established a *hot spot* area and built a computer laboratory which is equipped with the Internet, so that both teachers and students can have free access to the Internet to support the teaching and learning activities.

However, the use of the Internet in English teaching and learning processes in SMA N 1 Sewon is not optimal enough. Both teachers and students there do not use internet as the school's expectation. Most students there use the Internet provided by school only for entertainment purposes, such as playing online games and accessing social network (*Facebook* or *Twitter*). Besides, they use the computer laboratory only when they run IT class. Many teachers also seem hesitate and awkward in using computer laboratory and internet to support their teaching although it is obvious that internet's potential advantages will extend to and affect the practice of learning and teaching and research in a better way (Dearing, 1997).

The second rationale is writing, in the observed school, is considered as the most difficult skill for students to be mastered. Students there feel that they cannot do well in writing class. There are various reasons for this matter, but the most noticeable things deal with grammatical problems, lack in idea, and the unity of a writing product.

Moreover, teachers also think that teaching writing spend more times than teaching another skill such as listening or speaking. They have an opinion that when they teach writing, they cannot use time effectively because of some reasons. And one of the reasons is that there is no appropriate media for teaching writing.

In brief, it is essential to develop a website that can provide helps for teachers and students in their teaching and learning activities because such a website is highly demanded to improve students' skills in English. This website media is expected to meet to the students' needs and to promote their competence in English.

B. Identification of the Problem

Some problems could be identified in SMA N 1 Sewon regarding to this research. The first problems related to the teaching and learning in the classroom. English teachers in SMA N 1 Sewon teach four skills namely listening, speaking, reading, and writing. When teaching listening, the teachers mainly use audio lab facility provided by school. The teachers use recording from the textbooks or internet and worksheet. The activities generally are listening to the recording and then answering questions, completing sentences, or any other tasks on their worksheet.

For the speaking the textbooks are selected by the teachers and the students are asked to use them. The activities are limited based on the textbooks and some materials are not appropriate for the students. This situation also occurs in teaching and learning of reading skill. However, in teaching reading, the teachers also use some other resources such as articles from internet or magazine, newspaper, or short stories.

When teaching writing, the teachers also use the same textbooks as in teaching speaking which is some materials are not appropriate for the students. The textbook is used as main input for students' writing. Both teachers and students struggle out of this skill. The teachers feel that teaching writing consumes much time and the students feel that learning writing is difficult.

English teachers in SMA N 1 Sewon also use some media in their teaching and learning activities such as pictures, recordings, books, students' worksheet, slideshow presentation, and the Internet. However, the Internet is rarely used in the classrooms although the students claim that they are more interested in learning if teachers using internet in the teaching learning activities. The main reason is that there is no website which meets teachers' expectation i.e. suitable for high school students in Indonesia (accord with competence standard and basic competence) and provides appropriate web-based learning materials despite the fact that there are many websites which provides English learning materials.

Another problem which is identified is SMA N 1 Sewon, which is recognized as one of some schools which focus on ICT development to integrate it with the teaching and learning processes, develops a website

(www.smasewon1.sch.co.id) which unfortunately has not effectively supported teaching and learning activities. This website only provides information about SMA N 1 Sewon such as school's history, facilities, news, plus some materials for IT subject. This website has not provided learning materials yet that can help both students and teachers in the teaching and learning processes for any subjects, including English, but IT.

To solve that matter, web-based writing learning materials which can serve teachers and students' needs in English teaching and learning in SMA N 1 Sewon are needed. There are various web-based learning materials which can be developed. For example, based on the four skills in English - listening, speaking, reading, and writing - at least there are four kinds of web-based learning materials already.

C. Limitation to the Problem

Due to the limitation on the part of the writer, this study focuses only on developing appropriate web-based writing learning materials. These web-based writing learning materials are made for the second semester of the first grade of Senior High School students.

D. Formulation of the Problem

Based on the background, identification, and limitation to the problem, this research is formulated as follow:

1. What are the target needs of the tenth grade students of SMA N 1 Sewon to learn writing through website?

2. What are the learning needs of the tenth grade students of SMA N 1 to learn writing through website?
3. What are the appropriate web-based writing learning materials for the tenth grade students of second semester of SMA N 1 Sewon?

E. Research Objectives

Based on the formulation of the problem above, the objectives of this research are as follows:

1. To identify the targets' needs of the tenth grade students of SMA N 1 Sewon to learn writing through website.
2. To identify the learning needs of the tenth grade students of SMA N 1 Sewon to learn writing through website.
3. To develop appropriate web-based writing learning materials for the tenth grade students of second semester of SMA N 1 Sewon.

F. Significance of the Study

This study is expected to give some contributions to the English teaching and learning as follows:

1. For English teachers

This research can encourage the teachers to design learning materials by incorporating them with the current technology or at least use this current website in their classrooms.

2. For education

The research can be one of current references of interactive multimedia of English learning materials which promote learner centered learning process.

3. For the researcher

The research can develop the researcher ability in designing English materials by utilizing current model and technology to improve the quality of English learning.

CHAPTER II

LITERATURE REVIEW

This chapter consists of three parts i.e. theoretical framework, previous studies, and the conceptual framework.

A. Theoretical Framework

This section will discuss seven main points related to the research. The first one will discuss about writing. Inside this point, the definition of writing, teaching writing, and writing in high school in Indonesia will be talked about. The second section deals with genre-based approach. Web-based instruction, as the instruction which is used in this research, will be discussed in the third point. The definition and advantages of web-based instruction will be conferred in this point. Moreover, websites, web-based materials and developing own websites also will be investigated inside this point.

The fourth point of this section will focus on writing activities. The writing activities here will be used as a basic to develop writing activities in online environment. The next point will discuss the characteristics of effective writing tasks. Some characteristics which are proposed by some experts will be further investigated in this point. The next point that will be discussed is about materials development, consist of the definition and the principles of materials development. Finally, the last point will discuss about material evaluation.

1. Writing

a. The Definition of Writing

Many experts define what writing is. Brown (2001) states that writing is an activity to process and produce texts. Another definition given by Nunan (2003), writing is a form of communication and a process of expressing and impressing ideas into a product of writing; translating ideas into written product

Meanwhile, Zamel in D'Esposito (1987) defines writing as a process of self-negotiation and discovery of meaning that requires formulation and refinement of ideas; commitment; consciousness about a reader, and revision and interference during the process. D'Esposito also claims that this process idea is also present in Cox's work (1994) but the author emphasizes that writing has the function of registering and keeping information, clarifying thought and, in this whole process, it is the teacher's responsibility to observe and be the facilitator, the model, the reader and sustainer who interferes in the work, structuring the writing and helping the writer understand it.

Those definitions have two similarities about writing, i.e. writing involves a process and then produces writing product.

b. Teaching Writing

After understanding the definition of writing, the next matter that will be discussed is teaching writing.

Brown (2001) mentions that there are two main points in teaching writing i.e. focus on process or focus on product. Focus on product means

students' writing ability determined by the writing product. Some years ago, teachers believe that students' writing skills can be said excellent if the product is excellent and vice versa. Thus, the students need to meet certain standards of prescribed English rhetorical style, reflect accurate grammar, and be organized in conformity with what the audience would consider to be conventional.

Meanwhile another approach, that focuses on processes, allows students to do something wrong in order to be a better writer. This approach does not focus only on final product from the students, but also concerns with the processes that students experienced (Brown, 2011). Brown (adapting from Shih 1986) states some characteristics of process approaches i.e.:

- a) Focus on the process of writing that leads to the final written products
- b) Help students writers to understand their own composing process
- c) Help them to build repertoires of strategies of prewriting, drafting, and rewriting
- d) Give students time to write and rewrite
- e) Place central importance on the process of revision
- f) Let students discover what they want to say as they write
- g) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention
- h) Encourage feedback from both the instructor and peers
- i) Include individual conferences between teacher and student during the process of composition.

(Brown, 2001)

c. Writing in High School in Indonesia

The needs of the high school students in Indonesia are determined based on the curriculum in Indonesia. From the curriculum, the competence

standard and basic competence defined. Because the focus of this research is on the second semester of tenth grade students, the competence standard and basic competence that will be used is:

Table 2.1: **The standard of competence and basic competence**

Standard of Competence	Basic Competence
<p>Menulis</p> <p>12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>narrative</i>, <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari</p>	<p>12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i></p>

2. Genre-based Approach

Due to its nature, the genre-based approach (GBA) has been confused with the product approach which involves imitating, copying, transforming models provided by the teacher and emphasizing the error free final product (Nunan, 1999), and the process approach which focuses on the process of producing a piece of writing from the prewriting stage to the revising state to the final writing regardless of the time it takes (Nunan, 1999). Genre-based approach is actually an integration of the product approach and the process approach (Badger and White, 2000).

In the genre approach, the knowledge of language is intimately attached to a social purpose, and more focus is on the viewpoint of the reader than on that of the writer. Writing is mostly viewed as the students'

reproduction of text based on the genre offered by the teacher. It is also believed that learning takes place through imitation and exploration of different kinds of models. Accordingly, learners should be exposed to many examples of the same genre to develop their ability to write a particular genre. Through exposure to similar texts, students can detect the specialized configurations of that genre, and they also can activate their memories of prior reading or writing experiences whenever they encounter the task of creating a new piece in a familiar genre (Badger & White, 2000).

a. Characteristics of GBA

Comprehending the characteristics of genre-based approach is important to understand this approach more. Tuan (2011) proposes several characteristics of genre-based approach. The first characteristic is GBA emphasizes the importance of exploring the social and cultural context of language use on a piece of writing. This approach argues that students can only produce a composition to be successfully accepted by a particular English-language discourse community once they take context of a text into account into their own writing papers.

The next characteristic is according to this approach, any student who wants to be successful in joining a particular English-language discourse community he or she will need to be able to produce texts which fulfill the expectations of its readers in regards to grammar, organization, and content. Third, it underscores that writing is a social activity. This notion originated from the social-cultural theory initiated by Vygotsky (in Tuan, 2011).

According to this theory, knowledge is best constructed when learners collaborate together, support one another to encourage new ways to form, construct and reflect on new knowledge.

Fourth, a genre-based approach to writing instruction looks beyond subject content, composing processes and linguistic forms to see a text as attempts to communicate with readers. This approach is concerned with teaching learners how to use language patterns to accomplish coherent, purposeful prose writing. In this approach, student writers are requested to consider the overall social purposes of a text into account when composing a text.

Fifth, this approach emphasizes the important role of writer-reader interaction on a piece of writing. There always exist an interaction between writer and its readers in the form of written communication despite the absence of readers. Sixth, teacher's role in this approach is viewed as authoritativeness rather than authoritarian (Rothery in Tuan, 2011). As an expert in the classroom, the teacher provides students with systematic guidance and careful support through various activities so that students ultimately gain the control of written genres. At the same time, he/she also recognizes the importance of students' contributions to the teaching-learning process.

Last but not least, the genre-based approach emphasizes the explicit teaching of the linguistic conventions of the genre for L2 novice student writers (Christie in Tuan, 2011). It is argued that students cannot produce a

particular text-type successfully if they are not taught explicitly about linguistic conventions of that text-type with respect to language features and schematic structure.

b. Stages/phases in GBA

When it comes to explaining writing development in the genre approach, Hammond (1992, as cited in Burns, 2001) proposed “a wheel model of a teaching learning cycle having three phases: modeling, joint negotiation of text by learners and teacher, and the independent construction of texts by learners”. Modeling, Hammond noted, is the time when the target genre that students should construct is introduced to the students. At this stage, discussion focuses on the educational and social function of the genre, and analysis focuses on the text structure and language.

Joint negotiation of text refers to the stage when learners carry out exercises which manipulate relevant language forms. It fosters a negotiating process between the teacher and the students. It involves reading, research, and disseminating information, and the text of the genre is dependent on those activities. The independent construction of texts is the final phase; in which learners produce actual texts through activities such as choosing a topic, researching, and writing.

Another model is proposed by Agustien (2006). This model is similar to two preceding models. However, this model is added with a phase in the beginning of the cycle i.e. building knowledge of the field. In this phase

teachers and students build cultural context, share experiences, and discuss vocabulary and grammatical patterns, and so on.

3. Web-based Instruction

The next thing which is discussed in this part is the instruction used in this research i.e. web-based instruction. Definition, advantages, websites, and developing own websites will be explored in this point.

a. Definition

Web-based Instruction is part of the Internet-based instruction. Khan (1997) defines this instruction as a hypermedia-based instructional program which utilizes the resources of the World Wide Web to create a meaningful learning environment. Meanwhile, Relan and Gillami (1997) define WBI as:

“...the application of a repertoire of cognitively oriented instructional strategies within a constructivist and collaborative learning environment, utilizing the attributes and resources of the World Wide Web.”

Based on those two definitions, it can be concluded that WBI is an instruction which use the World Wide Web's (WWW) advantages to deliver information in order to make teaching and learning activities happens in online environment.

b. Advantages

There are some advantages of WBI: promotes growth of distance education economically (reliable and inexpensive source) as compared to computer based training, live broadcasts, video tapes, and so on, enables learners who prefer or are required to learn outside traditional classrooms to

attend classes, and provides delivery medium, content provider, and subject matter in one package (McManus, 1995).

Moreover, Heizer et al. in their article published on January 2009 claims that Web-based Instruction improves teaching and learning (Heizer, Render and Watson, 2009). Furthermore, with a variety of hyperlinked multimedia documents and computer-mediated communication (CMC) tools, the Web can support language teachers to integrate Web resources into the language classroom (Son, 2008). It can be also a virtual library that has a huge amount of information valuable to English as a second language (ESL) teaching. In addition, Web-based Instruction has the potential to increase learner motivation and engage learners in culturally authentic and highly interactive language experience (Son, 2008).

Furthermore, in web-based instruction, student control and responsibility optimizes learning and makes it more effective (McGarth, 1998). In a well designed web-based course students can be more successful than they would be in a classroom setting (Schutle, 1997; Tucker, 2000). Many studies to date have demonstrated similarities between the effectiveness of web based instruction and traditional instruction (Tucker, 2000), as support provided by the web increases the quality of instruction and enriches the content. Hence, the individual is able to explore the subject matter in the range and depth s/he wishes to learn that is appropriate to her/his learning capacity.

c. Websites

a) The Nature

Before understanding what websites are, it is better to understand the basic of the websites called *hypertext*. A *hypertext* is a computer-based text which can be read on the screen. It is a kind of information environment in which textual materials and ideas are linked to one another in multiple ways. Hypertext is also a network of links between words, ideas and sources, one that has neither a centre nor an end. Currently, the most common hypertext is the World Wide Web (WWW) which represents diverse textual genres and subject domains (Spires & Estes in Chen, 2002).

When we use the term the World Wide Web, we are really referring to the millions of Web pages that are posted for others to see. These pages are as different as the people who create them. Some contain graphics, audio or visual files, and animation. Other pages are clean and sparse. All are characterized by allowing us the opportunity to interact with information. When there are related Web pages, we refer to them as a Web site. Each Web site has an index, an introductory page that is similar to a table of contents and leads the reader to move more deeply into the Web site.

b) A Good Website

Obviously, there are many educational web sites provided in online network. However, not all websites are well made. A good website must

follow some criteria so that a website is determined as a good one or not. Lever-Duffy and McDonald (2009) propose some criteria that can be used to decide whether an educational website is a well made website or vice versa. Those criteria are:

- a. The design should be well organized and logical.
- b. The site should be easy to navigate.
- c. The website should have the appropriate authority and provide meaningful information.
- d. The website should free from bias.
- e. The website should clearly cite the source

Roblyer and Doering (2010) also propose a set of criteria of a good website. They suggest that a good educational website should have:

- a. Good structure and organization
- b. Clear text and/or graphic links
- c. Good visual design
- d. Easy navigation

d. Developing Own Website

Although using previously made activities is tempting, there are many advantages to creating your own interactive language learning activities for the Web. These advantages include accessibility, renewability, and adaptability.

- *Accessibility:* By putting course material on the Web, teachers provide students with 24-hour, independent access to course information, and updates to Web pages and new assignments are immediately available to students.

- *Renewability*: Once created, materials can be updated easily and often.
- *Adaptability*: Web-based activities can easily be modified to support students at different proficiency levels or with special needs (Morrison, 2002).

Create a website is not an easy work, yet it is not an impossible thing. After understanding the advantages of an own website, create a website is worthy. To make a well made website, there are some steps which can be employed. Roblyer and Doering (2010) proposed eight steps to make a good website i.e.:

- a) Planning and making story-board
- b) Developing pages with texts
- c) Inserting images and frames
- d) Inserting links and frames
- e) Inserting interactive elements
- f) Test in a browser
- g) Publishing the site
- h) Gathering evaluation and comments

e. Web-based Writing Learning Materials

After understanding web-based instruction and its connections in the preceding part, web-based writing learning materials will be examined. The first thing that must be understood is what materials are in this context. Materials are anything which is used by teachers by learners in order to help their language teaching or learning to increase the learners' knowledge and/or experience of the language (Tomlinsosn, 1998). From the definition before, it can be concluded then, that web-based writing learning materials are anything

that is used to increase the learners' knowledge in writing in through a website/online environment.

The materials that will be used in the website are similar to materials which are used in the class environment. The main difference of the materials in online and class environment is about the presentation because in the online environment, there will be no teacher in the physical form. For that reason, the criteria of effective web-based materials in general are similar to materials which are used in class environment. Tomlinson (1998) proposes some criteria for effective materials adapted from some basic principles in second language acquisition; materials should:

- a) achieve purposes,
- b) help learners to feel at ease,
- c) help learners to develop confidence,
- d) expose language in authentic form,
- e) provide learners opportunities to use the language, and
- f) provide opportunities for outcome feedback.

Following to web-based instruction and its connections, the writing activities for developed websites will be discussed. The writing activities here are adapted from writing activities in general.

4. Writing Activities

Activities or tasks which are used in a web-based instruction can be adapted from Brown's (2004) writing activities. Brown explains that there are four categories of writing performances or activities i.e.:

a. Imitative or writing down

Students simply write down English letters, words, and possibly sentences in order to master the mechanics of writing. The activities could be;

copying, listening cloze selection tasks, picture-cued tasks, form completion tasks, and converting numbers and abbreviations to words.

b. Intensive or controlled

Students are meant to produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose. The tasks are more concerned with a focus on form and are rather strictly controlled. The activities could be *dicto-comp*, grammatical transformation tasks, picture-cued tasks, vocabulary assessment tasks, ordering tasks, and short answer and sentence completion tasks.

c. Responsive

Students are considered already mastering the fundamentals of sentence-level grammar and are more focus on the discourse conventions that will achieve the objectives of the written text.

d. Extensive

Students focus on achieving a purpose on their writings and engaging in the process of multiple drafts to achieve a final product.

Tasks in both responsive and extensive writing are more complex than the tasks in previous category of controlled writing. The activities in responsive and extensive writing could be paraphrasing, guided questions and answers, paragraph construction tasks, and strategic options.

5. Characteristics of Effective Writing Activities

The characteristics of writing tasks/activities for web-based teaching and learning, similar to writing activities, can be adapted from the characteristics of effective writing tasks in non web-based teaching and learning. Farrell in Burke (2012) states that all good writing tasks have some characteristics i.e.: meaningful to the students, authentic, specific and immediate situations rather than abstract and theoretical ones".

In addition, Burke (2012) also suggests that teachers when designing a writing task/activity should: determine and clearly state the purpose of the assignment, specify the requirements of the assignment in writing, identify the standards for any given assignment, and take time to discuss the assignment with the students.

Moreover, Oregon Department of Education (2011) proposes that an effective writing/activity task should have the following characteristics:

- a. Use clear and concise wording.
- b. Plainly identify the student's task.
- c. State the mode or purpose for writing. Use "clue" words such as "explain" for expository; "convince" or "persuade" for persuasive; "tell a true story" for narrative; or "make up a story" for imaginative. (Remember that for the purpose of demonstrating proficiency in the essential skill of writing, students must complete one expository, one persuasive and one narrative or imaginative writing piece.)
- d. Give additional directions such as "compare and contrast," "explain the process," "discuss the causes and effects," "explain the advantages and disadvantages," etc.
- e. Provide an open-ended opportunity. (e.g., "Think of an issue in contemporary health and wellness that concerns you..." rather than "Explain why everyone should avoid junk food.")
- f. Make connections to previous learning, when possible.

- g. Address experiences and interests common to students at the particular grade level.
- h. Be free from bias (i.e., not provide advantages to students who have had a broader range of life experiences, access to more technology, etc. For example, do not assume that all people take family vacations, have access to the Internet, etc.).
- i. Respect students' privacy (avoid highly personal, private issues).
- j. Encourage fresh, original thinking/new student learning. Avoid hackneyed and overused topics.

Finally, after discussing characteristics of effective writing tasks/activities, the next point of this part will discuss materials development, including definition and the principles of materials development.

6. Materials Development

a. Definition

Materials for language learning will be taken to be anything that can be used to facilitate the learning of a language, including course books, videos, flash cards, games, websites and mobile phone interactions, though, inevitably, much of the literature focuses on printed materials. Materials can be informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language). As different learners learn in different ways the ideal materials aim to provide all these ways of acquiring a language for the learners to experience. (Tomlinson, 2012)

However, not every materials provided are suitable with the condition in the classroom. Hence, sometimes teachers should develop materials in which appropriate for the classes i.e. materials development. Tomlinson (2012) states that materials development refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research. It means that material development is an effort to make appropriate materials that can be used in the teaching and learning processes.

b. Principles of Materials Development

Tomlinson (2010) proposes some principles based on six principles of language acquisition i.e. the learners are exposed to meaningful, rich, and comprehensible input; learners need to be engaged both affectively and cognitively in language experience; language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not; L2 language learners can benefit from using those mental resources that they typically utilize when acquiring and using their L1; Language learners can benefit from noticing salient features of the input; Learners need opportunities to use language to try to achieve communicative purposes. However, this research will only use principles which are derived from the first principle and the third principle which are seen as the necessary input for this research.

a) The learners are exposed to meaningful, rich, and comprehensible input

Based on those each six principles, Tomlinson derives principles for materials development. From the first principle, the learners are exposed to meaningful, rich, and comprehensible input, the principles for material development are:

- 1) Make sure that the materials contain many spoken and written texts, which provide extensive experience of language being used to achieve outcomes in a variety of text types and genres in relation to topics, themes, events, and locations likely to be meaningful to the target learners.
- 2) Make sure that the language the learners are exposed to is authentic in the sense that it represents how the language is typically used
- 3) Make sure that the language input is contextualized.
- 4) Make sure that the learners are exposed to sufficient samples of language in authentic use to provide natural recycling of language items and features that might be useful for the learners to acquire.

b) language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not

Language learners need to be positive about the target language, about their learning environment, about their teachers, about their fellow learners, and about their learning materials. They also need to achieve positive self esteem and to feel that they are achieving something worthwhile. From that belief, Tomlinson derives 3 principles about materials development, i.e.:

- 1) Make sure the texts and tasks are as interesting, relevant, and enjoyable as possible so as to exert a positive influence on the learners' attitudes to the language and to the process of learning it.

- 2) Set achievable challenges, which help to raise the learners' self-esteem when success is accomplished.
- 3) Stimulate emotive responses through the use of music, song, literature, art, and so on, through making use of controversial and provocative texts, through personalization, and through inviting learners to articulate their feelings about a text before asking them to analyze it.

7. Materials Evaluation

Hutchinson and Waters (1988) state evaluation is basically a matching process among the needs and possible solutions. It means that considerations in evaluating English learning materials should be based on the students' needs.

Skierso in Tomlinson (1998:221) proposes three steps of materials evaluation, which are:

- a. identification of relevant contextual information relating to the students, the teacher, the course syllabus and the institution,
- b. analysis of the features of the textbook followed by overall rating of the text, and,
- c. the actual judging of the acceptability of the textbook, involving both the rating and weighting of specific evaluative criteria.

This study uses the criteria which are proposed by BSNP (2011) as follows.

- a. The appropriateness of the content of the materials.
The appropriateness of the content is determined by the completeness, the depth and the accuracy of the materials. In addition, the materials should refer to the most up to dated sources.
- b. The appropriateness of the language used in the materials.
The language used should be appropriate to learners' proficiency levels, understandable, and acceptable. Moreover, the text within the materials should be coherent and represent the integration of ideas.
- c. The appropriateness of the methodology.

This item refers to the presentation of the materials. It includes grading and sequencing the tasks within the materials.

- d. The appropriateness of the layout of the materials.

The layout covers the description of fonts, text size, and the consistency of illustration.

B. Conceptual Framework

Writing has been defined by some experts as a skill which involves a process and then produces a certain product i.e. writing product as a representation of a writer's ideas. As one of four skills in English, many scholars have formulated how to teach writing. Brown (2001) mentions that there are two main points in teaching writing i.e. focus on process or focus on product. Focus on product means students' writing ability determined by the writing product. Some years ago, teachers believe that students' writing skills can be said excellent if the product is excellent and vice versa. Thus, the students need to meet certain standards of prescribed English rhetorical style, reflect accurate grammar, and be organized in conformity with what the audience would consider to be conventional (Brown, 2001). Meanwhile another approach, that focuses on processes, allows students to do something wrong in order to be a better writer. This approach does not focus only on final product from the students, but also concerns with the processes that students experienced.

However, this research will use genre-based approach, which is the combination of product and process approach. Hammond (1992, as cited in Burns, 2001) proposed "a wheel model of a teaching learning cycle having three phases: modeling, joint negotiation of text by learners and teacher, and the independent construction of texts by learners". Another model is proposed by Agustien (2006).

This model is similar to two preceding model. However, this model is added a phase in the beginning of the i.e. building knowledge of the field.

Teaching English, especially writing, should be suitable with the learners' condition. Teaching writing for kids must be completely different from teaching writing for adults. Also, teaching English in native countries should be different from teaching English in non-native countries. In this research, the researcher will focus only on teaching for high school students and more specifically high school students in Indonesia. The needs of the high school students in Indonesia are determined based on the curriculum in Indonesia. From the curriculum, the competence standard and basic competence are defined.

Afterward, from the observation it can be concluded that students are interested learning writing via a website. Furthermore, the observed school has facilities which support teaching and learning with websites. However, to operate a website as media in teaching and learning processes, a certain instruction called web-based instruction is needed. This instruction has several advantages i.e. enables learners who prefer or are required to learn outside traditional classrooms to attend classes, (Bannan and Milheim, 1997), and provides delivery medium, content provider, and subject matter in one package, (McManus, 1996).

To facilitate the students' interest in learning writing via websites, web-based writing learning materials need to be developed. Materials are anything which is used by teachers by learners in order to help their language teaching or learning to increase the learners' knowledge and/or experience of the language (Tomlinsosn, 1998). From the definition before, it can be concluded then, that

web-based writing learning materials are anything that is used to increase the learners' knowledge in writing in through a website/online environment.

The materials that will be used in the website are similar to materials which are used in the class environment. Tomlinson (1998) proposes some criteria for effective materials adapted from some basic principles in second language acquisition; materials should: achieve purposes, help learners to feel at ease, help learners to develop confidence, expose language in authentic form, provide learners opportunities to use the language, and provide opportunities for outcome feedback. Inside the materials lie down the tasks/activities in which also are important parts of the developing website. Farrell in Burke (2012) states that all good writing tasks have some characteristics i.e.: meaningful to the students, authentic, and "specific and immediate situations rather than abstract and theoretical ones".

Last of all, to develop both media and materials for teaching writing in high school through website, the developer needs to use some principles. Tomlinson (2010) proposes some principles based on six principles of language acquisition i.e. the learners are exposed to meaningful, rich, and comprehensible input; learners need to be engaged both affectively and cognitively in language experience; language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not; L2 language learners can benefit from using mental resources that they typically utilize when acquiring and using their L1; Language learners can benefit from noticing salient features of the input; Learners need opportunities to use language to try to achieve

communicative purposes. However, this research will only use principles which are derived from the first principle and the third principle which are seen as the necessary input for this research.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is classified as educational Research and Development (R & D). It will be conducted to design interactive appropriate interactive web based writing learning materials for second semester students of grade X in SMA N 1 Sewon. Gal, Gall, and Borg (2003) states that R & D is a series of actions accustomed to develop educational products and validate by testing those products. They suggest that the products will be then systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality, or similar standards.

B. Research Setting

This research was conducted in SMA N 1 Sewon. It is located on Jl. Parangtritis Km. 05 Sewon, Bantul, Daerah Istimewa Yogyakarta. It has seven classes of tenth grade consist of 6 regular classes (XA – F) and one particular class focus on sport (XG). For the practicality, one of the regular classes, namely XA, was used. Class XA consisted of 10 male students and 22 female students and the age ranged from 14 to 16 years old.

C. Research Procedure

Two kinds of procedures i.e. the procedures of the research and development (Gall, Gall, and Borg, 2003) and the procedures of building a website (Roblyer and Doering, 2010) were collaborated in conducting this research. However, the system approach model was quite long to be applied in this research. Therefore, there was an adaptation to make the procedures simpler. The procedures were:

1. Conducting the need analysis

The need analysis aims to decide which materials that should be created in the website. The decision about which materials involved in this website were based on the result of the data gathered from the students and Standard of Competency and Basic Competency (SKKD). The materials were involved referring to the SKKD for the Second Semester of First Grade Senior High School students.

2. Writing the course grid

After finishing the needs analysis, the researcher continued to write the course grid. The course grid was written based on the result of the needs analysis. This course grid was used as a blueprint for developing the materials in the product.

3. Story Boarding

The next step after writing the course grid was story boarding. Story boarding is an activity in which the researcher designed the raw design of the

product. This activity is necessary to make the website consistent and well organized.

4. Writing the first draft

In this step the course grid and the story-board were used to develop the first draft of this product.

