

**THE EFFECT OF USING TOURISM BROCHURE AS AN AUTHENTIC  
MATERIAL ON FIRST GRADE STUDENTS' ABILITY IN WRITING A  
DESCRIPTIVE TEXT AT SMAN 7 PADANG**

**Thesis**

*Submitted as A Partial Fulfillment of the Requirements  
to Obtain Strata One (S1) Degree*



**By:**

**Adriani Triharry Rosemerry**

**18247/2010**

**Advisors:**

**Dr. Refnaldi, S.Pd., M.Litt.**

**Muhd. Al Hafizh, S.S., M.A.**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF PADANG**

**2014**

HALAMAN PERSETUJUAN SKRIPSI

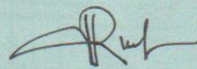
THE EFFECT OF USING TOURISM BROCHURE AS AN AUTHENTIC  
MATERIAL ON FIRST GRADE STUDENTS' ABILITY IN WRITING  
A DESCRIPTIVE TEXT AT SMAN 7 PADANG

Nama : Adriani Triharry Rosemerry  
NIM/BP : 18247/2010  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Padang, 2 September 2014

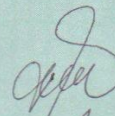
Disetujui oleh:

Pembimbing I



Dr. Refnaldi, S.Pd., M.Litt.  
NIP. 19680301 199403 1 003

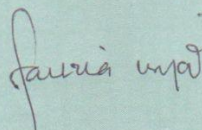
Pembimbing II



Muhd. Al-Hafizh, S.S., M.A.  
NIP. 19791006 200212 2 004

Diketahui oleh:

Ketua Jurusan



Dra. An Fauzia Rozani Syafei, M.A  
NIP. 19660424 199002 2001

Surat Kuasa Nomor: 089/UN35.1.5.3/TU/2014



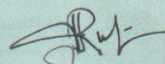

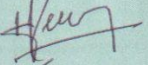

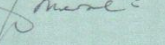
**HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI**

**Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi  
Jurusan Bahasa dan Sastra Inggris  
Fakultas Bahasa dan Seni  
Universitas Negeri Padang**

Nama : Adriani Triharry Rosemerry  
NIM/BP : 18247/2010  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

**Padang, 2 September 2014**

**Tim Penguji**

	Nama	Tanda Tangan
Ketua	: Dr. Refnaldi, S.Pd., M.Litt.	(  )
Sekretaris	: Muhd. Al-Hafizh, S.S., M.A.	(  )
Anggota	1. Dr. Hamzah, M.A., M.M.	(  )
	2. Prof. Dr. Jufrizal, M.Hum.	(  )
	3. Dr. Desmawati Radjab, M.Pd.	(  )



UNIVERSITAS NEGERI PADANG  
FAKULTAS BAHASA DAN SENI  
**JURUSAN BAHASA DAN SASTRA INGGRIS**  
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang, Telp/Fax: (0751) 447347

**SURAT PERNYATAAN TIDAK PLAGIAT**

Saya yang bertanda tangan di bawah ini:

Nama : Adriani Triharry Rosemerry  
NIM/TM : 18247/2010  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : FBS UNP

Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *"THE EFFECT OF USING TOURISM BROCHURE AS AN AUTHENTIC MATERIAL ON FIRST GRADE STUDENTS' ABILITY IN WRITING A DESCRIPTIVE TEXT AT SMAN 7 PADANG"* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain.

Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,  
Ketua Jurusan Bahasa dan Sastra Inggris

Dra. An Fauziah Rozani Syafei, M.A  
NIP. 19660424 199002 2001

Saya yang menyatakan,



Adriani Triharry Rosemerry  
NIM. 18147

## ABSTRAK

**Rosemerry, Adriani Triharry. 2014. “ The Effect of Using Tourism Brochure as An Authentic Material on First Grade Students’ Ability in Writing A Descriptive Text at SMAN 7 Padang”. *Skripsi*. Fakultas Bahasa dan Seni, Universitas Negeri Padang.**

Penelitian ini bertujuan untuk melihat apakah penggunaan *Tourism Brochure* sebagai materi otentik memberikan pengaruh lebih baik pada kemampuan menulis teks deskriptif siswa.

