DESIGNING A SET OF ENGLISH MATERIALS USING NINE HIGH-YIELD INSTRUCTIONAL STRATEGIES FOR GRADE IX SMP TAMAN DEWASA IP YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

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

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SANATA DHARMA UNIVERSITY
YOGYAKARTA
2014
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Yogyakarta, 10 December 2014

The Researcher

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ABSTRACT


This research is conducted to develop a set of English materials that focuses on grade IX students’ English language skills. The English materials apply Nine High-Yield Instructional Strategies as the learning method. This research employs “Identifying Similarities and Differences” and “Cues, Question, and Advance Organizer.” Identifying Similarities and Differences mean that the students should compare, classify, and create metaphors, analogy and non-linguistic or graphic representation. Whereas, Cues, Question, and Advance Organizer mean that teachers should use cues and questions that focus on what are important, use ample wait time before accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important and are more useful with information that is not well organized.

There are two research problems addressed on this research. The first is to know how a set of English materials using Nine High-Yield Instructional Strategies for Grade IX of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta is designed. The second is to know what the designed set of English materials for grade IX of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta looks like. In this research, the researcher applies five steps of Research and Development (R & D) as the research method.

To answer the first research problem, the researcher applies six steps of the instructional design model, which are adapted from Kemp’s model. Those steps are (1) identifying learners’ characteristics, (2) considering goals, topics, and general purposes, (3) specifying learning objectives, (4) listing subject contents, (5) selecting teaching learning activities and resources, and (6) materials evaluation and revision. In order to answer the second research problem, the researcher presents the English materials for grade IX which consisted of four units. Each unit consists of three sections, namely pre-activities, main-activities, and post-activities. The activities in the designed materials aim to improve students’ ability in applying English language skill and social skill in daily life.

The researcher obtains the evaluation from the respondents regarding the designed materials. The results of materials evaluation show that almost all opinion ranged between point four and point five in the degree of agreement. It showed that the designed materials are good and appropriate to be implemented in Grade IX of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.

Key-words: English materials, Nine High-Yield Instructional Strategies, Grade IX
ABSTRAK


Penelitian ini dilakukan untuk mengembangkan materi pembelajaran yang mengacu pada kemampuan berbahasa Inggris siswa kelas IX. Materi ini menerapkan Nine High-Yield Instructional Strategies sebagai metode belajar siswa. Penelitian ini menggunakan Identifying Similarities and Differences dan Cues, Question, and Advance Organizer. Identifying Similarities and Differences berarti siswa sebaiknya membandingkan, mengklasifikasikan, dan membuat kiasan, analogi dan non-linguistic atau gambar. Sedangkan Cues, Question, and Advance Organizers, guru sebaiknya menggunakan isyarat dan pertanyaan yang mengacu pada hal penting, menggunakan waktu yang cukup sebelum menanggapi suatu hal, dengan menarik kesimpulan dan analisa. Advance organizers mengacu pada hal penting dan sesuatu yang berguna dengan informasi yang tidak berurutan.


Untuk menjawab rumusan masalah pertama, peneliti menerapkan enam langkah instructional design model yang telah diadaptasi dari milik Kemp. Langkah tersebut adalah (1) identifying learners’ characteristics, (2) considering goals, topics, and general purposes, (3) specifying learning objectives, (4) listingsubject contents, (5) selecting teaching learning activities and resources, dan (6) materials evaluation and revision. Untuk menjawab permasalahan yang kedua, peneliti memperkenalkan materi pembelajaran Bahasa Inggris untuk kelas IX yang terdiri dari 4 unit. Setiap unit terdiri dari 3 bagian yaitu pre-activities, main-activities, dan post-activities Segala aktivitas yang ada di dalam materi pembelajaran ini bertujuan untuk meningkatkan kemampuan siswa untuk mengaplikasikan penggunaan Bahasa Inggris serta meningkatkan kemampuan sosial siswa di dalam kehidupan sehari-hari.


Kata kunci: English materials, Nine High-Yield Instructional Strategies, Grade IX
ACKNOWLEDGEMENTS

First of all I would like to send my greatest gratitude and praise to the One and only, Jesus Christ for His blessing and strength given to me to fix this thesis. He is the one who makes me believe that I can do better than what I have expected. He is the miracle in my life that makes me survive in every challenge on my face. He is the one who never leaves me.

My greatest gratitude and deep appreciation belongs to my caring thesis supervisor Markus Budiraharjo, S.Pd., M.Ed., Ed.D. for his invaluable guidance, support, time, advice, and patience during this challenging process of working this thesis. I also express my honor to the lecturers of English Language Education Study Program, especially Drs. Barli Bram, M.Ed., Ph.D., and Miss Ch. Lhaksmita Anandari, S.Pd., Ed.M., for evaluating and giving beneficial suggestion upon my designed materials. Then, I give my gratitude for the lecturer of the Sampoerna University, Miss Adesti Komalasari, S.Pd., M.A., for evaluating and giving me suggestion of the designed materials. My sincere gratitude is sent to Budi Angkoso, S.Pd., the headmaster of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta, who given the opportunity to conduct the research and also for Bu Feni Astuti, S.Pd. for the evaluation of my research and then Bu Any Qri Handayani, S.Pd., as an English teacher of Grade IX.

I give my gratitude for my beloved parents Agustinus Winarto, S.Pd. and Yustina, S.Pd. “Papi and Mami, I love the way you love me. You teach me a lot and you are my real teachers in my life”. I also thank my beloved brother Fransiskus Eko Yuliato, S.T., who always supports and protects me. Then, I thank to my beloved sister Maria Bella Mekristi. I would like to thank my sister-in-law, Fauzza Wenny Fierdha, S.Pd., who also supports and reminds me to do my thesis. Then, I express my special gratitude for my sweetheart Gregorius Lintang Samodro, S.Pd. He motivates me by saying “ayo nduk semangat, kamu pasti bisa sayangku”. Besides, my gratitude goes to my beloved grandparents, Mbah Harjo and Mbah Muisah, who always give me advice.
My gratitude also belongs to my basketball friends as my second family in Yogyakarta. They are Theresa Agnes Boki, Jojo, Nanda Hutagaol, Veronica Tyas, Martha, Vita, Veny, Lidya, Purwati, Yoren, Thongka, Rara, Ayumi, Maleh, Boni, George, Andrian, Nehem, Edy, Aven, Ardi, Intan, Ruth, Adip, Albert, Yansen, Momo, Anthon, Mas Rinto (coach), Ko Owen (ex coach), and Mas Adhi (ex coach), for spending time together playing basketball and supporting me in doing my thesis.

I would like to express my great appreciation to my classmates: Emmanualla Venni, Theresia Vernalita, Friska Dita, Indy Magong, Ria Ongabelle, Monica Surya, Stevanie Melinda, Maria Agnes, Deliana, Bayu Pamungkas, Yosafat Anggun, Mei Nadia, Pandhu Mahendra, Cindy, Helena, Mentari, and all of my friends in the English Language Education Study Program for supporting me in the thesis writing process.

I would like to express my gratitude to my friends who also support me in doing my thesis: Theresia Heny Freny, Yohanes Yojana Jati, Gregorius Rudi, Adi Rooswanto, and Mas Dedi. I thank to my hometown friends: Jivana, Yuvita, Julius, Febri, Kasidi, Aweng, Mas Beni, Tesa, Dwi, Apri, and Kiky, for supporting and motivating me through the thesis process.

I would like to extend my thanks to all lecturers of the English Language Education Study Program and also Mbak Danik, and Mbak Tari for giving me information.

Tita Rahayu
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CHAPTER I
INTRODUCTION

This chapter consists of the research background, research problem, problem limitation, research objectives, research benefits, and definition of terms. The research background provides information on the topic of this research and reasons for choosing the topic. The research problem section formulates questions to make this research more directed. The problem limitation limits the scope of the research. The research objectives tell the purpose of the research. The benefits of the research present who can obtain the benefits from this research. The last part is the terms related to the research defined.

A. Research Background

Every Junior High School has English as one of the subjects that the students have to achieve English mastery. English is one important subject in Junior High School. It is essential for students to build their willingness in learning English. English is a course that used in final examination beside Indonesian Language, Mathematics, and Science. Therefore, the English teachers are responsible to make the students achieve the best result in English course.

SMP Taman Dewasa Ibu Pawiyatan Yogyakarta is a part of Taman Siswa Institution in Yogyakarta. It is located at Taman Siswa Street 25 Wirogunan, Mergangsan, Yogyakarta 5515. Historically, SMP Taman Dewasa Ibu Pawiyatan is the first junior high school established by Ki Hajar Dewantara in Indonesia. According to the decision of Congress Taman Siswa, Taman Dewasa...
Ibu Pawiyatan Junior High School becomes Pilot Project (model schools) for Taman Siswa Junior High School throughout Indonesia. However, *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta* has an A accreditation. This school also has many non-academic activities to develop psychomotor skill such as pencak silat, scouts, traditional dance class, basketball, choir, and karawitan for students.

Therefore, the researcher focuses on grade IX students of *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta*. Firstly, the students showed a low degree of interest in English. Secondly, the teachers tended to teach in a teacher-centered fashion. Third, the teachers were not skillful enough in developing materials. This school had three English teachers. Based on some of the students’ experiences, the teacher of grade IX spoke English in whole activities and still having grammatical mistakes and mispronunciations. The students did not understand and they were unconfident to ask the teachers. This situation reflects that the relation between the teacher and the students were not good because the teacher used teacher-centered rather than student-centered as the teaching method. Therefore, the teacher has responsibility to make the students achieve the standard competence set by the government. The teacher also has responsibility to train the students to face *Ujian Nasional* (final examination). The teacher knows what the students need to guide the students to finish the final examination since English is one of the primary subjects in the final examination. The teacher also needs to design appropriate English materials for grade IX of *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta*. Drs. Budi Angkoso, the headmaster, said that more than 60% of graduated students of *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta* enter to
vocational school because they are expected to work. The students are demanded to have a good English language skills, to achieve standard competence, and to prepare them to the next level. Then, the English teacher needs to draw the activities as interesting as possible so the students can enjoy the learning process. Therefore, the researcher concludes that the grade IX needs a set of English materials which can guide them to achieve the standard competence.

B. Research Problems

The researcher intends to answer two questions. Those two questions are:

1. How is a set of English materials using Nine High-Yield Strategies for grade IX of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta designed?
2. What does the set of designed English materials for grade IX of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta look like?

C. Problem Limitation

This research is intended to design a set of English materials for grade IX of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta using Nine High-Yield Instructional Strategies. The designed materials are the materials for grade IX only. The materials are designed to facilitate the students of grade IX SMP Taman Dewasa Ibu Pawiyatan Junior High School Yogyakarta and the design is using the 2006 Curriculum.
D. Research Objectives

The research intends to answer the research problems. Therefore, this research intends two objectives. The objectives of the research are as follows:

1. To find out how a set of English materials using Nine High-Yield Instructional Strategies for grade IX of *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta* is designed.

2. To find out what the set of designed English materials for grade IX of *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta* looks like.

E. Research Benefits

The result of this research is beneficial related to teaching-learning process. Those who might get benefits are:

1. The English Teachers

   The teachers may use the results of this research as an input to determine which technique is appropriate in the classroom activity and they can apply the English materials in the classroom.

2. The Students

   The students will enjoy the following activities in learning English using the designed materials. The students can understand the English materials.

3. The Writer

   This research gives benefits for the writer’s feedback and self-evaluation. Then, the writer enriches the experience in designing a set of English materials using Nine High-Yield Instructional Strategies.
F. Definition of Terms

This part defines some specific terms related to the research. It has purposed to avoid different perception about some terms which are discussed in the research.

1. Nine High-Yield Instructional Strategies

The researcher considers Nine High-Yield Instructional Strategies as the method for conducting the research. Marzano’s High-Yield Instructional Strategies has nine strategies. In this research, the researcher only using two entitled Identifying Similarities and Differences and Cues, Questions, and Advance Organizers. Coleman and his colleagues concluded that the vast majority of the differences in the student achievement can be attributed two factors like the student’s natural ability or aptitude, the socioeconomic status of the student, and the student’s home environment.

2. Instructional Material

According to Dick and Reiser (1989), the instructional material is the material planned by the teachers for instructions using textbooks, journals, and newspapers, as the examples of the printed instructional material (p.3). In this research, the instructional material is a set of English material constructed by a designer that can be used by teachers and learners in teaching and learning activities.
3. **Grade IX SMP Taman Dewasa Ibu Pawiyatan Yogyakarta**

Grade IX Taman SMP Taman Dewasa Ibu Pawiyatan Yogyakarta is the third level of junior high school in Yogyakarta namely Taman Dewasa Ibu Pawiyatan which consists of three classes from class IX A up to class IX C.

4. **2006 Curriculum**

The researcher used the 2006 curriculum in making English materials because the school applying this curriculum as the guidance. This curriculum arranged by the educators in Indonesia. In this curriculum, the students could apply the basic competence in the real life. The aims of this curriculum is increasing the perspicacity, knowledge, personality, noble character, as well as survive to live independently and could follow the next level of the study.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into two parts. The first part is theoretical description that provides theories and definitions of related terms and the second part is theoretical framework that emphasizes the relation of the theories and this research.

A. Theoretical Description

This section discusses the theories of instructional design proposed by R&D method, Kemp’s Instructional Design and Nine High-Yield Instructional Strategies.

1. Kemp’s Instructional Design

In this research, the researcher applies Kemp’s design in developing the English materials. Kemp’s method can be applied in any educational level and it is an appropriate method for the researcher to develop the materials. Kemp offers instructional technology which means the systematic design of the instruction, based on the knowledge of the learning process and on communication theory hence that successful learning will result (Morrison, Ross, Kalman, & Kemp, 2011, p. 2). The researcher applied Kemp’s design because this is a flexible process. Kemp defines the parts of his instructional model as follows.
Step 1. Defining Goals, Topics, and General Purposes

Kemp starts his instructional design planning with the recognition of the broad goals of the school system. Those broad goals may be derived from three sources; namely society, students, and subject areas. Kemp (1977) noted that statements of the goals should be flexible. It means the materials designers should pay attention to the changes of the learners’ needs and interests, as well as changes in society and institutions. After defining the goals, teachers have to select and list the major topics. The topics are usually sequenced based on a logical organization, most often from simple to complex levels or from concrete to abstract levels. The next responsibility of teachers is deciding to select one or more purposes to represent a topic. A single topic can serve more than one purposes.

Step 2. Recognizing Learner Characteristic

The important aspect of teaching-learning process are recognizing the learners’ characteristics and respecting them as an individual learner. In order to serve both individuals and groups, the teachers must obtain the information about learners’ capabilities, needs, and interests. In finding out the learners’ characteristics, there are two factors that should be considered namely academic and social factors. Academic factors include a number of students, the academic background, the level of intelligence, the grade point average (GPA), reading level, the scores on standardized achievement and aptitude test, the study habits, ability to work alone, the background in the subject topic, motivation for studying the subject, expectations of the course, vocational and cultural aspirations. Social
factors include age, maturity, attention span, special talents, physical and emotional handicaps, relations among students, socioeconomic situation.

**Step 3. Specifying Learning Objectives**

Specifying learning objectives is essential. All objectives must be stated in terms of activities that will be best promoting learning. There are three major categories; namely cognitive, psychomotor, and affective. They are generally called domain. Cognitive domain is a domain that gives most attention to educational programs. Bloom in 1965 has developed taxonomy for the cognitive domain. However, since it is proposed in the mid-nineties, the researcher adapts the revisited Bloom’s taxonomy by Lorin Anderson, a former student of Bloom. Anderson et al. (2000) makes some changes, with the two most prominent ones being, changing the names in the six categories from noun to verb forms, and slightly rearranging them. The revisited Bloom’s taxonomy includes creating, evaluating, analyzing, applying, understanding, and remembering. Kemp (1977) discovers that objectives are beneficial because they form the framework for any instructional program built on a competency base and inform the students what will be required for them. Objectives also help to think in specific terms, to organize, and to sequence the subject matter.

**Step 4. Organizing Subject Content**

Selecting subject content can be from answering questions such as; the things specifically must be taught or learned in the topic; the facts, the concepts, and principles, relating to the topic; and the techniques required in performing essential skills.
Step 5. Developing Pre-Assessment

Developing pre-assessment is done after examining the learning objectives and the subject contents. There are two questions which should be taken as consideration; (1) is the students prepared to study the topic or unit? and (2) is the students already competent in some of the stated objectives? In answering these two questions, there are two kinds of tests namely prerequisite testing and pretesting. Prerequisite testing is conducted to determine whether the students have the appropriate background preparation for the topic. This test can be a testing performance, reviewing student’s related or previous work, interviewing the students, or observing the students. On the other hand, pretesting is conducted to determine which objectives that the students have already achieved. In pretesting, the researcher can use a pre-topic questionnaire or oral questioning to the class. The results of pre-assessment will affect the instructional planning. It may be necessary to eliminate, modify, or add objectives to the program.