5. Obtaining the experts' judgment

The next step is obtaining the experts' judgment. The researcher used experts' judgment to validate the first draft. The experts are expected to evaluate the first draft of the product from two different dimensions namely contents and design.

6. Validating the first draft

The input and revisions from the experts were applied to revise and validate the first draft. The product is expected to get better and more appropriate than the prior procedure.

7. Writing the final draft

After applying the experts' judgment, the product will be evaluated and revised considering collected data in experts' judgments. After that, the researcher will write the final draft of the product.

D. Data Collecting Technique

To obtain the data, questionnaires were conducted for both students and experts. The purpose of questionnaire for students is to gather the data about targets needs. In the meantime, the questionnaire for experts aims to gather input, evaluation, and revisions from experts; to make the product get better and more appropriate than the prior procedure. The expert judgments questionnaires used a Likert scale to collect the data.

E. Research Instruments

The type of the instrument used in this research is questionnaires. A set of questionnaire used in the needs analysis is called the needs analysis questionnaire. There are three kinds of questionnaire; needs analysis questionnaire, expert judgment of materials, and expert judgment of media. The organization of the needs analysis questionnaire is presented in table below:

1. Needs Analysis Questionnaire

The purpose of this questionnaire was to find out the target needs and the learning needs. In developing the needs analysis questionnaire, this study referred to the theory of needs assessment proposed by Hutchinson and Waters (1987) and Nunan (2004).

Table 3.1: **Need analysis questionnaire**

	Dimensions	The purpose of the questions	References
Target Needs	Lacks	To find out the gap between learners' proficiency and the demand of the target situation.	Hutchinson and Waters (1987)
	Wants	To find out the learners' wants in learning writing.	Hutchinson and Waters (1987)
	Dimensions	The purpose of the questions	References
Learning Needs	Input	To find out the suitable input for writing learning materials that students want the most.	Nunan (2004)
	Procedures	To find out the suitable procedures that students want the most.	Nunan (2004)
	Setting	To find out the desired environment for learning writing.	Nunan (2004) Hutchinson and Waters (1987)
	Teacher's Role	To find out the role of the teacher in the learning process.	Nunan (2004)
	Learner's Role	To find out the role of the learner in the learning process.	Nunan (2004)

2. Expert Judgment of Materials Questionnaire

The expert judgment of materials questionnaire was distributed to the experts after the first draft materials were developed. The purpose of this questionnaire was to know the experts' opinions and suggestions towards the materials. The organization of the experts' judgment in terms of materials is presented below

(adapted from *BSNP's* Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris SMA/MA):

Table 3.2: **Expert judgment of materials questionnaire**

No	The purpose of the questions	References
1	To find out the appropriateness of the content in the materials.	<i>BSNP</i>
2	To find out the appropriateness of the language in the materials.	<i>BSNP</i>
3	To find out the appropriateness of the materials presentation.	<i>BSNP</i>

3. Expert Judgment of Media Questionnaire

The expert judgment of materials questionnaire was distributed to the experts after the first draft materials were developed. The purpose of this questionnaire was to know the experts' opinions and suggestions towards the media. The organization of the experts' judgment in terms of media is presented below (adapted from Lever and Duffy's (2009) Academic Web Evaluation Rubric):

Table 3.3: **Expert judgment of media questionnaire**

No	The purpose of the questions	References
1	To find out the clarity of the goal of the website.	Lever and Duffy (2009)
2	To find out the clarity of the website's information.	Lever and Duffy (2009)
3	To find out that the website is welcoming and friendly.	Lever and Duffy (2009)
4	To find out the consistency of the design.	Lever and Duffy (2009)

5	To find out the organization of the design.	Lever and Duffy (2009)
6	To find out the clarity of the navigation.	Lever and Duffy (2009)
7	To find out that the navigation is easy to use.	Lever and Duffy (2009)
8	To find out the appropriateness of the links.	Lever and Duffy (2009)
9	To find out that the menu panel is easy to follow.	Lever and Duffy (2009)
10	To find out the effectiveness of the picture placement.	Lever and Duffy (2009)
11	To find out the relation between the subject which is taught and the website.	Lever and Duffy (2009)

F. Data Analysis Technique

There are two kinds of data in this research, i.e. quantitative data and qualitative data. Both data were collected through questionnaires. This research was using two kinds of questionnaires, which were analyzed differently. The data of needs analysis questionnaire were analyzed using percentages.

The expert judgment data analysis used frequencies and descriptive statistics. Descriptive statistics according to Brown (2001) referred to a set of procedures that are used to describe or characterize the answers of a group of respondents to numerically coded questions. In this case, central tendency measure was used to analyze the data. The central tendency measure which was used in the research is the mean.

In classifying the category of the mean, the theory proposed by Suharto (2006) about quantitative data conversion was used. The conversion was presented in the Table 3.4.

Table 3.4: Quantitative data conversion (Suharto, 2006)

Scales	Categories	Interval of Mean
1	Strongly Disagree	1.00-1.79
2	Disagree	1.80-2.59
3	Neither Agree or Disagree	2.60-3.39
4	Agree	3.40-4.19
5	Strongly Agree	4.20-5.00

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions of the research. The findings on the needs analysis, the course grid, the story board, the first draft, the experts' judgment, and the final draft of the web-based writing learning materials are further analyzed and discussed.

A. Findings

1. Needs Analysis

Needs analysis was conducted to gather information from participants used for making the web-based writing learning materials. A set of questionnaire was used by the researcher to collect the data.

a. The Description of the Participants/Students

Table 4.1: **The participants/students**

Group of respondents	Average age	Sex	
		Male	Female
Students of class XA	15	10	22

The respondents of this research were students of SMA N 1 Sewon class XA. The students' age ranges from 14 to 16 at the average age of 15 years old. There are total 32 students at class XA consists of 10 male students and 22 female students.

b. The Description of the Target Needs

The description of the target needs can be classified as three parts i.e. necessities, lacks, and wants (Hutchinson and Waters, 1986). Necessities are simply matters that targets have to know or achieve considering the situation in which the targets would be involved. Meanwhile necessities for high school students have been defined in standard competences and basic competences, lacks and wants of target should be found out through the instruments.

1) Necessities

As stated in the standard of competences and basic competences, tenth grade students of high school in their second semester should be able to express meaning of short functional text and simple essays in the form of narrative, descriptive, and news item in the daily lives context. In this study, the focus will be on the second basic competence i.e. express meaning and rhetoric steps in simple essays accurately, fluently, and acceptably in the daily lives context in the form of narrative, descriptive, and news item text.

2) Lacks

Lacks are the targets' gap between what they have already known (their current proficiency) and will know (the target proficiency). The analyses of the target lacks are presented below.

Table 4.2: **Target needs: lacks**

Question	Items	Students' choice	
		Number of choice	%
How well is your writing skill?	<input type="checkbox"/> Very good	2	6.3
	<input type="checkbox"/> Good	29	90.6
	<input type="checkbox"/> Poor	1	3.1
	<input type="checkbox"/> Very poor	0	0

The question in the table above intends to measure the students' confidence on their writing. The data shows that most participants (90.6%) were confident with their writing skill and claimed that their writing skill is good. However, only 2 persons in the classroom claimed that their writing skill is very good. It means the participants felt that their current proficiency in writing is good enough but there are still rooms for improvement.

Table 4.3: **Target needs: lacks**

Question	Items	Students' choice	
		Number of choice	%
In writing, I have difficulty (ies) in.... (you can choose more than one option)	<input type="checkbox"/> Organizing a text	4	7.7
	<input type="checkbox"/> Developing ideas	4	7.7
	<input type="checkbox"/> Grammar	20	38.5
	<input type="checkbox"/> Punctuation, spelling, and mechanics	10	19.2
	<input type="checkbox"/> Style and quality of expression	13	25
	<input type="checkbox"/>	1	1.9

The data above shows that participants have difficulties not only in a single area, but also in some other areas. Although grammar is the majority (38.5%), the other options cannot be neglected. Thus, the website

did not only focus on grammar, but also other difficulties that the students had, yet the priority was still seriously considered.

3) Wants

Wants are the targets' needs in the learning seen from the targets' point of view. In short, these are what the targets want from the learning processes.

Table 4.4: **Target needs: wants**

Questions	Items	Students' choice	
		Number of choice	%
From the writing tasks/materials that I get, I want to... (<i>you can choose more than one option</i>)	<input type="checkbox"/> <i>Improve my grammar</i>	24	42.1
	<input type="checkbox"/> Enrich my vocabulary	18	31.6
	<input type="checkbox"/> Improve my mechanics	13	22.8
	<input type="checkbox"/>	2	3.5

The question in the table above has a purpose to find out the target needs in terms of target proficiency. The majority of the participants (42.1%) wanted to improve their grammar through the writing tasks. However, the other areas i.e. vocabulary enrichment (31.6%) and mechanics improvement (22.8%) were also considered.

Meanwhile, targets' wants about the website they would use are presented as follows,

Table 4.5: **Target needs: wants**

Questions	Items	Students' choice	
		Number of choice	%
I am more comfortable with a layout of a website which has .....colors combination.	<input type="checkbox"/> 2 - 3	6	18.75
	<input type="checkbox"/> 4	6	18.75
	<input type="checkbox"/> 5	2	6.25
	<input type="checkbox"/> > 5	18	56.25

The table above illustrates the desired website for the participants. It can be seen from the table above that the majority, more than 80% of the class, wanted a website which at least four colors combination. In short, they wanted a colorful website. However, the researcher also considered the harmony of the colors so that the website would be comfortable for the participants.

Table 4.6: **Target needs: wants**

Questions	Items	Students' choice	
		Number of choice	%
I am more comfortable with a website which has the menu panel at....	<input type="checkbox"/> Top of the page	23	71.9
	<input type="checkbox"/> Left of the page	6	18.75
	<input type="checkbox"/> Right of the page	2	6.25
	<input type="checkbox"/> Bottom of the page	0	0
	<input type="checkbox"/> Other (please mention)	1	3.1

Meanwhile, Table 4.6 shows that more than 70% of the students wanted menu panel at the top of the page. From this data, the researcher decided to accommodate the majority of the class i.e. put the menu panel at the top of the page.

Table 4.7: **Target needs: wants**

Questions	Items	Students' choice	
		Number of choice	%
Which page that you think has a better layout?	<input type="checkbox"/> Choice 1	12	37.5
	<input type="checkbox"/> Choice 2	3	9.4
	<input type="checkbox"/> Choice 3	17	53.1

Table 4.7 explains that there are two main choice of layout in a website i.e. 12 students or 37.5% wanted the first layout (see picture number 1 at appendices) and 17 students or 53% wanted the third layout (see picture number 3 at appendices). It is clear that more than 50% percent of the students want the third layout. However, 12 students was a big number that could not be ignored. As the result, the researcher tried to accommodate them by combining the two layouts but the third layout would still be the main outline for the layout.

c. The Description of Learning Needs

1) Input

Input refers to type of data which will be used in learning English.

The tables below presented the desired inputs of the targets.

Table 4.9: **Learning needs: input**

Questions	Items	Students' choice	
		Number of choice	%
What are the topics that you want to have in writing material? (<i>you can choose more than one option</i>)	<input type="checkbox"/> <i>Daily life (family, school, routines)</i>	21	34.4
	<input type="checkbox"/> Politics	3	4.9
	<input type="checkbox"/> <i>Culture</i>	13	21.3
	<input type="checkbox"/> <i>Science and technology</i>	18	29.5
	<input type="checkbox"/> Sports	5	8.2
	<input type="checkbox"/>	1	1.6

The table above shows what topics that participants want. From the data, it can be concluded that daily life (34.4%), science and technology (29.5%), and culture (21.3%) are topics that the majority of the students are interested in. Consequently, the input in the website will use those topics.

Table 4.10: **Learning needs: input**

Questions	Items	Students' choice	
		Number of choice	%
What are the inputs that you want to have in writing tasks/activities? (<i>you can choose more than one option</i>)	<input type="checkbox"/> <i>Pictures</i>	24	31.6
	<input type="checkbox"/> <i>Short stories</i>	19	25
	<input type="checkbox"/> Articles from newspaper, magazine	9	11.8
	<input type="checkbox"/> <i>Articles from the Internet</i>	18	23.7
	<input type="checkbox"/> News	0	0
	<input type="checkbox"/> Textbooks	5	6.6
	<input type="checkbox"/>	1	1.3

The previous question found out about what kind of input that participants wants. The data shows that 31.6% answers for that question is pictures, 25% is short stories, and 23.7% is articles from internet. As a result, those three inputs were used as main input for the website.

2) Procedures

Procedures specify what learners will actually do with the inputs that form the point of departure for the learning task. Below are the results of the analysis of questionnaire in terms of procedures.

Table 4.11: **Learning needs: procedures**

Questions	Items	Students' choice	
		Number of choice	%
In the writing tasks/activities, I want to.... (you can choose more than one option)	<input type="checkbox"/> Complete incomplete sentences	9	11.84
	<input type="checkbox"/> <i>Make a story from pictures</i>	17	22.37
	<input type="checkbox"/> Arrange jumbled paragraphs/sentences	8	10.53
	<input type="checkbox"/> Transform ungrammatical sentences/paragraphs into grammatical ones	5	6.58
	<input type="checkbox"/> Answer short questions	10	13.16
	<input type="checkbox"/> Answer short questions with options	1	1.32
	<input type="checkbox"/> Paraphrase sentences/paragraphs/texts	6	7.89
	<input type="checkbox"/> Write a paragraph/s	9	11.84
	<input type="checkbox"/> Write a text/s	11	14.47
	<input type="checkbox"/>	0	0.00

The activities that the targets want from this website are shown by the table above. From the data, it can be seen that there is no one clear dominant option. The result is the most of all options were considered as the activities in the media. There are 17 students (22.37%) wanted to make a story from pictures in the learning activities. The other options are answering short questions with options (14.47%), answering short

questions (13.16%), completing sentences and writing paragraphs (11.84%). The rests are arranging jumbled sentences (10.53%), writing a text/s (7.89%), transforming ungrammatical sentences (6.58%), and the last one is paraphrasing (1.32%).

Table 4.12: **Learning needs: procedures**

Questions	Items	Students' choice	
		Number of choice	%
Is it important to learn grammar before writing?	<input type="checkbox"/> <i>Very important</i>	27	84.38
	<input type="checkbox"/> Important	5	15.62
	<input type="checkbox"/> Less important	0	0.00
	<input type="checkbox"/> Unimportant	0	0.00

The data above shows that all of the students thought that learning grammar before writing is a must. Even 84.38% of students considered that it is very important to learn grammar before writing.

Table 4.13: **Learning needs: procedures**

Questions	Items	Students' choice	
		Number of choice	%
Is it important to learn genres before writing?	<input type="checkbox"/> <i>Very important</i>	19	59.38
	<input type="checkbox"/> Important	13	41.62
	<input type="checkbox"/> Less important	0	0.00
	<input type="checkbox"/> Unimportant	0	0.00

Similar to the table 4.5, all targets agreed that before writing, it is necessary to learn genres of the text. 19 students said it is very important, meanwhile 13 students claimed that it is important.

3) Setting

Settings refer to the situation or condition in learning writing. The preferred settings of students of are presented below.

Table 4.14: **learning needs: setting**

Questions	Items	Students' choice	
		Number of choice	%
I am more comfortable if I write.....	<input type="checkbox"/> <i>Individually</i>	21	65.62
	<input type="checkbox"/> In pairs	3	9.38
	<input type="checkbox"/> In a small group (3-4 people)	5	15.62
	<input type="checkbox"/> In a big group (more than 4 people)	3	9.38

The table above shows the desired settings desired by the students to carry out the tasks. From the table, there were 65.62% of the students who wanted individual activity. Therefore, the activities in the developed website mostly will be carried out individually.

Table 4.15: **Learning needs: setting**

Questions	Items	Students' choice	
		Number of choice	%
How many words do you want to write in a text?	<input type="checkbox"/> 100-200 words	3	9.38
	<input type="checkbox"/> 200-300 words	13	41.62
	<input type="checkbox"/> 300-400 words	13	41.62
	<input type="checkbox"/> 400-500 words	2	6.25
	<input type="checkbox"/> More than 500 words	1	3.13

In terms of the length of the texts the targets want to write, 83.24% (26 of 32 students) of students claimed they can write at 200-400 words. Therefore the activities were suited with this situation.

Table 4.16: **Learning needs: setting**

Questions	Items	Students' choice	
		Number of choice	%
What kind of media that you want to use in writing? (<i>you can choose more than one</i>)	<input type="checkbox"/> Writing book	2	4.88
	<input type="checkbox"/> A sheet of paper	13	31.71
	<input type="checkbox"/> Print out	10	24.39
	<input type="checkbox"/> <i>The Internet</i>	16	39.02
	<input type="checkbox"/>		

The last question about the setting was what kind of media that the targets want to use in writing. The data showed that 39.02% targets wanted to write via internet. It suited with the developed media i.e. a website and meant that the targets wrote their writing activities directly in the developed website.

4) Teacher Role

Teacher role refers to the types of functions teachers are expected to fulfill. The following table presents the results of the questionnaire which asked the desired teacher role of the students. However, the teacher role in this study was restricted because the setting of this study is outside of the classroom. Therefore, some roles were replaced by instructions and explanations in the developed website.

Table 4.17: **Learning needs: teacher role**

Questions	Items	Students' choice	
		Number of choice	%
Before starting the writing activities, I want my teacher	<input type="checkbox"/> Explain about the text genres that will be discussed	7	21.87

to....	<input type="checkbox"/> <i>Give the examples of the text genres that will be learned</i>	17	53.13
	<input type="checkbox"/> Give explanation about grammar features	3	9.38
	<input type="checkbox"/> Explain the objective of the learning.	5	15.62

The first question of teacher role was what the targets wanted the teacher did before starting the activities. 53.13% students wanted some examples of the texts before the activities carried out. However, because this used online study, the teacher role in this part, i.e. giving examples of texts, was replaced by written instructions explanations, and examples.

Table 4.18: **Learning needs: teacher role**

Questions	Items	Students' choice	
		Number of choice	%
If I have difficulties in writing activities, I want my teacher to....	<input type="checkbox"/> Re-explain the materials	19	59.38
	<input type="checkbox"/> Give me more time to understand the activities	6	18.75
	<input type="checkbox"/> Answer my questions directly	7	21.87

More than half of the targets (59.38%) wanted the teacher re-explained the materials if they had difficulties in the activities. The rests wanted their questions to be answered directly (21.87%) and given more time to understand (18.75%).

Table 4.19: **Learning needs: teacher role**

Questions	Items	Students' choice	
		Number of choice	%
After finishing the writing activities, I	<input type="checkbox"/> Check and give marks on my works	3	9.38

want my teacher to....	<input type="checkbox"/> Check and tell my mistakes directly	24	75
	<input type="checkbox"/> Check my work, tell me my mistakes, and give solution personally	3	9.38
	<input type="checkbox"/> Check my work and discuss it in the class	2	6.25

Based on the table above, in the end of activities three quarters of students wanted the teacher to check and show their mistakes. However, the teacher also gave some feedbacks, only if necessary, for the students to improve their writing.

5) Learner Role

Learner role refers to what the learners need to do in completing the task. The following table shows the preferred role of the students in this study.

Table 4.20: Learning needs: learner role

Questions	Items	Students' choice	
		Number of choice	%
After finishing the writing activities, I want my friends to read, correct, review, and give feedback to my work.	<input type="checkbox"/> Strongly agree	13	40.62
	<input type="checkbox"/> Agree	17	53.13
	<input type="checkbox"/> Disagree	2	6.25
	<input type="checkbox"/> Strongly disagree	00	00.00

More than 90% of the students agreed that they wanted their peers to read, correct, review, and give feedback for their works. Therefore in the activities the students were asked to perform peer assessment.

Finally, the results of the needs assessment above were used to develop a course grid. The course grid which was developed consists of genre, learning objectives, language focus, procedures, and input.

Most of the items of the course grid were developed based on the results of needs assessment. Also, it was developed by considering the standards of competences and basic competences of second semester grade ten of high school as the subjects of this study was the grade ten students of high school in second semester.

2. The Course Grid

The course grid, as the basis for the learning, was developed considering the result of needs analysis. Besides, it was also developed based on standard of competences and basic competences of tenth grade of high school in second semester. The standard of competences is “expressing meaning of short functional text and simple essays in the form of narrative, descriptive, and news item in the daily lives context”, and the basic competence used in this study is “expressing meaning and rhetoric steps in simple essays accurately, fluently, and acceptably in the daily lives context in the form of narrative, descriptive, and news item text”.

Consequently, the materials were expected to be appropriate for the students according to their needs and interests. It consists of six items namely; genre, unit title, learning objectives, language focus, procedures, and input. Below are the explanations of each unit of the course grid. The complete course grid is in the appendix.

a. Unit 1

The first item of the course grid is genre. The genre of unit 1 is narrative. It is based on the basic competence of second semester of tenth grade which is used in this study focus on the narrative texts.

The second item of the course grid is the title unit. Considering the genre in this unit, the title of unit 1 is “Finally, They Lived Happily Ever After”. This title, which is the common expression in narrative texts, emphasizes the genre which will be learnt in this unit. As a result, the students will have the background knowledge before learning Unit 1.

The learning objectives part is the third item in the course grid. The objectives of this unit are the students are able to; identify the generic structures of narrative texts, express past actions using past simple appropriately, and write narrative texts. The objectives of Unit 1 were generated from the basic competence of English of tenth grade in second semester, i.e. “expressing meaning and rhetoric steps in simple essays accurately, fluently, and acceptably in the daily lives context in the form of narrative, descriptive, and news item text.”

The next item is language focus. There are two sub items of language focus i.e. grammar and vocabulary. Sub item grammar defines what grammar which will be learnt by students. Because narrative texts mostly use simple past tense to express the story, the students need to know how the simple past tense used and also how to use it properly. Therefore, the focus of the grammar in this unit is the simple past tense.

The other sub item of language focus is vocabulary. The set of vocabulary in this unit suits the main texts i.e. “Timun Mas”. This vocabulary set is needed for building the background knowledge of the students so that the students will read the texts and do the tasks smoothly.

The fifth item is the procedures. All units in this media follow the teaching procedures generated from genre based approach; approach which is used in this study. There are four steps; building knowledge of the text (BKOF), modeling of the text (MOT), joint construction of the text (JCOT), and independent construction of the text (ICOT). The detailed procedures are customized by the needs of each unit and the result of the needs analysis.

Finally, the last item of the course grid of unit 1 is input. Definitely, the input was generated from the result of needs analysis. There are two points in needs analysis in terms of input namely topic and input itself. The highest percentage of the questionnaire asking about topic is daily life followed by science-technology, cultures, sports, and the last is politics. However, it will be difficult to relate daily life, as the first choice, and narrative text because narrative texts are commonly unreal meanwhile the daily life is real events. Therefore, instead of daily life, culture, local culture precisely, was used as topic in this unit.

In terms of input, the students demanded pictures, short story, and articles as main input. In this unit, some pictures and a short story entitled “Timun Mas” as the main text were used as the main input.

b. Unit 2

Similar to unit 1, the genre of unit 2 is generated from the basic competence of English of second semester of tenth grade. However, this unit focuses only on descriptive text. Consequently, the title of this unit was created considering the genre which is going to be learnt i.e. descriptive texts. The title of unit 2 is “She Looks Like”.

The learning objectives of this unit were also written based on the basic competence which is used in this study. The learning objectives in this unit were almost identical with the preceding unit. The differences among them are in the genre and grammatical focus. Meanwhile unit 1 focuses on narrative text and simple past tenses, unit 2 focuses on descriptive text and simple present tenses. The learning objectives were made identical on purpose for the sake of consistency.

The fourth item is language focus which is divided into two parts i.e. grammar and vocabulary. The grammatical form which will be learnt in this unit, as stated before, is simple present tense. This tense is generally used in the descriptive text, which is as the main focus of this unit. Another part of fourth item is vocabulary learning. Same with unit 1, the vocabulary set in unit 2 was created considering the needs of the students to use them in the tasks.

The fifth item of the course grid of unit 2 is the procedures. Again, the procedures in this unit were set up considering the approach which is used in this study i.e. genre-based approach which consists of four steps; BKOF,

MOT, JCOT, ICOT. Besides, the results of the needs analysis in terms of procedures were also used.

The last item of the course grid of unit 2 is input. This part shows what kind of input which will be used. The texts which are used in this unit are description of public figures and as the main text; the text entitled “JKT 48” is used. It suits the genre which will be learnt in this unit; descriptive. Besides, pictures and some articles are also used in unit 2.

c. Unit 3

The first part is the genre of Unit 3 which is news item. The consideration of choosing this genre was based on the basic competence. From the genre, the contents of this unit were developed so the objectives can be achieved by the students.

The second part is the unit title of Unit 3. The title of this unit is “The Journalist Reports That”. Similar to the previous units, the title shows the expressions which will be learnt by the students. Therefore, students are expected to be ready with the lesson. Moreover, the purpose of choosing this title is to emphasize the genre.

The third item of the course grid of unit 3 is learning objectives. The objectives of Unit 3 were generated from the basic competences of English in tenth grade of high school of second semester.

The next item is the language focus. The language focus part in Unit 3 also consists of two parts: the grammar and vocabularies. The grammar taught in this unit is direct and reported speech. The choice is based on the

objective of Unit 3. For the vocabulary, the items are taken from the input. Therefore, the vocabularies are terms related to news item texts.

The fifth item is the procedures. The procedures of Unit 3 contain the activities which the students should do in order to achieve the objectives of learning. The procedures of Unit 3 are developed based on the result of needs analysis and genre-based approach.

The last item of the course grid of unit 3 is input. There are two main inputs in this unit namely texts and some pictures. The main text entitled “Jeddah Riot” was chosen because of some reasons, i.e. outfits the genre which will be learnt and the values in it. Besides, the students’ interest in science and technology and sports had been accommodated in the other texts in unit 2.

3. The Storyboard

After the course grid was constructed, the next step of this study was story boarding. Storyboard is an illustration of the main screens of a website combined with text explanations of the elements and how they will work together. There are two activities in storyboarding in this study i.e. designing the web based materials and layout.

Designing the web based materials is the first thing to do. Based on the course grid, there are three units of learning materials which each consists of about 12 tasks. The organization of the tasks referred to a genre-based approach. According to this approach, there are four steps in teaching English

i.e. BKOF – MOT – JCOT – ICOT. Therefore, this website also used those steps to construct the materials with some adaptation.

Generally, each unit is divided into several sections. The first section is the introductory page. This page presents the unit title and an introductory paragraph. The purpose of the introductory paragraph is to introduce the learners about the topic and to inform the learners about the objectives of the learning. In addition, the paragraph provides information about the situation or context in which they will use their language competences.

After the introductory page there are the main sections consist of stage 1 – stage 3 plus summary and self reflection page. The detailed information about each stage plus summary and self reflection page can be seen in the following table.

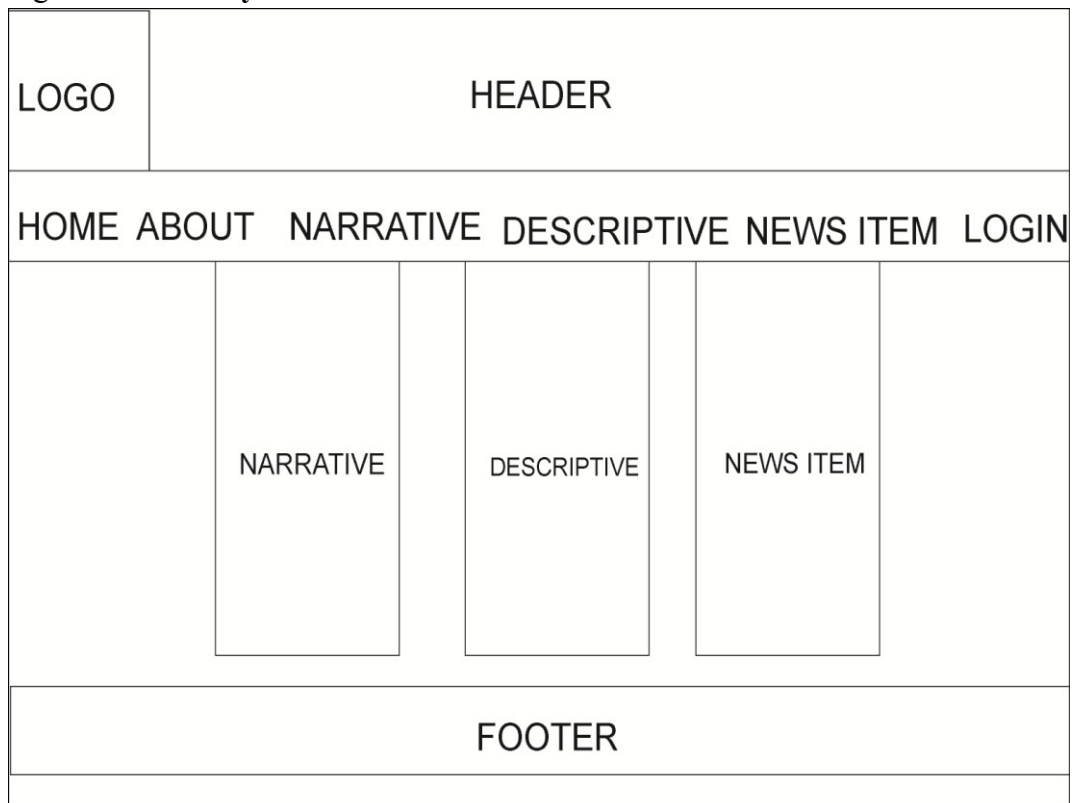
Table 4.21 The unit design of web based materials

SECTION	DESCRIPTIONS
Stage 1	BKOF and MOT
- Lead-in	The purpose of the lead in section is to introduce the students with the topic of the unit. It is also to provide background knowledge and context before the students do the real tasks.
- Information centre	This section will provide the students with some needed information to do the next tasks.
- Exercises #1	In this section, the students will need the preceding information to complete the exercises. The exercises will lead the students to achieve the objectives one step closer.
- Grammar	As the name says, this section is functioned as a

centre	place for the students to learn the grammatical forms which are needed.
Stage 2	JCOT
- Exercises #2	This stage is the preparation stage before the students write. In this section, there are some exercises functioning as an evaluation before writing stage.
Stage 3	ICOT
	In this final stage, the students will be expected to be ready for the writing activity. Generally, there are several activities here i.e. outlining, drafting, revising, and final writing.
Summary	This section was designed to presents the summary of the unit.
Self Reflection	The purpose of this section is to provide a self-assessment activity. Therefore, the students will know how much they have learnt from the unit.