Penelitian ini adalah penelitian eksperimen dengan desain *posttest-only*. Populasi penelitian ini adalah siswa kelas X SMAN 7 Padang tahun pelajaran 2013/2014. Dua kelas yang diasumsikan memiliki kemampuan sama pada tes homogenitas kemudian dijadikan sampel penelitian, yaitu kelas X.1 sebagai kelas eksperimen dan kelas X.5 sebagai kelas kontrol. Pada saat pembelajaran menulis deskriptif teks, siswa pada kelas eksperimen diberikan *tourism brochure*, sedangkan kelas control diberikan materi umum dalam LKS maupun gambar seperti yang biasa diajarkan oleh guru mereka. Di akhir penelitian, siswa diberikan *post-test* berupa essay deskriptif yang hasilnya digunakan sebagai data penelitian.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa kelas eksperimen lebih tinggi dari pada kelas kontrol. Berdasarkan analisis statistik dengan menggunakan rumus *t-test*, ditemukan bahwa nilai *t*-hitung adalah 4.05 yang mana lebih besar dari *t*-tabel (1.1672) dengan tingkat signifikansi 0,05. Dengan demikian, dapat disimpulkan bahwa hipotesis yang menyatakan “penggunaan *tourism brochure* sebagai materi otentik memberikan dampak yang lebih baik pada kemampuan menulis deskriptif text pada siswa kelas 1 SMAN 7 Padang” diterima.

## **ACKNOWLEDGEMENTS**

All praises belong to Allah, the most merciful and compassionate. Alhamdulillah for the grace from Allah SWT who has given the writer knowledge and strength in completing her thesis entitled “The Effect of Using Tourism Brochure as An Authentic Material on First Grade Students’ Ability in Writing A Descriptive Text at SMAN 7 Padang”. The best regard also goes to the prophet Muhammad SAW, may Allah bless and give him peace.

The writer would like to express her sincere gratitude to her advisors, Dr. Refnaldi, M.Litt., and Muhd. Al-Hafizh, M.A., who have given her the best guidance, meaningful advice and valuable time to supervise and help her to write and accomplish this thesis. A special appreciation is also expressed to Dr. Hamzah, M.A., M.M., Prof.Dr. Jufrizal, M.Hum., and Dr. Desmawati Radjab, M.Pd. as examiners who have given suggestions and ideas for the completion of this thesis.

Next, the writer addresses her thank to Dr. Kurnia Ningsih, M.A. and Dra. An Fauzia Rozani Syafei, M.A. as the head and secretary of English Department for their contribution in finishing this thesis. She also expresses her thank to Yuli Tiarina, M.Pd. as her academic advisor who has given meaningful advice for the completion of her thesis and study in the English Department. A great thank also goes to all people at SMAN 7 Padang for the conduction of this research and to Ms. Leni Marlina, M.A and Mrs. Titin Suhartini, S.Pd as the raters of this thesis’s data.

Then, the writer would like to express her deepest thankfulness to her beloved parents, Mr. Bahari and Ms. Ermawati, who have given love, patience, care and pray

for her success. A great thank is also addressed to her three beloved brothers who have given her spirit and support to finish this thesis. Furthermore, a special thank is directed to her special friends, Cardova Efendi, S.S. and Nesy Sabti, who always give her suggestion, spirit, and pray in conducting this research. Finally, thank for all of her friends in English Department for the knowledge and ideas that have been shared.