Step 6. Planning the Teaching/Learning Activities and Resources

In this step, the researcher should determine the most appropriate instructional methods and resources in order to accomplish each objective. The researcher must determine the most efficient and effective methods then select the materials to provide learning experiences which will utilize the content associated with each objective. After determining the teaching/learning patterns and activities, teachers must select the supporting materials or instructional resources which can motivate the students and effectively explain and illustrate the subject.
content. Selecting media as a supporting service is the step after selecting the instructional resources.

**Step 7. Considering Support Services**

This step, considering support services, includes funds, facilities, equipment, and personnel whose time must be scheduled for participation in the instructional plan. Financial support is divided into two parts; during development and during implementation of the program. The facilities for an instructional program needs the following activities; presentations to groups, independent study stations, small-group meeting rooms, a resource center, staff meeting rooms, and workrooms. The equipment that will be used must be reasonable in terms of what funds are available, the complexity of the equipment, and upkeep. Time allocation is the most difficult element to deal with any new program. Time allocation deals with schedule of staff orientation, training, and students.

**Step 8. Evaluating Student’s Achievement**

In this step, the teachers measure the learning outcomes relating to the objectives. To measure the students’ achievements, teachers should have standards of achievement. The evaluation can be through paper-and-pencil testing, checking performance, and psychomotor objectives, checking the affective domain, and testing with audiovisual or other materials. There are two phases in evaluation of learning. The first is formative evaluation. This evaluation takes place during development and tryouts. The second is summative evaluation, which is concerned with evaluating the degree of students’ final achievement.
2. Nine High-Yield Instructional Strategies

In the Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Robert Marzano (2001) and his colleagues identify Nine High-Yield Instructional Strategies through a meta-analysis of over 100 independent studies. They determined that these nine strategies have the greatest positive effects on student achievement for all students, in all subject areas, at all grade levels.

In this research, the researcher applies two of the Nine High-Yield Instructional Strategies to develop English materials for grade IX SMP Taman.
Dewasa Ibu Pawiyatan Yogyakarta, they are Identifying Similarities and Differences and Cues, Question, and Advance Organizer. Here are Marzano’s high-yield instructional strategies which used for this research are summarized in the table that follows.

Figure 2.2 The Nine High-Yield Instructional Strategies

<table>
<thead>
<tr>
<th>High Yield Instructional Strategies</th>
<th>Research says</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying Similarities and Differences</td>
<td>Students should compare, classify, and create metaphors, analogy and non-linguistic or graphic representation.</td>
<td>Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers QAR (Question/Answer/Relationship), sketch to stretch, affinity diagrams, Frayer model.</td>
</tr>
<tr>
<td>Questions, cues, and advance organizers</td>
<td>Teachers should use cues and questions that focus on what is important (rather than unusual), use ample wait time before accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important and are more useful with information that is not well organized.</td>
<td>Graphic organizers, provide guiding questions before each lesson, think aloud, differencing, predicting, drawing conclusions, skim chapters to identify key vocabulary, concepts and skills, A.C.E. anticipation guide, annotating the text, etc.</td>
</tr>
</tbody>
</table>

a. Similarities and Differences

According to Mrs. Jackson experienced, by having the students generate and explain analogies, she has engaged her students in a complex and abstract form of indentifying similarities and differences.
1) **Research and Theory on Identifying Similarities and Differences**

Marzano draws at least four salient generalizations from the research and theory in this area:

a) **Presenting students with explicit guidance in identifying similarities and differences enhances students’ understanding of and ability to use knowledge.** Probably the most straightforward way to help students identify similarities and differences between topics are to simply present these similarities and differences to them. In fact a great deal of research attests to the effectiveness of this rather direct approach. The presentation of similarities and differences are accompanied by a great deal of rich discussion and inquiry on the part of students. Therefore, the teacher gives the students some clues to guide them to achieve the goal of the study explicitly. Then students identify the similarities and differences by comparing two things or more.

b) **Asking students to independently identify similarities and differences enhances students’ understanding of and ability to use knowledge.** It is a strong research base supporting the effectiveness of having students identifies similarities and differences without direct input from the teacher. Both “teacher-directed” and “student-directed” activities focus on identifying similarities and differences in the context. The teachers should provide the students with a student-directed activity if the goal is to stimulate divergence in students’ thinking. Then, the teacher should provide students with student-direct activity.
c) **Representing similarities and differences in graphic or symbolic form enhances students’ understanding of and ability to use knowledge.** It is one of more powerful findings within this general category of instructional strategy. The experts use greatly enhances students’ ability to understand and generate similarities and differences.

**d)** **Identification of similarities and differences can be accomplished in a variety of ways.** The identification of similarities and differences is highly robust activity. Research indicates that four different “form” of this activity are highly effective:

1. **Comparing** is the process of identifying similarities and differences between or among things or ideas.
2. **Classifying** is the process of grouping things that are alike into categories on the basis of their characteristics.
3. **Creating metaphors** are the process of identifying a general or basic pattern in a specific topic and then finding another topic that appears to be quite different but that has the same general pattern.
4. **Creating analogies** are the process of identifying relationships between pair’s concepts in other words, identifying relationships between relationships.

Obviously, identifying similarities and differences are explicit in the process of comparing. It is also critical to classifying. In order to illustrate, when classifying an individual first identifies similarities and differences within a set of the elements and then organizes these elements into two or more categories, based on the identified similarities and differences. Creating a metaphor involves
identifying abstract similarities and differences between two elements. Finally, creating analogies involves identifying how to pairs of elements are similar and different. Marzano writes a note that technically, the term comparing refers to the process of identifying similarities, and the term contrasting refers to the process of identifying differences. Most educators, however, use the term comparing to refer to both.

2) Classroom Practice in Identifying Similarities and Differences

a) Comparing

According to Marzano (2001), the key to an effective comparison is the identification of the important characteristics (p.17). These characteristics are used as the basis for which similarities and differences are identified.

1. Teacher-Directed Comparison Tasks

Marzano states although the process of comparing might seem simple, it is not. He suggests that teachers introduce the process of comparing by presenting the students with highly structured tasks. It means that a teacher identifies for the students the items that they need to compare and the characteristics of which they are to base comparison. These tasks, by definition, focus on (even constrain) the type of conclusions students will reach. Consequently, it should be used when teacher’s goal is that all students obtain a general awareness of the same similarities and differences for the same characteristics.

2. Students-Directed Comparison Task

Students-directed comparison tasks are those in which the students select the characteristics, of which the items are to be compared, or the students select
both the items to compare and the characteristics of which they are compared (Marzano, 2001, p.18).

3. Graphic Organizers for Comparison

Two types of graphic organizers are commonly used for comparison: the Venn diagram (Figure 2.3) and the comparison matrix (Figure 2.4). As depicted in Figure 2.3 the Venn diagram provides students with a visual display of the similarities and differences between two items. Then, the similarities between elements are listed in the intersection between the two circles. The differences are listed in the parts of each circle that do not intersect. Ideally, a new Venn diagram should be completed for each characteristic so that the students can easily see how similar and different the elements for each characteristic used in comparison.

![Figure 2.3 Venn diagram](image)

As Figure 2.4 illustrates, the comparison matrix provides for a more detailed approach to comparison than does the Venn diagram. Teachers use slightly more detailed directions for students when they use the comparison matrix.
### Figure 2.4 Comparison Matrix

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Items to be compared</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Similarities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Differences</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **Classifying**

Marzano (2001) classifies involves organizing elements into groups based on their similarities (p.20). One of critical elements of classifying is identifying the rules that govern class or category membership.

a. **Teacher-Directed Classification Tasks**

Teacher-directed classification tasks are those for which students are given the elements to classify and the categories into which the elements should be classified. In these tasks, the focus is on placing items into their appropriate categories and understanding why they belong in the categories.

b. **Student-Directed Classification Tasks**

Student-directed classification tasks are those in which students are given the items to classify but must form the categories themselves. Additionally,
students can be asked to generate both the items to classify and the categories into which they are organized.

c. **Graphic Organizers for Classification**

Figure 2.5 shows two popular graphic organizers for classification. The graphic organizer which looks like a boxed table is most appropriate when all categories are equal in terms of their level of generality. The graphic organizers which look like the bubble chart are better used when some categories more general than others.

![Graphic Organizers for Classification](image)

**Figure 2.5 Graphic Organizers for Classification**
Students can be encouraged to use these graphic organizers as they complete their teacher-directed and student-directed classification tasks.

2. Metaphors

Marzano (2001) states that the key to constructing metaphors is to realize that the two items in the metaphor are connected by an abstract or no literal relationship. Instructional strategies involving metaphors should always address the abstract relationship between the elements.

a. Teacher-Directed Metaphor Tasks

Teacher-directed metaphor tasks are those in which the teacher provides the first element of the metaphor and abstract relationship. This structure provides “scaffold” on which students can built.

b. Student-Directed Metaphor Tasks

Once students become familiar with the concept of an abstract pattern or relationship, they might be provided with tasks in which they are presented with one element of a metaphor and asked to identify the second element and describe the abstract relationship. Such tasks are more student-directed.

c. A Graphic Organizer for Metaphors

Graphic organizers are not as common with metaphors as they are with comparison and classification tasks. Figure 2.6 shows a graphic organizer that can be used to provide a visual representation of the nature and the function of a metaphor. The key aspect of this graphic organizer is that it depicts the fact that two elements might have somewhat different literal pattern for each element and the abstract pattern that connects them.
3. **Analogies**

Similar to metaphors, analogies help to see how seemingly dissimilar things are similar, increasing our understanding of new information. Analogies are probably the most complex format for identifying the similarities and differences in that they deal with “relationships between relationships.” Just like other forms of identifying the similarities and differences, analogies can be used in teacher-directed and student-directed activities.

a. **Teacher-Directed Analogies**

The teacher-directed analogies are those for which students are provided a great deal of structure.

b. **Student-Directed Analogies**

The student-directed analogy tasks ask students to provide more elements of an analogy than do teacher-directed analogy tasks.

c. **Graphic Organizer for Analogies**

Figure 2.7 shows a graphic organizer that might be used with the students to help them understand the nature of analogies.
Identifying similarities and differences can play out in many ways in the classroom. The students can be engaged in tasks that involve comparisons, classifications, metaphors, and analogies. In addition, these tasks can be either more teachers directed or student directed.

b) Cues, Question, and Advance Organizers

Cues and questions, as well as advance organizers, are techniques that call on students’ prior. Cues and questions are ways that a classroom teacher helps students to use what they already know about the topic. It is probably safe that cueing and questioning are the heart of classroom practice. Research in the classroom behavior indicates that cueing and questioning might account for as much as 80 percent of what occurs in a given classroom on a given day. Teachers are unaware of extent to which they use cueing and questioning.

The following generalizations can guide teachers in using cues and questions:

1. Cues and questions should focus on what is important as opposed to what is unusual. Several studies have demonstrated that all too often teachers structure question around information that is critical to the topic being studied.
2. “Higher level” question produce deeper learning than “lower level” questions. Questions that require students to analyze information-frequently called higher level questions-produce more learning than questions that simply require students recall or recognize information-frequently referred as lower-order questions.

3. “Waiting” briefly before accepting responses from students has the effect of increasing the depth of students’ answer. Closely related to questioning is the use of “wait time”. Expanding on Rowe’s (1987) original definition on wait time as pausing for several seconds after asking a question to give the students time to think before being called on to answer. Tobin (1987) identified number different types of wait time (e.g., the pause following any teacher’s utterance and any student utterance, the pause following any student utterance and preceding any teacher utterance). The researcher has found it to be associated with such aspects of learning as more student discourse (Swift & Gooding, 1983) and more student-to-student interaction (Fowler, 1975; Honea, 1982).

4. Questions are effective learning tools even when asked before a learning experience. The higher-level of the questions tend to produce deeper levels of learning.

1) Classroom Practice in Cues and Questions

a. Explicit Cues

Marzano (2001) states that cues are straightforward ways for activating prior knowledge. Using cues, teachers can provide students with a preview of they are about to experience.
b. Questions That Elicit Inferences

Questions can greatly aid students in this process. Teachers might use the following questions to help the students to make the inferences about things, people, actions, events, and states of being they might be studying. In order to use the questions, a teacher would identify the things, people, actions, events, and states in information the students were learning and then ask questions, modeled on the preceding examples, about identified elements.

c. Analytic Questions

It is useful to have a list of analytic skills; they are analyzing errors, constructing support, and analyzing perspectives. It can facilitate the students to analyze and even critique the information presented to them. Analyzing errors are identifying and articulating errors in the logic of information. Constructing supports is constructing a system of support or proof for an assertion. Then, analyzing perspectives is identifying and articulating personal perspectives about issues.

2) Research and Theory on Advance Organizers

Another way that teachers can help students is using their background knowledge to learn new information. Advance organizers are closely related to cues and questions. Indeed, the fourth generalization pertaining to cues and questions addresses questions as advance organizers. Consequently, many of the generalizations that apply to cues and questions also apply to advance organizers.
a. Advance organizers should focus on what is important as opposed to what is unusual.
b. “Higher level” advance organizers produce deeper learning than the “lower level” advance organizer.
c. Advance organizers are most useful with information that is not well organized.
d. Different types of advance organizers produce different result.

3) Classroom Practice in Advance Organizers

There are three classroom practices in advance organizers, namely, the expository advance organizers, the narrative advance organizers, and skimming as a form of advance organizers.

a. Expository Advance Organizers

Expository advance organizers simply describe the new content to which students are to be exposed.

b. Narrative Advance Organizers

Narrative advance organizers present the information to students in the story format.

c. Skimming as a Form of Advance Organizers

Skimming information before reading can be a powerful form of advance organizers.

Helping the students to think about new knowledge before experiencing it can go a long way toward enhancing student achievement. Teachers can use cues,
questions, and advance organizers to facilitate this type of thinking in variety of ways and format. The teachers should know the background of the students.

3. **2006 Curriculum**

The researcher applied 2006 curriculum in designing the designed materials. Here the basis competences of 2006 curriculum which used in this research.

<table>
<thead>
<tr>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk procedure (Respond to a meaning which be obtained in a simple monologue accurately, fluently, and acceptable to interact with others in daily life in a form of procedure text).</td>
</tr>
<tr>
<td>a. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk procedure (Respond to the meaning and the rhetoric in form of simple essay accurately, fluently, and acceptable to interact with others in daily life in a form of procedure text)</td>
</tr>
<tr>
<td>6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk procedure (Express the meaning and the rhetoric in a form of simple essay using language diversity of writing accurately, fluently, and acceptable to interact with others in daily life in a form of procedure text)</td>
</tr>
<tr>
<td>10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure (Express a meaning in a very simple monologue using language diversity of speaking accurately, fluently, and acceptable to interact with others in daily life in a form of descriptive and procedure)</td>
</tr>
<tr>
<td>11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure (Respond to the meaning and the rhetoric in form of simple essay accurately, fluently, and acceptable to interact with others in daily life in a form of descriptive and procedure)</td>
</tr>
<tr>
<td>12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks</td>
</tr>
<tr>
<td>Basic Competence</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>berbentuk descriptivedan procedure (Express a meaning in a very simple monologue using language diversity of writing accurately, fluently, and acceptable to interact with others in daily life in a form of descriptive and procedure)</td>
</tr>
<tr>
<td>5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptivedan recount (Respond the meaning and the rhetoric in a form of simple essay using language diversity of writing accurately, fluently, and acceptable to interact with others in daily life in a form of descriptive and recount)</td>
</tr>
<tr>
<td>6.3 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptivedan recount (Express a meaning in a very simple monologue using language diversity of writing accurately, fluently, and acceptable to interact with others in daily life in a form of descriptive and recount)</td>
</tr>
<tr>
<td>3.3 Memahami cara dan fakta yang diperlukan dalam mengungkapkan pendapatnya tentang suatu fenomena sosial sederhana (generic structure/language feature analytical exposition text) (Conceiving the usage and fact in order to express the opinion as a simple social phenomena)</td>
</tr>
<tr>
<td>3.4 Memahami cara dan fakta yang diperlukan dalam mengungkapkan terjadinya suatu fenomena alam sederhana (generic structure/language feature exposition text) (Conceiving the usage and fact in order to express how the phenomena could happen)</td>
</tr>
</tbody>
</table>

**Figure 2.8 The Basic Competence of 2006 Curriculum**

**B. Theoretical Framework**

This section discusses the synthesis of the theories to support this research.