Another important thing is designing the layout. The layout of the website had been decided by the students through the questionnaire (the picture of layout samples are listed in appendix). Below is the figure of the layout of the website:

Figure 4.1: The layout of the website



4. The First Draft

The materials were developed from the course grid which was formulated based on the results of needs assessment and standards of competences and basic competences for the tenth grade of high school in their second semester. Previously stated, each unit consists of about 12 to 13 tasks. The organization of each unit has been presented in the previous section. For the full version of the first draft of materials, it is available in Appendix. Therefore, in this section, there will be the descriptions of each unit of the materials.

a. The Description of Unit 1

This unit is started by an introductory page consists of title, a picture, and learning objectives. The title of Unit 1 is “Finally They Lived Happily Ever After”. This title is a common line founded in narrative texts. As a result, by reading this title, the students were expected to have background knowledge about what they would learn in this unit. The picture in this page also emphasizes the genre which will be learnt. After the introductory paragraph is presented there will be *Stage 1* consists of *Lead-in*, *Information Centre*, *Exercises #1*, and *Grammar Centre*.

In the *Lead-in* section there are four pictures and six questions followed. All the pictures are related to narrative texts which are from local stories. The questions in this section are to make the students aware about the genre and learning objectives.

The next section is *Information Centre*. In this section there are two tasks. The first task is reading task which serves as input. Before students read the main reading entitled “Timun Mas” there are several vocabularies which can help students to understand the reading more. After the reading, there are five questions which measure students’ understanding about the reading.

The second task in *Information Centre* is studying the narrative text in context. There are explanations about what is narrative text, the generic structures of narrative context, and elements in narrative context in this task. The text used in this task is still “Timun Mas” because the students will be

more comfortable with it, remembering they have read it before and hopefully understood it.

After the *Information Centre*, there will be *Exercises #1*. The goal of the exercises in this section is to assess what they have learnt in *Information Centre*. There are two tasks here. The first task is determining whether a statement is true or false with its reason. The goal of this task is to improve students' understanding in reading a text and logical reasoning. The second task is arranging jumbled sentences in a correct order. There are five pictures provided to help them. To do this task, the students need to use their knowledge which they have gained before like generic structure and sequencing.

The last section in this stage is grammar centre. The objective in this section is to make students express the simple past tense properly. There are three tasks in this section, the first one is to study the grammar i.e. read the explanation and the last two tasks are correcting ungrammatical sentences and a paragraph.

After clearing the *Stage 1*, there is *Stage 2* which only consists of *Exercises #2*. There are three tasks in this section. The first task is reading a narrative text without title and then completing boxes and a form which follow. Students' knowledge about narrative texts like generic structures and elements of narrative texts such as character, sequencing, setting, etc are needed here. The next task is studying stages in writing. It is important for the

students as a preparation before they write. The final task in this section is developing a story from provided outline.

After completing *Stage 2*, there will be *Stage 3*. In this stage, tasks are designed as independent tasks. There are two tasks here i.e. writing a narrative story and revising it. After writing and revising a narrative text, the students need to send their works to the teacher for evaluation and feedback.

The next part is *Summary*. The purpose of this section is to provide the summary of language items which are taught in Unit 1. By this section, the students will know the focus of Unit one and can redo the activities if they were not sure about their achievement of the objectives.

The final part is *Reflection*. The purpose of this section is to facilitate the students with self-assessment activity. The students are to measure their understanding about the language items which are taught in Unit 1. There are provided some statements which the learners must fill it by their own. Therefore, the learners will aware how much they have learnt from this unit.

b. The Description of Unit 2

Unit 2 is entitled “She looks like”. The title was taken from one of expressions in descriptive texts when describing people. The description about the objectives of this unit was provided in introductory paragraph.

Based on the design, the first part is *Stage 1* which consists of *Lead-in*, *Information Centre*, *Exercises #1*, and *Grammar Centre*. In *Lead-in* section, students are provided with tasks which create background knowledge and a context for the further activities. The type of activities for this section is

guessing pictures of public figures based on some provided clues. The purpose is to give students the background knowledge about descriptive text.

In *Information Centre* there are three tasks there. The first task is reading a descriptive text entitled “JKT 48”. It is a description of two public figures from that vocal group. Before the students read, they are asked to read a set of vocabularies which can help them in understanding the text. After finishing reading the text, the students need to complete a box which follows the text.

The next two tasks in this section are to understand descriptive texts through the explanation. This task facilitates the students to know what a descriptive text is and what its parts are. By doing this task, the students are expected to be better in understanding a descriptive text. The first task deals with the generic structure and elements in descriptive texts. Then, the next task focuses on the adjectives, which often appear in descriptive texts.

After *information Centre* section, there is *Exercises #1*. In this section, there is a completing a paragraph task. The students need to complete incomplete sentences in the task with appropriate adjectives which have been provided in a box. The goal of this task is to increase students’ understanding about adjectives.

The last section in this stage is the *Grammar Centre*. In this section, students will learn about grammar which will help them to understand the descriptive text more i.e. simple present tense. This tense is chosen because in descriptive text this tense is widely used. There are two tasks in this section.

The first task needs the students to learn an explanation about simple present tense. After understanding simple present tense from the explanation, the students will do the second task to apply their knowledge i.e. transforming ungrammatical verbs into grammatical ones.

After *Stage 1* has been completed, the students need to move on to the next part namely *Stage 2*. In this stage, there are two tasks. The first task is students are to describe four public figures in a paragraph. Meanwhile in the second task, the students need to write an email for someone to describe their physical appearances. All tasks in this stage need the students to deploy all their knowledge that they have learnt in *Stage 1* and to prepare for writing descriptive texts.

After gaining information in *Stage 1* and preparing for writing in *Stage 2*, the students will enter *Stage 3* i.e. to write a complete descriptive text. The students will write a descriptive text from step by step. Firstly, they need to write an outline. After outlining, they will develop a complete text, and then finally evaluating, having feedback, and revising.

The next part is *Summary*. The purpose of this section is to provide the summary of language items which are taught in Unit 2. By this section, the students will know the focus of Unit 2 and can redo the activities if they were not sure about their achievement of the objectives.

The final part is *Reflection*. The Reflection provides some statements about the objectives of Unit 2. The students are to fill the given spaces about how much they learn from this unit, i.e. very much, much, and little. From

this activity, both the learner and teacher will know their improvement from learning this unit.

c. The Description of Unit 3

The title for Unit 3 is “The Journalist Reports That”. The title was taken from one of expressions used in news item texts. There is also a picture to emphasize the genre which students will learn in this unit. The description about the objectives of this unit was provided in introductory paragraph. After the introductory paragraph is presented there will be *Stage 1* consists of *Lead-in*, *Information Centre*, *Exercises #1*, and *Grammar Centre*.

In *Lead-in* section, students are provided with a task which creates background knowledge and a context for the further activities. In this task, there are six pictures about recent news followed by three questions. After doing this task, the students are expected to be ready for the lesson.

The next section is *Information Centre*. There are three tasks in this section; reading task as an input, explanation about news item texts, and explanation about punctuation and capitalization. In the reading task, the students are to read a text entitled “Jeddah Riot”. Before the reading, there is a vocabulary set for the students to help them in this reading task. After the reading, there are five questions which measure students’ understanding about the reading.

The next two tasks are studying an explanation about news item and punctuation and capitalization. These tasks facilitate the students to know what a news item text is, what its parts are, and improve students’ skills in

punctuation and capitalization. By doing this task, the students are expected to be better in understanding and writing a news item text.

After the *Information Centre*, there will be *Exercises #1*. There are three tasks here. The first task is to arrange jumbled paragraphs into two appropriate texts. The next exercise in this section is to complete several sentences with appropriate terms. The last one is giving proper punctuation and capitalization in an article. The goal of the exercises in this section is to assess what they have learnt in *Information Centre*.

The last section in this stage is *Grammar Centre*. In this section, the students will be provided with an explanation about direct and indirect speech followed by a task to apply their understanding after the explanation. These two tasks are important for the students to gain the goal of this unit i.e. to be able to write news item.

After clearing the *Stage 1*, there is *Stage 2* which consists of *Exercises #2*. There are two tasks in this section. The first task is rewriting a news item. Students' knowledge about news item like generic structures and elements of news items are needed to complete this task. The next task is choosing a picture and then finding related news in a printed or online newspaper or magazine, rewrite and email it to the teacher, and finally posting it on the online class forum. It is important for the students as a preparation before they write.

After gaining information in *Stage 1* and preparing for writing in *Stage 2*, the students will enter *Stage 3* i.e. to write a complete news item. The

students will write a news item from step by step. Firstly, they need to write an outline. After outlining, they will develop a complete text, and then finally evaluating, having feedback, and revising.

The next part is *Summary*. The purpose of this section is to provide the summary of language items which are taught in Unit 3. By this section, the students will know the focus of Unit 3 and can redo the activities if they were not sure about their achievement of the objectives.

The final part is *Reflection*. The Reflection provides some statements about the objectives of Unit 3. The students are to fill the given spaces about how much they learn from this unit, i.e. very much, much, and little. From this activity, both the learner and teacher will know their improvement from learning this unit.

5. The Expert Judgment

The expert judgment was the next stage of this study after all units of the materials were developed. The purpose of the expert judgment was to get the experts' opinion about the product. There are two kinds of expert judgments; the expert judgment of materials and the expert judgment of the website.

a. Web Based Writing Learning Materials

The instrument for the expert judgment of materials was a questionnaire. The items of the questionnaire were adapted from the standards of materials proposed by BNSP. According to the BNSP, the materials should be appropriate in some aspects, i.e.: content, language, and

presentation. Therefore, the purpose of the questionnaire was to know how far the materials have accomplished those standards. The questionnaire can be seen in Appendix.

The results of the expert judgment questionnaire were analyzed using descriptive statistic. The central tendency which was applied in this study is the mean. In classifying the category, the mean was converted into frequencies of agreement. The results of the questionnaire are provided in Appendix. The summary of the results are presented as follows.

1) The result of the expert judgment of web based materials of Unit 1.

The tables below present the descriptive statistic of the materials experts' opinion related to the appropriateness of content of Unit 1 according to the standards of *BNSP* about learning materials for high school.

a) The appropriateness of content.

Table 4.22: **The expert judgment of unit 1: the appropriateness of content**

No.	Items	Means (\bar{x})	Description of Agreement
1	The suitability with Standard of Competence and Basics Competence.	4.0	Agree
2	The accuracy of the contents.	4.0	Agree
3	The appropriateness of supportive materials.	4.0	Agree

The appropriateness of the contents of the materials can be achieved if it shows the mean value of 4.0. Table 4.22 above is the summary from the

expert judgment questionnaire which covers three general items of contents appropriateness. Based on the table above, Unit 1 of the materials had achieved the appropriateness in term of contents. The appropriateness had been approved by the materials experts as shown in table above. Therefore, the content of Unit 1 is categorized as appropriate based on the standards proposed by *BNSP*.

b) The appropriateness of the language.

Table 4.23: The expert judgment of unit 1: the appropriateness of the language

No.	Items	Means (\bar{x})	Description of Agreement
1	The appropriateness to the learners' language development.	4.0	Agree
2	The use of communicative language.	4.0	Agree
3	The sequencing and the unity of ideas.	4.0	Agree

From the table above, it can be seen that the expert agreed with the appropriateness of the language in Unit 1. It is shown on the table that the language appropriateness was achieved by Unit 1 as the mean value is above 4.00. Therefore, the language that used in Unit 1 is categorized as appropriate based on the standards proposed by *BNSP*.

c) The appropriateness of materials presentation.

Table 4.24: The expert judgment of unit 1: the appropriateness of materials presentation

No.	Items	Means (\bar{x})	Description of Agreement
1	The technique presentation.	4.0	Agree
2	The learning presentation.	4.0	Agree
3	The technique presentation support.	4.0	Agree

Based on the table above, the experts generally agreed on the appropriateness of materials presentation of Unit 1. It is shown on the table that the overall standards about materials presentation appropriateness were accomplished. Therefore, the materials presentation of Unit 1 is categorized as appropriate based on the standards proposed by *BNSP*.

Finally, the conclusion from the results above is that Unit 1 has reached the standards of appropriateness of learning materials. The conclusion is based on the materials expert' opinion which indicates the agreement on the appropriateness of this unit based on the standards proposed by *BNSP* about learning materials for high school.

2) The result of the expert judgment of web based materials of Unit 2.

Below is the result of expert judgment questionnaire which was administered to know the appropriateness of Unit 2 based on the standards of English learning materials proposed by *BNSP*.

a) The appropriateness of content.

Table 4.25: The expert judgment of unit 2: the appropriateness of the content

No.	Items	Means (\bar{x})	Description of Agreement
1	The suitability with Standard of Competence and Basics Competence.	4.0	Agree
2	The accuracy of the contents.	4.0	Agree
3	The appropriateness of supportive materials.	4.0	Agree

The table above shows that the standard of appropriateness has been achieved by Unit 2. It can be seen that all means in all items are 4.0. It means that the content of Unit 2 is categorized as appropriate materials in terms of content based on the standard proposed by *BNSP*.

b) The appropriateness of the language.

Table 4.26: The expert judgment of unit 2: the appropriateness of the language.

No.	Items	Means (\bar{x})	Description of Agreement
1	The appropriateness to the learners' language development.	4.0	Agree
2	The use of communicative language.	4.0	Agree
3	The sequencing and the unity of ideas.	4.0	Agree

According to table above, the lowest mean value of the items is 4.0. It represents experts' agreement on the appropriateness of the language used in Unit 2. In other words, the standards about the appropriateness of the

language were achieved by this unit. Therefore, the language used in Unit 2 is categorized as appropriate based on the standards proposed by BNSP.

c) The appropriateness of materials presentation.

Table 4.27: The expert judgment of unit 2: the appropriateness of materials presentation

No.	Items	Means (\bar{x})	Description of Agreement
1	The technique presentation.	4.0	Agree
2	The learning presentation.	4.0	Agree
3	The technique presentation support.	4.0	Agree

Based on the table above, the expert agreed on the appropriateness of the materials presentation of Unit 2. It is shown on the table that the overall standards about the appropriateness of the materials presentation were achieved by this unit. Therefore, the presentation of the materials of Unit 2 is categorized as appropriate based on the standards proposed by BNSP.

Finally, the conclusion from the results above is that Unit 2 has accomplished the standards of appropriateness of learning materials. The conclusion is based on the materials experts' opinion which indicates the agreement on the appropriateness of this unit based on the standards proposed by *BNSP* about learning materials for high school.

3) The result of the expert judgment of web based materials of Unit 3.

Below is the result of expert judgment questionnaire which was administered to know the appropriateness of Unit 3 based on the standards of English learning materials proposed by BNSP.

a) The appropriateness of content.

Table 4.28: **The expert judgment of unit 3: the appropriateness of the content**

No.	Items	Means (\bar{x})	Description of Agreement
1	The suitability with Standard of Competence and Basics Competence.	4.0	Agree
2	The accuracy of the contents.	4.0	Agree
3	The appropriateness of supportive materials.	4.0	Agree

Table 4.28 above is the summary from the expert judgment questionnaire which covers three general items of contents appropriateness. Based on the table above, Unit 1 of the materials had achieved the appropriateness in term of contents by reaching 4.0 in means. Therefore, the content of Unit 3 is categorized as appropriate based on the standards proposed by *BNSP*.

b) The appropriateness of the language.

Table 4.29: The expert judgment of unit 3: the appropriateness of the language

No.	Items	Means (\bar{x})	Description of Agreement
1	The appropriateness to the learners' language development.	4.0	Agree
2	The use of communicative language.	4.0	Agree
3	The sequencing and the unity of ideas.	4.0	Agree

Based on Table 4.29, the expert generally agreed on the appropriateness of the language used in Unit 3. It is shown on the table that the overall standards about the appropriateness of the language were achieved by this unit as the mean is 4.0. Therefore, the language used in Unit 3 is categorized as appropriate based on the standards proposed by BNSP.

c) The appropriateness of materials presentation.

Table 4.30: The expert judgment of unit 3: the appropriateness of the material presentation

No.	Items	Means (\bar{x})	Description of Agreement
1	The technique presentation.	4.0	Agree
2	The learning presentation.	4.0	Agree
3	The technique presentation support.	4.0	Agree

Based on Table 4.30, the experts generally agreed on the appropriateness of the materials presentation of Unit 3. It is shown on the table that the overall standards about the appropriateness of the materials

presentation were achieved by this unit as the mean is 4.00. Therefore, the presentation of the materials of Unit 3 is categorized as appropriate based on the standards proposed by *BNSP*.

Finally, the conclusion from the results above is that Unit 3 has accomplished the standards of appropriateness of learning materials. The conclusion is based on the materials expert' opinion which indicates the agreement on the appropriateness of this unit based on the standards proposed by *BNSP* about learning materials for high school.

Even so, the first draft of the materials still has some weaknesses. The expert, who was asked to evaluate the materials, found some parts of the first draft which needed some revisions. The revisions were necessary in order to make the draft more appropriate. Therefore, the suggestions from the expert were used to revise the first draft of the materials. The opinions of the expert will be presented later.

b. The Website

The instrument for the expert judgment of the website was also a questionnaire. The items of the questionnaire were adapted from Lever and Duffy's (2009) Academic Web Evaluation Rubric. According to them, a teaching and learning website should be appropriate in some dimensions, such as goal, user friendliness, design, navigability, and links. Therefore, the purpose of the questionnaire was to know how far the materials have accomplished those standards. The questionnaire can be seen in Appendix.

The results of the expert judgment questionnaire were analyzed using descriptive statistic. The central tendency which was applied in this study is the mean. In classifying the category, the mean was converted into frequencies of agreement. The results of the questionnaire are provided in Appendix. The summary of the results are presented as follows.

Table 4.31: The expert judgment of the website

No.	Statements	Values	Description of Agreement
1	The goal of the website is clear.	5.0	Strongly Agree
2	The information about the website is clear.	5.0	Strongly Agree
3	The website is welcoming and user-friendly.	4.0	Agree

From the table 4.31, it can be seen that in terms of goal and the website information, the expert agreed that both of them are clear. It shows by the value 5.0 in those areas. Moreover, the expert also agreed that the website is welcoming and user-friendly.

Table 4.32: The expert judgment of the website

No.	Statements	Values	Description of Agreement
4	The design of the website is consistent.	5.0	Strongly Agree
5	The design of the website is well organized.	5.0	Strongly Agree
6	The navigation is clear.	4.0	Agree
7	The navigation is easy to use.	5.0	Strongly Agree

The table above shows the agreement of the expert that the design is consistent and well-organized. In addition, the expert also believed that the navigation is both clear and easy to use. It is shown by the values that reached 4.0 – 5.0.

Table 4.33: The expert judgment of the website

No.	Statements	Values	Description of Agreement
8	Links to other websites are working properly.	4.0	Agree
9	The menu panel is easy to follow.	5.0	Strongly Agree
10	The pictures placement is effective.	4.0	Agree
11	What subject the website relates to is clear.	5.0	Strongly Agree

Table 4.33 shows that the expert believed that most of the links to other websites are working properly. The expert also agreed that the menu panel of the website is easy to follow and the pictures placement is effective. In addition, the expert also agreed that what subject the website relates to is clear.

Finally, the conclusion from the results above is that the website has reached the standards of good teaching and learning website according to Lever and Duffy's rubric (2009). The conclusion is based on expert' opinion which indicates the agreement based on the standards proposed by Lever and Duffy about academic website.

However, similar to the materials, the first draft of the website still has some weaknesses. The expert, who was asked to evaluate the website, found

some parts of the first draft which needed some revisions. The revisions were necessary in order to make the draft more appropriate. Therefore, the suggestions from the expert were used to revise the first draft. The opinions of the expert will be presented later.

6. The Review of the First Draft

a. Web Based Writing Learning Materials

The expert had suggested that the materials need some changes in each unit. The most noticeable things are about the language and layout. In the first draft of the materials, there are some grammar mistakes and mechanics in the instructions and input texts. Moreover, the explanation in *Grammar* Centre section needs to be improved. The detailed suggestions from the experts about the language will be discussed later. However about the layout of the materials, the revisions will not be fundamental because the materials would be presented in the website.

1) The Evaluation and Revision of Unit 1

Table 4.34 shows the evaluation and revision of Unit 1 of the first draft of the materials. The complete version of second draft of the materials can be seen in Appendix.

Table 4.34: The evaluation and revision of unit 1

Part	Evaluation	Revision
<i>Stage 1:</i> <i>Grammar Centre</i> – Task D.1	The <i>Grammar Centre</i> should be given some explanation about irregular form of past tense.	Adding explanation about irregular form of past tense.
<i>Stage 3 – Task</i> Number 2	Written: <i>Reread and revise your story from and email it to your teacher to get evaluation and feedback.</i>	<i>Reread and revise your story and email it to your teacher to get evaluation and feedback.</i>

2) The Evaluation and Revision of Unit 2

The evaluation and the revision of the first draft of Unit 2 can be seen in the table below. The revised materials can be seen in Appendix.

Table 4.35: The evaluation and revision of unit 2

Part	Evaluation	Revision
<i>Stage 1:</i> <i>Information</i> <i>Centre – Task</i> B.3	The adjectives should be categorized in the same category. It was written: <i>big</i> <i>round</i> <i>blue</i> <i>brown</i> <i>green</i> <i>narrow</i>	<i>big</i> <i>narrow</i> <i>round</i> <i>blue</i> <i>brown</i> <i>green</i>
<i>Stage 1 –</i> <i>Grammar Centre</i> – Task D.1	The instruction should be revised. It was written: <i>Study the following explanation about present simple.</i>	<i>Study the following explanation about simple present tense.</i>

<i>Summary</i>	The summary of the simple present tense should be given more detail.	Giving more detailed information about simple present tense.
	The adjectives should be categorized in the same category. It was written: <i>big</i> <i>round</i> <i>blue</i> <i>brown</i> <i>green</i> <i>narrow</i>	<i>big</i> <i>narrow</i> <i>round</i> <i>blue</i> <i>brown</i> <i>green</i>

3) The Evaluation and Revision of Unit 3

The table below presents the evaluation and revision Unit 3 of the first draft. The complete version of second draft of the materials can be seen in Appendix.

Table 4.36: The evaluation and revision of unit 3

Part	Evaluation	Revision
Title	The capitalization of the title should be revised. It was written: <i>The Journalist Reports That...</i>	<i>The Journalist Reports that...</i>
<i>Stage 1:</i> <i>Information</i> Centre – Task B.2	The punctuations in the explanation should be revised. It was written: <i>....questions: to the newsworthy</i>	<i>....questions; to the newsworthy.</i>

<i>Stage 1: Information Centre – Task B.3</i>	The explanations and the examples should be in the same line.	The explanations and the examples have been put in the same line.
<i>Stage 1: Exercises Centre – Task C.1</i>	The instruction should be made clearer. It was written: <i>Arrange them so there will be two appropriate news item texts.</i>	.... <i>Arrange them so there will be TWO appropriate news item texts.</i>
<i>Summary</i>	The Summary belonged to Unit 2.	The Summary has been replaced.

b. The Website

The expert had suggested that the materials need some changes in some dimensions. However, the expert also had suggested that the changes must not be too fundamental because it can distract the organization and consistency of the website. The table below shows the evaluations and revisions of the website.

Table 4.37: **The evaluation and revision of the website**

Dimensions	Evaluation	Revision
Header	The header was too big, not proportional.	The size of the header was decreased.
Design	Too many color combinations.	The color combinations were decreased by one color.
Navigation	There are some distractions in the navigations.	The distractions in the navigation were erased.
Links	One link was not working properly.	The link was repaired.

B. Discussion

The needs of the high school students in Indonesia are determined based on the curriculum in Indonesia. From the curriculum, the competence standard and basic competence are defined. Moreover, to find out more appropriate materials and media for the students, the needs analysis was needed.

The purpose of needs analysis was to make sure that the materials could make the students learn the language needed in the target situation. The theory proposed by Hutchinson and Waters (1986) about target needs and learning needs was used to develop the needs assessments questionnaire. The questionnaire which was distributed had two main objectives. They were to know the target needs of the grade ten students of high school and the learning needs desired by the students to achieve the goals of learning.

The results of the needs analysis were used to develop a course grid. The course grid was developed to provide a framework for the process of materials development. The information used to develop the course grid was also taken from the curriculum of high school. This was necessary considering the materials would be used as the model for materials development in the formal school. Therefore, the materials would be appropriate according to students' needs and the demand of curriculum.

After that, the materials and the website were developed. The materials were developed into three units. Each unit consisted of a consistent pattern, which include introduction, main activities and closing (reinforcement). The introduction section presented the unit title, a picture, and an introductory paragraph which

provided information about the learning objectives and learning context. The main activities section presented the tasks which were supposed to make the students achieve the objectives. In this section, there were three sub-sections which were Stage 1 (Lead-in, Information Centre, Exercises #1, and Grammar Centre), Stage 2 as writing preparation, and Stage 3 as writing phase. Finally, the closing or reinforcement section provided the students with follow-up activities. There were two parts in this section, i.e. Reflection and Summary. This section also functioned as the evaluation activities to check students' achievements through the unit.

In each unit, there were about 12 to 14 tasks which were developed in order to help the students achieve the objectives of learning. The tasks were designed based on the genre based approach. Therefore, each task contained four phases, i.e. BKOF, MOT, JCOT, and ICOT. In every unit, the tasks were sequenced from guided tasks to independent tasks. After all materials had been created, the next phase was inserting them into the website.

After the materials and the media had been designed, the next phase was obtaining expert judgments, both in materials and media. Based on the results of materials and the website evaluation, all units of the materials and the website had already achieved the appropriateness of the contents. The experts agreed that the materials and the website were appropriate to learning goals, curriculum of high school, and the needs of students of tenth grade in second semester with some notes and revisions.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study and the suggestions to other parties.

A. Conclusions

The research findings and discussions in Chapter IV lead to the following conclusion:

1. The Target Needs

Both the English teacher and students of tenth grade in second semester in SMA N 1 Sewon claimed that they have difficulties in teaching and learning writing. For the students, they claimed that there were some areas in writing skill that needed to be improved. They also believed that they must improve their grammatical skill and mechanics in order to write better.

Related to that fact, the students wanted to improve their understanding in grammar. However, they also wanted the other areas i.e. vocabularies and mechanics.

2. The Learning Needs

The students needed topic for learning writing. Daily lives, science and technology, and cultures are the topic they wanted. For the input, the students desired to have pictures, short stories, and articles from the Internet.

The activities that the targets want from this website were make a story from pictures in the learning activities, answering short questions, completing

sentences and writing paragraphs. The rests are arranging jumbled sentences, writing a text/s, transforming ungrammatical sentences, and the last one is paraphrasing. They also thought that learning grammar and genres were necessary before doing the activities.

Then, the students felt that they were more comfortable doing the activities individually. They also thought that the Internet is the best media to write for them, it means that they want to write their writing directly in the website.

The students also wanted some examples of the texts before the activities carried out. However, because this used online study, the teacher role in this part, i.e. giving examples of texts, was replaced by written instructions, explanations, and examples.

The students also expected the teacher to check and show their mistakes. However, the teacher also gave some feedbacks, only if necessary, for the students to improve their writing. All these activities carried on in face to face situation.

Lastly, the students agreed that they wanted their peers to read, correct, review, and give feedback for their works. Therefore in the activities the students were asked to perform peer assessment.

3. The Appropriate Web-Based Writing Materials and Website

a. Appropriate web-based writing learning materials had the following characteristics:

- 1) The materials were relevant to the curriculum of high school and students' needs.

- 2) The materials elaborated the texts in detail and explored the texts which relevant to students daily lives.
- 3) The materials gave the accurate language inputs so that students would achieve the objectives of learning.
- 4) The materials employed the correct and appropriate language use.
- 5) The materials used the language that was presented clearly and understandable by the students.
- 6) The materials were presented consistently and equally in all units.
- 7) The materials facilitated the students to recognize their achievement and failure after the learning process.

b. Appropriate writing learning websites had the following characteristics:

- 1) The goal and the purpose of the website are clear with no distracting and unnecessary elements.
- 2) The information about the website is clear. The website provides necessary information to students and other visitors.
- 3) The website is welcoming and user-friendly. The students should be comfortable in using the web.
- 4) The design of the website is consistent and well organized. It means that the website is neat and easy to follow.
- 5) The navigation is clear and easy to use. It also should be free of error and disturbing elements.
- 6) Links to other websites are working properly.

- 7) The menu panel is easy to follow. It should not be too much elements in the menu panel.
- 8) The pictures placement is effective.
- 9) What subject the website relates to is clear. In this matter, the subject is English especially writing.

c. Appropriate web based writing learning materials had the following design:

1) Introduction

The introduction section provided unit title and introductory paragraph. The purpose of the introductory paragraph was to inform the learners about the objectives of the learning and the significance of the unit to their future.

2) Stage 1

- Lead-in

The purpose of the lead in section is to introduce the students with the topic of the unit. It is also to provide background knowledge and context before the students do the real tasks.