Padang, September 1, 2014

Adriani Triharry Rosemerry

## TABLE OF CONTENTS

<b>ABSTRAK .....</b>	<b>i</b>
<b>AKCNOWLEDGMENT .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS .....</b>	<b>iv</b>
<b>LIST OF TABLES .....</b>	<b>vii</b>
<b>LIST OF GRAPHICS .....</b>	<b>viii</b>
<b>LIST OF APPENDICES .....</b>	<b>ix</b>

### CHAPTER I INTRODUCTION

A. Background of the Problem .....	1
B. Identification of the Problem .....	6
C. Limitation of the Problem.....	7
D. Formulations of the Problem .....	8
E. The Purpose of Research .....	8
F. Significance of the Problem.....	8
G. Definitions of key terms.....	8

### CHAPTER II REVIEW OF RELATED LITERATURE

A. The Concept of Writing .....	10
B. Teaching Writing .....	12
1. The Nature of Teaching Writing.....	12
2. Stages in Teaching Writing.....	14
3. Teaching Writing at Senior High School.....	15
C. The Concept of Descriptive Text.....	19
1. Definition of Descriptive Text .....	19
2. Generic Structure of Descriptive Text .....	20
3. Language Features .....	21
D. Authentic Materials.....	22
E. The Tourism Brochure .....	26



F. The Workbook .....	27
G. Assessing Writing Of Descriptive Text .....	28
H. Previous Studies .....	34
I. Conceptual Framework .....	36
J. Hypotheses .....	37

### **CHAPTER III RESEARCH METHOD**

A. Design of the Research.....	38
B. Population and Sample.....	39
1. Population .....	39
2. Sample.....	40
C. Instrumentation .....	41
1. Validity.....	41
2. Reability .....	41
D. Reasearch Procedure .....	42
1. Preparation .....	42
2. Treatment .....	42
3. Post-test.....	44
E. Technique of Data Collection .....	45
F. Technique of Data Analysis .....	47
1. Normality Testing .....	47
2. Homogeneity Testing .....	47
3. Hypothesis Testing.....	47

### **CHAPTER IV RESEARCH FINDINGS**

A. Data Description .....	49
B. Data Analysis .....	54
1. Normality Test .....	54
2. Hypothesis Test.....	55
C. Findings.....	58
D. Discussion .....	59

<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS</b>	
A. Conclusions .....	61
B. Suggestions .....	62
<b>BIBLIOGRAPHY .....</b>	<b>63</b>
<b>APPENDICES .....</b>	<b>66</b>

## LIST OF TABLES

	Page
Table 2.1 Scoring Rubric .....	32
Table 3.1 Population List .....	41
Table 3.2 Teaching Procedure.....	44
Table 3.3 Scoring Rubric .....	46
Table 4.1 Data description of Final of Experimental Group.....	53
Table 4.2 Data description of Final of Control Group .....	54
Table 4.3 Recapitulation of the Students' Posttest Scores in Both Experimental and Control class .....	41

## LIST OF GRAPHICS

	<b>Page</b>
Table 4.1 Experimental Class .....	56
Table 4.2 Control Class.....	57
Table 4.3 Homogeneity Test .....	57

## LIST OF APPENDICES

Appendices	Page
Appendix 1 Permen Pendidikan Nasional RI No.41 Tahun 2007 .....	68
Appendix 2 Post Test's Writing Essay .....	73
Appendix 3 Lesson Plan .....	74
Appendix 4 Rater 1's Value of Data.....	75
Appendix 5 Rater 2's Value of Data.....	78
Appendix 6 Rater 3's Value of Data.....	82
Appendix 7 T-table .....	86
Appendix 8 Post Test Picture.....	87
Appendix 9 Tourism Brochures of Post-Test .....	88



## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the problem**

Writing is one of four important skills to be mastered by students who learn English as foreign language beside listening, reading and speaking. By writing, students can express and organize their ideas, thoughts, feelings and experiences to the reader. In other words, writing can be said as a means of communication between writer and reader. Writing is a skillful activity that involves knowledge, ideas, and critical thinking of students. Therefore, writing is considered as a complex skill for students because it requires a high level of effort and concentration.

Writing skill is one of the important competences and abilities that must be mastered by senior high school students since Level of Education Curriculum Unit (KTSP) 2006 and Character Education Curriculum (Pendidikan Berkarakter) 2013 ask students to write. In senior high school curriculum, the students will be given materials about writing some text; descriptive, narrative, recount, procedure etc. To pass every step or level in curriculum, students must master to write every single thing that must be mastered in curriculum including writing some text.