In achieving the first objective of the research – to find out how a set of English materials using Nine High-Yield Instructional Strategies is designed – the researcher has to understand the underlying principles of teaching English. In designing the materials, the researcher combines the materials of the Nine High-Yield Instructional Strategies method technique proposed by Marzano and put it
into the stages of Kemp. The activities are integrated by four skills, namely speaking, reading, listening, and writing.

In developing the materials, this research adapts Kemp’s instructional design model. Out of the eight steps of Kemp’s instructional design model, the researcher uses six steps, namely identify learners’ characteristics, consider goals, list topics, and state general purposes, specify the learning objectives, list the subject contents, and select teaching/learning activities and resources. In Kemp’s instructional design model, the final step is used to evaluate learners by doing formative and summative evaluation. Since this research focuses in designing the English material for the grade IX therefore the researcher omits the final step.

The researcher synthesize the theories of Kemp’s Instructional Model, Nine High-Yield Instructional Strategies, and 2006 Curriculum in designing materials. The researcher put 2006 curriculum into three parts of Kemp’s the are 1) Considering Goals, Topics, and General Purposes, 2) Specifying Learning Objectives, and 3) Listing Subject Contents as the guidance in designing the designed materials and lesson plan. Then, the researcher puts Nine High Yield Instructional Strategies into Selecting Teaching Learning Activities and Resources as the method in designing the designed materials.

The synthesize of Kemp’s Instructional Model, Nine High-Yield Instructional Strategies, and 2006 Curriculum in designing materials by the researcher are described as follows:
Figure 2.9 The Synthesis of Kemp’s Instructional Model, Nine High-Yield Instructional Strategies, and 2006 Curriculum.
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology of the research that covers: (A) research method used in this study, (B) research respondents, (C) research settings, (D) research instruments, (E) procedure, and (F) data analysis.

A. Research Method

In order to design and develop the English materials, the educational research and development (R & D) method proposed by Borg, Gall, and Gall (1983) is employed as the Kemp’s instructional design steps. R & D method is defined as a process in developing and validating educational products whose goal is not to discover the new knowledge but to build the tested products that are ready for operational use in the school. It will help the researcher to adapt some relevant research findings and translate them into tested, usable educational products. With R & D method, the researcher studies the relevant research findings in supporting the product, developing the product, field-testing the product in the setting where it will be used, and using the feedbacks of the field-testing for revising the product. Ideally, R & D method consists of ten major steps, namely: Research and Information Collecting, Planning, Developing Preliminary Form of Product, Preliminary Field-Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision, and Dissemination and Implementation. However, the
researcher has only limited time and sources, in this research, only the first five steps are implemented.

In this research, the researcher also adapted the flexibility of Kemp’s model. Therefore, the researcher may start the research from any step. Although the R & D method provides the ideal order for Kemp’s steps, it does not mean that the procedure of designing the materials is linear. Due to the flexibility of the model, the researcher can skip the step if needs the information which has been provided. Then, the R & D is used to ease the reader to understand the description of the process on the material development mentioned in Chapter IV. Then, the R & D method is elaborated as follow.

1. **Research and Information Collecting**

   Its purpose is to gather the relevant research findings and other useful information in developing the product. The information data are obtained by three ways; namely the conducting school observation, the interviewing the English teacher, and distributing questionnaire to the students. In conducting school observation, the researcher’s role is as the teacher of the grade IX *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta*. The researcher observed the situation and condition at school while teaching the class for three months. The observation assists the researcher to find the background of this research. Interviewing the teacher and the headmaster of *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta* is to know the standard competence of grade IX. The researcher distributes the pre-designed material questionnaire to the students. Then, the researcher gives them instruction to fill the questionnaire to know more about the students’ needs,
interests, and problems. In addition, these questionnaires facilitate the researcher in doing the needs analysis. The results of the questionnaire support the researcher in designing a set of English materials. All of the data information will be the foundation in designing the English materials.

2. **Planning**

   The purpose of the step is to construct the framework of the designed materials. The framework based on the Nine High-Yield Strategies method which is applied in a set of English materials. After constructing the framework, the researcher begins with formulating the topics, goals, and general purposes in order to plan the designed materials.

3. **Developing Preliminary Form of Product**

   The researcher begins to design the materials based on the needs analysis. The materials and resources are selected based on their appropriateness with the available support services, learners’ characteristics and abilities. Moreover, the researcher determines the indicator, the subject contents, and the teaching-learning activities.

4. **Preliminary Field Testing**

   The purpose of this stage is to evaluate the materials and gather comments, suggestions, and criticisms indicating the weaknesses of the product. The designed materials are assessed by distributing the evaluation questionnaire to the English teacher of **SMP Taman Dewasa Ibu Pawiyatan Yogyakarta**, two lecturers of English Language Education Study Program of Sanata Dharma University, and
a lecturer of Sampoerna University. The detected weaknesses are used as the feedback for revising and improving the designed materials.

5. **Main Product Revision**

In this stage, the designed materials are revised based on the feedbacks of preliminary field testing. Through revision and improvisation, the materials are expected to be more applicable and ready to be used in the classroom. In order to understand the method, the researcher combined R & D Cycle and the researcher’s Instructional Model adopted from Kemp’s.

**The Researcher’s Instructional Model**

- Identifying Learners’ Characteristics
- Considering Goals, Topics, and General Purposes
- Specifying Learning Objectives
- Listing Subject Contents
- Selecting Teaching Learning Activities and Resources
- Materials Evaluation and Revision

**R & D Model**

- Research and Information Collecting
- Planning
- Developing Preliminary Form
- Preliminary Field Testing
- Final Product Revision

*Figure 3.1 The Researcher’s Research Method*

**B. Research Setting**

The research is carried out in *SMP Taman Dewasa Ibu Pawiyatan* which is located in Taman Siswa Street 25 Wirogunan, Mergansan, Yogyakarta. The researcher divided the tasks of research into three parts; the informal interview, the class observation, and the distributing questionnaire. The researcher held an
informal interview to obtain information about the school needs and goals of the grade IX in English class. Then, the researcher observed the classes for three months. The researcher observed the classes to gather information about participants’ needs and problems. The research interviewed the English teacher on July 22th, 2014. The researcher distributed the questionnaire to two classes of grade IX on September 11th, 2014. The questionnaire was distributed as the needs analysis survey of the participants.

C. Research Participants

There are two kinds of research participants involved in this research: participants of the research and information collecting stage and participants of the preliminary field testing stage. These participants will be elaborated in the following sections.

1. Participants of the Research and Information Collecting Stage

Based on the instruments used in this stage, there are a group of participants who filled out the questionnaires. The participants who filled out the questionnaires are all population of the grade IX. They are considered to represent the characteristics of students in *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta*.

2. Participants of the Preliminary Field Testing Stage

The participants of preliminary field testing stage are one English teacher in *SMPTaman Dewasa Ibu Pawiyatan Yogyakarta*, two lectures of English Language Education Study Program in Sanata Dharma University, and a lecturer of Sampoerna University. The teachers chose as the students’ supervisors
in monitoring the effects of the product towards students’ development. Therefore, their judgment is important. Meanwhile, the lecturers have been chosen because of their experiences and expertise in English language teaching.

In order to manage the justification of the experts’ qualifications, the researcher makes a table. The table has a function to differentiate English teacher and English Language Education lecturers in sex, educational background, and teaching experiences. The description format of the respondents in the materials evaluation or as well considered as the preliminary field testing stage are presented in Table 3.1.

**Table 3.1 The Description of the Respondents in Materials Evaluation (blank)**

<table>
<thead>
<tr>
<th>PARTICIPANT</th>
<th>SEX</th>
<th>EDUCATIONAL BACKGROUND</th>
<th>TEACHING EXPERIENCES (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>D3</td>
</tr>
<tr>
<td>English Teacher of <em>SMP Taman Dewasa Ibu Pawiyatan Yogyakarta</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Lecturers of English Language Education Sanata Dharma University</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. Research Instrument and Data Gathering Technique

There are two research instruments applied in this research. The first instrument is using the questionnaire and the second is using the interview. The explanations of these instruments are elaborated in the following section.

1. Questionnaire

Questionnaire is printed form that ask the same questions of all individuals in the sample and for which respondents record their answers in verbal form (Borg, Gall & Gall, 2007, p.228). There are eight steps in carrying out a research study using a questionnaire.

a. Defining Research Objectives

The researcher needs to develop a questionnaire before thoroughly considered the research to obtain from the result. It is important to define the research problem and list the specific objectives to be achieved, or hypotheses to be tested, by the questionnaire. The questionnaire should be sharpen, its focus on the beginning design of the questionnaire.

b. Selecting a Sample

The researcher selects the students of grade IX SMP Taman Dewasa Ibu Pawiyatan Yogyakarta as the sample or respondents. Then, the researcher identifies the background of the students based on the researcher’s experience when teaching there.

c. Designing the Questionnaire

After identifying the respondents, the researcher designs the questionnaire based on the results of the observation as guidance in making the questionnaire.
d. Pilot-Testing the Questionnaire

The pilot-test should include a sample of individuals from the population from which the researcher plan to draw the respondents. The researcher makes sure that students understand the questionnaire by pilot-testing the questionnaire.

e. Precontacting the Sample

A precontact is an initial message in which the researcher identifies themselves, discuss the purpose of the study, and request cooperation. The researcher come to the school to make appointment in order to distribute the questionnaire.

f. Distributing the Questionnaire

The researcher distributes the questionnaire to the respondents to collect the data as learner needs.

g. Analyzing Questionnaire

The researcher analyzes the data to yield the frequencies and percentages of the respondents checking each response category on particular closed-form statements.

Likert-types items that led the subjects indicate their responses to selected statement or continuum from strongly agree to strongly disagree are frequently used in questionnaires. The advantage of this type of item is that points can be assigned to the various responses and measures of central tendency, variability, and the like can be calculated.

In this research, the researcher uses statements in the questionnaire. The researcher distributes the questionnaire to fifty students of grade IX SMP Taman...
Dewasa Ibu Pawiyatan Yogyakarta which consists of checklist and ranking questions. The questionnaire is written in Indonesian language so that the learners have no difficulty in answering the questions. Then, the researcher translates the questionnaire into English.

2. Interview

The researcher interviews an English teacher and some students of grade IX SMP Taman Dewasa Ibu Pawiyatan. Then, the researcher provides the list of questions related to students’ experienced in learning English. The researcher uses the unstructured interview. The unstructured interview is not as strictly as structured interview. The atmosphere of the unstructured interview is relax and informal. The researcher conducted the interview with the English teacher and the students on July 22th, 2014.

E. Data Analysis Techniques

As asserted by Meleong (1988), data analysis is a process of organizing and ordering the data into patterns or categories in a certain way to find the themes. In order to draw conclusion, the obtained data have to be comprehensively presented and analyzed (p.88). There are three types of data to be analyzed, namely the observation, the interview, and the questionnaires. The observation is conducted to know the facilities which provide in the school.

Then, the interview is conducted by asking the English teacher to obtain the information about the grade IX and the school needs. Besides, there are two kinds of the questionnaires which used in this research. The first questionnaire
is pre-designed material questionnaire. It is not only used to obtain data related to students’ characteristics but also be the basis for designing materials. The data gathered in closed form are calculated by percentage. The results obtained by dividing the number of students by choosing the options with the total number of the students then multiply by 100%. The results of the pre-designed material questionnaire has function as the considerations in designing materials and obtaining further information related to students’ needs and problems dealing with grade IX students. The data obtained in the pre-designed material questionnaire would be calculated using percentage as follows.

\[
\frac{N}{\Sigma \eta} \times 100\%
\]

Note:
- \(N\) : The total number of students who choose the options
- \(\Sigma \eta\) : The total number of students

The second questionnaire is post-designed material questionnaire. This questionnaire is given to the experts in designing materials. They are an English teacher of grade IX SMP Taman Dewasa Ibu Pawiyatan, two lecturers of English Language Education Study Program of Sanata Dharma University, and a lecturer of Sampoerna University as the respondents of the questionnaire. They are also called as the evaluator. The questionnaire is aimed to obtain the feedback and evaluation for the designed materials. The researcher uses the five points of agreement and disagreement format for post-designed material questionnaire which is explained as follows.

1 = if the evaluators strongly disagree with the statement
2 = if the evaluators disagree with the statement

3 = if the evaluators do not know or have doubt about the statement

4 = if the evaluators agree with the statement

5 = if the evaluators strongly agree with the statement

The data obtained in the post-designed materials questionnaire would be presented using frequency of degree agreement and calculated using percentage as follows.

\[ \frac{N}{\Sigma \eta} \times 100\% \]

Note:

\( N \) : The total number of evaluators who choose the point of agreement and disagreement

\( \Sigma \eta \) : The total number of evaluators

The data is presented in a form of table in which the respondents’ opinions, statements, and the percentage. The format of results of the designed materials evaluation is presented in Table 3.2.

| Table 3.2 The Format of Respondents’ Opinion Questionnaire in Materials Evaluation |
|-------------------------------|------------|-----------|-------|-------|-------|-------|
| No. | Respondent’s Opinion | Degree of Agreement | |
|     |                        | 1 | 2 | 3 | 4 | 5 |
|      |                        |   |   |   |   |   |
In post-designed material questionnaire, the data show either the designed materials are good and appropriate or not. The researcher has some justification to categorize the results of the post-designed material questionnaire. The maximum point for each opinion is five. The materials will be called good and appropriate if the total point percentage is or more than seventy-five percent. If the total points’ percentage are choosing by the evaluators are fifty percent and below seventy-five percent, it means the designed materials are good but need some revisions. If the total point percentage is below fifty percent, the designed materials are called poorly designed.

F. Research Procedure

The researcher conducts some procedures in order to fulfil the research objectives. As what is mentioned before in the theoretical framework of this research, there are seven steps of Kemp’s design model used in this study. However, those steps are elaborated with R & D steps. Therefore, the research procedure to be mentioned below is the combination between R & D and Kemp’s steps. Then, the research procedure is mentioned as follows.

1. Procedures of Research and Information Collecting

The researcher conducts a school observation and an interview. Then, the researcher distributes the pre-designed material questionnaire to grade IX students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.
2. **Procedures of Planning**

   The researcher states the topics, goals, and general purposes. Then, the researcher specifies learning indicators. At last, the researcher lists and organizes the subject contents.

3. **Procedures of Developing Preliminary Form of Product**

   In this step, the material is designed. In order to design the material, the researcher selected English material and activity which is familiar for the learners. Besides, the researcher creates the material on a printed media.

4. **Procedures of Conducting Preliminary Field Testing**

   The researcher distributes post-designed material questionnaire to the English teacher and the lecturers of English Language Education Study Program Sanata Dharma University. The next step is the researcher analyzes the evaluation and feedback of the post-designed material questionnaire.

5. **Procedures of Final Product Revision**

   The researcher revises the materials based on the feedback and evaluation of the post-designed material questionnaire. Eventually, the researcher presents the final version of the designed materials.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

There are three main parts in this chapter. The first part explains the designing process of the English materials based on Nine High-Yield Instructional Strategies. The second part is the results and discussions on the designed material evaluation. The third part presents the English materials based on Nine High-Yield Instructional Strategies for students of grade IX SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.

A. The Design Process

In this research, the researcher applied six steps in designing the materials for grade IX of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. The six steps were adapted from Kemp's instructional model. They are 1) identifying learners’ characteristic, 2) considering goals, topics, and general purposes, 3) specifying learning objectives, 4) listing subject contents, 5) selecting teaching learning activities, and resources, and 6) material evaluation and revision. The researcher only applied six steps because those steps are sufficient enough in designing material for grade IX SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.

1. Identifying Learners’ Characteristics

The researcher did the identification of the learners’ characteristics by obtaining the information about the learners’ needs and problems. It was done through the needs survey. In this research, the researcher did the needs survey by
distributing the questionnaire to the participant of grade IX conducting an interview with the English teacher and doing field observation as the researcher was being a teacher of the grade IX. The detail information which obtained those two results is presented below.

a. Student Needs Based on the Interview and Field Observation

The researcher conducted interviews with the English teacher and some students grade IX on September 9th, 2014. The teacher said that grade IX is divided into three classes; class A up to class C. Class A consists of the students who got “high” scores in final exam. While, class B consists of the students who got moderate scores, and the rest of the students entered class C. It intended the students to follow the learning process, because if the students who have “low” scores were put into the same class with the students who got “high” scores, it would make the “low” students unable to follow the materials. Then, the other students could not wait for the “low” students to repeat the materials.