- Information Centre

This section will provide the students with some needed information to do the next tasks.

- Exercises #1

In this section, the students will need the preceding information to complete the exercises. The exercises will lead the students to achieve the objectives one step closer.

- Grammar Centre

As the name says, this section is functioned as a place for the students to learn the grammatical forms which are needed.

3) Stage 2

- Exercises #2

This stage is the preparation stage before the students write. In this section, there are some exercises functioning as an evaluation before writing stage.

4) Stage 3

In this final stage, the students will be expected to be ready for the writing activity. Generally, there are several activities here i.e. outlining, drafting, revising, and final writing.

5) Summary

This section was designed to presents the summary of the unit.

6) Self Reflection

The purpose of this section is to provide a self-assessment activity. Therefore, the students will know how much they have learnt from the unit.

B. Suggestions

1. To the English Teachers

English teachers of high schools in teaching writing should use interesting media like websites to increase students' interests. They also should try to develop English learning materials and media which appropriate to the needs of the students and interests. In developing the materials, teachers are suggested to refer to the research findings about the characteristics of appropriate English learning materials. They are also suggested to develop learning materials which have the appropriate design as presented in the research finding.

2. To Other Researchers

This research only focuses on developing learning writing website for tenth grade of high school in second semester. Other researchers are expected to be able to develop website for other skills, grades, or semesters. However, the researchers are also expected to not to underestimate the complexity of developing a website. They are also expected to find the other characteristics of appropriate web based writing learning materials based on the needs of the students.

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APPENDIX A
NEEDS ANALYSIS INSTRUMENT

Table 6.1 The Organization of the Needs Analysis Questionnaire

Dimensions		The purpose of the questions	Questions No.	References
Target Needs	Lacks	To find out the gap between learners' proficiency and the demand of the target situation.	4, 5	Hutchinson and Waters (1987)
	Wants	To find out the learners' wants in learning writing and the website.	1, 2, 3, 6	Hutchinson and Waters (1987)
Dimensions		The purpose of the questions		References
Learning Needs	Input	To find out the suitable input for writing learning materials that students want the most.	7, 8	Nunan (2004)
	Procedures	To find out the suitable procedures that students want the most.	9, 10, 11	Nunan (2004)
	Setting	To find out the desired environment for learning writing.	12, 13, 14	Nunan (2004) Hutchinson and Waters (1987)
	Teacher's Role	To find out the role of the teacher in the learning process.	15, 16, 17	Nunan (2004)
	Learner's Role	To find out the role of the learner in the learning process.	18	Nunan (2004)

I. Identitas

Nama : _____ (L/P)*

Kelas : _____

Nomor : _____

**lingkari salah satu*

II. Petunjuk pengisian angket.

- a. Baca petunjuk pengisian angket sebelum anda memulai pengisian angket.
- b. Angket ini terdiri dari 4 (empat) bagian yaitu identitas, petunjuk pengisian, tujuan, dan angket yang terdiri dari 19 (sembilan belas) pertanyaan.
- c. Isi identitas anda dengan jelas dan benar.
- d. Isi angket seluruhnya dengan sebaik-baiknya dan sebenar-benarnya dengan memberi tanda centang (√) pada jawaban yang menurut anda paling mewakili anda.
- e. Hasil apapun yang didapat dari angket ini tidak akan mempengaruhi nilai anda dalam bentuk apapun.

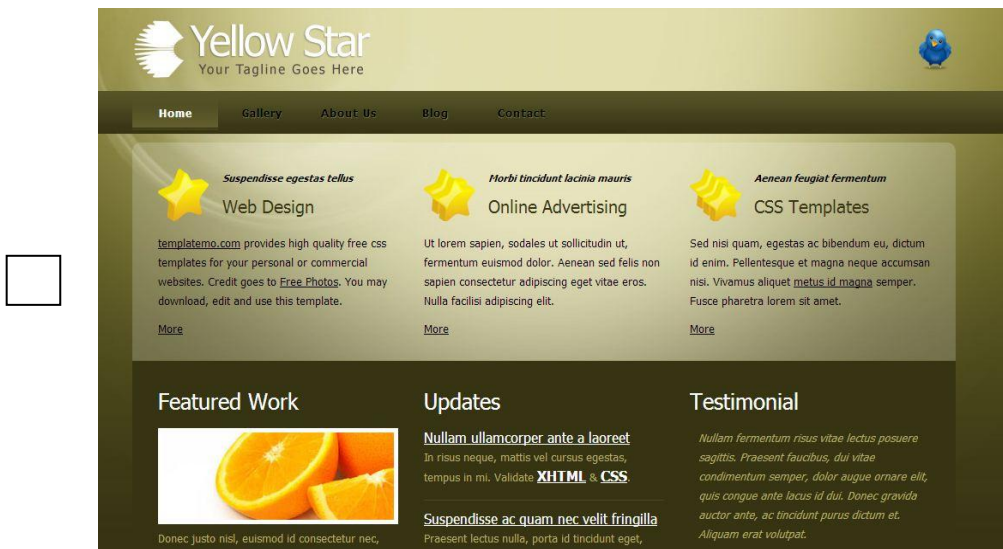
III. Tujuan

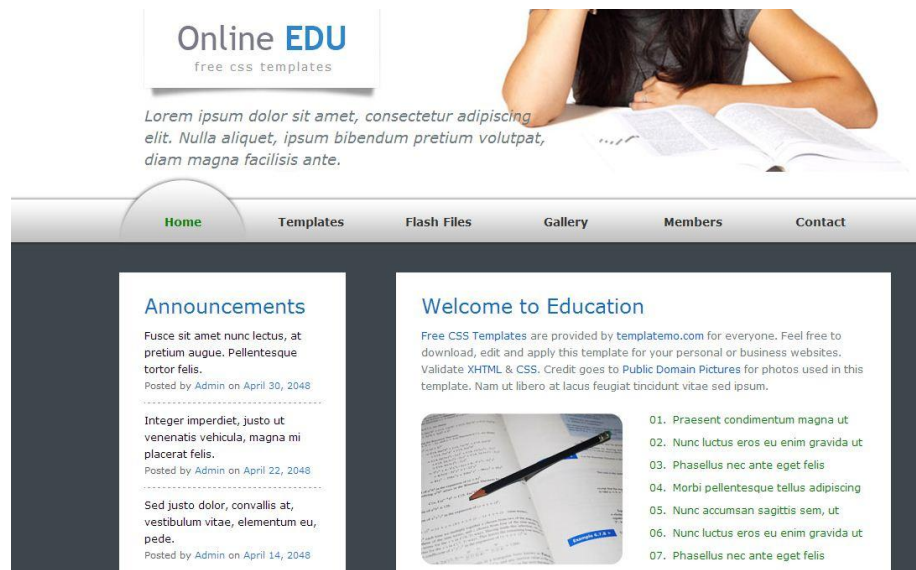
Tujuan dari pengisian angket ini adalah untuk mengumpulkan data awal sebagai input bagi peneliti untuk mengembangkan sebuah materi pembelajaran berbasis website.

IV.

1. Saya lebih memilih sebuah website yang memiliki kombinasi warna
 - 2 - 3
 - 4
 - 5
 - > 5
2. Saya lebih memilih website yang memiliki panel menu yang terdapat di
 - paling atas dari sebuah website

- sebelah kiri dari sebuah website
 - sebelah kanan dari sebuah website
 - paling bawah dari sebuah website
 - lainnya (mohon disebutkan)
3. Dari beberapa contoh website di bawah ini, website manakah yang menurut anda lebih baik dalam hal penataan letak teks?





4. Seberapa baik kemampuan menulis anda?
- sangat baik
 - baik
 - tidak baik
 - sangat tidak baik
5. Dalam menulis, saya memiliki kesulitan dalam hal... (*anda dapat memilih lebih dari satu pilihan*)
- mengorganisasi sebuah teks (menentukan pembuka, isi, dan penutup)
 - mengembangkan gagasan
 - tata bahasa (*grammar*)
 - tanda baca, ejaan, dan mekanika lainnya
 - gaya penulisan dan ekspresi
 - lainnya (*mohon disebutkan*).....
6. Dari tugas dan aktivitas menulis, saya ingin.... (*anda dapat memilih lebih dari satu pilihan*)
- mengembangkan kemampuan ber-tata bahasa (*grammar*) saya
 - memperbanyak kosakata saya
 - mengembangkan kemampuan mekanika dalam penulisan (ejaan, tanda baca, huruf kapital)
 - lainnya (*mohon disebutkan*).....

7. Topik-topik apa saja yang anda inginkan dari materi pembelajaran menulis? (*anda dapat memilih lebih dari satu pilihan*)
- kehidupan sehari-hari (*daily life: family, school, routines*)
 - politik
 - budaya
 - sains dan teknologi
 - olahraga
 - lainnya (*mohon disebutkan*).....
8. Input-input apa saja yang anda inginkan dalam aktivitas/tugas menulis? (*anda dapat memilih lebih dari satu pilihan*)
- gambar
 - cerita pendek
 - artikel dari koran dan/atau majalah
 - artikel dari internet
 - berita televisi
 - buku teks
 - Lainnya (*mohon disebutkan*).....
9. Dalam tugas/aktivitas menulis, saya ingin.... (*anda dapat memilih lebih dari satu pilihan*)
- melengkapi kalimat rumpang
 - membuat cerita dari gambar
 - menyusun kalimat/paragraph acak
 - mengubah kalimat/paragraph yang memiliki tata bahasa (*grammar*) yang *tidak benar* menjadi *benar*
 - menjawab pertanyaan-pertanyaan pendek
 - menjawab pertanyaan dengan pilihan jawaban
 - memparafrase kalimat.paragraf/teks
 - menulis paragraf
 - menulis sebuah teks
 - Lainnya (*mohon disebutkan*).....
10. Pentingkah mempelajari tata bahasa (*grammar*) sebelum menulis?
- sangat penting
 - penting
 - kurang penting
 - tidak penting

11. Pentingkah mempelajari fitur-fitur jenis teks (organisasi teks, tata bahasa (*grammar*) yang digunakan, dll) sebelum menulis?
- sangat penting
 - penting
 - kurang penting
 - tidak penting
12. Saya lebih memilih menulis.....
- secara individu
 - berpasangan
 - dalam kelompok kecil (3-4 siswa)
 - dalam kelompok besar (lebih dari 4 siswa)
13. Menurut anda, berapa jumlah kata ideal yang terdapat pada sebuah teks yang anda buat?
- 100-200 kata
 - 200-300 kata
 - 300-400 kata
 - 400-500 kata
 - lebih dari 500 kata
14. Jenis media apa yang anda ingin gunakan dalam menulis? ((*anda dapat memilih lebih dari satu pilihan*))
- buku khusus untuk menulis
 - selembar kertas
 - print out*
 - internet
 - lainnya (*mohon disebutkan*).....
15. Sebelum memulai aktivitas menulis, saya ingin guru saya....
- menjelaskan jenis teks yang akan dipelajari
 - member contoh jenis teks yang akan dipelajari
 - memberi penjelasan mengenai tata bahasa (*grammar*)
 - menjelaskan tujuan dari pembelajaran
16. Jika saya mengalami kesulitan dalam aktivitas.tugas, saya ingin guru saya....
- menjelaskan kembali materi yang dipelajari
 - memberi saya waktu tambahan untuk memahami aktivitas/tugas yang diberikan
 - menjawab pertanyaan saya secara langsung
17. Setelah aktivitas menulis selesai, saya ingin guru saya....
- memeriksa dan memberi nilai pada pekerjaan saya

- memeriksa dan memberi tahu kesalahan yang saya buat secara langsung
 - memeriksa pekerjaan saya, memberitahu kesalahan saya, dan memberikan solusinya *tidak* di kelas
 - memeriksa pekerjaan saya kemudian didiskusikan di dalam kelas
18. Setelah menyelesaikan tugas/aktifitas menulis saya, saya ingin teman saya membaca, mengkoreksi, dan memberi masukan pada pekerjaan saya.
- sangat setuju
 - setuju
 - tidak setuju
 - sangat tidak setuju

****TERIMA KASIH****

APPENDIX B
THE RESULT OF NEEDS ANALYSIS

Table 6.2 Target Needs

Lacks			
Questions	Items	Students' choice	
		Number of choice	%
How well is your writing skill?	<input type="checkbox"/> Very good	2	6.3
	<input type="checkbox"/> Good	29	90.6
	<input type="checkbox"/> Poor	1	3.1
	<input type="checkbox"/> Very poor	0	0
In writing, I have difficulty (ies) in.... (you can choose more than one option)	<input type="checkbox"/> Organizing a text	4	7.7
	<input type="checkbox"/> Developing ideas	4	7.7
	<input type="checkbox"/> Grammar	20	38.5
	<input type="checkbox"/> Punctuation, spelling, and mechanics	10	19.2
	<input type="checkbox"/> Style and quality of expression	13	25
	<input type="checkbox"/>	1	1.9
Wants			
Questions	Items	Students' choice	
		Number of choice	%
From the writing tasks/materials that I get, I want to... (you can choose more than one option)	<input type="checkbox"/> Improve my grammar	24	42.1
	<input type="checkbox"/> Enrich my vocabulary	18	31.6
	<input type="checkbox"/> Improve my mechanics	13	22.8
	<input type="checkbox"/>	2	3.5
I am more comfortable with a layout of a website which has .....colors combination.	<input type="checkbox"/> 2 - 3	6	18.75
	<input type="checkbox"/> 4	6	18.75
	<input type="checkbox"/> 5	2	6.25
	<input type="checkbox"/> > 5	18	56.25
I am more comfortable with a website which has the menu panel at....	<input type="checkbox"/> Top of the page	23	71.9
	<input type="checkbox"/> Left of the page	6	18.75
	<input type="checkbox"/> Right of the page	2	6.25
	<input type="checkbox"/> Bottom of the page	0	0
	<input type="checkbox"/> Other (please mention)	1	3.1

		
Which page that you think has a better layout?	<input type="checkbox"/> Choice 1	12	37.5
	<input type="checkbox"/> Choice 2	3	9.4
	<input type="checkbox"/> Choice 3	17	53.1

Table 6.3 Learning Needs

Input			
Questions	Items	Students' choice	
		Number of choice	%
What are the topics that you want to have in writing material? (you can choose more than one option)	<input type="checkbox"/> <i>Daily life (family, school, routines)</i>	21	34.4
	<input type="checkbox"/> Politics	3	4.9
	<input type="checkbox"/> <i>Culture</i>	13	21.3
	<input type="checkbox"/> <i>Science and technology</i>	18	29.5
	<input type="checkbox"/> Sports	5	8.2
	<input type="checkbox"/>	1	1.6
What are the inputs that you want to have in writing tasks/activities? (you can choose more than one option)	<input type="checkbox"/> <i>Pictures</i>	24	31.6
	<input type="checkbox"/> <i>Short stories</i>	19	25
	<input type="checkbox"/> Articles from newspaper, magazine	9	11.8
	<input type="checkbox"/> <i>Articles from the Internet</i>	18	23.7
	<input type="checkbox"/> News	0	0
	<input type="checkbox"/> Textbooks	5	6.6
	<input type="checkbox"/>	1	1.3

Procedures			
Questions	Items	Students' choice	
		Number of choice	%
In the writing tasks/activities, I want to.... (you can choose more than one option)	<input type="checkbox"/> Complete incomplete sentences	9	11.84
	<input type="checkbox"/> Make a story from pictures	17	22.37
	<input type="checkbox"/> Arrange jumbled paragraphs/sentences	8	10.53
	<input type="checkbox"/> Transform ungrammatical sentences/paragraphs into grammatical ones	5	6.58
	<input type="checkbox"/> Answer short questions	10	13.16
	<input type="checkbox"/> Answer short questions with options	1	1.32
	<input type="checkbox"/> Paraphrase sentences/paragraphs/texts	6	7.89
	<input type="checkbox"/> Write a paragraph/s	9	11.84
	<input type="checkbox"/> Write a text/s	11	14.47
	<input type="checkbox"/>	0	0.00
Is it important to learn grammar before writing?	<input type="checkbox"/> Very important	27	84.38
	<input type="checkbox"/> Important	5	15.62
	<input type="checkbox"/> Less important	0	0.00
	<input type="checkbox"/> Unimportant	0	0.00
Is it important to learn genres before writing?	<input type="checkbox"/> Very important	19	59.38
	<input type="checkbox"/> Important	13	41.62
	<input type="checkbox"/> Less important	0	0.00
	<input type="checkbox"/> Unimportant	0	0.00
Setting			
Questions	Items	Students' choice	
		Number	%

		of choice	
I am more comfortable if I write.....	<input type="checkbox"/> <i>Individually</i>	21	65.62
	<input type="checkbox"/> In pairs	3	9.38
	<input type="checkbox"/> In a small group (3-4 people)	5	15.62
	<input type="checkbox"/> In a big group (more than 4 people)	3	9.38
How many words do you want to write in a text?	<input type="checkbox"/> 100-200 words	3	9.38
	<input type="checkbox"/> 200-300 words	13	41.62
	<input type="checkbox"/> 300-400 words	13	41.62
	<input type="checkbox"/> 400-500 words	2	6.25
	<input type="checkbox"/> More than 500 words	1	3.13
What kind of media that you want to use in writing? (<i>you can choose more than one</i>)	<input type="checkbox"/> Writing book	2	4.88
	<input type="checkbox"/> A sheet of paper	13	31.71
	<input type="checkbox"/> Print out	10	24.39
	<input type="checkbox"/> <i>The Internet</i>	16	39.02
	<input type="checkbox"/>		
Teacher's Role			
Questions	Items	Students' choice	
		Number of choice	%
Before starting the writing activities, I want my teacher to....	<input type="checkbox"/> Explain about the text genres that will be discussed	7	21.87
	<input type="checkbox"/> <i>Give the examples of the text genres that will be learned</i>	17	53.13
	<input type="checkbox"/> Give explanation about grammar features	3	9.38
	<input type="checkbox"/> Explain the objective of the learning.	5	15.62
If I have difficulties in writing activities, I want my teacher to....	<input type="checkbox"/> Re-explain the materials	19	59.38
	<input type="checkbox"/> Give me more time to understand the activities	6	18.75
	<input type="checkbox"/> Answer my questions directly	7	21.87

After finishing the writing activities, I want my teacher to....	<input type="checkbox"/> Check and give marks on my works	3	9.38
	<input type="checkbox"/> Check and tell my mistakes directly	24	75
	<input type="checkbox"/> Check my work, tell me my mistakes, and give solution personally	3	9.38
	<input type="checkbox"/> Check my work and discuss it in the class	2	6.25
Learner's Role			
Questions	Items	Students' choice	
		Number of choice	%
After finishing the writing activities, I want my friends to read, correct, review, and give feedback to my work.	<input type="checkbox"/> Strongly agree	13	40.62
	<input type="checkbox"/> Agree	17	53.13
	<input type="checkbox"/> Disagree	2	6.25
	<input type="checkbox"/> Strongly disagree	0	00.00

APPENDIX C
THE COURSE GRID

Course Grid

Name of the School : SMAN 1 Sewon

Class/Semester : X/2

Subject : English

Skill : Writing

Standard of Competences :

- Expressing meaning of short functional text and simple essays in the form of narrative, descriptive, and news item in the daily lives context.

Basic Competences :

- Expressing meaning in the form of short functional formal and informal texts (e.g. announcements, advertisements, invitations, etc) accurately, fluently, and acceptably using written form in the daily lives context.
- Expressing meaning and rhetoric steps in simple essays accurately, fluently, and acceptably in the daily lives context in the form of narrative, descriptive, and news item text.

Unit	Genre	Unit Title	Learning Objectives	Language Focus		Procedures	Input	Source
				Grammar	Vocabulary			
1	Narrative	Finally, They Live Happily Ever After. ..	<ul style="list-style-type: none"> Students are able to identify the generic structure of narrative texts. Students are able 	<p>Past Simple: - used for completed actions and events in the past example: I/we/they/you helped the princess. (<i>did not help</i>)</p>	<p>focus on meaning in context: appetizing chase condition confront desire disperse hermit presence</p>	<p>BKOF:</p> <ul style="list-style-type: none"> Some pictures related to narrative texts are shown and answering some questions about the pictures. <p>MOT:</p> <ul style="list-style-type: none"> Studying an example of 	<ul style="list-style-type: none"> “The Story of Timun Mas” “Roro Anteng and Jaka Seger” Pictures 	<ul style="list-style-type: none"> Cambridge Advanced Learner’s Dictionary www.thejakartapost.com

			<p>to express past actions using past simple appropriately</p> <ul style="list-style-type: none"> • Students are able to write narrative texts. 	<p>She/he/it helped the princess. (<i>did not help</i>)</p> <p>- regular and irregular verbs</p>	widow	<p>narrative texts.</p> <ul style="list-style-type: none"> • Studying narrative texts and its features from the example before. • Deciding whether a statement is true or false. • Arranging jumbled sentences into a good paragraph based on pictures. • Studying and practicing simple past tense. <p>JCOT:</p> <ul style="list-style-type: none"> • Identifying the features and generic structure of narrative texts. • Write a narrative story based on the provided outline. <p>ICOT:</p> <ul style="list-style-type: none"> • Outlining a narrative text. • Writing first draft of a narrative text. 		
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						<ul style="list-style-type: none"> Writing the final draft of a narrative text. 		
2	Descriptive	She Looks Like...	<ul style="list-style-type: none"> Students are able to identify the generic structure of descriptive texts. Students are able to express events, actions, and conditions which are happening all the time, or exist now using present simple 	<p>Present Simple Used to refer to events, actions, and conditions which are happening all the time, or exist now.</p> <p>e.g. : You/I look like your/my mother. (You/I do not look like your/my father)</p> <p>She/he/it looks like her/his/its mother. (She/he/it does not look like her/his/its father)</p>	<p>focus on meaning in context:</p> <p>trait humble adorable mole</p>	<p>BKOF:</p> <ul style="list-style-type: none"> Guessing famous people's name using provided clues <p>MOT:</p> <ul style="list-style-type: none"> Reading and studying an example of descriptive text. Studying the generic structures of descriptive texts. Studying the explanation about adjective and practice it. Studying present simple tense and practice it. <p>JCOT:</p> <ul style="list-style-type: none"> Describing public figures' appearance based on pictures. 	<ul style="list-style-type: none"> 'JKT 48' Pictures 	<ul style="list-style-type: none"> Cambridge Advanced Learner's Dictionary www.wikipedia.com www.thejakartapost.com

			<p>appropriately</p> <ul style="list-style-type: none"> - Students are able to write descriptive texts. 			<ul style="list-style-type: none"> • Writing an email to describe friends' physical appearances. <p>ICOT:</p> <ul style="list-style-type: none"> • Making an outline of a descriptive text. • Writing a first draft of a descriptive text. • Writing the final draft of a descriptive text. 		
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3	News item	The Journalist Reports that....	<ul style="list-style-type: none"> • Students are able to identify the generic structure of news item texts. • Students are able to express direct and reported speech. • Students are able to write news item texts. 	<p>Direct and reported speech e.g.:</p> <ul style="list-style-type: none"> • The truck driver said he did not see the car approaching. • The truck driver said, "I do not see the car approaching." 	<p>focus on meaning in context:</p> <p>amnesty authority deploy migrant riot severe stage stampede unruly</p>	<p>BKOF:</p> <ul style="list-style-type: none"> • Studying slide show about recent events <p>MOT:</p> <ul style="list-style-type: none"> • Reading a news item text. • Studying the explanation about news item text texts. • Studying capitalization and punctuation. • Arranging jumbled paragraphs. • Completing sentences using provided words. • Capitalizing and punctuating a text. • Studying direct and reported speech and practice it 	<p>• Texts:</p> <ul style="list-style-type: none"> - 'Curiosity in Mars' - 'Java Jazz 2013' • Pictures 	<ul style="list-style-type: none"> • Cambridge Advanced Learner's Dictionary • www.thejakartapost.com
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						<p>JCOT:</p> <ul style="list-style-type: none">• Rewriting a news item.• Finding an article on the Internet and then rewrite it. <p>ICOT:</p> <ul style="list-style-type: none">• Writing an outline of a descriptive text.• Writing the first draft of a descriptive text.• Writing final draft of a descriptive text.		
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APPENDIX D
THE FIRST DRAFT OF MATERIALS

UNIT 1

Finally, They Lived Happily Ever After . . .



http://k06.deviantart.net/fk71i/2012/192/5/0/timun_mas_6_by_tuankacang-d56wmdx.jpg

Indonesia has various folktales from various areas. One of them is *Timun Mas*, the story of a young lady born from a cucumber. Have you ever read it? What kind of text is a story like *Timun Mas*? How do you write a story like *Timun Mas*? In this unit, you will learn how to write a narrative text like *Timun Mas*.

I. STAGE 1 Learn the basics

A. Lead in

Study some pictures below and answer the questions which follow.



<http://fdmfiles.blogspot.com/2011/06/malin-kundang.html>



<http://yohanpower.deviantart.com/art/Story-of-Sangkuriang-141785944>



<http://kreavi.com/19966/Si-Kancil-dan-Buaya>



<http://sudumusantara.com/project/candi-prambanan-kisah-cinta-sepihak-bandung-bondowoso-dengan-ro-ro-jonggrang/>

1. Have you ever heard or read the story from the pictures above?
2. Which picture is your favourite story?
3. Have you ever written a story?
4. Is it difficult or not?
5. What makes you feel difficult in writing a story?

6. What makes you feel easy in writing a story?

B. Information Centre

B.1

Study and pronounce the words below. Then, read the text and answer the questions.

English	Pronunciation	Part of speech	Indonesian
appetizing	/ˌæp.ɪ.taɪ.zɪ.ŋ/	adjective	membangkitkan selera
chase	/tʃeɪs/	verb	mengejar
condition	/kən.dɪʃ.ən/	noun	syarat
confront	/kən.fraɪnt/	verb	berhadapan
desire	/dɪ.zə.ər/	noun	keinginan
disperse	/dɪ.speɪs/	verb	menyebarkan
hermit	/ˈhɜː.mɪt/	noun	petapa
presence	/prez.ənts/	noun	kehadiran
widow	/wɪ.dəʊ/	noun	janda

TIMUN MAS

Once upon a time, there was a widow who lived alone. Because there was no one on her side, she felt lonely and dreamed of the presence of a child. In the same village, there lived a giant. Knowing her uneasiness, the giant offered his help by giving a child, on condition that when the child is 6 year old, it must be returned to the giant to become his meal. Because of her strong desire to have a child, the widow agreed with the condition. The giant then gave her a cucumber (*timun* in Javanese) seed to be planted at the widow's lawn.

Two weeks passed and the cucumber started to bear fruits, and there was one which was large and shined like gold. The widow picked the large cucumber and split it carefully and it appeared that there was a cute baby girl inside. How happy the widow was, and the baby was named Timun Mas.

Times passed so fast, and Timun Mas was 10 years old. At this age she became a beautiful and a clever child. The giant came to the widow to fulfill her promise, but she loved her child and didn't want to lose her child. She asked the giant to come back two years later, told him that Timun Mas would be bigger and more appetizing to eat then. The giant agreed.

Two years passed, the time had come for the widow to let the giant have Timun Mas. The widow loved her child too much. She didn't want her child to become the giant's meal. Yet, it was impossible to confront him. Eventually the widow ordered Timun Mas to go to Gunung Kidul (Southern Mountain) to meet a powerful hermit there. He

gave Timun Mas four small packages contained cucumber seeds, needles, salt and *terasi* (a kind of seasoning made of shrimp). He didn't forget to order Timun Emas to pray for safety from the giant.

One morning the giant came to the widow to fulfill her promise. The widow ordered Timun Emas to run through the back door. He chased her. When she was almost caught, she dispersed the cucumber seeds from the package and they suddenly became cucumber field. He stopped chasing her for he was interested in eating the cucumber. Then he chased her again, when she was almost caught she dispersed the needles from the package that became bamboo field. His feet were wounded and bled, pricked by the bamboos. Yet he didn't give up and kept chasing her, then she dispersed the salt from the package and the field became a sea. Yet he kept chasing her. Finally, she dispersed the *terasi* from the package. Suddenly appeared boiling sea of mud, and finally he was drowned and dead. With the dead of the giant, Timun Mas could live happily with her mother.

Questions

1. What does the story tell about?
2. How many characters involved in the story above? Who are they?
3. What are each character's personalities?
4. Why did the Giant chase Timun Mas?
5. How does the story end?

B.2

Study the following explanation about narrative text.

The text in task 2 is an example of narrative text. Narrative text or story is a kind of texts intending to amuse or entertain the reader. It consists of two types i.e. fiction narrative and non-fiction narrative (some people put non-fiction narrative on different kind of text called recount).

Narrative text consists of three parts; orientation, complication, and resolution:

TIMUN MAS

ORIENTATION

It tells about:

- The story's settings
- The characters of the story

Once upon a time, there was a widow who lived alone. Because there was no one on her side, she felt lonely and dreamed of the presence of a child. In the same village, there lived a giant. Knowing her uneasiness, the giant offered his help by giving a child, on condition that when the child is 10 years old, it must be returned to the giant to become his meal. Because of her strong desire to have a child, the widow agreed with the condition. The giant then gave her a cucumber (*timun* in Javanese) seed to be planted at the widow's lawn.

COMPLICATION/ SERIES OF EVENT

(It includes situations, activities, or events that lead to the climax or complication)

Two weeks passed and the cucumber started to bear fruits, and there was one which was large and shined like gold (*mas/emas* in Javanese). The widow picked the large cucumber and split it carefully and there was a cute baby girl inside. How happy the widow was, and the baby was named Timun Mas.

Times passed so fast, and Timun Mas was 10 years old. At this age she became a lovely and clever child. The giant came to the widow to fulfill her promise, but she loved her child and didn't want to lose her child. She asked the giant to come back two years later, told him that Timun Mas would be bigger and more appetizing to eat then. The giant agreed.