At the first grade of the senior high school, one of the texts that should be written is a descriptive text. Descriptive text is a text which describe a person, a place, or a thing, and the aim is to reveal a subject vividly. This text has purpose to make readers see, feel, and hear what the writer have seen, felt, and heard.

The researcher has done the preliminary research at SMAN 7 Padang. The researcher got the students' writing examination. She also interviewed the teachers and several first grade students at SMAN 7 Padang about writing descriptive text before the research. Based on the preliminary study and interview with two (2) first grade English teachers at SMAN 7 Padang, the researcher found that not all of the students got score above KKM when writing a descriptive text. As the top ten high schools in Padang, SMAN 7 Padang should make all of the students got score above KKM. From about 32 students in each class, 9 or 10 students got score below KKM. It revealed that not all of the students can write descriptive text well. Based on the interview with the students, the researcher found that the students are still confused about writing descriptive text and how to conduct a descriptive text.

The researcher found out that there are some factors that have been mentioned by the teachers and the students that make students could not write descriptive text well. The first factor is lack of ideas. Most of Senior High School students have no idea when they are asked to write, so they do not know what they are going to write. We know that idea is one of the most important aspects in writing and it is the key in writing. Without ideas, the students cannot write something or a text. Even though they have an idea, they cannot develop their idea and they also cannot construct the idea become a good text.

The second factor is grammar. In writing, grammar takes an important role because to arrange each sentence and develop it to become a good text, students have

to use correct grammar. However, most of the students never concern about grammar when they write a text. They think idea is more important in writing whereas to form the text and arrange every idea, grammar is really needed. Therefore, when they write a text, their writing is full with grammatical mistakes. For example: they do not know which one adjective and which one noun.

The next factor is lack of vocabulary. Mastering vocabulary in writing is important to develop the text, and it also helps the students to support their idea and convey it in writing. However, most of students do not really pay attention to the vocabulary. In the teaching and learning process, they are lazy to look up the meaning of a word in the dictionary and seldom use new vocabulary that they just know. That is why they just have a little vocabulary. When they write a text, they do not know what the appropriate words that they have to write. According to Cimcoz (1999:1), there are other reasons why writing is so difficult for senior high school students. They are not able to write, feel foolish when they could not find the most suitable words and want to keep themselves away from experience of having a topic and blank paper. That is why the students considered writing, especially in English as a difficult task

The method used by teachers also becomes a factor of the problem. Based on preliminary interview to those English teachers of SMAN 7 Padang, the teachers used conventional method. In this method, the teacher activated students background knowledge by using picture, introduced the picture, asked some questions about the

picture, and asked students to write descriptive text based on the picture given. However, this method is still not really helpful for students in writing descriptive text. Sometimes, the students give inappropriate and unspecific response in answering the teacher questions, even some of them just keep silence because their lack of self confidence to explain their idea. It happened because most of the students did not understand what the picture is about and its relationship with the text to be learned.

Materials that are used by the teacher also become a problem for the students. The teachers could not choose an appropriate materials in teaching or the teacher has no time to develop appropriate material in teaching. In teaching English, the teachers should use various kinds of materials that can make the students interested in learning especially in teaching writing. In fact, the teachers use materials from book and workbook (LKS). It is expected that they choose the most suitable materials to use, which will be the most efficient in leading their learners easy to understand the lesson. The material that can be used is an authentic material.

Jacobson et al in Maroko (2010: 5) says authentic materials are print or learner-contextualised materials and activities used in the classroom in ways that they would be used in the lives of learners outside their classes. Another way to defining authentic materials is that they are any materials which have not been produced for the purpose for language teaching. Based on the definition of authentic material, it is known that authentic material is very useful in teaching. Authentic material can enhance the interest of students to learn since they can see the model or the real

example to their lesson. It can reinforce the students to realize and understand the direct relationship between the language classroom and the outside world. This also offer students a valuable source of language input, so that they are not being exposed only to the language presented by the text and the teacher

Maroko (2010: 7) states that authentic materials can be broadly classified in audio, visual, and printed materials. Audio materials involve those that learners can listen to; news articles, short stories, poems, television program, etc. Visual materials on the other hand are those that the learners can see; photograph, painting, picture, brochure, etc. The third type of authentic materials comprises the printed materials; newspaper, notices, advertisements, etc.