The researcher asked the students about their problem in learning English. Then, most of them have the same problems. The students wanted an English teacher who could close and care to them. Besides, the students also wanted an English teacher who could attend to the class because the teacher often absent. They thought that the materials given by the teacher were difficult to understand. The way the teacher teaches them was boring she only gave the assignment and there was no feedback given upon the assignments submitted. Sometimes, when the assignment was not finished yet, the teacher added another assignment. They were not enjoying the activities in the class and they bored. They wish that they
had a teacher who could explain the materials clearly and systematically. The
teacher’s handwriting was not clear. Some of the students like English
subject unless the English teacher. The teacher never discussed about the final
examination. The way the teacher delivered the materials was not innovative
enough. The student stated that they never get an 8 score in English class, whereas
by another teacher, they often get that score.

The researcher noticed that based on the students’ perspective, the students
need a figure of teacher who can care with them and teach them to learn English
because English is difficult subject. They need a teacher who can guide them to
understand the English lesson.

b. Student Needs Based on the Questionnaire

The researcher distributed the questionnaires to the participants of grade
IX in *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta* from September 11th, 2014.

<table>
<thead>
<tr>
<th>No.</th>
<th>Expression</th>
<th>Options</th>
<th>Order</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students choose to enter <em>SMP Taman Dewasa Ibu Pawiyatan Yogyakarta</em> by themselves.</td>
<td>Strongly Disagree</td>
<td>1</td>
<td>4</td>
<td>10.52%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>6</td>
<td>15.79%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neutral</td>
<td>3</td>
<td>17</td>
<td>44.73%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>4</td>
<td>9</td>
<td>23.68%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
<td>5</td>
<td>2</td>
<td>5.26%</td>
</tr>
<tr>
<td>2.</td>
<td>The family ordered the students to enter <em>SMP Taman Dewasa Ibu Pawiyatan Yogyakarta</em>.</td>
<td>Strongly Disagree</td>
<td>1</td>
<td>2</td>
<td>5.26%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>3</td>
<td>7.89%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neutral</td>
<td>3</td>
<td>13</td>
<td>34.21%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>4</td>
<td>17</td>
<td>44.73%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
<td>5</td>
<td>3</td>
<td>7.89%</td>
</tr>
<tr>
<td>3.</td>
<td><em>SMP Taman Dewasa Ibu Pawiyatan Yogyakarta</em> is the</td>
<td>Strongly Disagree</td>
<td>1</td>
<td>5</td>
<td>13.15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>19</td>
<td>50%</td>
</tr>
<tr>
<td>No.</td>
<td>Expression</td>
<td>Options</td>
<td>Order</td>
<td>Number of Students</td>
<td>Percent age</td>
</tr>
<tr>
<td>-----</td>
<td>------------</td>
<td>---------</td>
<td>-------</td>
<td>--------------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>only school can accept them</td>
<td>Neutral</td>
<td>3</td>
<td>9</td>
<td>23.68%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>4</td>
<td>3</td>
<td>7.89%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
<td>5</td>
<td>2</td>
<td>5.26%</td>
</tr>
<tr>
<td>4.</td>
<td>The students were proud being the students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta</td>
<td>Strongly Agree</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>4</td>
<td>10.52%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neutral</td>
<td>3</td>
<td>14</td>
<td>36.84%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>4</td>
<td>18</td>
<td>47.36%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
<td>5</td>
<td>7</td>
<td>5.26%</td>
</tr>
<tr>
<td>5.</td>
<td>The teacher give the students to think and to give the students’ opinion in learning process</td>
<td>Strongly Disagree</td>
<td>1</td>
<td>1</td>
<td>2.63%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neutral</td>
<td>3</td>
<td>14</td>
<td>36.84%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>4</td>
<td>16</td>
<td>42.10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
<td>5</td>
<td>7</td>
<td>18.42%</td>
</tr>
<tr>
<td>6.</td>
<td>The students are allowed to find out the materials by internet, magazines, and news.</td>
<td>Strongly Disagree</td>
<td>1</td>
<td>2</td>
<td>5.26%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neutral</td>
<td>3</td>
<td>9</td>
<td>23.68%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>4</td>
<td>16</td>
<td>42.10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
<td>5</td>
<td>11</td>
<td>28.94%</td>
</tr>
<tr>
<td>7.</td>
<td>The materials which given by the teacher are variation so interesting to learn.</td>
<td>Strongly Disagree</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>4</td>
<td>10.52%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neutral</td>
<td>3</td>
<td>24</td>
<td>63.15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>4</td>
<td>9</td>
<td>23.68%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
<td>5</td>
<td>1</td>
<td>2.63%</td>
</tr>
<tr>
<td>8.</td>
<td>In learning process, the students have chance to ask or to give opinion about the materials.</td>
<td>Strongly Disagree</td>
<td>1</td>
<td>1</td>
<td>2.63%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>3</td>
<td>7.89%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neutral</td>
<td>3</td>
<td>10</td>
<td>26.31%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>4</td>
<td>19</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
<td>5</td>
<td>5</td>
<td>13.15%</td>
</tr>
<tr>
<td>9.</td>
<td>The teacher’s way in giving the materials are interesting like using games, video, flashcard, etc.</td>
<td>Strongly Disagree</td>
<td>1</td>
<td>3</td>
<td>7.89%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>5</td>
<td>13.15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neutral</td>
<td>3</td>
<td>14</td>
<td>36.84%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>4</td>
<td>8</td>
<td>21.05%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
<td>5</td>
<td>8</td>
<td>21.05%</td>
</tr>
<tr>
<td>10.</td>
<td>The students get feedback/evaluation after doing test or</td>
<td>Strongly Disagree</td>
<td>1</td>
<td>2</td>
<td>5.26%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>2</td>
<td>5.26%</td>
</tr>
<tr>
<td>No.</td>
<td>Expression</td>
<td>Options</td>
<td>Order</td>
<td>Number of Students</td>
<td>Percent age</td>
</tr>
<tr>
<td>-----</td>
<td>------------</td>
<td>------------</td>
<td>-------</td>
<td>--------------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>quiz</td>
<td>Neutral</td>
<td>3</td>
<td>19</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>4</td>
<td>8</td>
<td>21.05%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
<td>5</td>
<td>7</td>
<td>18.42%</td>
</tr>
</tbody>
</table>

There are the results of the questionnaire of the needs survey regarding the question students’ motivation in learning English. Statement number one up to three aimed to know the reason why they entered *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta* as the background of the learners’ characteristic. Statement number one is the students’ reason why they enter *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta* by themselves. Then, the results were nine students (23.68%) who agreed and two students (5.26%) who strongly agreed stated that they chose to enter Taman Dewasa Ibu Pawiyatan Junior High School by themselves. Then, there were four students (10.52%) who strongly disagreed and six students (15.79%) who disagreed that they entered Taman Dewasa Ibu Pawiyatan Junior High School by themselves. These seventeen students (44.73%) took a neutral position. Statement number two, the family ordered the students to enter *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta*. It chose by seventeen students (44.73%) who agreed thirteen students (34.21%) who took a neutral position, three students (7.89%) who disagreed, three students (7.89%) who strongly agreed, and two students (5.26%) who strongly disagreed. Statement number three is *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta* only the school which can accept them. It chose by nineteen students (50%) who disagreed, nine students (23.68%) chose to be neutral, five students (13.15%) who strongly
disagreed, three students (7.89%) agreed, and two students (5.26%) who strongly agreed. Based on the majority of choosing the option, most of students entered this school because of their family matter. The headmaster of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta, Drs. Budi Angkoso, stated that most of the students who entered in this school are not accepted in the favorite schools. Therefore, the researcher concludes that the students who entered to SMP Taman Dewasa Ibu Pawiyatan Yogyakarta are low motivation in learning.

Statement number four is about the students’ feeling as the part of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. It chose by eighteen students (47.36%) who agreed fourteen students (36.84%) who took a neutral position, four students (10.52%) who disagreed, and two students (5.26%) who strongly agreed. Based on the result of this data, most of the students are proud to be there.

Based on statement number five, it chose by sixteen students (42.10%) who agreed, fourteen students (36.84%) chose to be neutral, seven students (18.42%) who strongly agreed one student (2.63%) who strongly disagreed that the teacher gave the students chance to think and give the opinion in the teaching-learning process.

Statement number six, it chose by sixteen students (42.10%) who agreed, eleven students (28.94%) who strongly agreed, nine students (23.68%) chose to be neutral, two students (5.26%) who strongly disagreed that the students allowed to find out the materials by internet, magazines, and newspapers. In this case, the researcher concluded that the teacher does not limit the sources to develop the students’ knowledge and the students could update the newest information.
Statement number seven, it was chosen by 24 students (63.25%) who took a neutral position, nine students (23.68%) who agreed four students (10.52%) who disagreed, and one student (2.63%) who strongly agreed that the materials given by the teacher are variety so that the students interest in learning process. Based on the data most of the students chose to be neutral. Therefore, the researcher concluded that the way of the teacher giving the material was not really good.

Statement number eight states that in learning process, the teacher gives the students’ chance to express the students’ opinion related to the materials. Then, the result was nineteen students (50%) who agreed, ten students (26.31%) took a neutral position, five students (13.15%) who strongly agreed, three students (7.89%) who disagreed, and one student (2.63%) who strongly disagreed. In this part the researcher assumed that every student had the same opportunity in order to ask about something related to the materials given by the teacher.

Statement number nine tells about the teacher’s way in giving the materials is interesting or not like using games, video, and flashcard. It chosen by fourteen students (36.84%) who took a neutral position, eight students (21.05%) who agreed, eight students (21.05%) who strongly agreed, five students (13.15%) who disagreed, and three students (7.89%) who strongly disagreed. Most of the students took a neutral position because they were never been given games, video, and flashcard. The students have no idea about those activities. Therefore, the teacher rarely gave the students interesting activities in the class using media.

Statement number ten tells about the feedback or evaluation given by the teacher. It chosen by nineteen students (50%) who took a neutral position, eight
students (21.05%) who agreed, seven students (18.42%) who strongly agreed, two students (5.26%) who disagreed, and two students (5.26%) who strongly disagreed. Most of the students took a neutral position. The researcher concludes that the teacher only give the feedback or evaluation not to all the students.

Based on the results of the questionnaire, the researcher found some problems of grade IX students, but the main problem based on the interview is the English teacher of this school. The English teacher needs to trained to make the students enjoy the learning process.

2. **Considering Goals, Topics, and General Purposes**

After identifying learners’ characteristics, the researcher formulates the goals, topics, and general purposes. The goal of the designed materials are considering as competency standard. The researcher only formulates one goal of the designed materials based on Nine High-Yield Instructional Strategies combines with the 2006 curriculum. The goal of the designed material that students need to achieve is described as follows.

a. The students are able to achieve the goal of learning English and apply English learning materials in daily life.

In this step, the topic of each unit is formulated. The researcher is decided the topics based on the questionnaires given to the students in the pre-designed material questionnaire. The researcher lists the topics from 2006 curriculum. The topics are arranged in the table as follows.

| Table 4.2 The Units and the Topics in the Designed Material |
After formulating the goal and listing the topics, the last step for the researcher to do was formulating the general purposes. The general purposes were considered as basic competencies that students must achieve in every unit. The researcher designed the general purposes based on the needs of the school and the students. The researcher applied Bloom’s taxonomy in order to create a higher way of learning for the students. Moreover, the general purposes were designed with the consideration of English as communicative language. Thus, the researcher designed the general purposes as clearly as possible. The general purposes were categorized into content-syllabus or topical-syllabus to show that the learning process is based on the use of English in real-world. In addition, the content syllabus was chosen as the most appropriate syllabus for the grade IX based on 2006 curriculum and learners’ characteristics. The researcher stated the general purposes of the designed material in the table as follows.

Table 4.3 General Purposes for Designed Material

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic/ Theme</th>
<th>Title</th>
<th>General Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analytical Exposition</td>
<td>Do You Know?</td>
<td>The students recognize the nowadays social phenomena in society. (Information)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Procedure</td>
<td>How to Make it?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Descriptive</td>
<td>Proud of Indonesia</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Recount</td>
<td>My Life My Adventure</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students know how to experiment great discussion in English about the given passage.</td>
</tr>
<tr>
<td>Unit</td>
<td>Topic</td>
<td>General Purpose</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Analysis and Synthesis) The students master the pattern of analytical exposition correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Evaluation)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>How to Make it?</td>
<td>The students are introduced to make something procedurally.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Information)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students know the generic structure and language feature of procedure text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Comprehension)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students know how to make something through the steps.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Application)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students know how to experiment great discussion about the given topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Analysis and Synthesis) The students know how to make procedural text through the steps with the correct tense.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Evaluation)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Proud of Indonesia</td>
<td>The students recognize the update issues in the society.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Information)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students know the generic structure and language features of descriptive text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Comprehension)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students know how to describe the information about something.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Application)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students master the pattern of descriptive text correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Evaluation)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>My Life My Adventure</td>
<td>The students are introduced to the experience in daily life.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Information)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students know the pattern of recount text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Comprehension)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students tell the fact of their experience in the past.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Application)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students master the use of simple past tense.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Evaluation)</td>
<td></td>
</tr>
</tbody>
</table>

3. **Specifying Learning Objectives**
After the topics are listed, the researcher specifies the learning objectives of each topic in every unit. The learning objectives are more specific than general purposes and it will be adjusted to the formulated topics. The researcher considers learning objectives as the indicators. Indicators are considered as essential part in designing material; these are the goals that students need to achieve at the end of each unit. The indicators listed in order to specify the general purposes of each unit and also to measure the students’ achievement in every meeting of the whole learning activities. The indicators in this designed are cognitive skills and social skills. These designed materials are based on the Nine High-Yield Instructional Strategies hence the social skills also have to be measured. The researcher formulates the indicators and presents in the following table.

**Table 4.4 Indicators for Designed Material**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Indicator (The students are able to .....)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Cognitive Skill</strong></td>
</tr>
<tr>
<td>1</td>
<td>Do You Know?</td>
<td>1. Mention the current issues/phenomena among society.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Analyze the generic structure analytical exposition text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Analyze the language features of analytical exposition text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respond the questions of useful expressions (expressing asking for and giving opinions) from the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Express the argument about the phenomena</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Report the text to</td>
</tr>
<tr>
<td>Unit</td>
<td>Topic</td>
<td>Indicator</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(The students are able to .....</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cognitive Skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>other students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Make the analytical exposition text using the words correctly.</td>
</tr>
<tr>
<td>2</td>
<td>How to Make it?</td>
<td>1. Mention the ingredients/equipment of making something.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Analyze the generic structure of procedure text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Analyze the language feature of procedure text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Make a simple procedure text in daily activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Convey the facts through the steps in making something.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Arrange the steps of procedure text correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Apply the term of procedure text in daily life.</td>
</tr>
<tr>
<td>3</td>
<td>Proud of Indonesia</td>
<td>1. Appreciate Indonesian culture.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Mention the social environment phenomena and culture in the society.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Analyze the generic structure of descriptive text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Analyze the language feature of descriptive text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Cooperate with each other to do the assignment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Ask for explanations of others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Receive explanations of others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Give information or explanations to others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Appreciate others’ contributions.</td>
</tr>
</tbody>
</table>
4. **Listing Subject Contents**

After learning objectives are formulated for each topic, the researcher lists the subject contents. The subject contents contain points of teaching which are in sections form, namely the needs survey, the goal, the topics, and the general purposes of the designed materials. These subject contentssupported teaching English for grade IX based Nine High-Yield Strategies of *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta* by combining some activities that emphasize group learning activities. There are four units in the designed materials and the researcher divides the subject contents into three sections.
5. Selecting Teaching Learning Activities and Resources

Since the designed materials are based on the result of research and information collecting, the researcher considered the result of observation, interview, and the questionnaires of pre-designed material. The activities in the designed materials are created to attract the students’ attention in learning activities. The researcher conducts the designed materials into student-centered because in 2006 curriculum explained that the students must be proactive and independent. Since the problems come up from the grade IX English teacher of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta, the researcher combine the activities based on Nine High Yield Strategies. For the pre-activities, the researcher conducts advance organizer to remind the students’ memory. In this part, the researcher uses cues and questions to ensure the students remember the materials. Then, for the main activities, the researcher put the similarities and differences in order to guide the students enhanced their understanding. Obviously, identifying similarities and differences explicitly appear in the process of comparing one thing with others. Actually, grade IX had learnt all of the materials and the researcher did not need to put a lot of explanation for the designed material, the researcher put the personal exercises and group discussion in every unit. Then, in post-activities, the researcher put the individual assignment to make the students independent and responsible for their homework. The teacher might review the materials to make sure all of students understand. It could be feedback and evaluation which given by the teacher. In making the designed
materials, the researcher took some resources from the internet, Nine High-Yield Strategies as guidance, and the experiences.