Two years passed, the time had come for the widow to let the giant have Timun Mas. The widow loved her child too much. She didn't want her child to become the giant's meal. Yet, it was impossible to confront him. Then, the widow ordered Timun Mas to go to Gunung Kidul to meet a powerful hermit there. He gave Timun Mas four small packages contained cucumber seeds, needles, salt and terasi (a kind of seasoning made of shrimp). He didn't forget to order Timun Mas to pray for safety from the giant.

One morning the giant came to the widow to fulfill her promise. The widow ordered Timun Mas to run through the back door. He chased her. When she was almost caught, she dispersed the cucumber seeds from the package and they suddenly became cucumber field. The Giant stopped chasing her for a while and ate the cucumber. Then he chased her again, when she was almost caught she dispersed the needles from the package that became bamboo field. His feet were wounded and bled, pricked by the bamboos. Yet he didn't give up and kept chasing her, then she dispersed the salt from the package and the field became a sea. The Giant swam across the sea and kept chasing her.

RESOLUTION
 (It shows the end of the story. The problem is solved here)

Finally, she dispersed the terasi from the package. Suddenly boiling sea of mud appeared, and at last The Giant was drowned and dead. With the dead of The Giant, Timun Mas could live happily with her mother.

Notes:

- Sequence/order
- Past form
- Conflict/problem
- Characters and settings
- Resolution/solution

C. Exercises Centre #1

C.1

Read again the text above and decide whether the statements on the box are true or false according to the text.

No.	STATEMENTS	T	F	REASONS
1.	The Giant really wanted to eat Timun Mas.	√		The Giant faced with four kinds of obstacles for the sake of Timun Mas' flesh.
2.	Timun Mas lived with her mother and father.			
3.	The Giant chased Timun Mas when Timun Mas was 10 years old.			
4.	The widow could not fulfill her promise to The Giant because she loved her daughter.			
5.	The widow gave Timun Mas four small packages.			
6.	The Giant died in the sea because he could not swim.			

C.2

Look at the pictures carefully, and then read the sentences which are not in the correct order. Arrange the sentences so they tell the story shown in the picture.



1

<http://folktalesnusantara.blogspot.com/2008/12/asal-usul-terjadinya-danau-toba.html>



2

<http://folktalesnusantara.blogspot.com/2008/12/asal-usul-terjadinya-danau-toba.html>



3

<http://folktalesnusantara.blogspot.com/2008/12/asal-usul-terjadinya-danau-toba.html>



4

<http://folktalesnusantara.blogspot.com/2008/12/asal-usul-terjadinya-danau-toba.html>



5

<http://www.mentari.biz/legenda-danau-toba.html>

- a. After 7 years married, they had a kid named Samosir.
- b. After waited for a long time his fish bait made some movement and a pretty big fish stuck on his bait.
- c. He had a narrow farm and a small hut not far from a lake.
- d. Once upon a time, there was a young man named Toba.
- e. One day, after worked on his small farm, he decided to go fishing.
- f. One day, Samosir made Toba extremely angry and unconsciously yelled at Samosir 'You, son of a fish!'
- g. Suddenly, the fish turned out to be a beautiful lady. Shocked, Toba asked the lady went home with him and asked her to marry him.

- h. The lady agreed to marry Toba with one condition to keep her secret that she was a fish.
- i. The village sank and became a huge lake. This lake was named as Toba's name. Lake Toba.
- j. The vow had been broken. Not so long after that, the rain poured the earth. It was a huge rain.

D. Grammar Centre

D.1

Study the following explanation about past simple.

To talk about completed events and actions in the past, verbs that you use must be in past form. Past tense is used in narrative text. Here are some examples.

1. The giant then ***gave*** her a cucumber.
2. Times ***passed*** so fast, and Timun Mas ***was*** 10 years old.
3. The widow ***didn't want*** to lose her child.

Nominal			Verbal			
I	was	(not)	Adjective/ Adverb/ Complement	I	Past form (regular/irregular)/(V2)	Object/ Adverb
We	were			We		
You				You		
They		They	They	did not	present form (V1)	
She	was	She				
He		He				
It		It				

D.2

Express the following ideas in the past tense form.

1. Timun Mas (escape) from the back door.
*Timun Mas **escaped** from the back door.*
2. Timun Mas (go) to Gunung Kidul to meet a hermit.
3. The Giant (keep) chasing Timun Mas and (not want) to let her escape.
4. Although she (be) a widow, she still (expect) for a child.

5. When the Giant (draw) nearer, Timun Mas (spread) the salt.
6. The widow (decide) to take The Giant's offer because of her strong desire to have a child.
7. The Giant (rest) for a while and (eat) the cucumber.
8. The Widow almost (forget) that she (have) to hand Timun Mas over to the Giant.
9. The Giant (die) in the boiling sea of mud tragically.
10. The Widow and Timun Mas (be) happy forever after.

D.3

Transform the verbs in the parentheses into past form.

After leaving his mother's hut, Sangkuriang (~~go~~ *went*) eastward. After years and years of journey, he (arrive) to a village. There he (meet) a beautiful woman and (fall) in love with her and she also (fall) in love with him. What he (do) not realize was that he (have) travelled around the world and (have) arrived back to his own birthplace which had become a village and that the woman (be) his own mother, Dayang Sumbi, who (have) been blessed with eternal youth and beauty when she (be) born. Likewise, Dayang Sumbi also (do) not recognize her own son who (have) grown up to be a handsome man. Sangkuriang (ask) Dayang Sumbi to marry him and Dayang Sumbi (accept) it.

Adapted from: Wikia Indonesian Folktales

II. STAGE 2 Writing Preparation

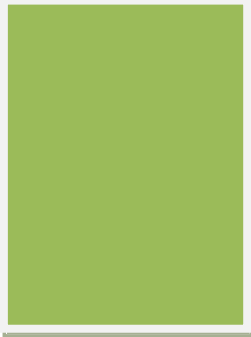
E. Exercises Centre #2

E.1

Read the story below carefully and complete the boxes and form which follows.



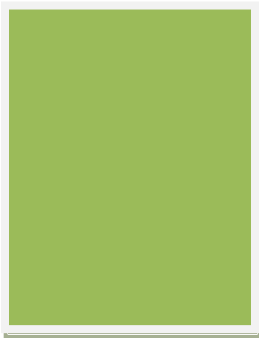
Hundreds years ago, the last king of Majapahit had a young princess from one of his wives. The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste.



Because of unfortunate situation the couple was forced to leave the kingdom. They settled in the mountain area. They ruled the area and named it Tengger, which was derived from their names, Roro Anteng and Joko Seger.

After several years of reign, the region flourished in prosperity, but Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed there night and day hoping that the God would listen. The prayer was heard and Betoro Bromo promised them many children. However, they had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children. Soon it was time to sacrifice the youngest child, Kusuma, but the parents could not do it. They tried to hide him, but an eruption happened and Kusuma fell into the crater.



There was silence before they heard a voice. “I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tengerese calendar)”. It was Kusuma’s voice. Kusuma’s brothers and sisters held the offering ceremony every year. Instead of human being, they collected fruits, vegetables, rice, and meat to be offered to the Gods. And this has been done generation after generation until today.

Adapted from: Wikia Indonesian Folktales

Title: _____

Characters:

- a. _____
- b. _____
- c. _____
- d.

Setting:

Conflicts/Problems:

Resolution/Solution:

Ending:

E.2

Study the following stages of writing. Go through the stages when you write your story.

- **Stage 1: Planning**
Get ideas, think about topic, discuss it with others, and read about it. Then sequence your ideas.
- **Stage 2: Drafting**
Write your first version. You can make changes as you write.
- **Stage 3: Revising**
Read through to see if your writing makes sense and that the main purpose of your story is clear. Delete unnecessary words, details or events. Read your story aloud to yourself and decide whether it sounds good or not.
- **Stage 4: Proof-reading**
Check your spelling and punctuation. You can do this yourself or ask someone else.
- **Stage 5: Presentation**
Write the final version neatly. Present it attractively for your reader.

Taken from: Developing English Competencies 3

E.3

Write a narration of the following story. The outline of the story may help you develop the narration.

Malin Kundang

- Malin Kundang and his mother lived in poverty.
- He went away to be a merchant to change their lives.
- Malin Kundang went home as a successful merchant.
- He did not want to acknowledge his mother anymore.
- Malin Kundang's mother cursed him to be a stone.

III. STAGE 3 *Let's Write*

1. **Do you still remember the story your parents told you when you were a child? Write an outline of that story. Then, develop a story from your outline. Ask your friend to give feedback.**
2. **Reread and revise your story from and email it to your teacher to get evaluation and feedback.**

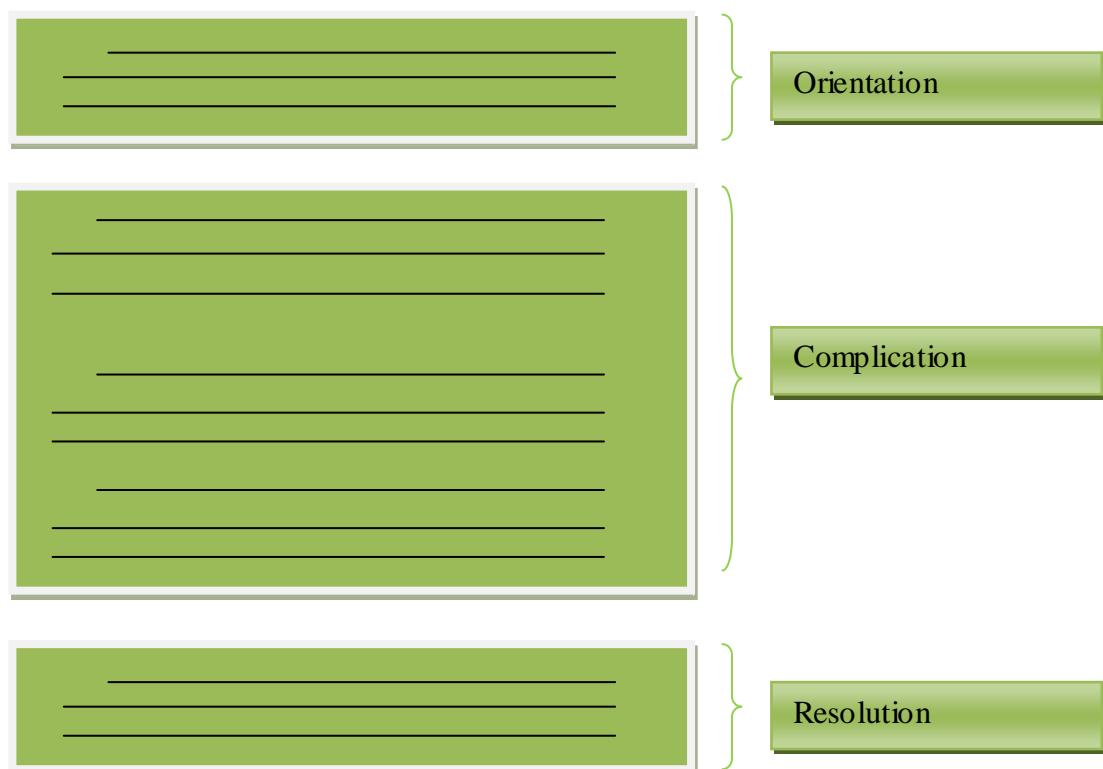
IV. Summary

In this chapter, you have learned:

1. Narrative

Narrative text or story is a kind of texts intending to amuse or entertain the reader. It consists of two types i.e. fiction narrative and non-fiction narrative (some people put non-fiction narrative on different kind of text called recount).

Narrative text consists of three parts; orientation, complication, and resolution.



2. Past Simple

To talk about completed events and actions in the past, verbs that you use must be in past form. Past tense is used in narrative text. Here are some examples.

1. The giant then ***gave*** her a cucumber.
2. Times ***passed*** so fast, and Timun Mas ***was*** 10 years old.
3. The widow ***didn't want*** to lose her child.

V. Self Reflection

How much have you learned from this unit? Click in the right box according to how much you have learned.

Aspects	Very much	Much	Little
Identifying the parts of narrative texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressing past actions using past simple tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing narrative texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 2

She Looks Like . . .

...



<http://www.demotix.com/photo/1393102/indonesian-idol-girls-group-jkt48-celebrate-independence-day-fans>

Do you have idols? Who are they? Can you describe your idols in English well? In this unit, you will learn how to write descriptive texts.

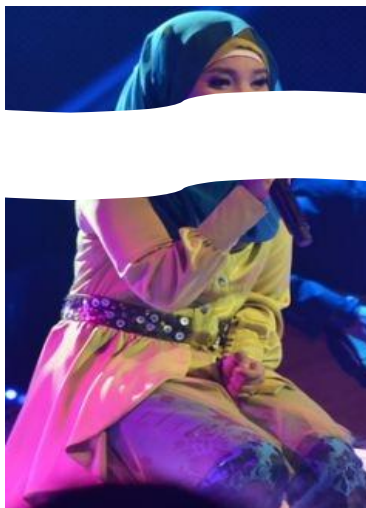
I. STAGE 1 Learn the basics

A. Lead in.

Below are three incomplete pictures of famous persons. Can you guess who they are? Some clues are provided.



1. He's one of the most famous actors in Indonesia.
2. He stars many soap operas with Naysilla Mirdad.
3. He is tall, his hair is wavy, and has a sweet smile.



1. She is one of X Factor Indonesia contestants.
2. She has a unique voice.
3. She wears a *hijab*.

1. He is an influential person in Indonesia.
2. He is the current rector of Paramadina University and the founder of Indonesia Mengajar.
3. He has wavy hair and an oval face.



B. Information Centre

B.1

Study and pronounce the words below. Then, read the text and complete the following box.

English	Pronunciation	Part of speech	Indonesian
trait	/treɪt/	<i>noun</i>	ciri khusus
humble	/'hʌm.bəl, /	<i>adjective</i>	rendah hati
adorable	/ə'dɔr.ə.bəl, /	<i>adjective</i>	manis, imut
mole	/məʊl/	<i>noun</i>	tahi lalat

JKT 48

JKT48 (read as "J. K. T. Forty-eight") is an Indonesian girl group whose name is derived from its base city of Jakarta and the Japanese idol group AKB48. It released its first studio album *Heavy Rotation* on 16 February 2013. JKT48 performs songs by AKB48 and other sister groups that are translated into Indonesian. The group has 51 members which each of them has unique traits. Two of them are Melody and Nabilah.

Melody Nurramdhani Laksani was born in Bandung 24th of March 1992. Her nickname is Melody. Melody is one of the members of JKT48 who comes from Bandung, Indonesia. Melody has long-black hair and crystal clear eyes. Her height is about 160 cm. She is a very cheerful girl, humble, and quite humorous person. She is also smart and has a very bright smile. She loves singing and dancing as well. She is now currently studying at Universitas Padjadjaran.





Meanwhile, Nabilah Ratna Ayu Azalia was born in Jakarta 11th of November 1999. She is 13 now. Nabilah is the youngest member of JKT48 and other members in JKT48 call her Ayu-chin. Nabilah has round eyes and an oval face. She is not quite tall, her height is about 155 cm. Similar to Melody, Nabilah has long and black hair. She has a mole under her lips which makes her looks more adorable. She is a very energetic and friendly girl.

Adapted from: www.en.wikipedia.org

	Hair	Face	Height	Personalities
Melody			about 160cm	
Nabilah				energetic,.....

B.2

Study the following explanation about descriptive text.

The text in Task 2 is a descriptive text. Basically, the aim of a descriptive text is to give information to the readers by making them see, hear, feel, etc. what is described in the text. A descriptive text focuses on the characteristic features of a person, an

animal, or a particular thing. Descriptive texts often use neutral and objective language.

The structure of descriptive text is divided into two parts: Identification and description. The identification part is the part where writers of descriptive text identify phenomenon to be described. The description part describes parts, qualities, and characteristics. Description text focuses on specific participants. It normally uses simple present tense.

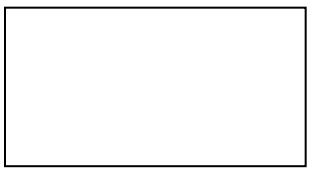
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Identification

Melody Nurramdhani Laksani was born in Bandung 24th of March 1992. Her nickname is Melody. Melody is one of the members of JKT48 who comes from Bandung, Indonesia. Melody has long-black hair and crystal clear eyes. Her height is about 160 cm. She is a very cheerful girl, humble, and quite humorous person. She is also smart and has a very bright smile. She loves singing and dancing of course. She is now currently studying at Universitas Padjadjaran.

Meanwhile, Nabilah Ratna Ayu Azalia was born in Jakarta 11th of November 1999. She is 13 now. Nabilah is the youngest member of JKT48 and the other members in JKT48 call her Ayu-chin. Nabilah has round eyes and an oval face. She is not quite tall, her height is about 155 cm. Similar to Melody, Nabilah has long and black hair. She has a mole under her lips which makes her looks more adorable. She is a very energetic and also friendly girl.

Description:
- Parts
- Qualities
- Characteristics



Notes:

Pink: present verbs

Green: adjective

B.3

Study the following explanation.

- To describe a person's physical appearance, you can use the following words.

Physical Appearances

Height	Body	Age	Hair	Face	Eyes
tall	slim	young	long	round	big
short	thin	old	short	oval	round
	plump	teenager	bald	square	blue
	fat	in 20s, 30s,	straight	wrinkles	brown
	skinny	40s	curly	pale	green
	muscular		wavy	bearded	slanting
				black	shaved
			red		
			brown		

- To describe a person's characters (qualities & habitual behavior), you can use the following words.

Characters	
cheerful	intelligent
determined	stupid
energetic	confident
friendly	shy
humble	extrovert
humorous	introvert
sensitive	generous
stubborn	stingy
careful	diligent
careless	lazy

C. Exercises Centre #1

C.1

Complete the following text about Basuki Tjahaja Purnama (Ahok) with the words in the box.

cheerful tall nice slim brave



Basuki Tjahaja Purnama (born June 29, 1966) is the Vice Governor of Jakarta and a former lawmaker in the Indonesian House of Representatives. Born in Manggar, East Belitung, he previously served as East Belitung Regent from 2005 until 2010.

He is also known by his affectionate nickname, Ahok. Ahok has a ... smile. His body is ... and quite Ahok is a nice and ... person. He is very friendly to everyone and at the very same time he is a very person and never fears any threat.

Adapted from: en.wikipedia.org

D. Grammar Centre

D.1

Study the following explanation about present simple.

Present Tense

To talk about present events and conditions or facts you use verbs in present forms. Present tense is mostly used in descriptive text. Here are some examples.

1. I **have** two siblings.
2. He **is** always in polo necked T shirts and shorts.
3. She **is** fair- smooth-skinned, slim with long brown shoulder-length hair.
4. She **prefers** formal wear whether it is western or ethnic clothes

Nominal				Verbal			
I	am	...	...	I	V1	...	...
You				You			
We	are	...	...	We	V1	...	...
They				They			
He				He			
She	is	...	...	She	V1(s)	...	...
It				It			

D.2

Transform the verbs in the parentheses into appropriate present form.

1. Daniel Jacob Radcliffe was born in Fulham, London 23rd of July 1989. His nickname (be) Dan. He (be) the only child of Alan Radcliffe and Marcia Gresham. Dan (have) dark brown hair and blue eyes. His height (be) about 168 cm. He (be) a loyal, shy, down-to-earth, and humorous person. He (be) also intelligent and somewhat mysterious. He (love) football, Formula One racing and gymnastics.
2. My favorite actor (be) Ringgo Agus Rahman. I (like) him because he (be) a good actor. He (be) also very funny. Moreover, he (be) very nice to other people. He (have) bright smile and rounded eyes. His facial expression (make) him look funny. When I (have) a chance to meet him, I will ask him to sign my photograph.

II. STAGE 2 Writing Preparation

E. Exercises Centre #2

E.1

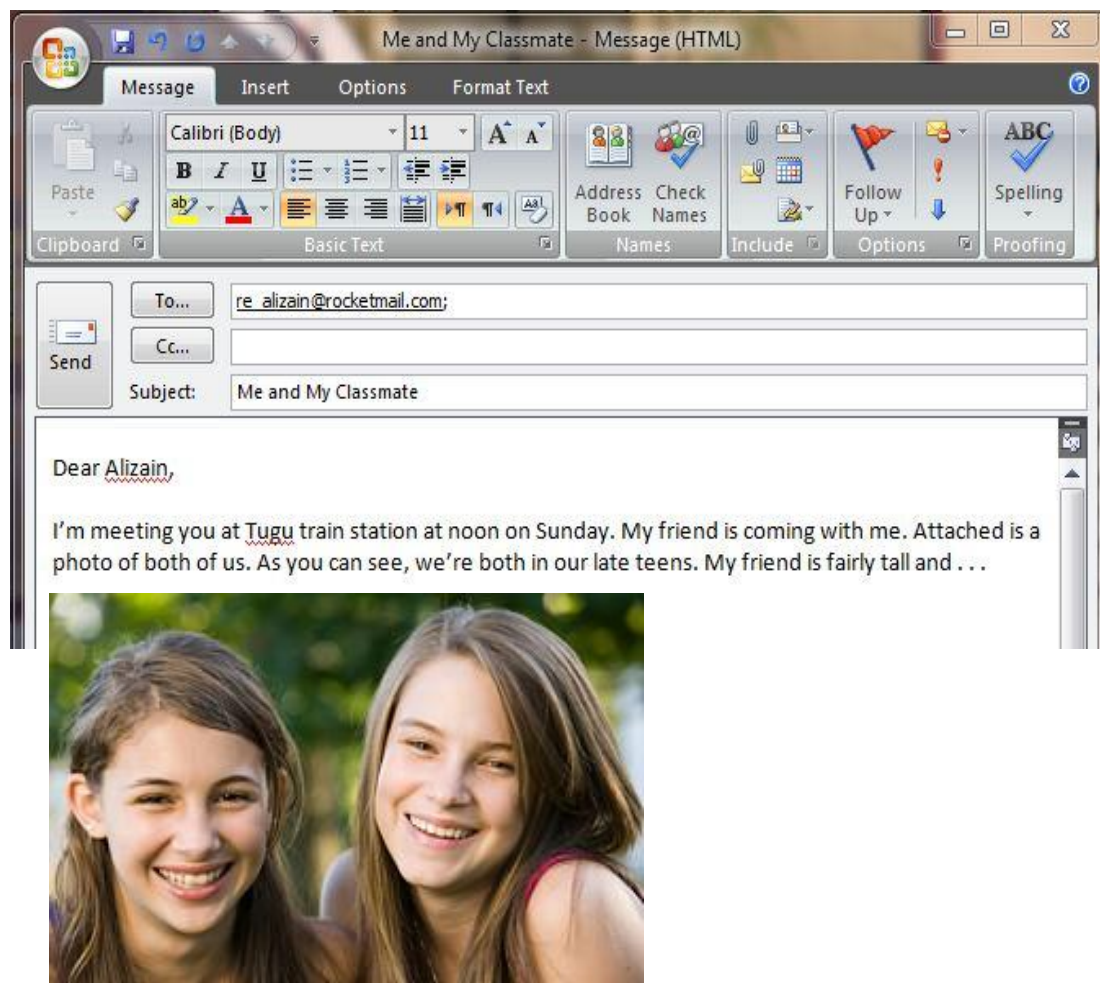
Look at the following pictures. Describe their physical appearances.

A solid blue rectangular box containing five horizontal white lines, intended for writing a description of the man's physical appearance.



E.2

Imagine your pen-pal is coming to visit you for the first time. You and your classmate are going to meet him at Tugu train station. Write an email describing yourself and your classmate. Do not give the classmate's name.



III. STAGE 3 Let's Write

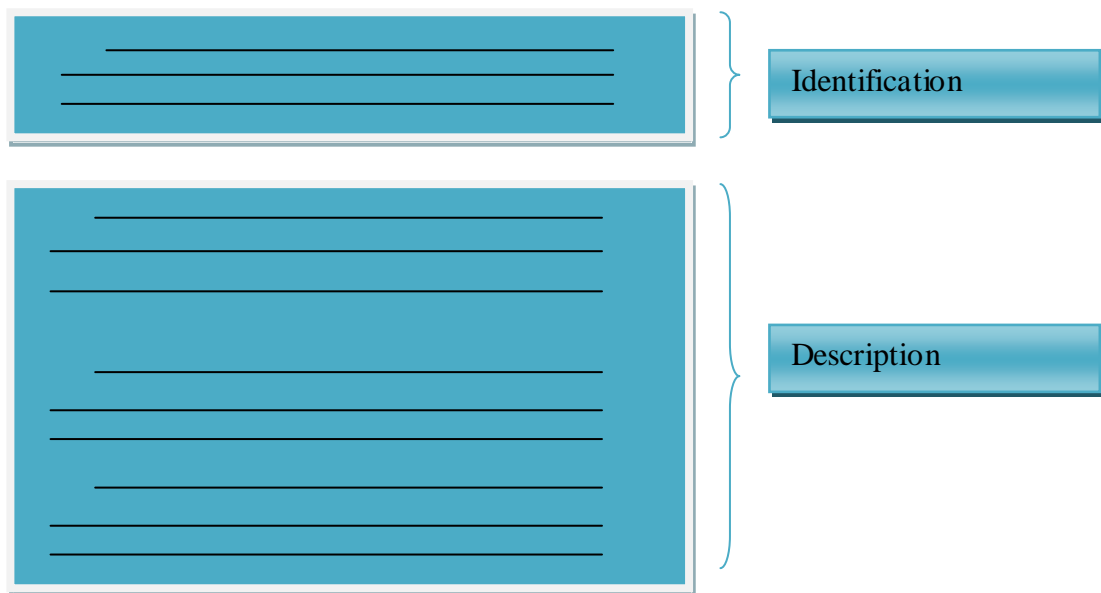
1. **Who is your most favorite idol? Describe his/her physical appearances and characters in sentences.**
2. **Develop a descriptive text from your sentences in. Give pictures if necessary. Ask your friend to give feedback.**
3. **Reread and revise your text and email it to your teacher to get evaluation and feedback.**

IV. Summary

In this chapter, you have learned:

1. Descriptive text.

Basically, the aim of a descriptive text is to give information to the readers by making them see, hear, feel, etc. what is described in the text. A descriptive text focuses on the characteristic features of a person, an animal, or a particular thing. Descriptive texts often use neutral and objective language. The structure of descriptive text is divided into two parts: Identification and description.



2. Present Tense

To talk about present events and conditions or facts you use verbs in present forms. Present tense is mostly used in descriptive text.



Nominal				Verbal			
I	am	...	...	I	V1	...	...
You				You			
We	are	...	...	We	V1	...	...
They				They			
He				He			
She	is	...	...	She	V1(s)	...	...
It				It			

3. Adjectives

To describe a person's physical appearance, you can use the following words.

Physical Appearances

Height	Body	Age	Hair	Face	Eyes
tall	slim	young	long	round	big
short	thin	old	short	oval	round
	plump	teenager	bald	square	blue
	fat	in 20s, 30s,	straight	wrinkles	brown
	skinny	40s	curly	pale	green
	muscular		wavy	bearded	narrow
			black	shaved	

To describe a person's characters (qualities & habitual behavior), you can use the following words.

Characters	
cheerful	intelligent
determined	stupid
energetic	confident
friendly	shy
humble	extrovert
humorous	introvert
sensitive	generous
stubborn	stingy
careful	diligent
careless	lazy

V. Self Reflection

How much have you learned from this unit? Click in the right box according to how much you have learned.

Aspects	Very much	Much	Little
Identifying the parts of descriptive texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressing events, actions, and conditions which are happening all the time, or exist now actions using present simple tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing descriptive texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 3

The Journalist Reports That . . .



<http://www.tempointeraktif.com/news/jeddah-rusuh>

Everyday there is some news which is reported in the newspaper, television, or radio. It can be about science, technology, economics, politics, sports, and crimes. Do you know how to write news? In this unit, you will learn how to write news items.

I. STAGE 1 Learn the basics

A. Lead in.

Study some pictures below and answer the questions which follow.



<http://www.avsi.aero/>



<http://www.gtspirit.com>



<http://www.businessinsider.com/>



<http://ipinberkicau.blogspot.com/2011/04/dewan-penyengsara-rakyat.html>



<http://sub.politeknik-lp3i-bandung.ac.id/>



<http://glossynews.com/wp-content/uploads/2012/08/NCY-bank-robbery1.jpg>

Questions

1. Do you have the habit of reading any newspaper or magazine?
2. What kind of news do you like to read?
3. What does each picture tell you about?

B. Information Centre

B.1

Study and pronounce the words below. Then, read the text and answer the questions.

English	Pronunciation	Part of speech	Indonesian
amnesty	/əˈmɛn.ti/	<i>noun</i>	pengampunan
authority	/əˈθɔːr.ti/	<i>noun</i>	pemegang wewenang
deploy	/dɪˈplɔɪ/	<i>verb</i>	mengerahkan
migrant	/ˈmaɪ.ɡrənt/	<i>noun</i>	pekerja asing
riot	/ˈraɪ.ət/	<i>noun</i>	kerusuhan
severe	/sɪˈvɪ.ə/	<i>adjective</i>	berat
stage	/steɪ.dʒ/	<i>verb</i>	menunjukkan
stampede	/stæmˈpiːd/	<i>noun</i>	desak-desakan
unruly	/ʌˈnuː.li/	<i>adjective</i>	sulit dikendalikan

Jeddah Riot

JEDDAH - A riot erupted at the Indonesian consulate general in Jeddah, Saudi Arabia, following a stampede of hundreds of Indonesian migrant workers, mostly illegal, who were lining up to get exit visas.

The riot, which killed a female migrant worker from East Java, has tarnished the credibility of the Indonesian government, which failed to respond to the Saudi authority's decision to grant amnesty to illegal foreign workers.