Based on the problems and the factors of the problems that have been mentioned above, the researcher wants to use tourism brochure as an authentic material in teaching writing descriptive text. It is caused that the researcher finds out the root of the problem of descriptive text is the students lack of the using of the right language features especially in making a well-balanced and unified essay, with excellent use of transition. Tourism brochure is a leaflet that contains information from hotels, special trips resorts, etc. The features of tourism brochure consist of pictures of places such as hotels, resorts, restaurants and brief description of each places, cost, etc. It is all well arranged. First, in tourism brochure, the located of the place always be the first one, it will be perfect in arranging the identification. Second one, the description of the place always in the middle part or the last part of the brochure which is suitable to be the description of students' essay. Because tourism



brochures consist of pictures and brief description of places with well arranged, it will help students on making a descriptive text. It will also make students more interested to write a descriptive text by seeing a material which gives them such real condition. More over, this kind of media is also easy to be found and simple to be applied in the classroom. In this research, the specific type of tourism brochure that will be used is brochure about tourism object. It is special to describe an object or a place.

Based on the argument above, it is important to know how effect tourism brochure as materials to teach writing descriptive text. This research is expected to give the result about the effect of using tourism brochures in first grade students' writing ability a descriptive text at senior high school.

## **B. Identification of the Problem**

Based on the background of the problem above, the researcher classified several causes that make some of the students could not reach the standard minimum of value on syllabus and curriculum in learning writing a descriptive text. The first cause was lack of ideas that makes students hard to start write and construct their writing. The second one was grammar; they find it difficult to differentiate noun, adjective, linking verb etc. It makes them difficult to construct their text. The next cause was lack of vocabulary; they could not find appropriate words to their text and decide to use the same words over and over again. The next one was the method or technique which is used by the teachers. The conventional method could not help the students to understand and know the relation between the text that they are going to

write with the picture and questions. The last one was the teacher cannot use the appropriate materials in their teaching process.

Regarding to the factors, there are some researchable problems that can be identified. The first one from the appropriate method, the way teachers use appropriate method in writing descriptive text and how to help teachers move on from the conventional method to the appropriate method in teaching process. The second one from the media that will be used, what appropriate media will be suitable to teach writing descriptive text. The third one from the writing itself, whether there is a correlation between vocabulary mastery and students' writing improvement and whether there is a correlation between grammar mastery and students' writing improvement. The fourth one from the material, how significant the effect of using an appropriate authentic material, in this case tourism brochure as an authentic material, on students' ability in writing.

### **C. Limitation of the Problem**

Based on the identification of the problem above, this thesis focused on the material area; it is how to help students find the appropriate way to write and improving their ability in writing. Therefore, this research was limited to the effect of using tourism brochures as an authentic material on first grade students' ability in writing a descriptive text for describing about place. This text was taught to first grade students in the second semester at SMAN 7 Padang where the researcher plans conducted this research.

#### **D. Formulation of the Problem**

Based on what have been described above, the problem of the research was formulated as follows: “Does tourism brochure as an authentic material give better effect than workbook (LKS) toward first grade students’ writing ability of descriptive text in SMAN 7 Padang?”

#### **E. The Purpose of Research**

The purpose of this research was to find out whether using tourism brochure as authentic material give better effect than using workbook (LKS) to first grade students’ writing ability a descriptive at SMAN 7 Padang.

#### **F. Significances of Research**

It is expected that from this research will bring to theoretical and practical significances. Theoretically, it is expected that this research will explain the use of tourism brochures as an authentic material to students and teachers. To the students, it will give answer whether better using tourism brochure as authentic material in improving their ability in writing a descriptive text or not. To the teacher, they can choose the most suitable authentic material in teaching writing a descriptive text. Practically, it is hoped that it can be guidance to English teacher to teach writing descriptive text.