B. Result and Discussions on the Evaluation

After designing the materials, the researcher conducted a post-designed survey to get feedback, comments, evaluations, and suggestions. The researcher conducts a post-designed material survey by distributing the designed materials, the lesson plan of designed materials, and material evaluation questionnaires to the respondents. The results of the post-designed survey supported the researcher to revise the designed materials to be the final version of the product. The results and discussion on the material evaluation designed are divided into two main parts; namely the preliminary field testing and the final product revision.

1. Material Evaluation and Revision

This step was conducted to know whether the material could meet the goals and appropriate for the students of grade IX SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. In gathering the feedback and evaluation of the designed material, the researcher distributed the questionnaire to the respondents of the post-designed material survey. In this survey, there were three sections of the questionnaire that the respondents need to answer. The first section was the respondents’ identity including name, sex, educational background, and teaching experience. The second section was respondents’ opinions toward the designed material. The third section was about the respondents’ evaluations, comments, and suggestions toward the designed materials. The feedback is used for revising the
designed materials. The data obtained from the questionnaire is presented as follows.

a. Description of the Respondents

The respondents in this step are four people who considered as experts in this field. The four experts are one English teacher of grade IX *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta*, two lecturers of English Language Education Study Program of Sanata Dharma University, and the rest is the lecturer of the Sampoerna University. The respondents’ identities are described in the following table.

<table>
<thead>
<tr>
<th>PARTICIPANT</th>
<th>SEX</th>
<th>EDUCATIONAL BACKGROUND</th>
<th>TEACHING EXPERIENCES (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Teacher of <em>SMP Taman Dewasa Ibu Pawiyatan Yogyakarta</em></td>
<td>M</td>
<td>√</td>
<td>&lt; 5</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>√</td>
<td>5 - 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>√</td>
<td>&gt; 10</td>
</tr>
<tr>
<td>English Lecturers of English Language Education Sanata Dharma University</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>English Lecturer of the Sampoerna University</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 4.5, the respondents are one female the English teacher of grade IX *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta* who was an S1 graduate. The English teacher has more than five to ten years experience in teaching. The other respondents are two lecturers of English Language Education Sanata Dharma University. One female Lecturer was an S2 graduate and she has more than ten-year of teaching experience. Besides, one male lecturer was an S3 graduate and he has teaching experience more than ten-year. Then, the female
English Lecturer of the Sampoerna University was S2 graduate and has five to ten years experiences in teaching.

b. Description on Material Evaluation

The questionnaire is distributed to the respondents to evaluate the designed materials. There are two parts of the designed material evaluation questionnaire. The first part of the questionnaire is dealing with the respondents’ opinions. The respondents’ opinions are measured using degree of agreement. The degree of agreement in the questionnaire is presented in Table 4.6.

<table>
<thead>
<tr>
<th>Degree of Agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The evaluators strongly disagree with the statement.</td>
</tr>
<tr>
<td>2</td>
<td>The evaluators disagree with the statement.</td>
</tr>
<tr>
<td>3</td>
<td>The evaluators do not know or have doubt about the statement.</td>
</tr>
<tr>
<td>4</td>
<td>The evaluators agree with the statement.</td>
</tr>
<tr>
<td>5</td>
<td>The evaluators strongly agree with the statement.</td>
</tr>
</tbody>
</table>

Table 4.6 Degree of Agreement

The data obtained in the post-designed material questionnaire would be presented using frequency degree of agreement and calculated using percentage. The result of the questionnaire in material evaluation was presented in Table 4.7.

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondent’s Opinion</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>The Goal is well formulated.</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>The General Purposes are well formulated.</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>The Indicators are well formulated.</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>The Indicators can be measured to</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.7 The Result of Respondents’ Opinion Questionnaire in Material Evaluation
<table>
<thead>
<tr>
<th>No.</th>
<th>Respondent’s Opinion</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>The designed materials support the Goal.</td>
<td>1 25%  3 75%</td>
</tr>
<tr>
<td>6.</td>
<td>The designed materials support the General Purposes.</td>
<td>1 25%  2 50%  1 25%</td>
</tr>
<tr>
<td>7.</td>
<td>The designed materials are suitable and relevant for the participants of Grade IX Taman Dewasa Ibu Pawiyatan Junior High School Yogyakarta</td>
<td>1 25%  1 25%  2 50%</td>
</tr>
<tr>
<td>8.</td>
<td>The designed materials are interesting for the participants of Grade IX Taman Dewasa Ibu Pawiyatan Junior High School Yogyakarta</td>
<td>3 75%  1 25%</td>
</tr>
<tr>
<td>9.</td>
<td>Each part of the designed materials is specific</td>
<td>1 25%  2 50%  1 25%</td>
</tr>
<tr>
<td>10.</td>
<td>The exercises can facilitate the learners to understand the topic.</td>
<td>1 25%  1 25%  2 50%</td>
</tr>
<tr>
<td>11.</td>
<td>The designed materials can help the participants of Grade IX Taman Dewasa Ibu Pawiyatan Junior High School Yogyakarta improve their English.</td>
<td>1 25%  3 75%</td>
</tr>
<tr>
<td>12.</td>
<td>The designed materials can develop their social skills through group learning.</td>
<td>3 75%  1 25%</td>
</tr>
<tr>
<td>13.</td>
<td>Each part of the designed material is properly described and elaborated.</td>
<td>1 25%  3 75%</td>
</tr>
<tr>
<td>14.</td>
<td>The topics are well selected and arranged</td>
<td>1 25%  3 75%</td>
</tr>
<tr>
<td>15.</td>
<td>The contents of the designed materials are well elaborated.</td>
<td>1 25%  3 75%</td>
</tr>
<tr>
<td>16.</td>
<td>The contents of the designed materials are already various and attractive.</td>
<td>3 75%  1 25%</td>
</tr>
<tr>
<td>17.</td>
<td>The activities are well developed.</td>
<td>1 25%  3 75%</td>
</tr>
<tr>
<td>18.</td>
<td>The materials are well elaborated and appropriate to the Goal of English class Grade IX Taman Dewasa Ibu Pawiyatan Junior High School Yogyakarta</td>
<td>1 25%  2 50%  1 25%</td>
</tr>
</tbody>
</table>
From Table 4.7, it is shown that all four experts have given their opinion toward the designed materials based on the degree of agreement. It is shown by the total percentage of each opinion 100%. As shown in the result of the questionnaire for preliminary field testing, most of the respondents are also considered as the evaluators agreed with the opinions asked. The evaluators who agreed with the opinions could be seen from how the evaluators chose degree of agreement ranged from four to five. The evaluators agreed that the goal of the designed materials, general purposes, and indicators are well formulated. Seventy five percent of all evaluators agreed that the indicators can be measured to achieve general purposes of the designed materials, although the other twenty five percent still doubt. The researcher has tried to analyze what was the lacking found in the indicators and did cross-checking with the evaluators who disagreed about it to revise the general purposes and the indicators; though seventy five percent of all evaluators agreed that the indicators can be measured to achieve general purposes. The goal and general purposes were supported by the designed materials. The designed materials are suitable and relevant for participants of Grade IX SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. The evaluators also agreed that the designed materials are interesting for the participants of grade IX. It is proven by the result of the preliminary field testing that the evaluators agreed and strongly agreed about the designed materials. Every part of the designed materials is specific to support and the exercise could facilitate the learners to understand the topic formulated, however one of the evaluators still doubt. The exercises in the designed material can facilitate the students to understand the topic, but one of
evaluators still doubt. The designed materials are formulated to provide the participants of grade IX in improving their English. This statement was proven by the result of the preliminary field testing survey in which the evaluators agreed.

However, some parts of the designed materials need some revision to match the goal of the designed materials and to improve students’ English languages skills as one of the evaluators disagreed on it. The designed materials can be developed the participants of the grade IX social skills through group learning. Each part of the designed materials are properly described and elaborated, although there still doubt from one evaluator. The topics and sections are well selected and arranged however there still doubt from one evaluator. Furthermore, the instructions are explicitly explained, but one the evaluator disagreed and the researcher tried to solve it from the comment. The contents of the designed materials are well elaborated. Then the content of the designed materials are already various and attractive. Generally, the activities are well developed and the materials are appropriate and well elaborated to the goal of Grade IX of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta.

In the post-designed material questionnaire, the researcher also asked the respondents to give feedback. The feedback is divided into three parts; 1) comments about the overall designed materials; 2) evaluations on the strengths and weaknesses of the designed materials; 3) suggestions for the researcher to improve the designed materials. The researcher analyzed the first part of the feedback and listed the comment about overall designed materials in the following list.
1) The designed materials are interesting and practical as a whole.

2) The designed materials are good, interesting, practical, and easy to understand since the Grade IX students are expected to face the *Ujian Akhir* (final examination) to be graduated from the school.

3) The color of the book is nice and suitable for Grade IX *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta*.

4) The topics of the designed material are well-chosen, and the pictures are clear enough to see. However, there are still some unnecessary grammatical mistakes. These mistakes can cause confusion and mislead the students because the given model in the designed gives incorrect usage of English.

5) The designed materials are already good, some concerns related to the instruction and the variety of tasks.

The researcher analyzed the second part of the feedback and found that some of the strengths or weaknesses that were pointed out by the respondents. The respondents’ statements on the strengths and weaknesses of the designed material were presented in Table 4.8.
Table 4.8 The Respondents’ Statements on the Strengths and Weaknesses of the Designed Materials

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The illustrations of the designed materials are clear and not crowded.</td>
<td>1. There are some grammatical issues wrong spelling in the designed materials.</td>
</tr>
<tr>
<td>2. The designed materials are pretty relevant.</td>
<td>2. Some of the activities and the instructions are unclear and then the information given for each part is not clear.</td>
</tr>
<tr>
<td>3. The idea behind the production of this design is acceptable.</td>
<td>3. Some instructions are not specific and less relevant to the objectives and some minor concerns on grammar correctness still occur.</td>
</tr>
<tr>
<td>4. The images, fonts, and colors of the designed materials are good.</td>
<td></td>
</tr>
<tr>
<td>5. The cover of the book is good and appropriate.</td>
<td></td>
</tr>
<tr>
<td>6. The designed materials are well-formulated.</td>
<td></td>
</tr>
<tr>
<td>7. The designed material could develop students’ social skills through group learning activities.</td>
<td></td>
</tr>
<tr>
<td>8. The topic chosen, the pictures, and the topic arrangement are good.</td>
<td></td>
</tr>
<tr>
<td>9. The lay-out of the designed is really good.</td>
<td></td>
</tr>
<tr>
<td>10. The activities meet the objectives.</td>
<td></td>
</tr>
</tbody>
</table>

Based on the table 4.8 of the post-designed material questionnaire, the researcher reaches some of the goals of making the designed materials as what it is shown from the strengths that pointed out by the respondents. However, the researcher should reconsider the weaknesses that still exist in the designed materials. The respondents suggest that the researcher should revise the designed
materials by considering the weaknesses which pointed out by the respondents. The respondents’ suggestions which asked to the researcher in the third part of the feedback should be considered for improving the designed materials.

c. Description on the Revision

In this stage, the researcher revises the designed material to be better and ready to be applied in Grade IX *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta*. The revisions are based on the respondents’ suggestion from the material evaluation questionnaire. The descriptions of the revisions are presented as follows.

1) The researcher revised the grammar and spelling used in every part of the designed materials.

2) The researcher put the sources bellow each picture of the designed materials.

3) The researcher checked and changed the spelling with Oxford and Cambridge dictionaries.

4) The researcher clarified the instruction of each part in the designed materials.

C. Presentation of the Designed Material

In this part, the researcher presents the final product of the designed materials. It was also to answer the second question of the research problems. The designed materials consist of four units. Each unit requires 2 x 90 minutes. The units in the designed materials are presented as follow.

UNIT 1 – Do You Know?

UNIT 2 – How to Make It?
UNIT 3 – Proud of Indonesia

UNIT 4 – My Life My Adventure

There are three sections in each unit. Those sections are pre-activity, main activity, and post-activity. Pre-activities are the first section for warming up the teaching and learning in classroom atmosphere. These activities aim to motivate and prepare the students in every beginning of the topic. This section generally gives students the information or the clue that will be used within a certain topic. The techniques used in this section are basically dealing with Nine High Yield Instructional Strategies; they are Similarities and Differences and Cues, Questions, and Advance Organizers. The students are instructed to work in pairs or groups; whereas in some activities the students have to do the activities by themselves first and then share their ideas with their classmates. The second section is the main activity section of every topic. This second section requires students to pay attention since all main activities are applied in this section. The main activities are full of various activities. The activities are formulated by the researcher based on Indonesian culture to give the real-life daily situations such as at the part of unit two and three the students are expected to tell about their experienced and making something in their daily life. The interaction process among the students is essential and necessary since the goal of the main activities to enhance the students’ understanding upon the Nine High-Yield Instructional Strategies used in the main activities. Each topic gives various real-life daily situations. The students are going to learn and understand more the issues or phenomena around society through every activity. Post-activities are the last section of the designed materials.
This last section reviews the students understanding upon what they have learned from the topics of the designed materials. Students are guided to answer some questions regarding the whole unit. This section aimed to find out how much they learn through every unit to learn English and improve their English language skills.

Based on the material evaluation from the respondents of post-designed material survey, the English materials based on the Nine High-Yield Instructional Strategies for Grade IX SMP Taman Dewasa Ibu Pawiyatan Yogyakarta have strengths that make it different from other designed material. The strengths are having interesting designed materials; the illustration of the designed materials are clear; the designed materials are not crowded; the designed materials are pretty relevant; the idea behind the production of this design is acceptable; the images, fonts, and colors of the designed materials are good; the cover of the book is good and appropriate; the designed materials are well-formulated; and the designed materials can develop students' social skills through group learning activities. The overall results of the post-designed material survey are considered appropriate to be implemented in Grade IX SMP Taman Dewasa Ibu Pawiyatan Yogyakarta as the results showed that almost all opinion ranged in between point four and point five in the degree of agreement. However, the researcher still had to revise the designed material based on the feedback; especially the weaknesses and the suggestions part of the feedback which was stated by the respondents or were as well called the evaluator of the designed material. The final version of the
designed materials using Nine High-Yield Instructional Strategies are presented in Appendix E.
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This is the final chapter of the research. This chapter presents two parts; the first part is the conclusions of overall thesis on designing English materials using Nine High-Yield Instructional Strategies for grade IX SMP Taman Dewasa Ibu Pawiyatan Yogyakarta and the second part is the recommendations which are dedicated to English teachers and future researchers.

A. Conclusions

The researcher applied Nine High-Yield Instructional Strategies in designing the designed materials to answer the first question of research problems. Then, to make this research scientifically, the researcher employed Research and Development (R&D) method. The researcher applied five steps of R&D Cycle. Those steps are 1) research and information collecting, 2) planning, 3) developing preliminary form of product, 4) preliminary field testing, and 5) main product revision. Furthermore, the researcher adapted Kemp’s Instructional Design Model. The researcher chosen Kemp’s because of its flexibility in applying the model. Although there were eight steps in Kemp’s Instructional Design Model, the researcher only took six steps. Those six steps were 1) identifying learners’ characteristics, 2) considering goals, topics, and general purposes, 3) specifying learning objectives, 4) listing subject contents, 5) selecting teaching learning activities and resources, and 6) materials evaluation and revision. Next, the researcher combined R&D method and Kemp’s Instructional Design Model in this
research. The researcher presented the final version of the set of English materials using Nine High-Yield Instructional Strategies for grade IX *SMP Taman Dewasa Ibu Pawiyatan Yogyakarta*, regarding the second research problems’ question. The final English materials contain four units with four different topics. Those units and topics are presented as follow.