Presidential spokesman for foreign affairs, Teuku Faizasyah, blamed the workers, whom he said had refused to queue in an orderly manner and instead made provocative gestures to consulate staff.

"We regret the unruly manners of Indonesian workers, who were queuing up at the consulate general. Their provocative actions led to violence, which should not have happened," Faizasyah said on Monday.

On Saturday, more than 12,000 Indonesian workers arrived at the consulate to apply for exit visas while the Jeddah consulate building could only handle about 5,000 workers per day, Faizasyah said.

A press release issued by the Indonesian consulate general in Jeddah stated that the office eventually accepted 5,931 applications on Saturday. "Some of the remaining workers expressed their disappointment by staging protests but the situation at that time could be controlled," the release said.

Some of the workers stayed overnight and were joined by thousands more arriving on Sunday, which led to a stampede shortly after the consulate's door was opened.

The situation was quick to turn ugly, particularly after some workers set fire to the building's outer wall and briefly clashed with security forces, as reported by Reuters. The Saudi diplomatic police deployed 30 personnel to handle the situation by closing the entrance to the consulate compound and suspending the service.

An Indonesian female worker, identified as Marwah binti Hasan, 55, from Bangkalan, East Java, died during the riot, according to Tatang Budie Utama Razak, the Foreign Ministry's director for legal aid and protection of Indonesian nationals overseas. Hundreds of others passed out. A security guard working for the consulate general was hospitalized due to severe injuries, following clashes with the protesters, according to Faizasyah.

Over recent weeks, in daytime temperatures of 40 degrees centigrade, many workers slept outside the offices to keep their place in line. "Workers were throwing stones and water bottles at the police, who shot into the air," said a witness, who did not want to be named.

Manpower and Transmigration Minister Muhaimin Iskandar said the media had overreacted to the incident. He also denied that the only death in the incident resulted from the rioting. "She was sick and then joined the queue."

He said that the incident happened after more workers showed up at the consulate than it expected. "I have called on the Foreign Ministry to add more tables, staffs and budget," he said.

Adapted from: www.thejakartapost.com

Questions

1. What did the workers do in the Indonesian consulate general in Jeddah?
2. When did the riot happen?
3. Is there any casualty because of that incident?
4. Why do you think the workers there were rioting?
5. Who is the most responsible person for the riot in your opinion? Why?

B.2

Study the following explanation about news item text.

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. A news item text tries to answer the **5Ws** and **1H** questions; **What**, **Who**, **When**, **Where**, **Why**, and **How** relating to the newsworthy

News item text consists of

- **Headline**
- **Main event / Newsworthy events**
- **Elaboration / Background events**
- **Sources / Resource of Information**

Headline

(A line of words printed in large letters as the title of a story in news)

Jeddah Riot

Main event / newsworthy events

(Tells the event in a summary form)

JEDDAH - A riot erupted at the Indonesian consulate general in Jeddah, Saudi Arabia, following a stampede of hundreds of Indonesian migrant workers, mostly illegal, who were lining up to get exit visas.

Elaboration / Background events

(Elaborates what happened, explains what caused the incident)

The riot, which killed a female migrant worker from East Java, has tarnished the credibility of the Indonesian government, which failed to respond to the Saudi authority's decision to grant amnesty to illegal foreign workers.

Presidential spokesman for foreign affairs, Teuku Faizasyah, blamed the workers, whom he said had refused to queue in an orderly manner and instead made provocative gestures to consulate staff.

Some of the workers stayed overnight and were joined by thousands more arriving on Sunday, which led to a stampede shortly after the consulate's door was opened.

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Sources / Resource of Information

(Comments by participants, witnesses, authorities, and experts involved in the event)

“We regret the unruly manners of Indonesian workers, who were queuing up at the consulate general. Their provocative actions led to violence, which should not have happened,” Faizasyah said on Monday.

On Saturday, more than 12,000 Indonesian workers arrived at the consulate to apply for exit visas while the Jeddah consulate building could only handle about 5,000 workers per day, Faizasyah said.

A press release issued by the Indonesian consulate general in Jeddah stated that the office eventually accepted 5,931 applications on Saturday. “Some of the remaining workers expressed their disappointment by staging protests but the situation at that time could be controlled,” the release said.

Over recent weeks, in daytime temperatures of 40 degrees centigrade, many workers slept outside the offices to keep their place in line. “Workers were throwing stones and water bottles at the police, who shot into the air,” said a witness, who did not want to be named.

Manpower and Transmigration Minister Muhaimin Iskandar said the media had overreacted to the incident. He also denied that the only death in the incident resulted from the rioting. “She was sick and then joined the queue.”






He said that the incident happened after more workers showed up at the consulate than it expected. “I have called on the Foreign Ministry to add more tables, staff and budget,” he said.

B.3

Study the following explanation about capitalization and punctuation carefully.

	<i>Uses</i>	<i>Examples</i>
Capital letter	<ul style="list-style-type: none">• for the first letter of a sentence• for countries, nationalities, languages, religions, names of people, places, events, organizations, trademarks, days, months, titles• for titles of books, films, etc.	<i>Fishing is popular in Britain Portugal, Africa, Russian, Moslem Joanne, John, Dubai. Geneva, the World Trade Fair, Jaguar, the Internet, Sunday, February, Mr./ Mrs./ Ms./ Dr./ Professor Silence of the Lambs</i>

	<ul style="list-style-type: none"> • for abbreviations 	<i>OPEC, AIDS, WWF</i>
<p>Full stop UK/ period US</p> <p>•</p>	<ul style="list-style-type: none"> • at the end of a sentence • sometimes after an abbreviation • as the decimal point in figures and amounts of money. This is usually read out as ‘point’ • to separate parts of email and web addresses. This is read out as ‘dot’ 	<p><i>I'm going for a walk.</i></p> <p><i>Marion Rd. / Mrs. White /</i></p> <p><i>Dr. Evans £3.5 million</i></p> <p><i>http://dictionary.cambridge.org</i></p>
<p>Question mark</p> <p>?</p>	<ul style="list-style-type: none"> • after a direct question • to show doubt 	<p><i>What's your name?</i></p> <p><i>Sidney Morgan (1898? – 1972) was little known until after his death.</i></p>
<p>Exclamation mark</p> <p>!</p>	<ul style="list-style-type: none"> • at the end of a sentence in order to show surprise/shock, etc. • to indicate a loud sound 	<p><i>I can't believe it!</i></p> <p><i>Ouch! Yes!</i></p> <p><i>Bang!</i></p>
<p>Comma</p> <p>,</p>	<ul style="list-style-type: none"> • between items in a list • to show a pause in a long sentence • when you want to add extra information • before tag questions 	<p><i>I need peas, butter, sugar and eggs.</i></p> <p><i>They didn't want to eat before I'd arrived, but I was an hour late.</i></p> <p><i>Lucy, who I told you before, will be coming.</i></p> <p><i>You do love me, don't you?</i></p>
<p>Apostrophe</p> <p>'</p>	<ul style="list-style-type: none"> • for missing letters • for possessives <p>Note:</p> <ol style="list-style-type: none"> 1. words ending in ‘s’ don't need another ‘s’ added 2. it's can only be an abbreviation for it is or it has. There is no apostrophe in the possessive form. 	<p><i>I'll (I will), it's (it is), don't (do not)</i></p> <p><i>Noah's bike</i></p> <p><i>James' house</i></p> <p><i>It's raining.</i></p> <p><i>Paris never loses its charm.</i></p>
<p>colon</p>	<ul style="list-style-type: none"> • to introduce a list or a quotation in a sentence • in the US following the greeting in a business letter 	<p><i>You need the following: paint, brushes, water, cloths.</i></p> <p><i>Dear Customer:</i></p> <p><i>Dear Mr. Stein</i></p>

<ul style="list-style-type: none"> • • 		
semi-colon 	<ul style="list-style-type: none"> • to separate two parts of a sentence 	<i>I spoke to Linda on Monday; she can't come to the meeting tomorrow.</i>
hyphen 	<ul style="list-style-type: none"> • to join two words together • to show that a word has been divided and continues on the next line 	<i>blue-black</i> <i>everyone in the room was struck by his air of sadness.</i>
dash 	<ul style="list-style-type: none"> • to separate parts of sentence • to mean to 	<i>the car – the one with the broken window – was parked outside our house.</i> <i>The London – Edinburgh train leaves every morning at eight.</i>
quotation marks/UK also inverted commas  	<ul style="list-style-type: none"> • to show that words are spoken • to show that someone else originally wrote the words <p>Note: Single quotation marks are more usual in UK English, and double quotation marks are more usual in US English</p>	<i>'I'm tired,' she said.</i> <i>"Let's go," he suggested.</i> <i>She had described the school as 'not attracting the best pupils'.</i>

Taken from: Cambridge Advanced Learner's Dictionary 3rd Edition

C. Exercises Centre #1

C.1

Below are parts of news item text which are not properly arranged. Arrange them so there will be two appropriate news item texts.

The NASA rover Curiosity has beamed back pictures of bedrock that suggest a fast-moving stream, possibly waist-deep, once flowed on Mars — a find that the mission's chief scientist called exciting.

There was "a vigorous flow on the surface of Mars," said chief scientist John Grotzinger of the California Institute of Technology. "We're really excited about this."

While an ancient stream holds promise as a potentially habitable environment, scientists don't think it's a good place to preserve the carbon building blocks of life. That's why the rover will continue its trek to the foothills of Mount Sharp where there's a better chance of finding organics.

"We are now preparing the human resources and facilities," Head of the defense facilities agency at the Defense Ministry Rear. Adm. Rachmad Lubis said as quoted by tempo.co.id on Saturday.

Indonesia to Develop Submarine Industry

The Defense Ministry says it will cooperate with the South Korean government to develop a submarine-construction industry.

He said the Ministry of Research and Technology was currently recruiting Indonesian participants who would participate in a technology-transfer program at Daewoo Shipbuilding and Marine Engineering in South Korea. Analysts have called for enhanced defense cooperation between South Korea and Indonesia beyond military procurement to closer industrial cooperation.

Mars 'Curiosity' Rover Finds Signs of Ancient Stream

Adapted from: www.thejakartapost.com

C.2

Complete the following sentences using the appropriate words in the box.

- headline
- date
- caption
- quotes
- the events
- photograph
- introductory
- ending statement
- paragraph

1. The ... of the newspaper is usually short, simple and catchy. This is soon encouraging readers to read the newspaper report.
2. The ... usually answers the questions 'who', what, when and where. If the newspaper talks about more than one event, the most recent event is reported in this paragraph.
3. There is a series of short paragraphs that provides the details of ...
4. The ... tells us when the newspaper report appeared in the newspapers.

5. Sometimes, there is a ... that shows what the newspaper report is about.
6. The photograph in a newspaper is usually accompanied by a ...
7. A news paper report may contain ... that are comments made by people involved in the event.
8. The newspaper report may end with an/a ... or comment on the events reported.

C.3

Capitalize and punctuate the following news items.

the prosperous justice party (pks) said on friday that if president susilo bambang yudhoyono decided to remove one of the party's representatives from the cabinet, it would be agriculture minister suswono.

the islamic party risks losing its last foothold in the cabinet — suswono, communications and information minister tifatul sembing and social affairs minister salim segaf aljufri — after opposing the reduction of the fuel subsidy.

a member of the pks religious council, idris lutfi, said that the party was ready for its representatives to be fired by the president. "if our ministerial seats are reduced, most likely it will be the agriculture minister [suswono] as he is implicated in a graft case," the lawmaker told reporters at the house of representatives.

suswono is one of several pks politicians tarnished by the beefgate scandal. the corruption eradication commission (kpk) has charged former pks chairman luthfi hassan ishaaq for his part in the case.

despite its pertinacity, the pks refuses to leave the coalition, saying the decision rests with the president. yudhoyono has yet to make public any decision on the fate of the pks, while members of his democratic party have grown impatient with the pks and asked it jump before it is pushed.

on friday, idris lashed out at the democrats, accusing them of trying to take over the party's ministerial seats. "the democratic party keeps pushing us to leave the coalition so they can have our ministerial seats," idris said.

he also dismissed the democratic party's suggestion that the ministers from the pks leave their party and join them instead. "they do that to divide and conquer. they are good at it," he said.

Adapted from: www.thejakartapost.com

D. Grammar Centre

D.1

Study the following explanation about direct speech and reported speech.

Direct Speech and Reported Speech

Study the following sentences.

1. The truck driver said he did not see the car approaching.
2. The truck driver said, "I do not see the car approaching."

Sentence number 1 is *a reported speech* and sentence number 2 is *a direct speech*. *Reported speech* is used when we want to report what someone said. The word order is the same as direct speech but we don't use certain punctuation as indirect speech. The tenses in reported speech normally change. Look at the following examples:

Direct Speech

1. He said, "I buy a newspaper every day."
2. He said, "I am buying a newspaper."
3. He said, "I have bought a newspaper."

Reported Speech

1. He said (that) he bought a newspaper every day.
2. He said he was buying a newspaper.
3. He said he had bought a newspaper.

D.2

Express the following sentences into direct speech or reported speech.

1. "There is some cross-contamination from the previous sample each time," said Dawn Sumner.
(*Dawn Sumner said (that) there is some cross-contamination from the previous sample each time.*)
2. The police said the car should not have been trying to pass the bus, since overtaking is not allowed on Jalan Sultan.
3. The hotel manager, Mr Iwan Sugiarto, said the fire had started in a guest bedroom.
4. "There was a vigorous flow on the surface of Mars," said chief scientist John Grotzinger.
5. "It's unclear how long the water persisted on the surface, but it easily could have lasted thousands to millions of years," said mission scientist Bill Dietrich.
6. David Sumner said, "For the Cumberland sample, we expect to have most of that cross-contamination come from a similar rock, rather than from very different soil."

II. STAGE 2 Writing Preparation

E. Exercises Centre #2

E.1

Rewrite the following news report in your own words.

Old Trafford salutes Man United manager Ferguson

As red-and-white ticker tape flew into the rainy sky at Old Trafford, a beaming Alex Ferguson hoisted up the Premier League trophy for a 13th and final time.

Behind Britain's most successful football manager stood his jubilant squad of players, dancing to a soundtrack of "Champions, Champions" being belted out by more than 76,000 fans. It was the end of an era at Manchester United on Sunday as Ferguson took **charge** of his final home match of a club he has led for nearly 27 years. And he had a 38th piece of major silverware to celebrate it with.



There were no tears from Ferguson — although he came close at times during an emotional five-minute speech to the crowd instead, just pure happiness and satisfaction. The smile never left his face.

"You have been the most fantastic experience of my life," Ferguson said. "Thank you."

"My retirement doesn't mean the end of my life with the club. I will be able to enjoy watching them rather than suffering with them."

Sunday's game against Swansea was more a party, a tribute to Ferguson's achievements, than a football match. The final score was 2-1 to United, but that barely registered. From the moment he emerged from the tunnel before kickoff to a guard of honor from both teams, to the moment he took the microphone and addressed his adoring supporters for one final time, this was one long celebration. Old Trafford has never seen such emotions, such warmth, such an explosion of elation.

Ferguson left the pitch to more applause and chants, only to return minutes later for the trophy celebration. The Premier League trophy, bedecked in black, white and red ribbons, was handed to Patrice Evra and Nemanja Vidic, who immediately turned to Ferguson and placed it in his hands. For one final time, Ferguson lifted it high. The perfect afternoon. A perfect 27 years.

Adapted from: www.thejakartapost.com

E.2

Study the following pictures carefully. Choose one of the pictures and then find related news in a printed or online newspaper or magazine. Rewrite and email them to your teacher.



The riot after governor election in Palopo.



The Jakarta Flood in 2012.



The current condition of Sunter reservoir in Jakarta.

III. STAGE 3 *Let's Write*

- 1. Write an outline of news item text and then develop a news item from it. You may choose one of the following topics. Ask your friend to give feedback.**
 1. Science and Technology
 2. School's events
 3. Cultures
 4. Sports
 5. Politics
 6. Education
 7. Environment, etc
- 2. Reread and revise your news item text and email it to your teacher to get evaluation and feedback.**

IV. Summary

In this chapter, you have learned:

1. News item

It is a text which informs readers about events of the day. The events are considered newsworthy or important. A news item text tries to answer the **5Ws** and **1H** questions; **What**, **Who**, **When**, **Where**, **Why**, and **How** relating to the newsworthy

News item text consists of

- **Headline**
- **Main event / Newsworthy events**
- **Elaboration / Background events**
- **Sources / Resource of Information**

2. Direct Speech and Reported Speech

Study the following sentences.

1. The truck driver said he did not see the car approaching.
2. The truck driver said, "I do not see the car approaching."

Sentence number 1 is *a reported speech* and sentence number 2 is *a direct speech*. *Reported speech* is used when we want to report what someone said. The word order is the same as direct speech but we don't use certain punctuation as indirect speech.

F. Self Reflection

How much have you learned from this unit? Click in the right box according to how much you have learned.

Aspects	Very much	Much	Little
Identifying the parts of descriptive texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressing events, actions, and conditions which are happening all the time, or exist now actions using present simple tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing descriptive texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

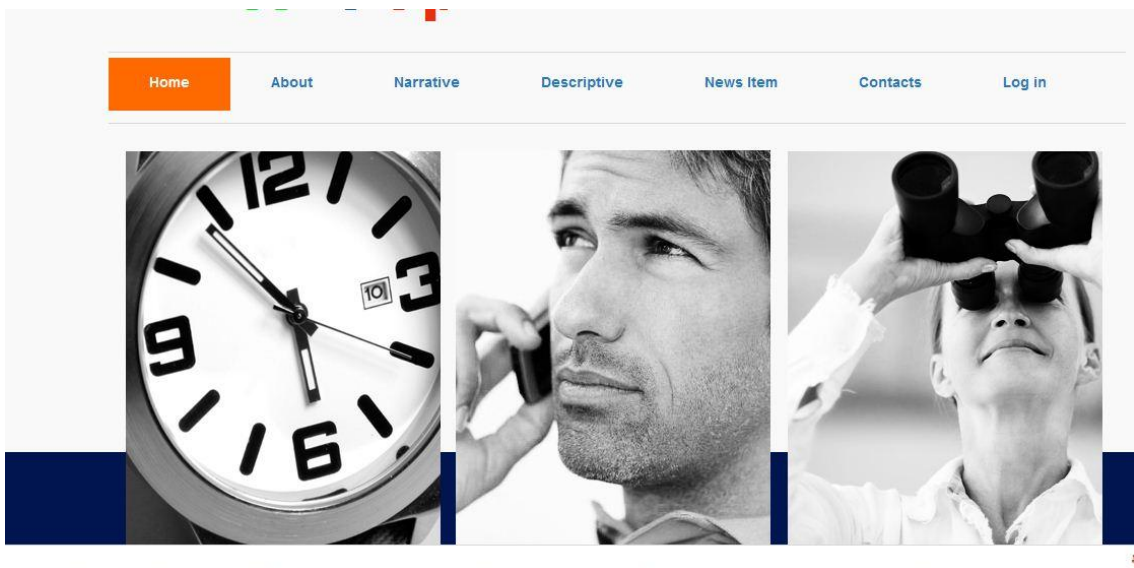
APPENDIX E

THE FIRST DRAFT OF MEDIA/THE INTERNET

HEADER




HOME



LOGIN MENU

The login form has a light gray background. At the top left is the "Write it Up!" logo with the tagline "Write your mind" below it. A navigation bar contains "Home", "About", "Narrative", "Descriptive", "News Item", "Contacts", and "Log in" (orange box). Below the navigation bar are two input fields: "Name" and "Password". A "Submit" button is located at the bottom center of the form.

ABOUT




Write your mind

[Home](#) [About](#) [Narrative](#) [Descriptive](#) [News Item](#) [Contacts](#) [Log in](#)

About

This website is especially designed for students of SMA N 1 SEWON of grade X in their second semester to learn writing. There are three main parts here i.e. narrative, descriptive, and news item section. hopefully, this website can be a media kit for both students and English teachers.

CONTACTS



Write your mind

[Home](#) [About](#) [Narrative](#) [Descriptive](#) [News Item](#) [Contacts](#) [Log in](#)

Contacts

You may contact us through email. Please fill your identity form clearly.

Name

E-mail

Message

STAGES/PHASES



Our steps

-  1
STAGE 1 - Learn the basics.
-  2
STAGE 2 - Prepare for writing.
-  3
STAGE 3 - Let's write.

STAGE 1



STAGE 1 - Learn the Basics

A. Lead in

Below are three incomplete pictures of famous persons. Can you guess who they are? Some clues are provided.



1. He's one of the most famous actors in Indonesia.
2. He stars many soap operas with Naysilla Mirdad.
3. He is tall, his hair is wavy, and



1. She is one of X Factor Indonesia contestants.
2. She has a unique voice.
3. She wears a hijab.



1. He is an influential person in Indonesia.
2. He is the current rector of Paramadina University and the founder of Indonesia



STAGE 2

Write it Up!
write your mind

[Home](#)

[About](#)

[Narrative](#)

[Descriptive](#)

[News Item](#)

[Contacts](#)

[Login](#)



STAGE 2 - Prepare for Writing

D. Exercises Centre #2

STAGE 3

[Home](#) [About](#) [Narrative](#) [Descriptive](#) [News Item](#) [Contacts](#) [Login](#)



STAGE 3 - Let's Write

1. Who is your most favorite idol? Describe his/her physical appearances and characters in sentences.
2. Develop a descriptive text from your sentences in. Give pictures if necessary. Ask your friend to give feedback.
3. Reread and revise your text and email it to your teacher to get evaluation and feedback.



SELF REFLECTION

Self Reflection

I have learned how to identify the parts of descriptive texts.

I have learned how to express present actions or facts using simple present tense

Submit

I have learned how to write descriptive texts.

Submit

APPENDIX F
EXPERT JUDGEMENT QUESTIONNAIRE FOR
MATERIALS

Lembar Evaluasi Pengembangan Website Pembelajaran Bahasa Inggris

Unit _____

(untuk Ahli Materi)

Identitas Pengisi

Nama :
NIP :
Institusi :
Bidang Keahlian : Materi

Pengantar

Kuesioner ini merupakan instrumen penilaian terhadap materi web based writing learning Bahasa Inggris berjudul *Developing Appropriate Web Based Writing Learning Materials for Second Semester Students of Grade X in SMA N 1 Sewon* yang saya kembangkan. Saya sangat mengharapkan kesediaan dan partisipasi Bapak/Ibu untuk mengisi kuesioner ini sebagai masukan atas media yang saya kembangkan. Atas kesediaannya dan partisipasi Bapak/Ibu, saya sampaikan terimakasih.

Petunjuk Pengisian

Berikut ini adalah pernyataan-pernyataan yang berkaitan dengan materi web based writing learning Bahasa Inggris yang telah dikembangkan. Anda dipersilahkan untuk memberikan penilaian atas setiap pernyataan dengan memberikan tanda *check* (✓) berdasarkan skala penilaian berikut.

Keterangan:

SS = Sangat Setuju/Sangat Sesuai
S = Setuju/Sesuai
TT = Tidak Tahu
TS = Tidak Setuju/Tidak Sesuai
STS = Sangat Tidak Setuju/Sangat Tidak Sesuai

I. KOMPONEN KELAYAKAN ISI

No.	Pernyataan	SS	S	TT	TS	STS	Komentar
A.	Kesesuaian Uraian Materi dengan SK dan KD						
1	Materi yang dikembangkan sesuai						

	dengan SK dan KD 2006.						
2	Materi mengeksplorasi cukup banyak teks yang relevan dengan kehidupan sehari-hari peserta didik.						
3	Materi berisi bimbingan agar peserta didik mendapatkan pemahaman eksplisit tentang fungsi sosial.						
4	Materi berisi bimbingan agar peserta didik mendapatkan pemahaman eksplisit tentang unsur dan struktur makna,						
5	Materi berisi bimbingan agar peserta didik mendapatkan pemahaman eksplisit tentang fitur linguistik.						
	Saran:						
B.	Keakuratan Materi						
6	Teks-teks yang diberikan di dalam materi maupun hasil eksplorasi peserta didik diarahkan pada pencapaian fungsi sosial yang terkait dengan kehidupan sehari-hari.						
7	Teks-teks yang diberikan di dalam materi maupun hasil eksplorasi peserta didik diarahkan pada pengembangan kemampuan berpikir runtut dan sistematis.						
8	Teks-teks yang diberikan di dalam materi maupun hasil eksplorasi peserta didik diarahkan pada pengembangan						

	kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat dan berterima, sesuai dengan konteks komunikatif.						
	Saran:						
C. Materi Pendukung Pembelajaran							
9	Bahan ajar (teks, tabel, gambar, lampiran, dll.) untuk setiap jenis teks diambil dari sumber-sumber yang relevan dengan topik yang dibahas.						
10	Bahan ajar (teks, tabel, gambar, lampiran, dll.) diambil dari sumber-sumber yang terbaru tentang topik yang dibahas.						
11	Teks dan tindak komunikatif memotivasi peserta didik untuk melakukan beberapa hal untuk pengembangan kecakapan hidup.						
	Saran:						

II. KOMPONEN KELAYAKAN BAHASA

No.	Pernyataan	SS	S	TT	TS	STS	Komentar
A. Kesesuaian Dengan Tingkat Perkembangan Peserta Didik							
1	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.						
2	Bahasa yang digunakan sesuai dengan situasi sosial-emosional peserta						

	didik.						
	Saran:						
B.	Komunikatif						
3	Pesan yang disajikan jelas dan mudah dipahami oleh peserta didik.						
4	Pesan disajikan sesuai kaidah Bahasa Inggris yang tepat.						
	Saran:						
C.	Keruntutan dan Kesatuan Gagasan						
5	Pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf/kalimat harus mencerminkan keruntutan penyampaian makna.						
6	Pesan atau materi yang disajikan mencerminkan keterkaitan makna antar bagian/bab/subbab/paragraf/kalimat.						
	Saran:						

III. KOMPONEN KELAYAKAN PENYAJIAN

No.	Pernyataan	SS	S	TT	TS	STS	Komentar
A.	Teknik Penyajian						
1	Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi, minimal terdiri atas Pendahuluan, Isi, dan						

	Penutup.						
2	Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang.						
	Saran:						
B.	Penyajian Pembelajaran						
3	Penyajian materi dan tugas mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.						
4	Penyajian materi dan tugas mendorong peserta didik untuk melakukan berbagai kegiatan komunikatif tertulis atas prakarsa sendiri secara kreatif dan kritis.						
5	Penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri.						
6	Penyajian materi dan tugas mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.						
	Saran:						
C.	Pendukung Teknik Penyajian						
7	Materi memiliki bagian pendahulu.						
8	Materi memiliki bagian isi.						

9	Materi memiliki bagian penyudah.						
	Saran:						

Saran dan kritik terhadap materi yang telah dikembangkan:

1. Bagaimana pendapat Bapak/Ibu mengenai materi yang saya kembangkan?

2. Apa saja kekurangan yang terdapat dalam materi yang saya kembangkan?

3. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?

Yogyakarta,.....2013
Ahli Materi,

APPENDIX G
EXPERT JUDGEMENT QUESTIONNAIRE FOR
MEDIA/THE INTERNET

Lembar Evaluasi Pengembangan Website Pembelajaran Bahasa Inggris
(untuk Ahli Media)

Identitas Pengisi

Nama :
NIP :
Institusi :
Bidang Keahlian : Media

Pengantar

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S = Setuju/Sesuai
TT = Tidak Tahu
TS = Tidak Setuju/Tidak Sesuai
STS = Sangat Tidak Setuju/Sangat Tidak Sesuai

No.	Pernyataan	SS	S	TT	TS	STS	Komentar
1.	Tujuan dari website jelas.						
2.	Terdapat keterangan dan informasi yang jelas mengenai website.						

3.	Tampilan website bersahabat dan menyenangkan.						
4.	Desain dari website konsisten.						
5.	Desain dari website terorganisir dengan baik.						
6.	Navigasi website jelas.						
7.	Navigasi website mudah digunakan.						
8.	Semua link bekerja dengan baik.						
9.	Pilihan menu mudah dipahami.						
10.	Peletakan gambar dan flash pada website efektif.						
11.	Terdapat keterangan mengenai mata pelajaran apa yang dibahas di website.						
	Saran:						

Adapted from: Academic website evaluation rubric by lever-duffy

Saran dan kritik terhadap materi yang telah dikembangkan:

1. Bagaimana pendapat Bapak/Ibu mengenai media yang saya kembangkan?

2. Apa saja kekurangan yang terdapat dalam media yang saya kembangkan?

3. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?