#### **G. Definition of Key Terms**

1. Descriptive text is a text which describes a person, a place, or a thing, and the aim is to reveal a subject vividly.

2. Authentic materials are print or learner-contextualised materials and activities used in the classroom in ways that they would be used in the lives of learners outside their classes.
3. Tourism brochure is a leaflet that contains information from hotels, special trips resorts, etc.
4. Workbook is printed material accompanying a course text (textbook) that contains exercises, problems, and practice material to clarify and reinforce the lessons presented in the textbook.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

As mentioned in Chapter I, the purpose of this research was to find out whether using *Tourism Brochure* in teaching writing descriptive text give significant effect toward students ability in writing than without using *Tourism Brochure* or using workbook. The data obtained in this research through posttest indicated that the mean scores of experimental and control class were different. The mean score of the students' posttest in the experimental class were 81.31 while the mean score of the students' posttest in control class were 78.96.

Based on hypothesis testing, the P-value (0.000) was smaller than the level of significance 0.05 and the T-value (4.05) was greater than T-table (1.672). It can be concluded that using *Tourism Brochure* gives significant effect toward students' ability in writing at the first grade of SMAN 7 Padang registered in 2013/2014 academic year.

The researcher also found that by using *Tourism Brochure*, students could write the text in a good coherence and cohesion because they understood the structure of a good text. Last, through *Tourism Brochure*, the students could work enjoy to finish writing descriptive text and discuss it to other students. The students can develop their writing based on the discussion.



## **B. Suggestions**

Based on the results of the research, the researcher would like to give suggestions as consideration for problems appear on first grade students' ability in writing a descriptive text. It is recommended for English teachers to use Tourism Brochure in writing a descriptive text which is describing about places to build the students' background knowledge about the places. It is also suggested to the teachers to choose the more colourfull tourism brochure since students are more enthusiasts to do their essay with something that interests them. As a recommendation for the next research, the researcher propose to see students' motivation in learning descriptive text by tourism brochure.

## BIBLIOGRAPHY

- Abdi, Herve & Mollin, Paul. 2007. Lilliefors/Van Soest's Test of Normality. In Neil Salkind (Ed), *Encyclopedia of Measurement and Statistics*. California: Sage.
- Abisamra, Nada. S. 2001. *Teaching Writing- Approaches and Activities*. Retrieved from <http://nadabs.tripod.com/teachingwriting.htm> on March 21, 2012.
- Badger, Richard & White, Goodith. 2000. *A Process Genre Approach to Teaching writing*. London. ELT Journal Volume 54/2 April 2000 © Oxford University Pres.
- Bainbridge, Ross. 2006. *Travel Brochures*. Retrieved from <http://ezinearticles.com/?Travel-Brochures&id=210050> on June 23 2012.
- Boardman, A Cyntia and Jia Fridenberg. 2008. *Writing to Communicate Paragraph and Essay third edition*. New York: Longman.
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York: Longman.
- Brown, H. Douglas & Abeywickrama, Priyanvada. 2010. *Language Assessment: Principle and Classroom Practice*. (Second Edition). New York: Longman.
- Butler, Christopher S. 1985. *Statistic in Lingistics*. New York: Basil Black-well.
- Byrne, Donn. 1983. *Teaching Writing Skills*. London: Four Strong Printing Company.
- Cimcoz, Yesim. 1999. *Teaching ESL/EFL Students to Write Better*. Retrieved from <http://iteslj.org/Techniques/Cimcoz-Writing.html> on February 26, 2012.
- Cohen, Andrew D. 1994. *Assessing Language ability in the Classroom Second Edition*. New York: Heinle&Heinle Publishers.
- Depdiknas. 2013. *Kurikulum 2013: Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama*. Jakarta: Pusat Kurikulum Balitbang Depdiknas.
- Downs, Douglas & Wardle, Elizabeth. 2007. *Teaching about Writing, Righting Misconceptions: (Re)Envisioning "First-Year Composition" as "Introduction to Writing Studies"*. New York. National Council of Teachers of English