UNIT 1 – Do You Know?
UNIT 2 – How to Make It?
UNIT 3 – Proud of Indonesia
UNIT 4 – My Life My Adventure

Every unit consists of three sections. Those sections are pre-activity, main activity, and post-activity. Pre-activity is the first section for warming up the teaching and learning in classroom atmosphere. The students will recognize and understand the terms related to every topic given in the materials. The second section is the main activity section of every topic. This second section requires to students attention to every activity given. Thus, the students will be able to reach the indicators of every unit. The activities in this section are mainly formulated for students to improve their English skills through the activities. The students have responsibility to communicate between each other in groups. The last section is post-activity. It contains some activities as the reflection part of every unit. After designing the materials, the researcher gets the materials evaluation from the experts of English language teaching. The researcher takes four experts as the respondents in materials evaluation part. They are the English teacher of *SMP grade IX SMP Taman Dewasa Ibu Pawiyatan Yogyakarta*, two lecturers of English
Language Education Study Program Sanata Dharma University, and a lecturer from Sampoerna University. They evaluate the materials and give feedback to the researcher. Their evaluation and feedback upon the designed materials are helpful for the researcher in revising the designed materials.

The experts state that the designed materials have the strengths. The strengths are having interesting designed materials; the illustration of the designed materials is clear; the designed materials are not crowded; the designed materials are pretty relevant; the idea behind the production of this design is acceptable; the images, fonts, and colors of the designed materials are good; the cover of the book is good and appropriate; the designed materials are well-formulated; and the designed material can develop students’ social skills through group learning activities. Moreover, the overall results of the post-designed material survey are considered appropriate to be implemented in Grade IX SMP Taman Dewasa Ibu Pawiyatan Yogyakarta as the results showed that almost all opinion ranged in between point four and point five in the degree of agreement. However, the researcher still need to revise the designed material based on the feedback; especially the weaknesses and the suggestions part of the feedback which state by the respondents or the evaluator of the designed material.

B. Recommendations

The researcher has some recommendations for English teachers and future researchers regarding the designed English materials using Nine High-Yield Instructional Strategies for Grade IX SMP Taman Dewasa Ibu Pawiyatan

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Yogyakarta. The researcher shares recommendations for English teachers who would like to implement these designed materials in class. Furthermore, the researcher shares some recommendations with the future researchers concerning this research who wanted to conduct the same research.

1. **For English Teachers**

   This research is specifically conducted to find out the implication of applying Nine High-Yield Instructional Strategies as a learning method in classroom teaching-learning activities. The activities are variety such as work in pairs or group and individually as well. It is better when the English teachers understand the basic concept of Nine High-Yield Instructional Strategies, before applying the designed materials in class. The teachers can facilitate the students in order to achieve the goals of.

2. **For Future Researchers upon Nine High-Yield Instructional Strategies**

   This research will be helpful for those who have the same interests in the application of Nine High-Yield Instructional Strategies in a class teaching-learning activity. The designed materials may be good references for the same particular research. However, in this research the researcher did not formally implement the designed materials in the classroom. It is better when the designed materials could be implemented in class. Even, the researcher gives high expectation to the future researchers to implement the designed materials. Furthermore, the future researchers are expected to find more various Nine High-Yield Instructional Strategies activities which can motivate the students to improve their English language skills.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDICES
Appendix A
Research Permit Statement
(ELESP Secretariat)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 087/Prf/Kajur/JPBS/V I /2014
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Drs. Budi Angkoso
Kepala SMP Taman Dewasa Ibu
Pawiyatan Yogyakarta

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Tita Rahayu
No. Mhs : 101214162
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Semester : VIII (Delapan)

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

Lokasi : SMP Taman Dewasa Ibu Pawiyatan Yogyakarta
Waktu : Juli - September 2014
Topik / Judul : Designing a set Reading Material for Grade Nine
of Taman Dewasa Ibu Pawiyatan Junior High School
Yogyakarta

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

Yogyakarta, 20 Juni 2014
u.b. Dekan
Ketua Jurusan
Pendidikan Bahasa dan Seni

P. Kuswandono, Ph.D.
NPP: P. 1655

Lambisan Yth:

Dekan FKiP
Appendix B

Questionnaire on the Needs Survey
KUESIONER
(Needs Survey)

Nama : _______________________
Kelas : _______________________

Jenis kelamin :  L / P *coret yang tidak mewakilimu

Saya mahasiswi Pendidikan Bahasa Inggris Universitas Sanata Dharma Yogyakarta ingin memohon bantuan adik untuk mengisi kuesioner ini sebagai pendukung skripsi saya. Tolong diisi dengan sebenarnya.

1 = Sangat Tidak Setuju (STS)
2 = Tidak Setuju (TS)
3 = Netral (N)
4 = Setuju (S)
5 = Sangat Setuju (SS)

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>Pilihan Sikap</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 (STS)</td>
</tr>
<tr>
<td>1.</td>
<td>Saya memilih sendiri bersekolah di SMP Taman Dewasa Ibu Pawiyatan</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Orang tua/saudara saya menyuruh saya bersekolah di SMP Taman Dewasa Ibu Pawiyatan</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>SMP Taman Dewasa Ibu Pawiyatan merupakan satu-satunya sekolah yang dapat menampung saya</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Saya bangga bisa bersekolah di SMP Taman Dewasa Ibu Pawiyatan</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Guru memberikan saya kesempatan untuk berpikir dan menyampaikan pendapat saya di dalam proses belajar</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Saya diperbolehkan untuk mencari materi pembelajaran melalui media internet, majalah, dan koran</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Materi yang diberikan oleh guru</td>
<td></td>
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<tr>
<td></td>
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</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>sangat bervariatif sehingga menarik untuk dipelajari</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Ketika menyampaikan materi pembelajaran saya diberi kesempatan untuk bertanya dan berpendapat mengenai materi.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Cara guru menyampaikan materi sangat menarik misalnya dengan menggunakan games, video, flashcard, dan lain-lain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Saya selalu mendapatkan evaluasi hasil belajar sesuai ulangan dan ujian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C
Questionnaire on Material Evaluation
MATERIALS EVALUATION QUESTIONNAIRE

This questionnaire is used as an instrument to evaluate the English material from the research entitled “A Set of English Materials Using Nine High-Yield Instructional Strategies for Grade IX Taman Dewasa Ibu Pawiyatan Junior High School Yogyakarta”

As a respondent you are kindly requested to give your evaluation and comments to improve the designed materials.

Respondent’s Identities (please put a check [√] in the box which represents yourself):

Sex
- [ ] Male
- [ ] Female

Educational Background
- [ ] D3
- [ ] S1
- [ ] S2
- [ ] S3

Teaching Experiences
- [ ] < 5 years
- [ ] 5 – 10 years
- [ ] >10 years

Part A – To give your evaluation on the designed materials; please choose one of the options provided by encircling (O) the number which indicates your choice. Degree of agreement and its meaning are explained as follows.

5 : strongly agree
4 : agree
3 : undecided
2 : disagree
1 : strongly disagree

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondent’s Opinion</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Goal is well formulated.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.</td>
<td>The General Purposes are well formulated.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3.</td>
<td>The Indicators are well formulated.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4.</td>
<td>The Indicators can be measured to achieve General Purposes.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
5. The designed materials support the Goal. | 1 | 2 | 3 | 4 | 5 |
6. The designed materials support the General Purposes. | 1 | 2 | 3 | 4 | 5 |
7. The designed materials are suitable and relevant for the participants of Grade IX Taman Dewasa Ibu Pawiyatan Junior High School Yogyakarta | 1 | 2 | 3 | 4 | 5 |
8. The designed materials are interesting for the participants of Grade IX Taman Dewasa Ibu Pawiyatan Junior High School Yogyakarta | 1 | 2 | 3 | 4 | 5 |
9. Each part of the designed materials is specific | 1 | 2 | 3 | 4 | 5 |
10. The exercises can facilitate the learners to understand the topic. | 1 | 2 | 3 | 4 | 5 |
11. The designed materials can help the participants of Grade IX Taman Dewasa Ibu Pawiyatan Junior High School Yogyakarta improve their English. | 1 | 2 | 3 | 4 | 5 |
12. The designed materials can develop their social skills through group learning. | 1 | 2 | 3 | 4 | 5 |
13. Each part of the designed material is properly described and elaborated. | 1 | 2 | 3 | 4 | 5 |
14. The topics are well selected and arranged | 1 | 2 | 3 | 4 | 5 |
15. The instruction is explicitly explained and clear. | 1 | 2 | 3 | 4 | 5 |
16. The contents of the designed materials are well elaborated. | 1 | 2 | 3 | 4 | 5 |
17. The contents of the designed materials are already various and attractive. | 1 | 2 | 3 | 4 | 5 |
18. The activities are well developed. | 1 | 2 | 3 | 4 | 5 |
19. The materials are well elaborated and appropriate to the Goal of English class Grade IX Taman Dewasa Ibu Pawiyatan Junior High School Yogyakarta | 1 | 2 | 3 | 4 | 5 |

**Part B – Please give your opinions and suggestions on the designed English materials based on Nine High-Yield Strategies for Grade IX Taman Dewasa Ibu Pawiyatan Junior High School Yogyakarta.**

1. What are your opinions of comments about the overall designed English materials?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

2. What are the strength and weaknesses of the designed English materials?

The strength:

a. ________________________________________________________________

b. ________________________________________________________________

c. ________________________________________________________________

d. ________________________________________________________________

e. ________________________________________________________________
The weakness:

a. ______________________________________________________
   _____________________________ ____________________________
   _____________________________ ____________________________
   _____________________________ ____________________________
   _____________________________ ____________________________
   _____________________________ ____________________________

b. ______________________________________________________

c. ______________________________________________________

d. ______________________________________________________

e. ______________________________________________________

3. What are your suggestions for these designed English materials to improve them into more appropriate materials?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

THANK YOU
Appendix D
Lesson Plans
Lesson Plan

Unit 1

Topic: Do You Know?

Number of Meetings: 2

A. Goal
   a. The students are able to achieve the goal of learning English and apply English learning materials in daily life.

B. General Purposes
   1. The students recognize the nowadays social phenomena in society. (Information)
   2. The students know the generic structure and language feature of analytical exposition. (Comprehension and Application)
   3. The students know how to experiment great discussion in English about the give passage. (Analysis and Synthesis)
   4. The students master the pattern of analytical exposition correctly. (Evaluation)
C. Meeting Discussion

Meeting 1 – Time Allocation: 90 minutes

<table>
<thead>
<tr>
<th>General Purposes</th>
<th>Indicators (The students are able to ….)</th>
<th>Learning Materials</th>
<th>Teaching and Learning Activities</th>
<th>Time Allocation (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cognitive Skills</td>
<td>Social Skills</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
|                  | Mention what they know about the nowadays social phenomena/issues in society |                     | Pre-Activity:  
  - Teacher greets students.  
  - Teacher asks students what they know about the nowadays social phenomena/issues in society. | 10 |
|                  |                                           |                    | Main-Activity:  
  - Teacher asks to do the activity.  
  - Teacher explains what to do.  
  - Teacher divides the students in pairs.  
  - Teacher starts the activity. | 15 |
|                  | The students recognize the nowadays social phenomena in society. (Information) |                  | Do You Know? Page 2 Part A | 15 |
|                  | Mention the main point of the conversation. |                    |                                  | 15                          |
|                  | Share their opinion about the conversation. |                    |                                  | 15                          |
|                  | Ask for explanations from their partners. |                    |                                  | 15                          |
|                  | Give information or explanations to their partners in the same group. |                    |                                  | 15                          |
|                  | Receive explanations from their partners. |                    |                                  | 15                          |
|                  | Elaborate their partners’ ideas. |                    |                                  | 15                          |

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
| The students know the generic structure and language feature of analytical exposition. (Comprehension and Application) | Analyze the idea of analytical exposition | Cooperate with each other to do the activity. | Do You Know? Page 2-3 Part A-B | - Teacher asks the students to practice reading conversation  
- Teacher explains the expression used from the dialogue and language focus.  
- Teacher asks the student to still in pairs.  
- Teacher asks the students to see Part B.  
- Teacher asks the students to practice making a simple conversation based on the pictures and following clues.  
- Teacher gives feedback from the activity.  
- Teacher asks the students to be in different pairs from the |
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classify the generic structure and language features of analytical exposition</td>
<td>Work together with their partner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make a simple conversation about analytical exposition</td>
<td>Give the information or explanation from their partner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read and practice the English conversation</td>
<td>Receive the information or explanation from their partner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elaborate the information received.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| The students know how to experiment great | Arrange the jumbled paragraph in correct order. | Cooperate with each other to do the activity. | Do You Know? Page 4 Part C | - Teacher asks the students to be in different pairs from the |

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th><strong>Discussion in English about the give passage. (Analysis and Synthesis)</strong></th>
<th><strong>Mention the language focus.</strong>&lt;br&gt;<strong>Compare the idea in each paragraph.</strong></th>
<th><strong>Work together with their partner.</strong>&lt;br&gt;<strong>Give the information or explanation from their partner.</strong>&lt;br&gt;<strong>Receive the information or explanation from their partner.</strong></th>
<th><strong>Previous one.</strong>&lt;br&gt;• Teacher gives the instruction for the students to arrange the jumbled paragraphs.&lt;br&gt;• Teacher corrects the answer of jumbled paragraphs.&lt;br&gt;• Teacher explains the answer of jumbled paragraphs.</th>
<th><strong>25</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post-Activity</strong>&lt;br&gt;• Teacher reviews what the students have done in the meeting&lt;br&gt;• Teacher closes the meeting</td>
<td><strong>10</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Meeting 2 – Time Allocation: 90 minutes

<table>
<thead>
<tr>
<th>General Purposes</th>
<th>Indicators (The students are able to ….)</th>
<th>Learning Materials</th>
<th>Teaching and Learning Activities</th>
<th>Time Allocation (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cognitive Skills</td>
<td>Social Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mention the materials they learned in the previous meeting.</td>
<td></td>
<td>Pre-Activity:</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Express their opinions spontaneously.</td>
<td></td>
<td>• Teacher greets students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher asks students about the previous meeting.</td>
<td></td>
</tr>
<tr>
<td>The students know the generic structure and language feature of analytical exposition. (Comprehension and Application)</td>
<td>Analyze the text given as the material of the meeting.</td>
<td>Ask for explanations from their partners.</td>
<td>Do You Know? Page 5 Part D</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Mention the generic structure of the text.</td>
<td>Give information or explanations to their partners.</td>
<td>Main-Activity:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classify the language features used in the text.</td>
<td>Receive explanations from their partners.</td>
<td>• Teacher asks to do the activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find the meaning of new vocabularies using dictionaries.</td>
<td>Elaborate their partners’ ideas.</td>
<td>• Teacher explains what to do.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appreciate their partners’ contribution</td>
<td>• Teacher divides the students in pairs.</td>
<td></td>
</tr>
</tbody>
</table>

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
| The students know how to experiment great discussion in English about the give passage. (Analysis and Synthesis) | Mention the new vocabularies  
Enrich the new vocabularies | Give the information or explanation from their partner.  
Receive the information or explanation from their partner.  
Elaborate the information received. | Do You Know?  
Page 6 Part E | • Teacher forms the students to make a group consists of three students  
• Teacher asks the students to find the meaning the vocabularies using dictionary.  
• Teacher discusses the meaning of the new vocabularies. |
|---|---|---|---|---|
| Understand the analytical exposition text  
Answer the questions related analytical exposition text.  
Classify the generic structure.  
Classify the language features. | Elaborate the information received. | Do You Know?  
Page 7 | • Teacher asks the students to read the text.  
• Teacher asks the students to answer the following questions.  
• Teacher discusses the answer of the question by pointing the student randomly.  
• Teacher discussed the main point of the text. | 25 |
<table>
<thead>
<tr>
<th></th>
<th>Speak English spontaneously.</th>
<th>Recall what they have learned in the meeting</th>
<th>Do You Know? Page 8 Part G</th>
<th>Post-Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teacher gives the students homework</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teacher explains the assignment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teacher reviews what the students have done in the meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teacher closes the meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>
Unit 2

Topic: How to Make It?

Number of Meetings: 2

A. Goal
   a. The students are able to achieve the goal of learning English and apply English learning materials in daily life.