Yogyakarta,.....2013
Ahli Media,

APPENDIX H
THE RESULT OF EXPERT JUDGEMENT
QUESTIONNAIRE FOR MATERIALS

Table 6.4 The result of the expert judgment of web based materials of Unit 1

The appropriateness of content			
No.	Items	Means (\bar{x})	Description of Agreement
1	The suitability with Standard of Competence and Basics Competence.	4.0	Agree
2	The accuracy of the contents.	4.0	Agree
3	The appropriateness of supportive materials.	4.0	Agree
The appropriateness of the language			
No.	Items	Means (\bar{x})	Description of Agreement
1	The appropriateness to the learners' language development.	4.0	Agree
2	The use of communicative language.	4.0	Agree
3	The sequencing and the unity of ideas.	4.0	Agree
The appropriateness of materials presentation.			
No.	Items	Means (\bar{x})	Description of Agreement
1	The technique presentation.	4.0	Agree
2	The learning presentation.	4.0	Agree
3	The technique presentation support.	4.0	Agree

Table 6.5 The result of the expert judgment of web based materials of Unit 2

The appropriateness of content			
No.	Items	Means (\bar{x})	Description of Agreement
1	The suitability with Standard of Competence and Basics Competence.	4.0	Agree
2	The accuracy of the contents.	4.0	Agree

3	The appropriateness of supportive materials.	4.0	Agree
The appropriateness of the language			
No.	Items	Means (\bar{x})	Description of Agreement
1	The appropriateness to the learners' language development.	4.0	Agree
2	The use of communicative language.	4.0	Agree
3	The sequencing and the unity of ideas.	4.0	Agree
The appropriateness of materials presentation.			
No.	Items	Means (\bar{x})	Description of Agreement
1	The technique presentation.	4.0	Agree
2	The learning presentation.	4.0	Agree
3	The technique presentation support.	4.0	Agree

Table 6.6 The result of the expert judgment of web based materials of Unit 3

The appropriateness of content			
No.	Items	Means (\bar{x})	Description of Agreement
1	The suitability with Standard of Competence and Basics Competence.	4.0	Agree
2	The accuracy of the contents.	4.0	Agree
3	The appropriateness of supportive materials.	4.0	Agree
The appropriateness of the language			
No.	Items	Means (\bar{x})	Description of Agreement
1	The appropriateness to the learners' language development.	4.0	Agree
2	The use of communicative language.	4.0	Agree
3	The sequencing and the unity of ideas.	4.0	Agree

The appropriateness of materials presentation.			
No.	Items	Means (\bar{x})	Description of Agreement
1	The technique presentation.	4.0	Agree
2	The learning presentation.	4.0	Agree
3	The technique presentation support.	4.0	Agree

APPENDIX I

THE RESULT OF EXPERT JUDGEMENT
QUESTIONNAIRE FOR MEDIA/THE INTERNET

Table 6.7 The expert judgment of the website

No.	Statements	Values	Description of Agreement
1	The goal of the website is clear.	5.0	Strongly Agree
2	The information about the website is clear.	5.0	Strongly Agree
3	The website is welcoming and user-friendly.	4.0	Agree
4	The design of the website is consistent.	5.0	Strongly Agree
5	The design of the website is well organized.	5.0	Strongly Agree
6	The navigation is clear.	4.0	Agree
7	The navigation is easy to use.	5.0	Strongly Agree
8	Links to other websites are working properly.	4.0	Agree
9	The menu panel is easy to follow.	5.0	Strongly Agree
10	The pictures placement is effective.	4.0	Agree
11	What subject the website relates to is clear.	5.0	Strongly Agree

APPENDIX J
MATERIALS AND MEDIA VALIDATION

SURAT REKOMENDASI VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Ani Setyaningsih
NIP : 19780101 200501 2 002
Institusi : FBS UNY
Bidang Keahlian : Materi

Menyatakan bahwa **Web Based Writing Learning Materials for Second Semester Students of Grade X in SMA N 1 Sewon** dari mahasiswa:

Nama : Muhammad Reza Alizain
NIM : 08202241037

~~Belum layak/layak~~ layak dengan syarat* menambahkan beberapa saran berikut.

- Keterangan untuk bagian grammar perlu lebih diperjelas.
- Penyajian lay out dibuat lebih menarik

Demikian surat rekomendasi ini kami buat untuk dapat digunakan seperlunya.

Evaluator/Validator,



Ani Setyaningsih
NIP 19780101 200501 2 002

*coret yang tidak perlu

SURAT REKOMENDASI VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Ani Setyaningsih
NIP : 19780101 200501 2 002
Institusi : FBS UNY
Bidang Keahlian : Materi

Menyatakan bahwa **Web Based Writing Learning Materials for Second Semester Students of Grade X in SMA N 1 Sewon** dari mahasiswa:

Nama : Muhammad Reza Alizain
NIM : 08202241037

~~Belum layak/layak/layak~~ dengan syarat* menambahkan beberapa saran berikut.

- Keterangan untuk bagian grammar perlu lebih diperjelas.
- Penyajian lay out dibuat lebih menarik

Demikian surat rekomendasi ini kami buat untuk dapat digunakan seperlunya.

Evaluator/Validator,



Ani...Setyaningsih...
NIP. 19780101 200501 2 002

*coret yang tidak perlu

APPENDIX K
FINAL DRAFT OF MATERIALS

UNIT 1

Finally, They Lived Happily Ever After . . .



http://k06.deviantart.net/fk71i/2012/192/5/0/timun_mas_6_by_tuankacang-d56wmdx.jpg

Indonesia has various folktales from various areas. One of them is *Timun Mas*, the story of a young lady born from a cucumber. Have you ever read it? What kind of text is a story like *Timun Mas*? How do you write a story like *Timun Mas*? In this unit, you will learn how to write a narrative text like *Timun Mas*.

I. STAGE 1 Learn the basics

A. Lead in

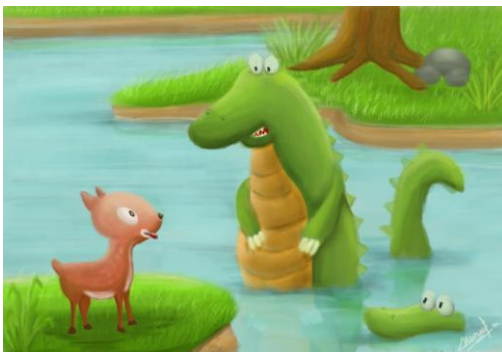
Study some pictures below and answer the questions which follow.



<http://fdmfiles.blogspot.com/2011/06/malin-kundang.html>



<http://yohanpower.deviantart.com/art/Story-of-Sangkuriang-141785944>



<http://kreavi.com/19966/Si-Kancil-dan-Buaya>



<http://sudumusantara.com/project/candi-prambanan-kisah-cinta-sepihak-bandung-bondowoso-dengan-ro-ro-jonggrang/>

1. Have you ever heard or read the story from the pictures above?
2. Which picture is your favourite story?
3. Have you ever written a story?
4. Is it difficult or not?
5. What makes you feel difficult in writing a story?

6. What makes you feel easy in writing a story?

B. Information Centre

B.1

Study and pronounce the words below. Then, read the text and answer the questions.

English	Pronunciation	Part of speech	Indonesian
appetizing	/ˌæp.ɪ.taɪ.zɪŋ/	<i>adjective</i>	membangkitkan selera
chase	/tʃeɪs/	<i>verb</i>	mengejar
condition	/kənˈdɪʃ.ən/	<i>noun</i>	syarat
confront	/kənˈfrʌnt/	<i>verb</i>	berhadapan
desire	/dɪˈzaɪər/	<i>noun</i>	keinginan
disperse	/dɪˈspɜːs/	<i>verb</i>	menyebarkan
hermit	/ˈhɜːmɪt/	<i>noun</i>	petapa
presence	/ˈprez.ənts/	<i>noun</i>	kehadiran
widow	/ˈwɪd.əʊ/	<i>noun</i>	janda

TIMUN MAS

Once upon a time, there was a widow who lived alone. Because there was no one on her side, she felt lonely and dreamed of the presence of a child. In the same village, there lived a giant. Knowing her uneasiness, the giant offered his help by giving a child, on condition that when the child is 6 year old, it must be returned to the giant to become his meal. Because of her strong desire to have a child, the widow agreed with the condition. The giant then gave her a cucumber (*timun* in Javanese) seed to be planted at the widow's lawn.

Two weeks passed and the cucumber started to bear fruits, and there was one which was large and shined like gold. The widow picked the large cucumber and split it carefully and it appeared that there was a cute baby girl inside. How happy the widow was, and the baby was named Timun Mas.

Times passed so fast, and Timun Mas was 10 years old. At this age she became a beautiful and clever child. The giant came to the widow to fulfill her promise, but she loved her child and didn't want to lose her child. She asked the giant to come back two years later, told him that Timun Mas would be bigger and more appetizing to eat then. The giant agreed.

Two years passed, the time had come for the widow to let the giant have Timun Mas. The widow loved her child too much. She didn't want her child to become the giant's meal. Yet, it was impossible to confront him. Eventually the widow ordered Timun Mas to go to Gunung Kidul (Southern Mountain) to meet a powerful hermit there. He

gave Timun Mas four small packages contained cucumber seeds, needles, salt and *terasi* (a kind of seasoning made of shrimp). He didn't forget to order Timun Emas to pray for safety from the giant.

One morning the giant came to the widow to fulfill her promise. The widow ordered Timun Emas to run through the back door. He chased her. When she was almost caught, she dispersed the cucumber seeds from the package and they suddenly became cucumber field. He stopped chasing her for he was interested in eating the cucumber. Then he chased her again, when she was almost caught she dispersed the needles from the package that became bamboo field. His feet were wounded and bled, pricked by the bamboos. Yet he didn't give up and kept chasing her, then she dispersed the salt from the package and the field became a sea. Yet he kept chasing her. Finally, she dispersed the *terasi* from the package. Suddenly appeared boiling sea of mud, and finally he was drowned and dead. With the dead of the giant, Timun Mas could live happily with her mother.

Questions

1. What does the story tell about?
2. How many characters are involved in the story above? Who are they?
3. What are each character's personalities?
4. Why did the Giant chase Timun Mas?
5. How does the story end?

B.2

Study the following explanation about narrative text.

The text in task 2 is an example of narrative text. Narrative text or story is a kind of texts intending to amuse or entertain the reader. It consists of two types i.e. fiction narrative and non-fiction narrative (some people put non-fiction narrative on different kind of text called recount).

Narrative text consists of three parts; orientation, complication, and resolution:

TIMUN MAS

ORIENTATION

It tells about:

- The story's settings
- The characters of the story

Once upon a time, there was a widow who lived alone. Because there was no one on her side, she felt lonely and dreamed of the presence of a child. In the same village, there lived a giant. Knowing her uneasiness, the giant offered his help by giving a child, on condition that when the child is 10 years old, it must be returned to the giant to become his meal. Because of her strong desire to have a child, the widow agreed with the condition. The giant then gave her a cucumber (*timun* in Javanese) seed to be planted at the widow's lawn.

COMPLICATION/ SERIES OF EVENT

(It includes situations, activities, or events that lead to the climax or complication)

Two weeks passed and the cucumber started to bear fruits, and there was one which was large and shined like gold (*mas/emas* in Javanese). The widow picked the large cucumber and split it carefully and there was a cute baby girl inside. How happy the widow was, and the baby was named Timun Mas.

Times passed so fast, and Timun Mas was 10 years old. At this age she became a lovely and clever child. The giant came to the widow to fulfill her promise, but she loved her child and didn't want to lose her child. She asked the giant to come back two years later, told him that Timun Mas would be bigger and more appetizing to eat then. The giant agreed.

Two years passed, the time had come for the widow to let the giant have Timun Mas. The widow loved her child too much. She didn't want her child to become the giant's meal. Yet, it was impossible to confront him. Then, the widow ordered Timun Mas to go to Gunung Kidul to meet a powerful hermit there. He gave Timun Mas four small packages contained cucumber seeds, needles, salt and terasi (a kind of seasoning made of shrimp). He didn't forget to order Timun Mas to pray for safety from the giant.

One morning the giant came to the widow to fulfill her promise. The widow ordered Timun Mas to run through the back door. He chased her. When she was almost caught, she dispersed the cucumber seeds from the package and they suddenly became cucumber field. The Giant stopped chasing her for a while and ate the cucumber. Then he chased her again, when she was almost caught she dispersed the needles from the package that became bamboo field. His feet were wounded and bled, pricked by the bamboos. Yet he didn't give up and kept chasing her, then she dispersed the salt from the package and the field became a sea. The Giant swam across the sea and kept chasing her.

RESOLUTION
 (It shows the end of the story. The problem is solved here)

Finally, she dispersed the terasi from the package. Suddenly boiling sea of mud appeared, and at last The Giant was drowned and dead. With the dead of The Giant, Timun Mas could live happily with her mother.

Notes:

- Sequence/order
- Past form
- Conflict/problem
- Characters and settings
- Resolution/solution

C. Exercises Centre #1

C.1

Read again the text above and decide whether the statements on the box are true or false according to the text.

No.	STATEMENTS	T	F	REASONS
1.	The Giant really wanted to eat Timun Mas.	√		The Giant faced with four kinds of obstacles for the sake of Timun Mas' flesh.
2.	Timun Mas lived with her mother and father.			
3.	The Giant chased Timun Mas when Timun Mas was 10 years old.			
4.	The widow could not fulfill her promise to The Giant because she loved her daughter.			
5.	The widow gave Timun Mas four small packages.			
6.	The Giant died in the sea because he could not swim.			

C.2

Look at the pictures carefully, and then read the sentences which are not in the correct order. Arrange the sentences so they tell the story shown in the picture.



1

<http://folktalesnusantara.blogspot.com/2008/12/asal-usul-terjadinya-danau-toba.html>



2

<http://folktalesnusantara.blogspot.com/2008/12/asal-usul-terjadinya-danau-toba.html>



3

<http://folktalesnusantara.blogspot.com/2008/12/asal-usul-terjadinya-danau-toba.html>



4

<http://folktalesnusantara.blogspot.com/2008/12/asal-usul-terjadinya-danau-toba.html>



5

<http://www.mentari.biz/legenda-danau-toba.html>

- a. After getting married for 7 years, they had a kid named Samosir.
- b. After waiting for a long time his fish bait made some movement and a pretty big fish stuck on his bait.
- c. He had a narrow farm and a small hut not far from a lake.
- d. Once upon a time, there was a young man named Toba.
- e. One day, after worked on his small farm, he decided to go fishing.
- f. One day, Samosir made Toba extremely angry and unconsciously yelled at Samosir 'You, son of a fish!'
- g. Suddenly, the fish turned out to be a beautiful lady. Shocked, Toba asked the lady to go home with him and asked her to marry him.

- h. The lady agreed to marry Toba with one condition to keep her secret that she was a fish.
- i. The village sank and became a huge lake. This lake was named as Toba's name. Lake Toba.
- j. The vow had been broken. Not so long after that, the rain poured the earth. It was a huge rain.

D. Grammar Centre

D.1

Study the following explanation about past simple.

To talk about completed events and actions in the past, verbs that you use must be in past form. There are two kinds of verbs, regular and irregular verbs. A regular verb is any verb which is inflected by ending *-ed*. Here are some examples:

1. Times *passed* so fast, and Timun Mas was 10 years old.
2. The widow *didn't want* to lose her child.

Meanwhile irregular verbs are verbs which have no typical pattern like regular verbs. Below are some examples:

3. The giant then *gave* her a cucumber.
4. The giant then **did not** *give* her a tomato.

Nominal			Verbal			
I	was	(not)	Adjective/ Adverb/ Complement	I	Past form (regular/irregular)/(V2)	Object/ Adverb
We	were			We		
You				You		
They		They	did not	present form (V1)		
She	was		She			
He			He			
It			It			

D.2

Express the following ideas in the past tense form.

1. Timun Mas (escape) from the back door.

*Timun Mas **escaped** from the back door.*

2. Timun Mas (go) to Gunung Kidul to meet a hermit.
3. The Giant (keep) chasing Timun Mas and (not want) to let her escape.
4. Although she (be) a widow, she still (expect) for a child.
5. When the Giant (draw) nearer, Timun Mas (spread) the salt.
6. The widow (decide) to take The Giant's offer because of her strong desire to have a child.
7. The Giant (rest) for a while and (eat) the cucumber.
8. The Widow almost (forget) that she (have) to hand Timun Mas over to the Giant.
9. The Giant (die) in the boiling sea of mud tragically.
10. The Widow and Timun Mas (be) happy forever after.

D.3

Transform the verbs in the parentheses into past form.

After leaving his mother's hut, Sangkuriang (~~go~~ *went*) eastward. After years and years of journey, he (arrive) to a village. There he (meet) a beautiful woman and (fall) in love with her and she also (fall) in love with him. What he (do) not realize was that he (have) travelled around the world and (have) arrived back to his own birthplace which had become a village and that the woman (be) his own mother, Dayang Sumbi, who (have) been blessed with eternal youth and beauty when she (be) born. Likewise, Dayang Sumbi also (do) not recognize her own son who (have) grown up to be a handsome man. Sangkuriang (ask) Dayang Sumbi to marry him and Dayang Sumbi (accept) it.

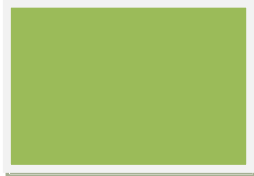
Adapted from: Wikia Indonesian Folktales

II. STAGE 2 Writing Preparation

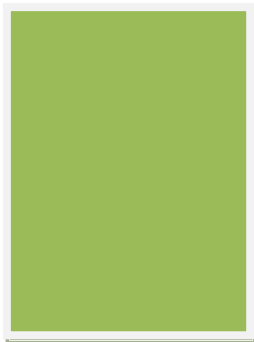
E. Exercises Centre #2

E.1

Read the story below carefully and complete the boxes and form which follows.



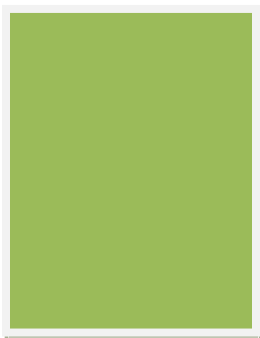
Hundreds years ago, the last king of Majapahit had a young princess from one of his wives. The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste.



Because of unfortunate situation the couple was forced to leave the kingdom. They settled in the mountain area. They ruled the area and named it Tengger, which was derived from their names, Roro Anteng and Joko Seger.

After several years of reign, the region flourished in prosperity, but Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed there night and day hoping that the God would listen. The prayer was heard and Betoro Bromo promised them many children. However, they had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children. Soon it was time to sacrifice the youngest child, Kusuma, but the parents could not do it. They tried to hide him, but an eruption happened and Kusuma fell into the crater.



There was silence before they heard a voice. "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tengerese calendar)". It was Kusuma's voice. Kusuma's brothers and sisters held the offering ceremony every year. Instead of human being, they collected fruits, vegetables, rice, and meat to be offered to the Gods. And this has been done generation after generation until today.

Title: _____

Characters:

- a. _____
- b. _____
- c. _____
- d.

Setting:

Conflicts/Problems:

Resolution/Solution:

Ending:

E.2

Study the following stages of writing. Go through the stages when you write your story.

- **Stage 1: Planning**
Get ideas, think about topic, discuss it with others, and read about it. Then sequence your ideas.
- **Stage 2: Drafting**
Write your first version. You can make changes as you write.
- **Stage 3: Revising**
Read through to see if your writing makes sense and that the main purpose of your story is clear. Delete unnecessary words, details or events. Read your story aloud to yourself and decide whether it sounds good or not.
- **Stage 4: Proof-reading**
Check your spelling and punctuation. You can do this yourself or ask someone else.
- **Stage 5: Presentation**
Write the final version neatly. Present it attractively for your reader.

Taken from: Developing English Competencies 3

E.3

Write a narration of the following story. The outline of the story may help you develop the narration.

Malin Kundang

- Malin Kundang and his mother lived in poverty.
- He went away to be a merchant to change their lives.
- Malin Kundang went home as a successful merchant.
- He did not want to acknowledge his mother anymore.
- Malin Kundang's mother cursed him to be a stone.

III. STAGE 3 *Let's Write*

1. **Do you still remember the story your parents told you when you were a child? Write an outline of that story. Then, develop a story from your outline. Ask your friend to give feedback.**
2. **Reread and revise your story and email it to your teacher to get evaluation and feedback.**

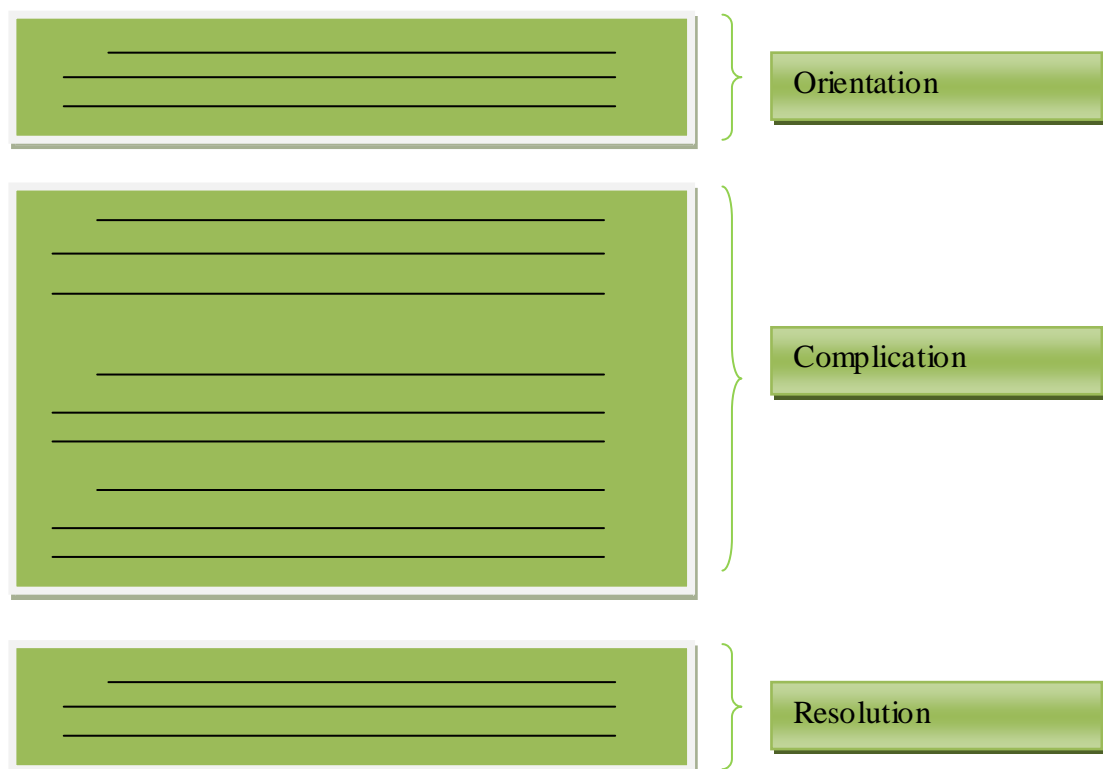
IV. Summary

In this chapter, you have learned:

1. Narrative

A narrative text or story is a kind of text intending to amuse or entertain the reader. It consists of two types i.e. fiction narrative and non-fiction narrative (some people put non-fiction narrative on different kind of text called recount).

A narrative text consists of three parts; orientation, complication, and resolution.



2. Past Simple

To talk about completed events and actions in the past, verbs that you use must be in the past form. Simple past tense is used in a narrative text. Here are some examples.

1. The giant then ***gave*** her a cucumber.
2. Times ***passed*** so fast, and Timun Mas ***was*** 10 years old.
3. The widow ***didn't want*** to lose her child.

V. Self Reflection

How much have you learned from this unit? Click in the right box according to how much you have learned.

Aspects	Very much	Much	Little
Identifying the parts of narrative texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressing past actions using the simple past tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing narrative texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 2

She Looks Like . . .

...



<http://www.demotix.com/photo/1393102/indonesian-idol-girls-group-jkt48-celebrate-independence-day-fans>

Do you have idols? Who are they? Can you describe your idols in English well? In this unit, you will learn how to write descriptive texts.

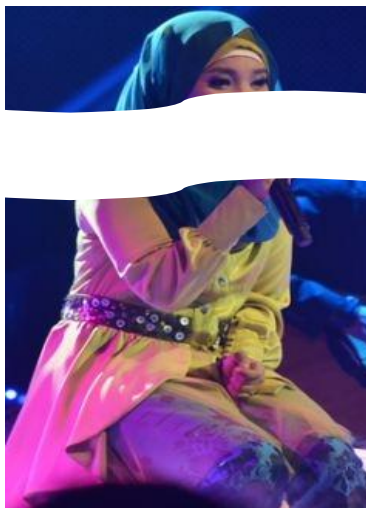
I. STAGE 1 Learn the basics

A. Lead in.

Below are three incomplete pictures of famous persons. Can you guess who they are? Some clues are provided.



1. He's one of the most famous actors in Indonesia.
2. He stars many soap operas with Naysilla Mirdad.
3. He is tall, his hair is wavy, and has a sweet smile.



1. She is one of X Factor Indonesia contestants.
2. She has a unique voice.
3. She wears a *hijab*.

1. He is an influential person in Indonesia.
2. He is the current rector of Paramadina University and the founder of Indonesia Mengajar.
3. He has wavy hair and an oval face.



B. Information Centre

B.1

Study and pronounce the words below. Then, read the text and complete the following box.

English	Pronunciation	Part of speech	Indonesian
trait	/treɪt/	<i>noun</i>	ciri khusus
humble	/'hʌm.bəl, /	<i>adjective</i>	rendah hati
adorable	/ə'dɔr.ə.bəl, /	<i>adjective</i>	manis, imut
mole	/məʊl/	<i>noun</i>	tahi lalat

JKT 48

JKT48 (read as "J. K. T. Forty-eight") is an Indonesian girl group whose name is derived from its base city of Jakarta and the Japanese idol group AKB48. It released its first studio album *Heavy Rotation* on 16 February 2013. JKT48 performs songs by AKB48 and other sister groups that are translated into Indonesian. The group has 51 members which each of them has unique traits. Two of them are Melody and Nabilah.

Melody Nurramdhani Laksani was born in Bandung 24th of March 1992. Her nickname is Melody. Melody is one of the members of JKT48 who comes from Bandung, Indonesia. Melody has long-black hair and crystal clear eyes. Her height is about 160 cm. She is a very cheerful girl, humble, and quite humorous person. She is also smart and has a very bright smile. She loves singing and dancing as well. She is now currently studying at Universitas Padjadjaran.





Meanwhile, Nabilah Ratna Ayu Azalia was born in Jakarta 11th of November 1999. She is 13 now. Nabilah is the youngest member of JKT48 and other members in JKT48 call her Ayu-chin. Nabilah has round eyes and an oval face. She is not quite tall, her height is about 155 cm. Similar to Melody, Nabilah has long and black hair. She has a mole under her lips which makes her looks more adorable. She is a very energetic and friendly girl.

Adapted from: www.en.wikipedia.org

	Hair	Face	Height	Personalities
Melody			about 160cm	
Nabilah				energetic,.....

B.2

Study the following explanation about descriptive text.

The text about JKT 48 is a descriptive text. Basically, the aim of a descriptive text is to give information to the readers by making them see, hear, feel, etc. what is described in the text. A descriptive text focuses on the characteristic features of a

person, an animal, or a particular thing. Descriptive texts often use neutral and objective language.

The structure of descriptive text is divided into two parts: Identification and description. The identification part is the part where writers of descriptive text identify phenomenon to be described. The description part describes parts, qualities, and characteristics. Description text focuses on specific participants. It normally uses simple present tense.

JKT48 (read as "J. K. T. Forty-eight") is an Indonesian girl group whose name is derived from its base city of Jakarta and the Japanese idol group AKB48. It released its first studio album *Heavy Rotation* on 16 February 2013. JKT48 performs songs by AKB48 and other sister groups that are translated into Indonesian. The group has 51 members which each of them has unique traits. Two of them are Melody and Nabilah

Identification

Melody Nurramdhani Laksani was born in Bandung 24th of March 1992. Her nickname is Melody. Melody is one of the members of JKT48 who comes from Bandung, Indonesia. Melody has long-black hair and crystal clear eyes. Her height is about 160 cm. She is a very cheerful girl, humble, and quite humorous person. She is also smart and has a very bright smile. She loves singing and dancing of course. She is now currently studying at Universitas Padjadjaran.

Meanwhile, Nabilah Ratna Ayu Azalia was born in Jakarta 11th of November 1999. She is 13 now. Nabilah is the youngest member of JKT48 and the other members in JKT48 call her Ayu-chin. Nabilah has round eyes and an oval face. She is not quite tall, her height is about 155 cm. Similar to Melody, Nabilah has long and black hair. She has a mole under her lips which makes her looks more adorable. She is a very energetic and also friendly girl.

Description:
- Parts
- Qualities
- Characteristics



Notes:

Pink: present verbs

Green: adjective

B.3

Study the following explanation.

- To describe a person's physical appearance, you can use the following words.

Physical Appearances

Height	Body	Age	Hair	Face	Eyes
tall	slim	young	long	round	big
short	thin	old	short	oval	round
	plump	teenager	bald	square	narrow
	fat	in 20s, 30s,	straight	wrinkles	blue
	skinny	40s	curly	pale	brown
	muscular		wavy	bearded	green
			black	shaved	
			red		
			brown		

- To describe a person's characters (qualities & habitual behavior), you can use the following words.

Characters	
cheerful	intelligent
determined	stupid
energetic	confident
friendly	shy
humble	extrovert
humorous	introvert
sensitive	generous
stubborn	stingy
careful	diligent
careless	lazy

C. Exercises Centre #1

C.1

Complete the following text about Basuki Tjahaja Purnama (Ahok) with the words in the box.

cheerful tall nice slim brave



Basuki Tjahaja Purnama (born June 29, 1966) is the Vice Governor of Jakarta and a former lawmaker in the Indonesian House of Representatives. Born in Manggar, East Belitung, he previously served as East Belitung Regent from 2005 until 2010.

He is also known by his affectionate nickname, Ahok. Ahok has a ... 1 smile. His body is ... 2 and quite 3 Ahok is a nice and ... 4 person. He is very friendly to everyone and at the very same time he is a very 5 person and never fears any threat.

Adapted from: en.wikipedia.org

D. Grammar Centre

D.1

Study the following explanation about the simple present tense.

Simple Present Tense

To talk about actions in the present, for things that are always true or that happen regularly, and for opinions and beliefs you use verbs in present forms. The simple present tense is mostly used in a descriptive text.

e.g.:

You/I **LOOK** like your/my mother.

(You/I **DO NOT LOOK** like your/my father)

She/he/it **LOOKS** like her/his/its mother.

(She/he/it **DOES NOT LOOK** like her/his/its father)

Below are other examples:

1. I *have* two siblings.
2. He *is* always in polo necked T shirts and shorts.
3. She *is* fair- smooth-skinned, slim with long brown shoulder-length hair.
4. She *prefers* formal wear whether it is western or ethnic clothes

Nominal	Verbal
I am 	I V1
You	You
We are 	We V1
They	They
He	He
She is 	She V1(s)
It	It

D.2

Transform the verbs in the parentheses into the appropriate present form.

1. Daniel Jacob Radcliffe was born in Fulham, London 23rd of July 1989. His nickname (be) Dan. He (be) the only child of Alan Radcliffe and Marcia Gresham. Dan (have) dark brown hair and blue eyes. His height (be) about 168 cm. He (be) a loyal, shy, down-to-earth, and humorous person. He (be)

also intelligent and somewhat mysterious. He (love) football, Formula One racing and gymnastics.

2. My favorite actor (be) Ringgo Agus Rahman. I (like) him because he (be) a good actor. He (be) also very funny. Moreover, he (be) very nice to other people. He (have) bright smile and rounded eyes. His facial expression (make) him look funny. When I (have) a chance to meet him, I will ask him to sign my photograph.

Adapted from: <http://www.wikipedia.org>

II. STAGE 2 Writing Preparation

E. Exercises Centre #2

E.1

Look at the following pictures. Describe their physical appearances.



Four horizontal white lines on a teal background, intended for writing a description of the man's physical appearance.



III. STAGE 3 *Let's Write*

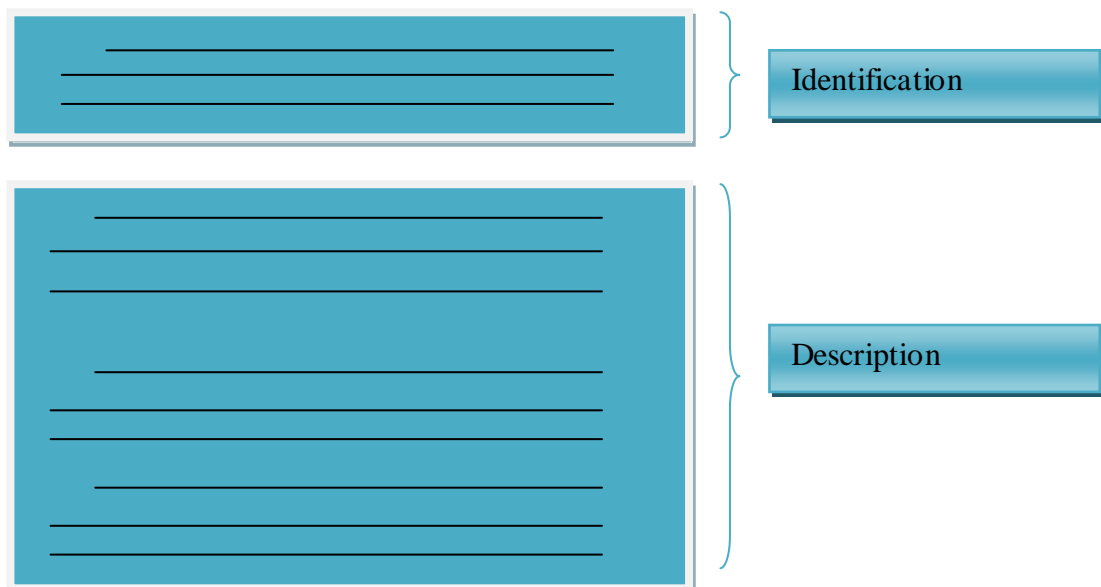
1. **Who is your most favorite idol? Describe his/her physical appearances and characters in sentences.**
2. **Develop a descriptive text from your sentences in. Give pictures if necessary. Ask your friend to give feedback.**
3. **Reread and revise your text and email it to your teacher to get evaluation and feedback.**

IV. Summary

In this chapter, you have learned:

1. Descriptive text.

Basically, the aim of a descriptive text is to give information to the readers by making them see, hear, feel, etc. what is described in the text. A descriptive text focuses on the characteristic features of a person, an animal, or a particular thing. Descriptive texts often use neutral and objective language. The structure of descriptive text is divided into two parts: Identification and description.



2. Simple Present Tense

To talk about actions in the present, for things that are always true or that happen regularly, and for opinions and beliefs you use verbs in present forms. Present tense is mostly used in descriptive text.

e.g.:

You/I **LOOK** like your/my mother.

(You/I **DO NOT LOOK** like your/my father)

She/he/it **LOOKS** like her/his/its mother.

(She/he/it **DOES NOT LOOK** like her/his/its father)

Nominal				Verbal			
I	am	...	...	I	V1	...	...
You				You			
We	are	...	...	We	V1	...	...
They				They			
He				He			
She	is	...	...	She	V1(s)	...	...
It				It			

3. Adjectives

To describe a person's physical appearance, you can use the following words.

Physical Appearances

Height	Body	Age	Hair	Face	Eyes
tall	slim	young	long	round	big
short	thin	old	short	oval	narrow
	plump	teenager	bald	square	round
	fat	in 20s, 30s,	straight	wrinkles	blue
	skinny	40s	curly	pale	brown

muscular	wavy	bearded	green
	black	shaved	

To describe a person's characters (qualities & habitual behavior), you can use the following words.

Characters	
cheerful	intelligent
determined	stupid
energetic	confident
friendly	shy
humble	extrovert
humorous	introvert
sensitive	generous
stubborn	stingy
careful	diligent
careless	lazy

V. Self Reflection

How much have you learned from this unit? Click in the right box according to how much you have learned.

Aspects	Very much	Much	Little
Identifying the parts of descriptive texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressing events, actions, and conditions which are happening all the time, or exist now actions using present simple tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing descriptive texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 3

The Journalist Reports that . . .



<http://www.tempointeraktif.com/news/jeddah-rusuh>

Everyday there is some news which is reported in the newspaper, television, or radio. It can be about science, technology, economics, politics, sports, and crimes. Do you know how to write news? In this unit, you will learn how to write news items.

I. STAGE 1 Learn the basics

A. Lead in.

Study some pictures below and answer the questions which follow.



<http://www.avsi.aero/>



<http://www.gtspirit.com>



<http://www.businessinsider.com/>



<http://ipinberkicau.blogspot.com/2011/04/dewan-penyengsara-rakyat.html>



<http://sub.politeknik-lp3i-bandung.ac.id/>



<http://glossynews.com/wp-content/uploads/2012/08/NCY-bank-robbery1.jpg>

Questions

1. Do you have the habit of reading any newspaper or magazine?
2. What kind of news do you like to read?
3. What does each picture tell you about?

B. Information Centre

B.1

Study and pronounce the words below. Then, read the text and answer the questions.

English	Pronunciation	Part of speech	Indonesian
amnesty	/əˈmɛn.ti/	<i>noun</i>	pengampunan
authority	/əˈɔːr.ɪ.ti/	<i>noun</i>	pemegang wewenang
deploy	/dɪˈplɔɪ/	<i>verb</i>	mengerahkan
migrant	/ˈmaɪ.ɡrənt/	<i>noun</i>	pekerja asing
riot	/ˈraɪ.ət/	<i>noun</i>	kerusuhan
severe	/sɪˈvɪər/	<i>adjective</i>	berat
stage	/steɪ.dʒ/	<i>verb</i>	menunjukkan
stampede	/stæmˈpiːd/	<i>noun</i>	desak-desakan
unruly	/ʌˈnruːli/	<i>adjective</i>	sulit dikendalikan

Jeddah Riot

JEDDAH - A riot erupted at the Indonesian consulate general in Jeddah, Saudi Arabia, following a stampede of hundreds of Indonesian migrant workers, mostly illegal, who were lining up to get exit visas.

The riot, which killed a female migrant worker from East Java, has tarnished the credibility of the Indonesian government, which failed to respond to the Saudi authority's decision to grant amnesty to illegal foreign workers.

Presidential spokesman for foreign affairs, Teuku Faizasyah, blamed the workers, whom he said had refused to queue in an orderly manner and instead made provocative gestures to consulate staff.

"We regret the unruly manners of Indonesian workers, who were queuing up at the consulate general. Their provocative actions led to violence, which should not have happened," Faizasyah said on Monday.

On Saturday, more than 12,000 Indonesian workers arrived at the consulate to apply for exit visas while the Jeddah consulate building could only handle about 5,000 workers per day, Faizasyah said.

A press release issued by the Indonesian consulate general in Jeddah stated that the office eventually accepted 5,931 applications on Saturday. "Some of the remaining workers expressed their disappointment by staging protests but the situation at that time could be controlled," the release said.

Some of the workers stayed overnight and were joined by thousands more arriving on Sunday, which led to a stampede shortly after the consulate's door was opened.

The situation was quick to turn ugly, particularly after some workers set fire to the building's outer wall and briefly clashed with security forces, as reported by Reuters. The Saudi diplomatic police deployed 30 personnel to handle the situation by closing the entrance to the consulate compound and suspending the service.

An Indonesian female worker, identified as Marwah binti Hasan, 55, from Bangkalan, East Java, died during the riot, according to Tatang Budie Utama Razak, the Foreign Ministry's director for legal aid and protection of Indonesian nationals overseas. Hundreds of others passed out. A security guard working for the consulate general was hospitalized due to severe injuries, following clashes with the protesters, according to Faizasyah.

Over recent weeks, in daytime temperatures of 40 degrees centigrade, many workers slept outside the offices to keep their place in line. "Workers were throwing stones and water bottles at the police, who shot into the air," said a witness, who did not want to be named.

Manpower and Transmigration Minister Muhaimin Iskandar said the media had overreacted to the incident. He also denied that the only death in the incident resulted from the rioting. "She was sick and then joined the queue."

He said that the incident happened after more workers showed up at the consulate than it expected. "I have called on the Foreign Ministry to add more tables, staff and budget," he said.

Adapted from: www.thejakartapost.com

Questions

1. What did the workers do in the Indonesian consulate general in Jeddah?
2. When did the riot happen?
3. Is there any casualty because of that incident?
4. Why do you think the workers there were rioting?
5. Who is the most responsible person for the riot in your opinion? Why?

B.2

Study the following explanation about news item text.

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. A news item text tries to answer the **5Ws** and **1H** questions; **What**, **Who**, **When**, **Where**, **Why**, and **How** relating to the newsworthy.

News item text consists of

- **Headline**
- **Main event / Newsworthy events**
- **Elaboration / Background events**
- **Sources / Resource of Information**

Headline

(A line of words printed in large letters as the title of a story in news)

Jeddah Riot

Main event / newsworthy events

(Tells the event in a summary form)

JEDDAH - A riot erupted at the Indonesian consulate general in Jeddah, Saudi Arabia, following a stampede of hundreds of Indonesian migrant workers, mostly illegal, who were lining up to get exit visas.

Elaboration / Background events

(Elaborates what happened, explains what caused the incident)

The riot, which killed a female migrant worker from East Java, has tarnished the credibility of the Indonesian government, which failed to respond to the Saudi authority's decision to grant amnesty to illegal foreign workers.

Presidential spokesman for foreign affairs, Teuku Faizasyah, blamed the workers, whom he said had refused to queue in an orderly manner and instead made provocative gestures to consulate staff.

Some of the workers stayed overnight and were joined by thousands more arriving on Sunday, which led to a stampede shortly after the consulate's door was opened.

The situation was quick to turn ugly, particularly after some workers set fire to the building's outer wall and briefly clashed with security forces, as reported by Reuters. The Saudi diplomatic police deployed 30 personnel to handle the situation by closing the entrance to the consulate compound and suspending the service.

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Sources / Resource of Information

(Comments by participants, witnesses, authorities, and experts involved in the event)

“We regret the unruly manners of Indonesian workers, who were queuing up at the consulate general. Their provocative actions led to violence, which should not have happened,” Faizasyah said on Monday.

On Saturday, more than 12,000 Indonesian workers arrived at the consulate to apply for exit visas while the Jeddah consulate building could only handle about 5,000 workers per day, Faizasyah said.

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Over recent weeks, in daytime temperatures of 40 degrees centigrade, many workers slept outside the offices to keep their place in line. “Workers were throwing stones and water bottles at the police, who shot into the air,” said a witness, who did not want to be named.




Manpower and Transmigration Minister Muhaimin Iskandar said the media had overreacted to the incident. He also denied that the only death in the incident resulted from the rioting. “She was sick and then joined the queue.”

He said that the incident happened after more workers showed up at the consulate than it expected. “I have called on the Foreign Ministry to add more tables, staff and budget,” he said.

B.3

Study the following explanation about capitalization and punctuation carefully.

	<i>Uses</i>	<i>Examples</i>
Capital letter	<ul style="list-style-type: none">• for the first letter of a sentence	<i>Fishing is popular in Britain</i>
	<ul style="list-style-type: none">• for countries, nationalities, languages, religions, names of people, places, events, organizations, trademarks, days,	<i>Portugal, Africa, Russian, Moslem Joanne, John, Dubai. Geneva, the World Trade Fair, Jaguar, the Internet, Sunday, February, Mr./ Mrs./ Ms./ Dr./ Professor</i>

	months, titles	
	<ul style="list-style-type: none"> for titles of books, films, etc. 	<i>Silence of the Lambs</i>
	<ul style="list-style-type: none"> for abbreviations 	<i>OPEC, AIDS, WWF</i>
<p>Full stop UK/ period US</p> 	<ul style="list-style-type: none"> at the end of a sentence 	<i>I'm going for a walk.</i>
	<ul style="list-style-type: none"> sometimes after an abbreviation 	<i>Marion Rd. / Mrs. White /</i>
	<ul style="list-style-type: none"> as the decimal point in figures and amounts of money. This is usually read out as 'point' 	<i>Dr. Evans £3.5 million</i>
	<ul style="list-style-type: none"> to separate parts of email and web addresses. This is read out as 'dot' 	<i>http://dictionary.cambridge.org</i>
<p>Question mark</p> 	<ul style="list-style-type: none"> after a direct question 	<i>What's your name?</i>
	<ul style="list-style-type: none"> to show doubt 	<i>Sidney Morgan (1898? – 1972) was little known until after his death.</i>
<p>Exclamation mark</p> 	<ul style="list-style-type: none"> at the end of a sentence in order to show surprise/shock, etc. 	<i>I can't believe it! Ouch! Yes!</i>
	<ul style="list-style-type: none"> to indicate a loud sound 	<i>Bang!</i>
Comma	<ul style="list-style-type: none"> between items in a list to show a pause in a long sentence 	<i>I need peas, butter, sugar and eggs. They didn't want to eat before I'd arrived, but I was an hour late.</i>

<p style="text-align: center;">,</p>	<ul style="list-style-type: none"> when you want to add extra information before tag questions 	<p><i>Lucy, who I told you before, will be coming.</i></p> <p><i>You do love me, don't you?</i></p>
<p>Apostrophe</p> <p style="text-align: center;">’</p>	<ul style="list-style-type: none"> for missing letters 	<p><i>I'll (I will), it's (it is), don't (do not)</i></p>
	<ul style="list-style-type: none"> for possessives 	<p><i>Noah's bike</i></p>
	<p>Note:</p> <ol style="list-style-type: none"> words ending in 's' don't need another 's' added it's can only be an abbreviation for it is or it has. There is no apostrophe in the possessive form. 	<p><i>James' house</i></p> <p><i>It's raining.</i></p> <p><i>Paris never loses its charm.</i></p>
<p>colon</p> <p style="text-align: center;">:</p>	<ul style="list-style-type: none"> to introduce a list or a quotation in a sentence 	<p><i>You need the following: paint, brushes, water, cloths.</i></p>
	<ul style="list-style-type: none"> in the US following the greeting in a business letter 	<p><i>Dear Customer:</i></p> <p><i>Dear Mr. Stein:</i></p>
<p>semi-colon</p> <p style="text-align: center;">;</p>	<ul style="list-style-type: none"> to separate two parts of a sentence 	<p><i>I spoke to Linda on Monday; she can't come to the meeting tomorrow.</i></p>
<p>hyphen</p> <p style="text-align: center;">-</p>	<ul style="list-style-type: none"> to join two words together 	<p><i>blue-black</i></p>
	<ul style="list-style-type: none"> to show that a word has been divided and continues on the next line 	<p><i>everyone in the room was-struck by his air of sadness.</i></p>
<p>dash</p> <p style="text-align: center;">—</p>	<ul style="list-style-type: none"> to separate parts of sentence 	<p><i>the car – the one with the broken window – was parked outside our house.</i></p>
	<ul style="list-style-type: none"> to mean to 	<p><i>The London – Edinburgh train leaves every morning at eight.</i></p>

quotation marks/UK also inverted commas “ ” “ ”	<ul style="list-style-type: none"> to show that words are spoken 	<i>'I'm tired,' she said.</i> <i>"Let's go," he suggested.</i>
	<ul style="list-style-type: none"> to show that someone else originally wrote the words 	<i>She had described the school as 'not attracting the best pupils'.</i>
	Note: Single quotation marks are more usual in UK English, and double quotation marks are more usual in US English	

Taken from: Cambridge Advanced Learner's Dictionary 3rd Edition

C. Exercises Centre #1

C.1

Below are parts of news item text which are not properly arranged. Arrange them so there will be TWO appropriate news item texts.

The NASA rover Curiosity has beamed back pictures of bedrock that suggest a fast-moving stream, possibly waist-deep, once flowed on Mars — a find that the mission's chief scientist called exciting.

There was "a vigorous flow on the surface of Mars," said chief scientist John Grotzinger of the California Institute of Technology. "We're really excited about this."

While an ancient stream holds promise as a potentially habitable environment, scientists don't think it's a good place to preserve the carbon building blocks of life. That's why the rover will continue its trek to the foothills of Mount Sharp where there's a better chance of finding organics.

"We are now preparing the human resources and facilities," Head of the defense facilities agency at the Defense Ministry Rear. Adm. Rachmad Lubis said as quoted by tempo.co.id on Saturday.

The Defense Ministry says it will cooperate with the South Korean government to develop a submarine-construction industry.

Indonesia to Develop Submarine Industry

Mars 'Curiosity' Rover Finds Signs of Ancient Stream

He said the Ministry of Research and Technology was currently recruiting Indonesian participants who would participate in a technology-transfer program at Daewoo Shipbuilding and Marine Engineering in South Korea. Analysts have called for enhanced defense cooperation between South Korea and Indonesia beyond military procurement to closer industrial cooperation.

Adapted from: www.thejakartapost.com

C.2

Complete the following sentences using the appropriate words in the box.

- headline
- date
- caption
- quotes
- the events
- photograph
- introductory
- ending statement
- paragraph

1. The ... of the newspaper is usually short, simple and catchy. This is soon encouraging readers to read the newspaper report.
2. The ... usually answers the questions 'who', what, when and where. If the newspaper talks about more than one event, the most recent event is reported in this paragraph.
3. There is a series of short paragraphs that provides the details of ...
4. The ... tells us when the newspaper report appeared in the newspapers.
5. Sometimes, there is a ... that shows what the newspaper report is about.
6. The photograph in a newspaper is usually accompanied by a ...
7. A news paper report may contain ... that are comments made by people involved in the event.
8. The newspaper report may end with an/a ... or comment on the events reported.

C.3

Capitalize and punctuate the following news items.

the prosperous justice party (pks) said on friday that if president susilo bambang yudhoyono decided to remove one of the party's representatives from the cabinet, it would be agriculture minister suswono.

the islamic party risks losing its last foothold in the cabinet — suswono, communications and information minister tifatul sembinging and social affairs minister salim segaf al jufri — after opposing the reduction of the fuel subsidy.

a member of the pks religious council, idris lutfi, said that the party was ready for its representatives to be fired by the president. "if our ministerial seats are reduced, most likely it will be the agriculture minister [suswono] as he is implicated in a graft case," the lawmaker told reporters at the house of representatives.

suswono is one of several pks politicians tarnished by the beefgate scandal. the corruption eradication commission (kpk) has charged former pks chairman luthfi hassan ishaaq for his part in the case.

despite its pertinacity, the pks refuses to leave the coalition, saying the decision rests with the president. yudhoyono has yet to make public any decision on the fate of the pks, while members of his democratic party have grown impatient with the pks and asked it jump before it is pushed.

on friday, idris lashed out at the democrats, accusing them of trying to take over the party's ministerial seats. "the democratic party keeps pushing us to leave the coalition so they can have our ministerial seats," idris said.

he also dismissed the democratic party's suggestion that the ministers from the pks leave their party and join them instead. "they do that to divide and conquer. they are good at it," he said.

Adapted from: www.thejakartapost.com

D. Grammar Centre

D.1

Study the following explanation about direct speech and reported speech.

Direct Speech and Reported Speech

Study the following sentences.

1. The truck driver said he did not see the car approaching.

2. The truck driver said, "I do not see the car approaching."

Sentence number 1 is *a reported speech* and sentence number 2 is *a direct speech*. *Reported speech* is used when we want to report what someone said. The word order is the same as direct speech but we don't use certain punctuation as indirect speech. The tenses in reported speech normally change. Look at the following examples:

Direct Speech

1. He said, "I buy a newspaper every day."
2. He said, "I am buying a newspaper."
3. He said, "I have bought a newspaper."

Reported Speech

1. He said (that) he bought a newspaper every day.
2. He said he was buying a newspaper.
3. He said he had bought a newspaper.

D.2

Express the following sentences into direct speech or reported speech.

1. "There is some cross-contamination from the previous sample each time," said Dawn Sumner.
(*Dawn Sumner said (that) there is some cross-contamination from the previous sample each time.*)
2. The police said the car should not have been trying to pass the bus, since overtaking is not allowed on Jalan Sultan.
3. The hotel manager, Mr Iwan Sugiarto, said the fire had started in a guest bedroom.
4. "There was a vigorous flow on the surface of Mars," said chief scientist John Grotzinger.
5. "It's unclear how long the water persisted on the surface, but it easily could have lasted thousands to millions of years," said mission scientist Bill Dietrich.
6. David Sumner said, "For the Cumberland sample, we expect to have most of that cross-contamination come from a similar rock, rather than from very different soil."

II. STAGE 2 Writing Preparation

E. Exercises Centre #2

E.1

Rewrite the following news report in your own words.

Old Trafford salutes Man United manager Ferguson

As red-and-white ticker tape flew into the rainy sky at Old Trafford, a beaming Alex Ferguson hoisted up the Premier League trophy for a 13th and final time.

Behind Britain's most successful football manager stood his jubilant squad of players, dancing to a soundtrack of "Champions, Champions" being belted out by more than 76,000 fans. It was the end of an era at Manchester United on Sunday as Ferguson took **charge** of his final home match of a club he has led for nearly 27 years. And he had a 38th piece of major silverware to celebrate it with.



There were no tears from Ferguson — although he came close at times during an emotional five-minute speech to the crowd instead, just pure happiness and satisfaction. The smile never left his face.

"You have been the most fantastic experience of my life," Ferguson said. "Thank you."

"My retirement doesn't mean the end of my life with the club. I will be able to enjoy watching them rather than suffering with them."

Sunday's game against Swansea was more a party, a tribute to Ferguson's achievements, than a football match. The final score was 2-1 to United, but that barely registered. From the moment he emerged from the tunnel before kickoff to a guard of honor from both teams, to the moment he took the microphone and addressed his adoring supporters for one final time, this was one long celebration. Old Trafford has never seen such emotions, such warmth, such an explosion of elation.

Ferguson left the pitch to more applause and chants, only to return minutes later for the trophy celebration. The Premier League trophy, bedecked in black, white and red ribbons, was handed to Patrice Evra and Nemanja Vidic, who immediately turned to Ferguson and placed it in his hands. For one final time, Ferguson lifted it high. The perfect afternoon. A perfect 27 years.

Adapted from: www.thejakartapost.com

E.2

Study the following pictures carefully. Choose one of the pictures and then find related news in a printed or online newspaper or magazine. Rewrite and email them to your teacher.



The riot after governor election in Palopo.



The Jakarta Flood in 2012.



The current condition of Sunter reservoir in Jakarta.

III. STAGE 3 *Let's Write*

- 1. Write an outline of news item text and then develop a news item from it. You may choose one of the following topics. Ask your friend to give feedback.**
 1. Science and Technology
 2. School's events
 3. Cultures
 4. Sports
 5. Politics
 6. Education
 7. Environment, etc
- 2. Reread and revise your news item text and email it to your teacher to get evaluation and feedback.**

IV. Summary

In this chapter, you have learned:

1. News item

It is a text which informs readers about events of the day. The events are considered newsworthy or important. A news item text tries to answer the **5Ws** and **1H** questions; **What**, **Who**, **When**, **Where**, **Why**, and **How** relating to the newsworthy

News item text consists of

- **Headline**
- **Main event / Newsworthy events**
- **Elaboration / Background events**
- **Sources / Resource of Information**

2. Direct Speech and Reported Speech

Study the following sentences.

1. The truck driver said he did not see the car approaching.
2. The truck driver said, "I do not see the car approaching."

Sentence number 1 is *a reported speech* and sentence number 2 is *a direct speech*. *Reported speech* is used when we want to report what someone said. The word order is the same as direct speech but we don't use certain punctuation as indirect speech.

F. Self Reflection

How much have you learned from this unit? Click in the right box according to how much you have learned.

Aspects	Very much	Much	Little
Identifying the parts of news item.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressing direct and reported speech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing descriptive texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX L
FINAL DRAFT OF MEDIA/THE WEBSITE


HEADER



HOME



LOGIN MENU




Write your mind

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ABOUT



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About

This website is especially designed for students of SMA N 1 SEWON of grade X in their second semester to learn writing. There are three main parts here i.e. narrative, descriptive, and news item section. hopefully, this website can be a media kit for both students and English teachers.

CONTACTS

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Contacts

You may contact us through email. Please fill your identity form clearly.

Name

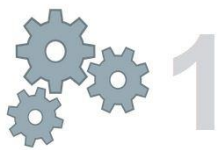
E-mail

Message

STAGES/PHASES

INTERACTIVE TOOL WITH TUTORIAL STAGE

Our steps



STAGE 1 - Learn the basics.



STAGE 2 - Prepare for writing.



STAGE 3 - Let's write.

STAGE 1



STAGE 1 - Learn the Basics

A. Lead in

Study some pictures below and answer the questions which follow.



1. Have you ever heard or read the story from the pictures?
2. Which picture is your favourite story?
3. Have you ever written a story?
4. Is it difficult or not?
5. What makes you feel difficult in writing a story?
6. What makes you feel easy in writing a story?

B. Information Centre

B1

Study and pronounce the words below. Then, read the text and answer the questions.

English	Pronunciation	Part of speech	Indonesian
appetizing	/ˈæp.i.taɪ.zɪŋ/	adjective	membangkitkan selera
chase	/tʃeɪs/	verb	mengejar
condition	/kənˈdɪʃ.ən/	noun	syarat
confront	/kənˈfrʌnt/	verb	berhadapan
desire	/dɪˈzaɪə /	noun	keinginan
disperse	/dɪˈspɜːs/	verb	menyebarkan
hermit	/ˈhɜː.mɪt/	noun	petapa
presence	/ˈprez.ənts/	noun	kehadiran
widow	/ˈwɪd.oo/	noun	janda

TIMUN MAS

Once upon a time, there was a widow who lived alone. Because there was no one on her side, she felt lonely and dreamed of the presence of a child. In the same village, there lived a giant. Knowing her uneasiness, the giant offered his help by giving a

C. Exercises Centre #1

Read again the text 'Timun Mas' and decide whether the statements below are true or false according to the text.

C1

1. The Giant really wanted to eat Timun Mas.

2. Timun Mas lived with her mother and father.

Reasons

OK

3. The Giant chased Timun Mas when Timun Mas was 10 years old.

4. The widow could not fulfill her promise to The Giant because she loved her daughter.

STAGE 2

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STAGE 2 - Prepare for Writing

D. Exercises Centre #2

STAGE 3

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STAGE 3 - Let's Write

1. Who is your most favorite idol? Describe his/her physical appearances and characters in sentences.
2. Develop a descriptive text from your sentences in. Give pictures if necessary. Ask your friend to give feedback.
3. Reread and revise your text and email it to your teacher to get evaluation and feedback.



SELF REFLECTION

Self Reflection

I have learned how to identify the parts of descriptive texts.

Very much

I have learned how to express present actions or facts using simple present tense

Very much

I have learned how to write descriptive texts.

Very much

APPENDIX M
RESEARCH PERMISSIONS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/03-01
10 Jan 2011

Nomor : 0428a/UN.34.12/DT/IV/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

29 April 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Developing Appropriate Web Based Writing Learning Materials for Second Seemster Students of Grade X in SMA N 1 Sewon

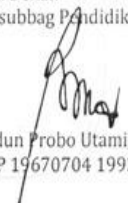
Mahasiswa dimaksud adalah :

Nama : MUHAMMAD REZA ALIZAIN
NIM : 08202241037
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Mei - Juni 2013
Lokasi Penelitian : SMA N 1 Sewon

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,


Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMA N 1 Sewon



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
070/3773/N/5/2013

Membaca Surat : Kasubbag Pendidikan FBS UNY Nomor : 0428a/UN.34.12/DT/IV/2013
Tanggal : 29 April 2013 Perihal : Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : MUHAMMAD REZA ALIZAIN NIP/NIM : 08202241037
Alamat : KARANGMALANG, YOGYAKARTA
Judul : DEVELOPING APPROPRIATE WEB BASED WRITING LEARNING MATERIALS FOR SECOND SEMESTER STUDENTS OF GRADE X IN SMA N 1 SEWON
Lokasi : BANTUL Kota/Kab. BANTUL
Waktu : 01 Mei 2013 s/d 01 Agustus 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 01 Mei 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Bantul c/q Bappeda
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga DIY
4. Dekan Fakultas Bahasa Dan Seni Universitas Negeri Yogyakarta
5. Yang Bersangkutan