B. General Purposes
   1. The students are introduced to make something procedurally. (Information)
   2. The students know the generic structure and language feature of procedure text. (Comprehension)
   3. The students know how to make something through the steps. (Application)
   4. The students know how to experiment great discussion about the given topic. (Analysis and Synthesis)
   5. The students know how to make procedural text through the steps with the correct tense. (Evaluation)
# C. Meeting Discussion

**Meeting 1 – Time Allocation: 90 minutes**

<table>
<thead>
<tr>
<th>General Purposes</th>
<th>Indicators (The students are able to ….)</th>
<th>Learning Materials</th>
<th>Teaching and Learning Activities</th>
<th>Time Allocation (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Skills</td>
<td>Social Skills</td>
<td></td>
<td>Pre-Activity:</td>
<td></td>
</tr>
<tr>
<td><strong>Mention their experience in making something</strong></td>
<td></td>
<td></td>
<td>- Teacher greets students.</td>
<td></td>
</tr>
<tr>
<td><strong>Read the procedure text.</strong></td>
<td></td>
<td></td>
<td>- Teacher asks students’ experience in making something.</td>
<td></td>
</tr>
<tr>
<td><strong>Mention the steps of making something.</strong></td>
<td></td>
<td></td>
<td><strong>Main-Activity:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Share the idea how to make something.</strong></td>
<td></td>
<td></td>
<td>- Teacher choose one student to read the text.</td>
<td></td>
</tr>
<tr>
<td><strong>Speak English spontaneously.</strong></td>
<td></td>
<td></td>
<td>- Teacher invites the students to read the text together.</td>
<td></td>
</tr>
<tr>
<td><strong>Receive explanations from their partners.</strong></td>
<td></td>
<td></td>
<td>- Teacher asks the students what they get from the text.</td>
<td></td>
</tr>
<tr>
<td><strong>Write the procedure</strong></td>
<td></td>
<td></td>
<td>- Teacher discusses together the main point of the text.</td>
<td></td>
</tr>
</tbody>
</table>

---

*PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI*
| The students know the generic structure and language feature of procedure text. (Comprehension) | Analyze the idea of procedure text.  
Classify the generic structure and language features of procedure text.  
Write a simple procedure text.  
Read their hands writing.  
Share their idea related to procedure text. | Cooperate with each other to do the activity.  
Work together with their partner.  
Give the information or explanation from their partner.  
Receive the information or explanation from their partner.  
Elaborate the information received. | How to Make It?  
Page 10  
Part A  
- Teacher explains briefly the importance of procedure text.  
- Teacher gives the students chance to ask related the material.  
- Teacher forms the students in group consist of three students.  
- Teacher gives the instruction of the activity.  
- Teacher asks the students to practice making simple thing  
- Teacher . | 50 |
|---|---|---|---|---|
| | | How to Make It?  
Page 15 | Post-Activity  
- Teacher gives homework  
- Teacher reviews what the students have done in the meeting  
- Teacher closes the meeting | 15 |
<table>
<thead>
<tr>
<th>General Purposes</th>
<th>Indicators (The students are able to ….)</th>
<th>Learning Materials</th>
<th>Teaching and Learning Activities</th>
<th>Time Allocation (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cognitive Skills</td>
<td>Social Skills</td>
<td></td>
<td>Pre-Activity:</td>
</tr>
<tr>
<td>The students know how to make something through the steps. (Application)</td>
<td>Apply the procedure text correctly.</td>
<td>Ask for explanations from their partners.</td>
<td>How to Make It? Page 15</td>
<td>Teacher greets students.</td>
</tr>
<tr>
<td></td>
<td>Read the procedure text.</td>
<td>Give information or explanations to their partners in the same group.</td>
<td></td>
<td>Teacher makes sure the students do the homework</td>
</tr>
<tr>
<td></td>
<td>Mention the steps of making something.</td>
<td>Receive explanations from their partners.</td>
<td></td>
<td>Teacher reviews the previous materials.</td>
</tr>
<tr>
<td></td>
<td>Share the idea how to make something.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speak English spontaneously.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
The students know how to make procedural text through the steps with the correct tense. (Evaluation)

<table>
<thead>
<tr>
<th>The students know how to make procedural text through the steps with the correct tense. (Evaluation)</th>
<th>Analyze the idea of procedure text.</th>
<th>Cooperate with each other to do the activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classify the generic structure and language features of procedure text.</td>
<td>Work together with their partner.</td>
<td>How to Make It? Page 11-13 Part A</td>
</tr>
<tr>
<td>Write a simple procedure text.</td>
<td>Give the information or explanation from their partner.</td>
<td>● Teacher form students in group consist of four students.</td>
</tr>
<tr>
<td>Read their hands writing.</td>
<td>Receive the information or explanation from their partner.</td>
<td>● Teacher asks the students to arrange the jumbled steps in correct order and match the vocabularies with the correct meaning.</td>
</tr>
<tr>
<td>Share their idea related to procedure text.</td>
<td>Elaborate the information received.</td>
<td>● Teacher gives each group to read the result of discussion.</td>
</tr>
</tbody>
</table>

Recall what they have learned in the meeting

<table>
<thead>
<tr>
<th>Recall what they have learned in the meeting</th>
<th>Post-Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Teacher reviews what the students have done in the meeting</td>
<td></td>
</tr>
<tr>
<td>● Teacher gives the students chance to ask related the material.</td>
<td></td>
</tr>
<tr>
<td>● Teacher closes the meeting</td>
<td></td>
</tr>
</tbody>
</table>

25

15
Unit 3

Topic: Proud of Indonesia

Number of Meetings: 2

A. Goal
a. The students are able to achieve the goal of learning English and apply English learning materials in daily life.

B. General Purposes
1. The students recognize the update issues in the society. (Information)
2. The students know the generic structure and the language features of descriptive text. (Comprehension)
3. The students know how to describe the information about something. (Application)
4. The students master the pattern of descriptive text correctly tense. (Evaluation)
## C. Meeting Discussion

### Meeting 1 – Time Allocation: 90 minutes

<table>
<thead>
<tr>
<th>General Purposes</th>
<th>Indicators (The students are able to ….)</th>
<th>Learning Materials</th>
<th>Teaching and Learning Activities</th>
<th>Time Allocation (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cognitive Skills</td>
<td>Social Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mention the phenomena which happen in daily life.</td>
<td></td>
<td>Pre-Activity:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher greets students.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher asks the students about the phenomena which happens in the society</td>
<td></td>
</tr>
<tr>
<td>The students recognize the update issues in the society.(Information)</td>
<td>Describe their ideas spontaneously.</td>
<td>Cooperate with each other to do the activity</td>
<td>Main-Activity:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elaborate the information received related the material.</td>
<td>Ask for explanations from their partners.</td>
<td>• Teacher form the students in three groups</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Create descriptive text.</td>
<td>Give information or explanations to their partners in the same group.</td>
<td>• Teacher makes the lottery and each group gets one paper.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learn the concept of descriptive text.</td>
<td>Receive explanations from their partners.</td>
<td>• Teacher asks the students to describe what they know about the picture.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher gives an example like</td>
<td></td>
</tr>
<tr>
<td>The students know the generic structure and the language features of descriptive text. (Comprehension)</td>
<td>Share their opinion through the activity. Make a simple conversation about descriptive text. Differentiate the right and wrong expression. Enrich their vocabularies building. Maksimalize the use of the dictionary in describing the classroom. Teacher makes sure the students understand the instruction.</td>
<td>Cooperate with each other to do the activity. Work together with their partner. Give the information or explanation from their partner. Receive the information or explanation from their partner. Elaborate the information received.</td>
<td>Proud of Indonesia Page 17-19 Part A-C Teacher asks every group to read their writings. Teacher gives feedback on the presentation. Teacher asks the students to work in pairs. Teacher reads the dialogues and the students repeat it. Teacher tells the students to practice the dialogues by themselves with their partner. Teacher corrects if there are mispronunciations. Teacher discusses the purpose of those</td>
<td></td>
</tr>
</tbody>
</table>
| Finding the new words. | Dialogues.  
- Still in pairs, the teacher asks the student to find the meaning of new vocabularies using dictionary.  
- Teacher discusses the correct meaning of those vocabularies.  
- Teacher concludes the importance of descriptive text. | Recall what they have learned in the meeting  
Proud of Indonesia  
Page 21  
Part H | Post-Activity  
- Teacher gives homework  
- Teacher reviews what the students have done in the meeting  
- Teacher closes the meeting |
Meeting 2 – Time Allocation: 90 minutes

<table>
<thead>
<tr>
<th>General Purposes</th>
<th>Indicators</th>
<th>Learning Materials</th>
<th>Teaching and Learning Activities</th>
<th>Time Allocation (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(The students are able to …)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cognitive Skills</td>
<td>Social Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-Activity: Teacher greets students. Teacher asks the students about the homework.</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The students know how to describe the information about something. (Application)</td>
<td>Mention the information related to the topic. Differentiate the use of descriptive text with another text. Ask for explanations from their partners. Give information or explanations to their partners in the same group. Receive explanations from their partners.</td>
<td>Proud of Indonesia Page 21 Part H</td>
<td>Main-Activity: Teacher checks the students’ homework. Teacher asks the students to practice reading their homework. Teacher checks the students’ grammar and pronunciation. Teacher gives feedback from the activity.</td>
</tr>
<tr>
<td>The students master the pattern of descriptive text correctly tense. (Evaluation)</td>
<td>Understand the form of descriptive text. Evaluate themselves through the exercises. Elaborate the information received. Cooperate with each other to do the activity. Work together with their partner. Give the information or explanation from their partner. Receive the information or explanation from their partner. Elaborate the information received.</td>
<td>Proud of Indonesia Page 20-21 Part D-G</td>
<td>- Teacher asks the students to count from one to five. - A teacher asks the student to gather with the same number. - Teacher explains the students to read the text carefully and analyze the generic structure of the text in group discussion. - Teacher also tells the students to do part E&amp;F. - Teacher asks every student to read one sentence of the text in rotation. - Teacher discusses part E&amp;F. - Teacher asks the students to describe one of their classmates spontaneously and the other guesses that he/she is.</td>
<td>50</td>
</tr>
<tr>
<td>Recall what they have learned in the meeting</td>
<td>Post-Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher reviews what the students have done in the meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher concludes the purpose of descriptive text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher closes the meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Unit 4

Topic: My Life My Adventure

Number of Meetings: 2

A. Goal
a. The students are able to achieve the goal of learning English and apply English learning materials in daily life.

B. General Purposes
1. The students are introduced to the experience in daily life. (Information)
2. The students know the pattern of recount text. (Comprehension)
3. The students tell the fact of their experience in the past. (Application)
4. The students master the use of simple past tense. (Evaluation)
### C. Meeting Discussion

**Meeting 1 – Time Allocation: 90 minutes**

<table>
<thead>
<tr>
<th>General Purposes</th>
<th>Indicators <em>(The students are able to ….)</em></th>
<th>Learning Materials</th>
<th>Teaching and Learning Activities</th>
<th>Time Allocation <em>(in minutes)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cognitive Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mention their experience in the past.</strong></td>
<td></td>
<td><strong>Pre-Activity:</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>The students are introduced to the experience in daily life. (Information)</strong></td>
<td></td>
<td></td>
<td>● Teacher greets students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Share their past experience.</strong></td>
<td></td>
<td>● Teacher asks the students’ experience in the past.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Speak English spontaneously.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Elaborate the information received.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The students know the</strong></td>
<td><strong>Use simple past tense.</strong></td>
<td><strong>My Life My Adventure Page 23 Part A</strong></td>
<td><strong>Main-Activity:</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Cooperate with each other to do the</strong></td>
<td></td>
<td>● Teacher leads the students to read the text and repeat after.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI</strong></td>
<td></td>
<td>● Teacher points one or two students to read again the text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI</strong></td>
<td></td>
<td>● Teacher asks the students related the text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Teacher discusses the text.</strong></td>
<td></td>
<td>● Teacher explains briefly the recount</td>
<td></td>
</tr>
<tr>
<td>Pattern of recount text. (Comprehension)</td>
<td>Write recount text.</td>
<td>activity.</td>
<td>24 Part A</td>
<td>text.</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------</td>
<td>----------</td>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td>The students tell the fact of their experience in the past. (Application)</td>
<td>Differentiate the term of recount text with another text.</td>
<td>Work together with their partner.</td>
<td></td>
<td>Teacher opens the question if the students still confused.</td>
</tr>
<tr>
<td></td>
<td>Read English text spontaneously.</td>
<td>Give the information or explanation from their partner.</td>
<td></td>
<td>Teacher form the class into two sides and read the dialogue.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Receive the information or explanation from their partner.</td>
<td></td>
<td>Teacher divides the students to work in pairs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elaborate the information received.</td>
<td></td>
<td>Teacher gives the instruction of the next activity.</td>
</tr>
</tbody>
</table>

| Recall what they have learned in the meeting | 50 |
| Post-Activity | 15 |
| | Teacher reviews what the students have done in the meeting |
| | Teacher closes the meeting |
Meeting 2 – Time Allocation: 90 minutes

<table>
<thead>
<tr>
<th>General Purposes</th>
<th>Indicators (The students are able to …)</th>
<th>Learning Materials</th>
<th>Teaching and Learning Activities</th>
<th>Time Allocation (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cognitive Skills</td>
<td>Social Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| The students tell the fact of their experience in the past. (Application) | Use simple past tense correctly. | Ask for explanations from their partners. | My Life My Adventure Page 24 Part C&D | Pre-Activity:  
  - Teacher greets students.  
  - Teacher reviews the previous meeting briefly. | 10 |
|                  | Apply the material.                     | Give information or explanations to their partners in the same group. |                                  |                              |
|                  | Elaborate the information received related the material. | Receive explanations from their partners. |                                  |                              |
| The students master the use of simple past tense. | Share their opinion through discussion. | Cooperate with each other to do the activity. |                                  | Main-Activity:  
  - Teacher explains the use of simple past tense.  
  - Teacher gives the students assignment to the students.  
  - Teacher discusses the answers. | 30 |
<p>|                  | Apply their skills in                   | Work together with their |                                  |                              |
|                  |                                        | Teacher form the student into three groups. |                                  |                              |
|                  |                                        | Teacher builds games. |                                  |                              |</p>
<table>
<thead>
<tr>
<th>(Evaluation)</th>
<th>English learning process. Evaluate their own work. Give the information or explanation from their partner. Receive the information or explanation from their partner. Elaborate the information received.</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| Recall what they have learned in the meeting | Post-Activity  
- Teacher reviews what the students have done in the meeting and the whole meeting.  
- Teacher closes the meeting | 10 |
Appendix E
The Designed Material
English Time
It’s time to learn English

English book for Grade IX
Preface

First of all, I thank God Almighty, who always blesses me in the designing process until this book is finished. I made this book for the grade IX students. I arrange this book based on the theme such as analytical exposition, procedure, descriptive, and recount. I took the Marzano’s High Yield Instructional Strategies as the guidance to design this book. I hope this book has benefits for the students and they can love English very much. Besides, I hope this book can help every student to achieve the goals and the students can apply English materials in daily life.
Indikator:
1. Siswa dapat menganalisis karakteristik dari analytical exposition text.
2. Siswa mampu mengungkapkan pendapatnya terhadap suatu fenomena sosial sederhana.

Picture sources:
http://dreamindonesia.files.wordpress.com/2010/08/gado-gado.jpg
http://3.bp.blogspot.com/-t70mcDUGrho/UKTvpye5AXI/AAAAAAAAVQ/swh8HXAUQaw/s320/thumb11250915306038.jpg
http://2.bp.blogspot.com/-aorN9xD4TM/UTMKb1Y-wTI/AAAAAAAASws/ALKi3dRJ-Y4/s1600/bahasa-inggris.jpg
http://www.pinterest.com/pin/546554104750897785/
A. Look at the pictures!
Please find out the similarities and differences between those two pictures below!

<table>
<thead>
<tr>
<th>Aspects / Components</th>
<th>Ingredients</th>
<th>Seasoning</th>
<th>Impacts on Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Discussion
1. Work in pairs
2. Each pair may choose one picture available or find another in the internet, magazines, and newspapers related analytical exposition text.
3. Make a simple conversation based on the picture.
4. Practice the conversation in front of class.

Picture 1
- Being vegetarian
- Being heathy
- Decreasing fat
- Containing fibers

Deforestation
Illegal logging
Global warming
Flood

Burning calories
Doing exercises
Making your body fit
Keeping heathy
Being energetic

Refusing to smoke
Causing cancers and chronic diseases
Policy
Infertility impotence
Pregnancy disorder
Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Cars should be banned in the city. Besides, cars create pollution, and cause a lot of road death and other accidents.

In conclusion, cars should be banned from the city for the reasons listed.

Firstly, cars contribute the most pollution in the world. Cars emit a deadly gas that causes illness such as bronchitis, lung cancer, and ‘trigger’ off asthma. Some of these illnesses are so bad that people can die from them.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, even talk to someone.

Source: http://3.bp.blogspot.com/-j5qOVBBO_4jU/UdK_9jE7jLI/AAAAAAAACw/RyZxjvyyY-U/
Why Exercise is Important

The majority of us claim that we do not have time for exercise. We feel too busy to do that. However, many expert said that exercise has great role in making our body healthy.

Being physically active offers many advantages. In physical reward, exercise can reduce weight then our body will become fitter. Exercise is also believed to reduce stress levels, improve sleep patterns, and reduce the risk of heart disease, diabetes and some forms of cancer. Beside physical advantage, exercise also brings good effects mentally. Due to the fitter body, exercise can make us feel refreshed and happy then we can increase our life quality and expectancy.

How can we do exercise while we are busy? Such a question is commonly found among us. Actually exercise can be done in simple ways. We can go walking while shopping. In the office we can take stair rather than lift to run up and down. Or we can go cycling while enjoy the leisure time.
E. Vocabularies

Find the meaning of the words using dictionary!

<table>
<thead>
<tr>
<th>contain</th>
<th>effect</th>
<th>leisure</th>
<th>reduce</th>
<th>cycling</th>
<th>banned</th>
</tr>
</thead>
<tbody>
<tr>
<td>amount</td>
<td>firstly</td>
<td>illness</td>
<td>healthy</td>
<td>disease</td>
<td>noisy</td>
</tr>
<tr>
<td>causes</td>
<td>expectancy</td>
<td>cancer</td>
<td>health</td>
<td>fitter</td>
<td>among</td>
</tr>
</tbody>
</table>

Analytical Exposition

- **Social function**: to persuade the reader or listener that something in case
- **Generic structure**
  - **Thesis**: introduces a topic and indicates the writer’s position; outlines the main arguments to be presented.
  - **Arguments**: restates main arguments outlined in a preview; develops and supports each point / argument
  - **Conclusion**: restates the writer’s position.

Source: https://docs.google.com/document/d/1VxClvge9tWjaL.Zu5aL.V03lSuflRf5dUzJKTshKvZVE/edit
Today child abuse is a serious problem. Particularly, it has been increasing rapidly in advanced nations. Child abuse is mistreatment or neglect of children resulting in injury or harm. There are four types: physical abuse, emotional abuse, sexual abuse and neglect. All of these hurt a child’s mind and body deeply. Many children are exposed to life-threatening danger or mental disorder. A child abuser is usually a person closely related to the child, such as a parent, stepparent or other caretaker. The child abuser is seldom a total stranger. There is no clear borderline between discipline and abuse. But, all acts that hurt a child’s mind and body and disturb their healthy growth are regarded as abuse. Child abuse can happen anywhere such as in the family, school, day care center, etc. Therefore, child abuse is a social problem and all of us should make an effort to solve it.

What is the genre of the text above?
- Narrative text
- Report text
- Analytical exposition
- Description text

2. What is the purpose of the text?
- To describe how something is accomplished through a sequence of actions or steps.
- To persuade the reader or listener that something the case
- To tell stories or past events and entertain the readers
- To describe the way things are with reference to a range of natural, manmade, and social phenomenon in our environment

3. What is the topic of the text?
- Step parents
- Children abuse
- Types of children abuse
- Discipline and abuse

4. How many arguments can be found from the text above?
- 1
- 2
- 3
- 4

Source: http://winayah17.files.wordpress.com/2012/12/genres2.gif
G. Make an analytical exposition text based on your experiences or news about something happens around you!
Unit 2
How to make it?

INDIKATOR:
1. Siswa mampu menganalisis karakteristik procedure text.
2. Siswa dapat mengaplikasikan procedure text didalam kehidupan sehari-hari dengan benar.
4. Siswa dapat menyampaikan fakta melalui langkah-langkah pembuatan suatu prakarya dari kegiatan menyimak, berbicara, membaca dan menulis.
A. Look at the pictures!
Please discuss with your friend how to make it as the following example!

**How to make omelette**
Ingredients: an egg, onions cut into pieces, garlic, salt, vegetable oil.

**Steps:**
- First, pound the garlic and salt.
- Second, break the egg into a bowl.
- Third, put the onion, garlic, and salt.
- Fourth, mix them using a fork.
- Sixth, pour the dough into the frying pan. Wait the dough looks yellowish.
- Seventh, lift using spatula and put in reserve. Wait until the colour is yellowish.
- Finally, put the omelette into the plate and it ready to serve.

B. Group exercise

Please arrange the steps of this procedural text into a right steps!

How to Make Fried Rice

Ingredients:
1 plate of rice
1 Clove of garlic
1 Tablespoon of tomato sauce
1 egg
100 grams of chicken
1 tablespoon vegetable oil
Salt

How to make Fried Rice:

A. ) After that, add chicken, stir briefly until slightly cooked.

B. ) First, heat oil and saute garlic until the smell of the garlic comes out.

C.) Finally, served with decorated accordingly.

D. ) Next, add the egg, stir until cooked egg cracked.

E. ) Then, pour the rice, tomato sauce, and salt, stirring until blended with herbs.

<table>
<thead>
<tr>
<th>A.</th>
<th>B.</th>
<th>C.</th>
<th>D.</th>
<th>E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>After that, add chicken, stir briefly until slightly cooked.</td>
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</tbody>
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Source: [http://bassombear.blogspot.com/2013/05/contohprocedure-text-how-to-make-fried.html#sthash.D5GyQ40F.dpuf](http://bassombear.blogspot.com/2013/05/contohprocedure-text-how-to-make-fried.html#sthash.D5GyQ40F.dpuf)
C. Building vocabulary
Matching the words with the appropriate meaning

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Crumble</td>
<td>a. (of a liquid) not flowing easily</td>
</tr>
<tr>
<td>2. Stir</td>
<td>b. in order to cut it into a lot of small pieces</td>
</tr>
<tr>
<td>3. Thick</td>
<td>c. to remove the skin of fruit and vegetables</td>
</tr>
<tr>
<td>4. Chopped</td>
<td>d. to break, or cause something to break, into small pieces</td>
</tr>
<tr>
<td>5. Peel</td>
<td>e. to cut something into pieces with an axe, knife or other sharp instrument</td>
</tr>
<tr>
<td>6. Grated</td>
<td>f. to fry small pieces of meat, vegetables, etc. quickly while mixing them around</td>
</tr>
</tbody>
</table>

Answers: 1.____ 2.____ 3.____ 4.____ 5.____ 6.____
# How to Make Meatballs

<table>
<thead>
<tr>
<th><strong>Ingredients:</strong></th>
<th><strong>The steps:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ 1 kilo of very fine minced meat (preferably beef)</td>
<td>These steps are instruction on how to make meatballs, just meatball, the soup is made separately.</td>
</tr>
<tr>
<td>➢ 2 eggs</td>
<td>First of all, mix garlic, red onion, salt, and white pepper in a mortar or mixer. Second step, mix the spice-mixture with the eggs, tapioca-flour and the minced meat. After that, use your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth.</td>
</tr>
<tr>
<td>➢ 300 grams of tapioca-flour</td>
<td>Then, boil some water in a rather large pot, at least about 2 liters. Next step, start rolling the mixture into small meatballs.</td>
</tr>
<tr>
<td>➢ 4-8 cloves of garlic</td>
<td>Finally, lower the meatballs into the boiling water. When they float up to the surface the meatball are ready to serve.</td>
</tr>
<tr>
<td>➢ 1 red onion</td>
<td></td>
</tr>
<tr>
<td>➢ 1 teaspoon of white pepper</td>
<td></td>
</tr>
<tr>
<td>➢ 2 teaspoons of salt</td>
<td></td>
</tr>
</tbody>
</table>

---

1. What the text tells about?
2. What are the composition of the meatballs?
3. Please identify the language feature of the text!

**Answers:**

1. _________________________________________________________________  
   _________________________________________________________________  
   _________________________________________________________________

2. _________________________________________________________________  
   _________________________________________________________________  
   _________________________________________________________________

3. _________________________________________________________________  
   _________________________________________________________________  
   _________________________________________________________________
   _________________________________________________________________  
   _________________________________________________________________  
   _________________________________________________________________
Remember Me

- **Procedure text** is a text that tells how something is done through steps or actions.
- **Examples:** How to turn on a DVD player, how to make fried rice, how to make avocado juice, etc.

- **The generic structure of procedure text**
  - Goal/purpose => the goal/purpose of
  - Materials (precise information, how long, how many, what type)
  - Steps => what to do
  - The frame (commands, details, how, with what)
  - The covering

- **Time-order (signal words)**
  - First, second, third,...
  - First of all
  - Then
  - After that
  - Next
  - Now
  - Finally
Homework

- Please find out kinds of the procedure text on internet, magazines or news! Then, practice it in front of the class.
Unit 3
Proud of Indonesia

Indikator:
1. Siswa mampu mengungkapkan cara dan fakta yang diperlukan untuk mendeskripsikan lingkungan sosial dan objek seni budaya di sekitarnya
2. Siswa mampu mengungkapkan kegiatan rutinnya

Source: http://www.kemlu.go.id/buenosaires/OthersPictures/FOLDER%20FOTO2%20BAHAN%20BERITA/111222-Saman%20Dance%20UNESCO%202011/SAMAN%20DANCE%20ACEH-02%20PHOTO%20BY%20BAMBANG%20W%20800x600.jpg
A. Please describe what do you know about the pictures!

1. 

2. 

3. 


B. Please practice the dialogues with your partner and identify it!
Pay attention to 5W1H!

Student A : Could you tell me the largest lake in Indonesia?

Student B: Yeah. It is Lake Toba, located in North Sumatra.

Student A : What does it look like?

Student B: It is a large lake with Samosir Island in its middle.

Student A: Really? I think it is amazing place and I want to go there next holiday.

Student A: Do you like football?

Student B: Yes. I’m crazy about it. And you?

Student A: Me too. Anyway, who is your favorite Indonesian football player?

Student B: I like Evan Dimas. He plays very well and often scores goals impressively. Do you like him?

Student A: I like Irfan Bachdim. He is handsome, you know.

Student B: Do you like him just because he’s handsome?

Student A: No, I don’t. He also plays football carefully and has good skills.
C. Vocabulary
Please find the meaning of the words using dictionary!

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>largest</td>
</tr>
<tr>
<td>2.</td>
<td>lake</td>
</tr>
<tr>
<td>3.</td>
<td>island</td>
</tr>
<tr>
<td>4.</td>
<td>amazing</td>
</tr>
<tr>
<td>5.</td>
<td>middle</td>
</tr>
<tr>
<td>6.</td>
<td>impressively</td>
</tr>
<tr>
<td>7.</td>
<td>carefully</td>
</tr>
<tr>
<td>8.</td>
<td>skill</td>
</tr>
<tr>
<td>9.</td>
<td>handsome</td>
</tr>
<tr>
<td>10.</td>
<td>scores</td>
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</tbody>
</table>

**Remember Me**
- Descriptive text is a text that wants you to picture what is being described.
- The purpose is to describe and reveal a particular person, place, or thing.

**Generic structure:**
- Identification: identifying / introducing the phenomenon (thing, person, or place) to be described.
- Description: describing phenomenon in parts, qualities, or and characteristics

**Language features:**
- Using **Adjective verbs** to emphasize noun (a beautiful beach, a handsome man, the famous place in Yogyakarta, etc).
- Using **Simple Present Tense**
- **Action verbs** (run, sleep, eat, walk, cut, etc)
- **Specific participant** (parangeritis beach, borobudur temple, my house, my dog, uncle John, etc)

D. Read and analyze!

Borobudur Temple

Borobudur is Hindu – Budhist temple. It was build in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budhist sculpture in bas-relief. The upper three are circular.

Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

E. Please answer the following questions!

1. What the text tells about?
2. What are the characteristics of Borobudur Temple?
3. Where is the location of Borobudur Temple?
4. Who build the Borobudur Temple?
5. When Borobudur Temple was rededicated as an Indonesian monument?

F. Building vocabulary

1. Well-known: __________________
2. Century: __________________
3. Temple: __________________
4. Construction: __________________
5. Influenced: __________________
6. Sculpture: __________________
7. Consist: __________________
8. Crowned: __________________
9. Extend: __________________
10. Monument: __________________
11. Rededicated: __________________
12. Symbolize: __________________
13. Ancient: __________________
14. Treasure: __________________
15. Edifice: __________________
G. Guess who?

- Please describe one of your classmate, but do not mention the name. Write it in a piece of paper. Then, read it in front of the class and let your friends guess who is the person.

H. Homework

- Please describe something (people, culture, tradition, place, thing) in a form of writing. Don’t forget put the generic structure and language features of descriptive text.
Indikator:
1. Siswa mampu menyampaikan cara dan fakta yang diperlukan dalam mengungkapkan kegiatannya yang telah lampa.
2. Siswa mampu menyampaikan fakta tentang kegiatan seseorang pada masa lampau melalui kegiatan menulis dan berbicara.
3. Siswa mampu menyampaikan fakta dengan ungkapan bervariasi tentang kegiatan rutin dalam bentuk *recount text* melalui kegiatan menulis dan berbicara.
My Holiday

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool. In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon. We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Source: http://makalahtugasaku.blogspot.com/2013/08/18-contoh-recount-text-bahasa-inggris.html

Warming up your mind

- After you read the text, what’s on your mind? What do you think about that story? Is that such a amazing or embarrassing or just so so experienced? Share it with your friend next to you.
Quality Time with My Family at Parangtritis Beach

Dio : Hi, Tia.
Tia : Hi, Dio.
Dio : I heard you went to Parangtritis beach last week.
Tia : Yeah. I went to Parangtritis beach with my family.
Dio : Cool. So, what did you do there?
Tia : I saw the view of the beach and felt the wind blew on my face. I walked on the beach and made the sand castle with my sister.
Dio : It was nice. Did you play ATV there? I played it when I visited Parangtritis beach.
Tia : Unfortunately, I didn’t play ATV because my family and I just walked around and enjoyed the sunset.
Dio : It was pretty cool. The important thing is your quality time with your family.
Tia : Yes, you’re right.

B. Please make a conversation based on your experience in pairs!
Pay attention to the use of Verb 2 in your dialog to indicate past experience.

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
C. Fill in the blank
Please complete the text with the words in the table below!

**Visiting Bali**

There were so_______ places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and ________ on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the ________ was to Ubud. On the day of the tour, he was ready.

My _______ and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there_______ many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to _______ the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys _______ carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldensmiths. _______ that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center. My friend ten-day-stay ended very quickly beside his two tour, all his day ________ spent on the beach. He _______ sailing or surfboarding every day. He was quiet satisfied.


<table>
<thead>
<tr>
<th>went</th>
<th>are</th>
<th>After</th>
<th>friend</th>
<th>second</th>
</tr>
</thead>
<tbody>
<tr>
<td>were</td>
<td>many</td>
<td>was</td>
<td>surfing</td>
<td>see</td>
</tr>
</tbody>
</table>
D. Match the words based on the meaning.

| 1. decided          | A. pemandangan        |
| 2. possible         | B. tinggal            |
| 3. visited          | C. menghabiskan       |
| 4. scenery          | D. memutuskan         |
| 5. satisfied        | E. mungkin            |
| 6. returned         | F. mengamati          |
| 7. spent            | G. puas               |
| 8. surfboarding     | H. mengembalikan      |
| 9. stayed           | I. mengunjungi        |
| 10. watched         | J. papan selancar     |

**REMEMBER ME**

1. **Recount text** is a text which retells events or experiences in the past.
2. Its purpose is either to **inform** or to **entertain** the audience. There is no complication among the participants and that differentiates from narrative text.
3. Generic structure:
   - Orientation: introducing the participants, place, and time.
   - Events: describing series of event that happened in the past.
   - Reorientation: stating personal comment of the writer to the story.
4. Language features:
   - Using **simple past tense**, **past continuous tense**, **past perfect tense**, and **past perfect continuous tense**.
   - Using conjunction and chronological connection such as: then, before, after, first, etc.
   - Focus on specific participant, e.g. I, my group, etc.
   - Using linking verb, e.g. was, were. Saw, heard, etc.
   - Using action verb, e.g. went, stayed, etc.

Recount – Text Organiser

Orientation – introduction – setting the scene

Gives details of
- Who, What
- When
- Where
- Why

Events – what happened in chronological order

Write about the events in the order they happened
- First…,
- At first…,
- Next…,
- Initially…,
- Soon…
- Once we/I…
- During…
- Meanwhile…,
- After…
- In the end…,
- Later…
- At last…,
- Eventually…
- Finally…

Conclusion – personal comment

What did you think, feel, decide about the events that happened?

Source: http://english-forbeginner.blogspot.com/2013/06/recount-text-definition-and-examples.html
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI