

**AN ANALYSIS OF ENGLISH TEXTBOOK TEACHING MATERIALS OF  
CURRICULUM 2013 FOR ELEVENTH GRADE AT SMAN 4 BENGKULU  
CITY BASED ON TOMLINSON'S THEORY**

**THESIS**

**Submitted as a Partial Requirements for the Attainment of *Sarjana*  
*Pendidikan (S, Pd)* Degree in English Language Education**



**By:**

**KARINA FEBRIYANTI MANULANG**

**SRN: 1611230144**

**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF TADRIS  
FACULTY OF TARBIYAH AND TADRIS  
STATE ISLAMIC INSTITUTE OF BENGKULU**

**2021**



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU  
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276,51171 Fax (0736) 51171 Bengkulu

RATIFICATION

This is to certify the thesis entitled : **An Analysis of English Textbook Teaching Materials of Curriculum for Eleventh Grade at SMAN 4 Bengkulu City Based on Tomlinson's Theory** by **Karina Febriyanti Manulang (1611230144)** has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman  
**Dr. Ahmad Suradi, M. Ag**  
NIP. 19760119200701101

*As. Pandi*  
: .....

Secretary  
**Pebri Prandika Putra, M. Hum**  
NIP. 198902032019031003

*[Signature]*  
: .....

Examiner I  
**Dr. Syamsul Rizal, M. Pd**  
NIP. 196901291999031001

*dpmz*  
: .....

Examiner II  
**Valisneria Utami, M. Ed**  
NIP. 198903232019032010

*[Signature]*  
: .....

Bengkulu, 31 Agustus 2021

Approved by the Dean of Islamic and Tadris Faculty



**Dr. Zubaedi, M.Ag., M.Pd**  
NIP. 196903081996031005

**ADVISORS SHEET**

**Subject** : Karina Febriyanti Manulang  
**SRN** : 1611230144  
**To** : The Dean of Tarbiyah and Tadris Faculty  
IAIN Bengkulu  
In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as the advisors,  
we state that the thesis of.

**Name** : Karina Febriyanti Manulang  
**SRN** : 1611230144  
**Tittle** : An Analysis Of English Textbook Teaching Materials Of  
Curriculum 2013 For Eleventh Grade At SMAN 4  
Bengkulu City Based On Tomlinson's Theory In the  
Academic Year 2020/2021)


Has already fulfilled the requirements to be presented before The Board of  
Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank  
you for the attention.

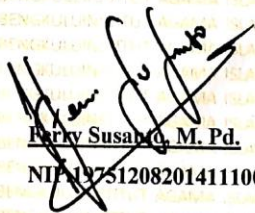
Wassalamu'alaikum Wr.Wb

Bengkulu, 7 September 2021

**First Advisor,**

**Second Advisor,**

  
**Dr. Svamsul Rizal, M.Pd.**  
NIP.196901291999031001

  
**Perky Susanto, M. Pd.**  
NIP.197512082014111001

## **DEDICATION**

With gratitude and all my love, this thesis is dedicated to:

- ❖ For both of my unconditional love, my beloved parents, Mr. Nasir Simanullang, and Mrs. Zuryani. Z, Thank you very much for your support, pray, and patience to make my dream come true. They are the greatest gift that God sent to me.
- ❖ For my dear sisters Hisarynauli Manullang, Evina Manulang, Triana Putri Manullang, and Fenny Purnama Sari Manullang. For my brother in law Seprin Heriyadi, Dimen Zatria, Trio Suseno, Gerry Saputra El-Yannow thanks for your prayer, support, and kind attention. I'll be proud of having you all in my life.
- ❖ My support system Ibi Patria Suganda always willing to help me.
- ❖ My Supervisor I, Dr. Syamsul Rizal, M.Pd, and my Supervisor II, Ferry Susanto, M. Pd, Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
- ❖ All lecturers who teach in Tarbiyah and Tadris Faculty, Especially in English Program. Thanks for everything you gave to me.
- ❖ My bestfriends Citra Muslimah, Rayang Fatonah, Mayza, Liyana Puspa S, Yulia Ade, Halimah Rosyana, Alvin Aska Saputra, Yasin, and Melan Tri thanks for accompany me and support me doing this thesis.
- ❖ All members of English Department (TBI C) 2016
- ❖ Thank you very much for the big family of SMAN 4 Bengkulu City.
- ❖ My beloved Almamater IAIN Bengkulu.

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

فَانصَبْ فَرَعْتَ فَاِذَا

"So when you have finished (from one affairs), keep working hard (for other affairs)"

( QS. Al-Insyirah : 7 )

"Be thankful for what you have; you'll end up having more. If you concentrate on what you don't have, you will never, ever have enough."

-Oprah Winfrey-

"Covering your ears, do what you can, and focus on your life goals."

-Karina Febriyanti Manulang-



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU  
FAKULTAS TARBIYAH DAN TADRIS**

**Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171. 51276 Fax. 51171 Bengkulu**

**PRONOUNCEMENT**

Name : Karina Febriyanti Manulang  
NIM : 1611230144  
Study Program : English Study Program  
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis entitled "An Analysis Of English Textbook Teaching Materials Of Curriculum 2013 For Eleventh Grade At SMAN 4 Bengkulu City Based On Tomlinson's Theory" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 7 September 2021

Stated by ,



**Karina Febriyanti Manulang  
1611230144**

## ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled An Analysis Of English Textbook Teaching Materials Of Curriculum 2013 For Eleventh Grade At SMAN Bengkulu City Based On Tomlinson's Theory In The Academic Year 2021/2022 . Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Sirajudin, M.Ag, M.H, the Rector of IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag, M.Pd, the Dean of Tarbiyah and Tadris Faculty.
3. Dr. Kasmantoni, M.Si, the head of Tadris Department.
4. Feny Martina, M.Pd. as Chief of English Education Study Program of IAIN Bengkulu.
5. Supervisor I, Dr. Syamsul Rizal, M.Pd, and Supervisor II, Ferry Susanto, M. Pd.
6. All English lecturers and administration staffs of IAIN Bengkulu.
7. The big family of SMAN 4 Bengkulu City.
8. All of my best friends, especially in English Program of IAIN Bengkulu 2016.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, 7 September 2021

The researcher

A handwritten signature in black ink, appearing to read 'Karina Febriyanti Manulang', with a small horizontal line at the end.

Karina Febriyanti Manulang

SRN. 1611230144



## ABSTRACT

Karina Febriyanti Manulang. 2021. *An Analysis Of English Textbook Teaching Materials Of Curriculum 2013 For Eleventh Grade At SMAN Bengkulu City Based On Tomlinson's Theory in The Academic Year 2021/2022*. Thesis. English Letters Study Program, Islamic Education and Tadris Faculty.

Advisors : 1. Dr. Syamsul Rizal, M.Pd, and 2. Ferry Susanto, M. Pd.

Curriculum is a basic of teaching-learning process, so every teaching-learning process has to follow the curriculum. It is the plan interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. One of the supporters of the teaching and learning process and student achievement in learning English is a textbook. Curriculum may refer to all the courses offered at a given school, or all the courses offered at a school in a particular area of study. The implementation of 2013 curriculum will run well with the support of teachers or staff. Therefore this research aimed to find out the compatibility of good textbook criteria written by based on Tomlinson's theory in a book entitled "Bahasa Inggris" written by Herman Benjamin for eleventh grade students Based on the 2013 curriculum (revised edition) and to To find out whether the material contained in the book entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 used by English teachers at SMAN 4 Bengkulu City can support students' English skills. The method used in this research is descriptive qualitative and the subject examined is the English textbooks on semester 1 that used by English teachers at SMAN 4 Bengkulu City. The results of this research show that English textbook used by English teachers at SMAN 4 Bengkulu City was categorized "good" by achieving average score of 93,75% and The English Language Skills Of Textbook was categorized "good" by achieving average score of 100%.

**Key Words :** *English Textbook, Teaching Materials, Curriculum 2013 for Senior High School.*

## ABSTRAK

Karina Febriyanti Manulang. 2021. *Analisis Bahan Ajar Buku teks Bahasa Inggris Kurikulum 2013 Kelas XI di SMAN 4 Kota Bengkulu Berdasarkan Teori Tomlinson Pada Tahun Pelajaran 2021/2022*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu.

Pembimbing : 1. Dr. Syamsul Rizal, M.Pd, and 2. Ferry Susanto, M. Pd.

Kurikulum merupakan dasar dari proses belajar mengajar, sehingga setiap proses belajar mengajar harus mengikuti kurikulum. Ini adalah interaksi rencana murid dengan konten instruksional, bahan, sumber daya, dan proses untuk mengevaluasi pencapaian tujuan pendidikan. Salah satu penunjang proses belajar mengajar dan prestasi siswa dalam belajar bahasa Inggris adalah buku teks. Kurikulum dapat merujuk pada semua mata pelajaran yang ditawarkan di sekolah tertentu, atau semua mata pelajaran yang ditawarkan di sekolah dalam bidang studi tertentu. Implementasi kurikulum 2013 akan berjalan dengan baik dengan dukungan guru atau staf. Oleh karena itu penelitian ini bertujuan untuk mengetahui kesesuaian kriteria buku ajar yang baik yang ditulis berdasarkan teori Tomlinson dalam buku “Bahasa Inggris” yang ditulis oleh Herman Benjamin untuk siswa kelas XI Berdasarkan Kurikulum 2013 (edisi revisi) dan untuk mengetahui apakah materi yang terdapat dalam buku berjudul “Bahasa Inggris” yang ditulis oleh Herman Benjamin untuk siswa kelas XI Berdasarkan kurikulum 2013 (edisi revisi) pada semester 1 yang digunakan oleh guru bahasa Inggris di SMAN 4 Kota Bengkulu dapat mendukung kemampuan bahasa Inggris siswa. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif dan subjek yang diteliti adalah buku teks bahasa Inggris semester 1 yang digunakan oleh guru bahasa Inggris di SMAN 4 Kota Bengkulu. Hasil penelitian ini menunjukkan bahwa buku teks bahasa Inggris yang digunakan oleh guru bahasa Inggris di SMAN 4 Kota Bengkulu termasuk kategori “baik” dengan pencapaian skor rata-rata 93,75% dan Buku Teks Kecakapan Bahasa Inggris dikategorikan “baik” dengan pencapaian skor rata-rata 100 %.

***Kata Kunci : Buku teks Bahasa Inggris, Materi pembelajaran, Kurikulum 2013  
untuk Sekolah menengah Atas***

## TABLE OF CONTENT

<b>TITLE .....</b>	<b>i</b>
<b>RATIFICATION.....</b>	<b>ii</b>
<b>ADVISORS SHEET.....</b>	<b>iii</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>PRONOUNCEMENT .....</b>	<b>vi</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>ix</b>
<b>ABSTRAK .....</b>	<b>x</b>
<b>TABLE OF CONTENT.....</b>	<b>xii</b>
<b>LIST OF FIGURE .....</b>	<b>xiv</b>
<b>LIST OF TABLES .....</b>	<b>xv</b>
<b>LIST OF APPENDICES .....</b>	<b>xvi</b>
<b>CHAPTER I : INTRODUCTION</b>	
A. Background ... ..	1
B. Identification of the Problem .....	2
C. Limitation of the Problem .....	3
D. Research Questions .....	3
E. Purpose of the Problem .....	3
F. Significances of the Problem .....	4
<b>CHAPTER II : LITERATURE REVIEW</b>	
A. Teaching Materials.....	5
B. Curriculum .....	6
C. Types Of Curriculum .....	8

D. Textbooks.....	13
E. Previous Related Studies.....	21
<b>CHAPTER III : RESEARCH METHODOLOGY</b>	
A. Research Design.....	25
B. Subject of the Research.....	26
C. Research Instruments .....	26
D. Techniques of Data Collection.....	27
E. Data Analysis .....	34
F. Trustworthiness .....	35
<b>CHAPTER IV : FINDING AND DISCUSSION</b>	
A. Finding .....	38
B. Interview .....	41
C. Discussion .....	46
<b>CHAPTER V : CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	58
B. Suggestion.....	59
<b>REFERENCES.....</b>	<b>61</b>
<b>APPENDICES .....</b>	<b>64</b>
<b>DOCUMENTACION.....</b>	<b>123</b>

## LIST OF FIGURE

Figure	Page
Figure 3.1 Triangulation process.....	37

## LIST OF TABLES

Table	Page
Table 3.1 Observation checklist.....	29
Table 3.2 Interview Question.....	31
Table 3.3 Score Category of Assessment The conversion of fulfillment average into four proposed categories (Pusat Perbukuan, 2011) .....	38
Table 4.1 Thomlinson's Teory.....	40

## **LIST OF APPENDICES**

### Appendices

1. Observation Checklist the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 based on 16 criteria by Tomlinson's Theory (Chapter1 - Chapter 4).
2. Interview transcript for English Teachers to measure teacher understanding and mastery in using the textbook.



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Research**

As a formal institution, schools systematically plan various settings, or educational settings, and provide students with various opportunities to gain experience through education, education to support understudy development and advancement. The climate is regulated in the curriculum and pedagogy (Oemar Hamalik, 200: 7980). The education process in schools cannot be separated from the education production process itself. One material that assumes a significant part in deciding the nature of a degree is an educational plan. So the quality of a good degree depends on the school curriculum as an educational guide.

Educational program is an essential of instructing learning measure, so every instructing learning measure needs to follow the educational program. It is the course of action association of understudies with useful substance, materials, resources, and cycles for evaluating the satisfaction of instructive destinations. According to 1997 J. L. McBrien & R. Brandt Educational program alludes to a composed arrangement laying out what understudies will be instructed (a course of study). Educational program may allude to every one of the courses offered at a given school, or every one of the courses offered at a school in a specific space of study. That is the reason each educator is required to comprehend and follow the current and current educational program prior to arranging and fostering a sort of instructing learning measure and the materials for the educating learning measure.

As of late, the Public Training Division has changed the past educational plan – School Based Educational program (SBC) 2006 – with the enhanced one called 2013 Educational plan. The presence of 2013 educational program requires an incredible concern and prompts debate for the vast majority, since it has been consider by numerous individuals as not prepared to execute.

Nonetheless, the educational plan change particularly 2013 educational plan is focus on arrive at superior schooling framework. The execution of 2013 educational plan will run well with the help of instructors or staff. The potential gains of 2013 instructive arrangement will be gone on through them.

Applying right 2013 curriculum, involves many other factors that cannot be separated. These factors include planning, the following instructing learning cycle, and assessment of learning. Arranging will dole out materials to be extreme, media will be picked, and strategies will be utilized in instructing and learning. Up until now, the assessment method will be utilized to discover the result of the instructing and learning interaction and understudy accomplishment. One of the allies of the instructing and learning cycle and understudy accomplishment in learning English is a reading material. The significance of the job of course books in the instructing and learning measure in schooling in Indonesia and in other countries. School curricula in schools must have selection requirements from the Ministry of Education and Culture. However, in some textbooks they still have some shortcomings based on the textbook criteria according to Tomlinson's theory.

Tomlinson (1998: 7-21) gives 16 good criteria of textbook. They are 1) Materials should achieve impact, 2) Materials should help learners to feel at ease, 3) Materials should help learners to develop confidence, 4) What is being taught should be perceived by learners as relevant and useful, 5) Materials should require and facilitate learner self-investment, 6) Learners must be ready to acquire the points being taught, 7) Materials should expose the learners to language in authentic use, 8) The learners' attention should be drawn to linguistic features of the input, 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes, 10) Materials should take into account that the positive effects of instruction are usually delayed, 11) Materials should take into account that learners differ in learning styles, 12) Materials should take into account that learners differ in affective attitudes, 13) Materials should permit a silent period at the beginning of instructions, 14) Materials should

maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, 15) Materials should not rely too much on controlled practice, and 16) Materials should provide opportunities for outcome feedback.

The researcher have made preliminary observations observing in the textbooks entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 used by English teachers at SMAN 4 Bengkulu City. Found in a book which according to researcher has several weaknesses according to Tomlinson's theory. So that it can reduce the clarity of instructions for using textbooks. Considering all the problems mentioned above, this thesis is intended to provide an Analysis of Curriculum Teaching Materials for 2013 English Textbooks Based on Tomlinson's Theory.

## **B. Identification of problem**

In view of the issues behind the scenes over, the specialist will recognize the number of deficiencies found in the textbooks entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 used by English teachers at SMAN 4 Bengkulu City." It is: the basics:

1. There are several different characteristics in the textbook entitled "Bahasa Inggris" for eleventh grade students in the rules of Tomlinson's theory.
2. Lack of some aspects in the textbook entitled "Bahasa Inggris" by the regulations of Tomlinson's approach.

## **C. Limitation of Problem**

Like qualitative research in general, this study also has limitations. This study only focuses on the criteria of Tomlinson's theory of English textbooks for secondary schools entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 used by English teachers at SMAN 4 Bengkulu City. Tomlinson's theories such as Materials must achieve

impact, Material must provide opportunities for feedback on results, etc. All are related to the criteria in Tomlinson's theory.

#### **D. Research Question**

In view of the portrayal of the examination foundation over, the scientist characterizes to make inquiries of the exploration. The issues which are talk about in this exploration can be expressed as follows:

1. Does the book entitled “Bahasa Inggris” match with the criteria of good textbooks based on Tomlinson's theory?
2. Does the book entitled “Bahasa Inggris” facilitated to develop students' English skills?

#### **E. The Objectives of the Study**

Related to the formulation of the problem, the purpose of this study is

1. To find out the compatibility of good textbook criteria written by based on Tomlinson's theory in a book entitled "Bahasa Inggris" written by Herman Benjamin for eleventh grade students Based on the 2013 curriculum (revised edition) on chapter 1.
2. To find out whether the material contained in the book entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 used by English teachers at SMAN 4 Bengkulu City can support students' English skills.

#### **F. Significance of the Research**

1. For teachers

The researcher hopes that the teacher can consider choosing textbooks as a better medium or reference.

2. For student

The researcher hopes that students can learn better textbooks to support students' skills in English.

3. For research

The researcher hopes that this research can become one of the references to develop further new research in analyze the characteristics of textbooks based on Tomlinson's theory.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, there are several underlying theories is current research. The first broad theory deals with teaching materials and the criteria. The second theory is related to the curriculum. This chapter also explains the textbooks, organization of textbooks and role of textbooks and the criteria

#### **A. Teaching Materials**

##### **a. Definition of Teaching Materials**

General terms showing materials is a strategy used to portray the assets the educator uses to pass on directions. Showing materials can maintain understudy learning and addition understudy accomplishment. Showing materials will be materials or talk materials that incorporate information (realities, ideas, standards, strategies), abilities, and perspectives that students should learn to accomplish a characterized standard of competence (Syamsul Rizal, 2006:94). The significance of the showing materials is like what Tomlinson (1998: 2) says, showing materials is something that speakers or understudies use to work with language learning, work on their information and experience of language. Showing materials show the entire figure of the abilities that will be dominated by understudies in addressing exercises. Ideally, showing materials will be uniquely crafted to the substance wherein they are used, to understudies in which class they are used, and to educators. Showing materials come in all shapes and sizes, yet all have a similar capacity to help understudy learning.

Showing materials can imply different instructor resources; regardless, the term typically suggests significant models, similar to worksheets or manipulative (learning gadgets or games that understudies can manage to help them gain and practice office with new information).

##### **b. Criteria For Teaching Materials Assessment**

In the preparation of teaching materials assessment criteria is very important to be used as the foundation. In general, the determination of the textbook writing criteria that often become the reference of many

researcher of teaching materials development is the opinion of the study design experts such as the opinion of Reigeluth (1983), Tomlinson (1998), Brown (2001), and Moore (2005). While in the context of Indonesia referral area of the criteria of the assessment of textbook which is often used as the foundation is the National Education Standards Agency (BSNP), which is a national body containing experts who are tasked to assess the feasibility of textbooks to be published and used as textbooks both for textbook text Elementary school level as well as up to college textbooks. According to the National Education Standards Agency (BSNP), qualified textbooks must fulfill the four elements of eligibility, namely (1) content feasibility, (2) presentation feasibility, (3) language feasibility, and (4) picture feasibility. For lecturers, students, and the general public, this instrument can be used as a basis for developing or writing textbooks so that the results do not deviate from the expectations of BSNP.<sup>1</sup>

## **B. Curriculum**

### a. The Definitions of Curriculum

The Ministry of National Education in Rizal Syamsul.2006. Creating ESP Perusing Cognizance Informative Materials Through Outline Hypothesis Approach At PAI Study Program Of Tarbiyah Workforce Of Iain Bengkulu.2017.p494

Etymologically, the educational program is gotten from the Latin, the "Curriculae", implies that the distance of race that should be taken by a sprinter. Before, the educational plan is characterized as a time of training that should be taken by understudies to acquire a confirmation as a sprinter who needed to take a distance of race to reach the finish line (Rizal Syamsul, 2006:494).

An educational program is an arrangement for picking up comprising of two significant measurements, vision and design. Vision in an educational program is the result of a series of expectations about individuals and the world everywhere and appears as some conceptualization of the real world.

Design in an educational program is a fundamental association for interpreting the visionary parts of the arrangement into encounters for the students (Wiles Bondi, 1989:3).

The term educational program turned out to be more well known as increasingly more meaning of the educational program emerge. In light of the aftereffects of the assortment of data about the word educational plan in 1916-1982, has gotten a few proclamations that can be created as a meaning of the educational program (Toto Ruhimat, 2012: 2-3), as Hilda Taba said: "A Educational program is a course of action for learning; appropriately, is' opinion on the learning cycle and the headway of the individual has beating on the shaping of an instructive arrangement" ( Toto Ruhimat, 2012: 3).

As demonstrated by Peter F. Oliva, "Instructive program is the plan or program for all experiences which the understudy encounters under the course of the school " ( Peter F. Oliva, 1982:10).

In the interim, the meaning of educational program as per Unofficial law Number Long term 2005 on Public Training Principles, is a bunch of plans and courses of action in regards to the reason, content, and showing materials and techniques as an aide of the execution of learning exercises to accomplish explicit instructive objectives (Kunandar, 2011:124).

In the mean time, the meaning of educational program as indicated by Unofficial law Number Long term 2005 on Public Training Guidelines, is a bunch of plans and courses of action in regards to the reason, content, and showing materials and techniques as an aide of the

execution of learning exercises to accomplish explicit instructive objectives (Kunandar, 2011:124).

b. The Functions of Curriculum

As certain implications or meanings of the educational program clarify previously, fundamentally it has a capacity as an aide or reference. The elements of educational program are diverse as indicated by every one of the gatherings like instructors, understudies, administrators, chiefs, guardians, and local area. For instructors, the educational program should fill in as direction in carrying out the learning cycle. For understudies, the educational plan fills in as an investigation guide. For administrators and managers, educational program fills in as a rule in directing oversight. For guardians, the educational plan fills in as an aide in directing kids to learn at home. Concerning the local area, educational program fills in as a manual for give help to the execution of the instructive cycle at school" ( Toto Ruhimat, 2012: 9).

c. The Curriculum Change

A change is ainteraction to make something or a condition ideally better. Educational plan change occurs with reasons and purposes, obviously to make it more significant. Educational plan change can answer the requests toward the schooling that should have the option to change the advancing elements in the public arena (Kunandar, 2011:108).

### **C. Types Of Curriculum**

a. The Definition and The Previous School Based Curriculum 2006

School Based Educational program 2006 is a functional educational plan that created and executed by every unit of training. faculty primarily based syllabus is created by each group or unit of instruction and workforce councils underneath the coordination and heading of the Division of Training. staff fundamentally based schedule is that the prospectus to supplant prospectus 1994 and to



change Curriculum 2004 (Ability principally based Educational plan).  
(Kunandar, 2011:124-125)

b. The Weaknesses at school primarily based syllabus 2006

Adapted from socialization materials of 2013 syllabus, there area unit some weaknesses found within the faculty primarily based syllabus 2006. So, the changes area unit necessary within the syllabus. The weaknesses are: (Mulyasa E, 2013: 60-61)

1) The content and messages of the syllabus area unit still overcrowded. it's indicated by the amount of subjects and a great deal of materials that the scope and also the problem area unit on the far side the extent of the children's age development.

2) The syllabus has not nonetheless developed the ability fully in accordance with the vision, mission, and goals of national education.

3) The developed ability is a lot of dominated by aspects of data and it's not nonetheless to explain fully the learners temperament (knowledge, skills, and attitudes).

4) The competencies that area unit needed Not held in the program due to community development such as character education, environmental awareness, teaching and strategy, balance between sensitive and awkward skills and entrepreneurship.

5) The program is not sensitive and sensitive to social changes that occur at the regional, national or global level.

6) Standard training methods fail to open up several possibilities for interpreting and explaining the complex learning sequences that lead to teacher-centred learning.

7) Assessment does not use conventional competency-based assessment, positively offer remedy and enrichment services often nonetheless.

c. 2013 syllabus

a. The Definition of 2013 syllabus

The 2013 program is based on skills and character. The 2013 syllabus was made in response to various criticisms from universities, especially based on the 2006 curriculum. This is in line with the expectations of the world of events and work. The 2013 program is one of the government's efforts to answer various problems that are of concern to the world of education these days. (Salinan Lampiran Permendikbud, 2014: store I poin A) The theme of 2013 syllabus is generating Indonesian folks that are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and data that area unit integrated. primarily based on the theme, the implementation of 2013 syllabus is anticipated to provide a productive, creative, and innovative human. (Salinan Lampiran Permendikbud, 2014: store I poin C)

#### b. Syllabus Characteristics

The 2013 program has the following characteristics. (Attachment to Permendikbud, 201 copy: Savepoint B)

- 1) Balance religious attitudes, knowledge, skills and society and apply to various undergraduate problems. And society.
- 2) Placing the university in a community that provides academic expertise so that students can apply what they have learned in higher education to the community and use it as a learning resource.
- 3) Allow sufficient time to develop attitude choices, knowledge and skills.
- 4) Capacity development is represented mainly by the high level of basic capacity found in the basic capacity of subjects.
- 5) Developing category core ability into organizing parts of basic ability. All the fundamental competencies and learning processes area unit developed to realize the ability explicit in core competencies.
- 6) Developing a basic ability primarily based on the accumulative principle, reciprocally strengthened and enriched between-subjects and education level (horizontal and vertical organizations).

### c. The Excellences of 2013 syllabus

The expected objective of the implementation of 2013 syllabus is not not possible to be achieved. it's as a result of the syllabus is ability and character primarily based that conceptually has many excellences: (Mulyasa E, 2013:164)

First, 2013 syllabus uses a scientific approach. Learners as a subject of study can be junction rectifier to develop numerous competencies in line with the potentation of every.

Second, 2013 syllabus is ability and character primarily based syllabus, thus it's going to underlie the event of alternative capacities in numerous aspects (mastery of data, specific skills, and personality) that area unit ready to be best primarily based on the specific ability.

Third, several fields of study associated with the event of skills that area unit a lot of applicable to use the ability approach.

### d. The Innovation of 2013 syllabus

In 2013 syllabus, curriculum development is not any longer done by the teacher, however has been ready by a team of syllabus developers, each at central and regional levels. (Permendikbud, two014: pasal nine ayat 2, 3, 4) therefore academics develop solely lesson plans supported the teacher guide books, student guide books and resource books that have all been ready. land academics guide book is AN related to book for the scholars guide book for ELT. The book is usefull for the academics to guide well the learning method performed by the students through the textbooks that are organized in accordance with the principles developed in 2013 syllabus. Generally, teacher guide book consist of general directions, learning tips for every chapter and analysis tips. (Kementrian Permendikbud, 2014:5)

The English Language Program Book 2013 Regional Unit Leads Students ready to improve their language skills. This book exhibition

introduces the earth language as a communication tool and uses text-based learning in both spoken and written languages. This book describes the minimum effort a researcher must put in to achieve the expected skills. Following the approach used in the 2013 program, SKPD students are encouraged to dare to seek alternative learning resources around them. The role of the academic community in improving and coordinating student absorption through organizing activities to date is as follows incredibly vital. academics will enrich it with creations in the kind of alternative appropriate and relevant activities that area unit sourced from the social and natural surroundings.

e. The Implementation of 2013 syllabus

Implementation could be a method of applying concepts, concepts, policies, or innovations within the style of sensible actions to allow result, within the style of changes in information, skills, values and attitudes. within the Oxford Advanced dictionary, it's declared that the implementation is „put one thing into effect“. Implementation of the syllabus can even be taken because the realization of the written syllabus within the style of learning. this is often in line with what Miller and trafficker same, that in some cases, implementation has been known with the instruction. (Oemar Hamalik, 2004: 237)

The definitions higher than show the term,„implementation“ ends up in the activity, the action, the try, or the mechanism of a system. The phrase,„mechanism“ implies that the implementation isn't simply Associate in Nursing activity, however Associate in Nursing activity that's planned and meted out by relevance bound norms to realize the objectives of the activity. Therefore, the implementation will not stand alone, however it's influenced by the article, during this case is that the syllabus. (Nurdin Syafruddin, 2003: 70)

However ideal the syllabus is, while not supported by the teacher's ability to implement it, it'll not be meaning as Associate in Nursing

instrumental input in achieving the goals of education. within the same approach, teaching learning activity while not syllabus as a suggestion wouldn't be effective. Thus, the role of the teacher is a key position in the implementation of 2013 syllabus. Therefore, preparation and steering for the academics for the implementation of 2013 syllabus may be a necessity. (Hidayat Sholeh, 2013:157)

#### **D. Textbooks**

##### a. Definition Of Textbooks

Textbooks as a collection of English teaching materials that square measure teach as subject material at school. what is more, they're conjointly specifically style for specific target audiences in bound contexts. for instance, textbooks square measure usually use in instructional contexts that square measure verify throughout the country. Tomlinson argues that the most materials square measure supposed to assist students improve their information and provides them the chance to expertise the utilization of language. (Brian Tomlinson, 1998: 28) Textbooks see material employed in teaching English as subject material in bound instructional contexts, textbooks square measure developed specifically for general target teams use in each English and non-English speaking countries. in line with Banathy, Textbooks square measure indivisible elements of education today. They conjointly become the integral a part of teaching learning method comprising the output facet of Associate in Nursing tutorial system. (B. H Banathy, 1986: 30)

Textbooks square measure Associate in Nursing indivisible {part of|a a part of} nowadays education as a result of textbooks square measure part of the teaching system, textbooks have play a very important role within the education system. what is more, some consultants believe that textbooks still participate within the broader instructional context each within the room and out of doors the room. therefore textbooks square measure necessary textbooks use in

faculties that contain learning materials or materials which will be instructed so as to realize national education goals. Therefore, the textbook may be a method for conducting Associate in Nursing objective assessment to confirm the standard of the content, the tactic of learning, language and graphics. In short, textbooks square measure learning materials specifically style certainly instructional settings in order that they'll be use throughout the country. Textbook is a component of teaching-learning process. It is very significant as the real that textbook has been used by the instructor since long time ago. It include many some tasks with much countenance. The level as usual based on the appeal of the curriculum or the pupils wants. It is a mean of school which has a content standard. The basic may modification all the time. This is one of the wherefore why the level of the textbook needed to be expanded. The purpose of the book may be dissimilar based on the look of the pupils and instructor but it universal the textbook is a simply of learning. For the instructors, the usefulness of the textbook are as a media of instruction, the textbook contains of task or instructions which lead the teacher to follow them. He may ask the pupils to do the tasks in the textbook. By doing the tasks, the instructor is able to identify whether the pupils investigation the normative or not. The instructor could make use of the textbook as a handgrip although some of the books required. While for the pupils, it is a "transcription instrument" of the studies. Means, when pupils not remember to about the subjects present by the instructors, he could immediately open the book and explore it.

as a standard. The consideration could bring the book to more interesting, moreover the book could offer what the pupils wants. Dealing with learning principles, the researcher should connect it with the four major learning theories, there are behaviorism, cognitivism, humanism and constructivism. The well-known scholars who dedicate themselves with language teaching and acquisition bring up all four

major learning principles. In behaviorism, as Yoppi (2013) stated In behaviorism, such as Yoppi (2013) states that behaviorist methods guide students to hear and then recite what they have heard to create an understanding of the target language through behavior. In other words, the behaviorist teacher focuses on repetition. They ask learners to have the same things that teachers do. Learning theory is a foundation of the formation conditions of learning. Learning theory can be defined as the integration of educational goals. Many learning theories found basically focuses on behavioral changes after the achievement of the learning process ( Suyono & Hariyanto, 2012: 28). . Based on reason above, it is very appropriate if some of learning theories are reintroduced at the present, so that teachers can apply them in teaching learning process.

As known, there are four major theories of language acquisition and language learning which have a close relation with psycholinguistics and applied linguistics, namely: Behaviorism, Cognitivism, Humanism, and Constructivism (Fauziati, 2009:15). Behaviorism as a “how” of education, not a “what” ( Ireland, 2007). Cognitivism Cognitivism refers to the study of the mind and how it obtains, processes, and stores information (Stavredes, 2011). This theory was a response to behaviorism. It was argued that not all learning occurs through shaping and changing of behaviors. In this theory, learners are active participants in their learning, and the mind functions like a computer processor. Information comes in as input, the mind processes the information for the time being, and the information is stored away to be retrieved later (Learning Theories, 2011b). Humanism emphasizes that humans have emotion and feeling, and it greatly affects the learning process (Brown, 2000:63). Constructivism suggests that learning is an experience not learning to understanding (Brown, 2000:63). To get the correct English learning process, teachers are required to know the principles of language

learning. Materials can be informative, instructional, experiential, eliciting, exploratory. Richard's (2001: 251) comment that 'instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom'. Materials development' refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research. Ideally, all of these processes should be given consideration and should interact in the making of language-learning materials. Materials for language learning is taken to be anything that can be used to facilitate the learning of a language, including coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interaction, though, inevitable, much of the literature focuses on printed materials. Why "Grow with English 5"? This book is authored by a four members team (Mukarto, Sujatmiko, Josephine Sri Murwan, Widya Kiswara ) named Grow with English 5. These textbooks are arranged in systematic ways that makes the students practice English step by step or we can choose one of the books that proper to our students abilities. The book was first published in 2007 for EF learners only.

It gives four of the language skills ( listening, speaking, reading, and writing) The researcher underlines that materials is very important for the learning process. She has chosen "Grow with English 5" for the advance level students for the following reason: The take the first section of each unit as an example. This section is primarily used to introduce new words related to the theme. However, different activities can also be used to enhance the development of the four language skills by way of such activities as 'listen and repeat', dictation or 'listen and write', and 'read aloud'. For short, by using this book the students could learn English, each unit contains one or two language games and, where possible, a song related to the topic. Grow with English is a



series of six books designed for elementary school students. The main purposes of the books are to introduce the students with English since the first year of their elementary education, and to help them grow with English and become proficient in English. Grow with English Book 5 contains six lesson units. The lesson units are theme-based and to some degree sequential and structured. Each lesson unit presents approximately ten new words related to the theme, one or two language functions commonly used in the theme, sentence structures or patterns that support the language functions and review. Cunningsworth (1995:7) summarizes the role of materials (particularly books) in language teaching as: (a) a resource for presentation materials, (b) a source of activities for learners practice and communicative interaction, (c) a reference source for the learners on grammar, vocabulary, pronunciation, (d) a source of stimulation and ideas for classroom activities, (e) a syllabus, and (f) a support for less experienced teachers who have yet to gain in confidence. Concerning the function, Dubbley-Evan and St John (1998: 170-171) suggest that for the teachers of ESP courses, material serve the functions: (a) as a source of language, (b) as a learning support, (c) for motivation and stimulation, (d) for reference. Language teaching material is one of the language teaching process. A textbook asmedium is used to give the material at schools. InEnglish teaching, textbook is really needed. It gives support to the teaching-learning process. "The presence of a textbook is necessary to support teaching-learning process" (Brown, 1994: 143). There are several kinds of English textbook which are used in teaching learning process. Based on this phenomena, the writer choose "Pathway to English" for Grade X, because this textbook provides a framework for teaching and learning of English based on the 2013 curriculum.

The sentence patterns are arranged in such a way that the patterns presented in a lesson unit serves as a building block for the patterns

presented in the next units. The sentence patterns are not presented in the form of rules; they are presented inductively through the repeated use of the patterns in the relevant sections in each unit, particularly in the dialogues c.3-4, Lesson 1, Unit 1 ( Let's practice. Now, use the following cues to practice the dialogs in section b ), reading b.6-7, Lesson 2, Unit 1 ( Let's look and read ), and writing f.11, Lesson 2, Unit 1 ( Let's look and write ). From the above reasons researcher interested in understanding the principles of learning reflected "Grow with English 5", what are the dominant language learning principles in them, and what are the implications of the principles for language learning in books. In addition, the principle of learning has the possibility to answer why this book is effective for learning English and how this book can help teachers to teach English easily. Finally, she can utilize the development of the material because she is also the author of the English student's assignment.

#### a. The Organization of Textbooks

Graves in Nunan quotes (2003: 228) outlining a number of the ideas of organizing the textbooks. First, it arranges textbooks supported several primary language options. Such options embrace similar topics and word, like sports or culture, like synchronic linguistics structures. Passive tenses or sounds, and experience in social and cultural contact, eg. a way to finish a discussion politically or inquire courteously for one thing. Second, textbooks conjointly illustrate the reach of 2 or 3 of 4 competencies like listening, speaking, reading, and writing. Thirdly, That unit or chapter identifies the textbook as complete. Researching units is so a method of recognizing the essence of textbooks. (K. Graves, 2003: 58)

#### b. Role of Textbooks

Hutchinson and Torres (1994: 323) propose that textbooks perform as agents of modification. This condition happens for many reasons. First, the textbook becomes the premise for negotiations. in essence,

the textbook permits negotiation between all parties involved that any creates a framework for managing lessons. Second, textbooks supply a versatile framework wherever selections supported info will be created by academics. Third, textbooks cause the event of academics within the sense that they have academics to be artistic in mistreatment textbooks in room apply. Fourth, textbooks square measure a compromise will|which will|that may} be applied wherever the teacher can simply talk terms. Textbooks, on the opposite hand, conjointly appear to supply 2 styles of roles in teaching. (T. Hutchinson & E. Torres, 1994: 315-328)

Allwright as quoted in semiotician and Renandya (2002: 81) lists 2 textbook functions at school. the primary read, referred to as deficiency read, sees textbooks as the way to atone for teacher shortages at school. Also, they're accustomed make sure that the information has been lined mistreatment acceptable tasks and activities. The second read, unremarkably called the distinction read, sees that material is that the best top dog created by parties aside from academics owing to totally different experience. In general, the role of textbooks at school will be summarized into 2 aspects particularly negotiating and lacking. Negotiating means the teacher will simply compromise with many aspects associated with their application within the room. Shortcomings, on the opposite hand, support the weaknesses of academics in developing teaching and learning processes. the 2 principles mentioned higher than square measure then primarily aimed toward encouraging their skilled development. (J. Crawford in J.C. semiotician & W.A Renandya, 2002: 80-89) In studying English, textbook is an important section. It could head the learning process preferable when the materials in it in crowded in the best quality. There is no heavy standard about book but the importance of it can be visible from the see of instructor and pupil. Some instructors depend too much on the textbook. In some points they cannot instruct without

textbook. For short, the textbooks are very necessary for them. Some instructors may not want the textbooks too much because of their lecturing-style. As usual, this type of instructor looks the textbooks as the complementary of teaching. While Haycroftbin Liz ( 1998: p223 ) suggests that one of the major advantages of apply textbook is that they are psychologically important for the pupils since their improvement and success can be regular solid when they practice the textbooks. The textbook must be expanded time by time. The expanded may be in the draft of the education of reading texts to become knowledgeable, the task should be more interesting, and the instructions must be pupils concerated.

c. of fine Textbooks analysis By Tomlinson's Theory

To evaluate textbooks, many criteria permanently textbooks ought to be understood. This criterion helps the authority to form a textbook analysis instrument which will be accustomed assess the aspects being evaluated.

In principle, materials ought to have specific characteristics indicating that they're acceptable to be employed in the teaching-learning method. there square measure many criteria that has got to be possessed of fine learning materials as follows:

1. Materials ought to bring home the bacon impact.
2. Materials ought to facilitate learners feel comfy.
3. Materials ought to facilitate learners to develop confidence.
4. what's being instructed ought to be perceived by learners as relevant and helpful.
5. Materials ought to need and facilitate learners' self-investment.
6. Learners should be able to acquire points to be instructed.
7. Materials ought to expose the learners to language in authentic use.

8. The learners' attention ought to be drawn to linguistic options of the input.
9. Materials ought to offer the learners with opportunities to use target language to realize communicative functions.
10. Materials ought to take under consideration that positive effects of instruction are sometimes delayed.
11. Materials ought to take under consideration that learners have completely different learning styles.
12. Materials ought to take under consideration that learners differ in affective attitudes.
13. Materials ought to allow a silent amount at the start of instruction.
14. Materials ought to maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates each right and left hemisphere activities.
15. Materials shouldn't believe an excessive amount of on controlled practiced.
16. Materials ought to offer chance for outcome feedback.

#### **E. Previous Studies**

Some studies have evaluated the English textbook. The first study comes from Subariyah, which aims to measure the excellent materials in textbooks based on the good standards of English textbooks proposed by the theory by Tomlinson. The author analyzed whether the materials in the textbook "Pathway to English" are suitable for Tomlinson's Theory and whether the materials in the textbook "Pathway to English" guide students to learn according to the scientific method. of course of 2013. The results show that the textbook conforms to the Tom Lin Sen standard, which means that this textbook is very suitable for the high school textbook that implements the 2013 curriculum.

Desy Nur Fakromah (2017) led an examination named "An Investigation On English Course reading Entitled Language English upheld Tomlinson's Hypothesis "She over that English meets Tomlinson's standards for a legit course reading. Reading material get a portion of ninety three.75% that is viable with Tomlinson's hypothesis. The reading material moreover upholds 3 language abilities for mastering. They read, talk and compose. This gets a portion of seventy fifth. In this way, the course book is suitable to be utilized by 10th grade understudies.

Masyhudi Lathif (2015) conduct a study named "an examination of English course books For The Eighth Graders Of lycee School". He reason that this examination assesses 2 English course readings for the eighth graders of lycee workforce by utilizing a substance investigation philosophy. Consequently, there ar 3 destinations of this investigation. In the first place, this examination is pointed toward looking at the adequacy of course books utilized by English teachers upheld the components orchestrated from the variables dictated by Pusat Perbukuan and a couple of ELT subject matter experts and in what approach they're proper upheld the arranged measures. Second, this investigation is pointed toward finding whether course readings utilized by English have culminated the components of superb course books. Third, this investigation is pointed toward giving proposals for English instructors identifying with the more activities that speakers should do with their course books.

Muniroh (2018) led an examination named "A Substance Investigation Of country Course reading Named "When English Rings A Bell" For Grade Vii Of lycee staff printed By Service Of Training And Culture Of Indonesia inside the Time Of 2016" she reason that the fittingness of the materials inside the English course perusing named "When English Rings a Bell" for grade VII lycee faculty with the

substance legitimacy, show appropriateness, semantic respectability, and plans appropriateness directed by BSNP (Badan Nasional Standar Pendidikan). This examination was requested as a substance assessment study following 3 productive advances. Those were : 1) suggesting rules for English course perusing examination gave by BSNP and rolling out some improvement to suit the 2013 program, 2) picking the subjects, that is "When English Rings a Bell", 3) separating the understanding material and unraveling the disclosures and communicating closes.

The result showed that English course perusing named "When English Rings a Bell" for grade VII lycee staff has satisfied the components of content reasonableness, show appropriateness, semantic fittingness, and plans legitimacy directed by BSNP by achieving ordinary score of 90th with incorporation 83 for the appropriateness of materials with common of limit and major limit, 100% for the surface precision, ninety you care for supporting learning materials, 100% for language respectability, seventy fifth for teaching and learning technique, sixty fourth for Show consideration, 100% for show procedure, 100% for book size, 100% for cover style, 92 for content style.

Karina Febriyanti Manulang (2020) conducted a study entitled "An Analysis Of English Textbook Teaching Materials Of Curriculum 2013 For Eleventh Grade At Sman 4 Bengkulu City Based On Tomlinson's Theory" I analysis This study solely focuses on the sixteen criteria of Tomlinson's theory of English textbooks for secondary faculties entitled "Bahasa Inggris" written by Woody Herman Benjamin for eleventh grade students supported the 2013 programme (revised edition) on chapter one employed by English teachers at SMAN four Bengkulu City. information assortment with listing, documentation and interview. And Technique of knowledge

analysis use information Reduction and Conclusion Drawing/  
verificatory.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the research method in this study. It covers discussion about research design, research subject, data collection, trustworthiness and Data Analysis.

#### **A. Research Design**

In this investigation, the scientist utilized substance examination to discover which EFL course readings to apply. Content investigation is a strategy for dissecting composed, verbal, or visual correspondence messages, scientist utilize content examination strategies under the equation of subjective exploration methods the design of this study is graphic is the attribute of information in subjective exploration since it is taken from archives, sound, video accounts, records, words, pictures, and so on Graphic show of subjective information as content investigation. The substance examination is likewise a strategy utilized in breaking down subjective information. Content examination is pertinent to different investigations including language contemplates, which worry with breaking down content of certain.matter through order, organization, and assessment. Thus, this examination is classified as subjective exploration plan since this investigation is expected to recognize the reading material toward the models of good course book by Tomlinson's Hypothesis.

Beside, research content analysis techniques are for making conclusions that can be copied and valid from the text. Text is defined as written communication material intended to be read, interpreted, and understood by someone other than analysis. The content analysis starts with a sample of texts which means units, characterizing units of investigation are words or sentences and classes that will be utilized for examination, auditing writings for their code and setting them into classifications. In view of the previously mentioned speculations it very well may be infer that the exploration plan of examination on the English course book named "Bahasa Inggris" composed

by Herman Benjamin for class XI understudies Dependent on the 2013 educational program (overhauled version) on semester 1 used by English teachers at SMAN 4 Bengkulu City.

## **B. Subject Of The Research**

The object of the research is the English textbooks that used in Senior High School. Data of this research will be collected from an EFL textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 used by English teachers at SMAN 4 Bengkulu City that used by several schools in Bengkulu City. The 2016 revised edition of the English textbook entitled "Bahasa Inggris" is the main object of this research. This book developed based on the 2013 curriculum that has been started to be applied in the new school year (2014/2015). This book was published by the publisher Grafindo Media Pratama in 2019. Textbook thickness 198 pages and textbook size 17.6 x 25 (cm) ISBN 978-602-01-1901-4.

Author: Herman Benyamin

Reviewer: Sofijandi Editor: Anisah Septiany

Content designer: Dea Sunandar

Cover Designer: Ade Setyaawan

Source: Cover Image:

Publisher: Grafindo Madia Pratama Member of IKAPI, Printing I 2019

Publisher address: Pasirwangi No. 1 Soekarno-Hatta, Bandung 40254

Researcher want to do research on textbooks because the researcher want to know whether this book fits is compatible with the characteristics of good textbooks based on Tomlinson's Theory or not. The second reason, researcher wanted to know whether the textbooks can improve student skills in the learning process of English.

## **C. Research Instrument**

In this study, researchers use several efficient strides to assess course books. These means incorporate planning considers, dissecting course books, and

composing reports. (D. Ary, L.C. Jacobs, C. Sorensen, and A. Razavieh, A. 2010: 125). This will be clarified in the accompanying area.

#### 1. Deciding the Marvels to be explored

The principle objective of this examination is to decide if the dissected English reading material met the rules of a decent reading material as combined from the models set forward by the Accounting Community and other ELT scientists.

#### 2. Determine the Subject of Evaluation

The subject chosen for analysis in this study were a textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) volume 2 published by the publisher Grafindo Media Pratama, Bandung, in 2017 which was taken from one of the high schools in Bengkulu City.

#### 3. Analyze Textbooks

The modified criteria are then used as instruments in analyzing textbooks. The criteria for good text books that are filled with textbooks are marked with a check mark and given a value of 1 point. On the other hand, unfulfilled criteria are marked with a cross and given 0 points. From this analysis, the percentage of fulfilled and unfulfilled criteria is calculated. Furthermore, the total percentage is obtained from the number of unfulfilled criteria in each sub-aspect divided by the number of criteria points for each sub-aspect. The results of these calculations are then used to make interpretations and draw conclusions.

### **D. Instrument Data Collection**

Data collection is the process or effort made to obtain data in a study. Data for this study will be collected through an observation checklist.

#### a. Checklist

The researcher will use checklist to determine the suitability of the characteristic of learning material based on Tomlinson's theory as seen from each chapter of the textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition)

on semester 1 used by English teachers at SMAN 4 Bengkulu City. The checklist design based on character points from Tomlinson's theory there are:

- 1) Materials should achieve impact.
- 2) Materials should help learners feel at ease.
- 3) Materials should help learners to develop confidence.
- 4) What is being taught should be perceived by learners as relevant and useful.
- 5) Materials should require and facilitate learners' self-investment.
- 6) Learners must be ready to acquire points to be taught.
- 7) Materials should expose the learners to language in authentic use.
- 8) The learners' attention should be drawn to linguistic features of the input.
- 9) Materials should provide the learners with opportunities to use target language to achieve communicative purposes.
- 10) Materials should take into account that positive effects of instruction are usually delayed.
- 11) Materials should take into account that learners have different learning style.
- 12) Materials should take into account that learners differ in affective attitudes.
- 13) Materials should permit a silent period at the beginning of instruction.
- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.
- 15) Materials should not rely too much on controlled practiced.
- 16) Materials should provide opportunity for outcome feedback.

**Table 3.1**  
observation ceklist Criteria by Thomlinson's Teory

No	Criteria by Thomlinson's Teory	Points	Yes	No	Page
1	Materials should achieve impact	a.) Updates (new topics, illustrations, and activities in each chapter)			
		b.) Variations (various types of text and use of audio on CD)			
		c.) Attractive presentation (use of photos)			
		d.) Interesting content (interesting topics related to the material, universal themes / local references)			
		e.) Challenges that can be achieved (assignments / exercises)			
2	Materials should help learners feel at ease.	a.) grammar info			
		b) Person Practice / groups			
		c) Notes			
		d) Examples			
		e) Dialogue			
3	Materials should help learners to develop confidence.	a) Tasks that stimulate students' self-confidence			
		b) Simple language			
4	What is being taught should be perceived by learners as relevant and useful.	Relevant and Useful			
5	Materials should require and facilitate learners' self-investment.	Concept Map			
6	Learners must be ready to acquire points to be taught	Grammar Info			
7	Materials should expose the learners to language in authentic use	Index Google			
8	The learners' attention should be drawn to linguistic	Grammar Info			
9	features of the input Materials should provide the learners with opportunities to use target language to achieve communicative purposes.	a.) Listening			
		b.) Speaking			
		c.) Reading			
		d.) Writing			
10	Materials should take into account that positive effects of instruction are	Gradual Process To Learn Language			

	usually delayed.				
11	Materials should take into account that learners have different learning style.	a.) Visual			
		b.) Auditory			
		c.) Language Features			
12	Materials should take into account that learners differ in affective attitudes.	a.) Receiving & Attending			
		b.) Responding			
		c.) Valuing			
		d.) Organization			
13	Materials should permit a silent period at the beginning of instruction.	a.) Listening-Speaking			
		b.) Reading-Writing			
14	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.	a.) Displays spatial activities such as music, creativity, art, and form.			
		b.) Dialogue with pictures			
15	Materials should not rely too much on controlled practiced.	a.) Controlled exercise			
		b.) Free exercise			
16	Materials should provide opportunity for outcome feedback	Reflection			

#### b. Interview

Interview is one way to collect data. Heigham and Crocker stated that the interview aims to dig deeper into the experiences, views and feelings of respondents. Researchers conducted face-to-face interviews with teachers who taught English. ( Heigham, & R. Crocker, 2009:87)

"The interview process used in the research study was followed by an open- that was used to obtain information about the use of the textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) published by Grafindo Media Pratama 2017.

**Table 3.2**  
**Interview Question**

Components	Indicators	Items
Materials should achieve impact	Textbook	1
Materials should help learners feel at ease.		2
Materials should help learners to develop confidence		3
What is being taught should be perceived by learners as relevant and useful.		4
Materials should require and facilitate learners' self-investment.		5
Learners must be ready to acquire points to be taught		6
Materials should expose the learners to language in authentic use		7
The learners' attention should be drawn to linguistic features of the input		8
Materials should provide the learners with opportunities to use target		9

language to achieve communicative purposes.		
Materials should take into account that positive effects of instruction are usually delayed.		10
Materials should take into account that learners have different learning style.		11
Materials should take into account that learners differ in affective attitudes.		12
Materials should permit a silent period at the beginning of instruction.		13
Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.		14
Materials should not rely too much		15



on controlled practiced.		
Materials should provide opportunity for outcome feedback		16
Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.	Curriculum 2013	17
Putting the school as part of the community that provide a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource.		18
Giving freely enough time to develop a variety of attitudes, knowledge, and skills.		19
Developing the		20

<p>competencies expressed in terms of class core competencies which is specified more in basic competence of subjects.</p>		
<p>Developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.</p>		21
<p>Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).</p>		22

c. Documentation

Data for documentation comes from each chapter of the textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 used by English teachers at SMAN 4 Bengkulu City and photos of documentation from interviews between researcher and English teachers who teach using the book.

### **E. Data Analysis**

In this study, the data analysis process begins when the researcher collects data. Data analysis during data collection sorts important and unimportant data. The dimension of data significance refers to its contribution to the response to the research subject. (Imam Gunawan, 201: 209)

Indeed, Creswell states that qualitative researchers need to think and analyze when qualitative research begins. (Haris Herdiansyah, 2011:16).

The steps taken by the researcher to analyze the data are those reported by Miles and Huberman.

#### **1. Data Reduction**

Data reduction is an activity of summarizing, choosing subject matter, focusing on things that are important, and looking for themes and patterns.

#### **2. Conclusion Drawing/ Verifying**

End drawing/confirming is a movement of defining research result that answer the focal point of exploration dependent on information investigation result. Ends are introduced in the enlightening type of the examination object dependent on the exploration study. (Imam Gunawan, 2014: 212)

This research used document analysis that based on the content analysis, because it can give describing of the evaluation from textbook.

The calculation of the consequence of information investigation is given to every part. This is finished by isolating the all out models which is met with the complete number of standards then it is increased by 100% to accomplish the aggregate focuses. The equation of computation that utilization in the assessment interaction is introduced as follows:

$$P\% = \frac{\Sigma q}{\Sigma r} \times 100\%$$

P%= The percentage that is obtained for every aspect is observed.

$\Sigma q$ = The amount of the score that is obtained for every aspect is observed.

$\Sigma r$  = The amount of maximal score for every aspect is observed.

Then, at that point, the above equation is utilized to depict the aftereffects of information investigation. The outcomes contain four models that introduced in the accompanying table:

**Table 3.3** Score Category of Assessment The conversion of fulfillment average into four proposed categories (Pusat Perbukuan, 2011)

<b>Range of fulfillment score</b>	<b>Category</b>
80% - 100%	Good
60% - 79%	Fair
50% - 59%	Sufficient
0 - 49%	poor

## **F. Trustworthiness**

Trustworthiness is a study or to verify the accuracy of data, findings and interpretations (J.W. Creswell, 1998: 135). To verify death in the data, researchers have several procedures. Researchers arrange and reread all the results of observations and interviews and then will make in writing. After that, the researcher will ask participants to check again to make sure what

they said before is true or not and the name of the study participants is a pseudonym and then, the data will be stored by the researcher himself.

According to Lincon and Guba Trust is a study or to verify the accuracy of data, findings and interpretations (J.W. Creswell, 1998: 148).. In this study, checking research findings is triangulation. According to Susan said the aim of triangulation rather than determining the truth about a social phenomenon, the purpose of triangulation is to better understand all that exists (Susan satinback 1998: 82). From this type of triangle, the researcher uses triangulation technique to validate the data. In addition, researchers collect data using observations supported by interview and documentation.

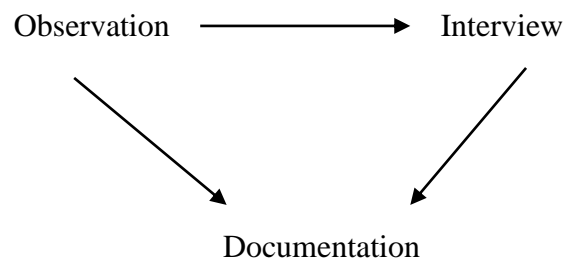


Figure 3.1 Triangulation process

**CHAPTER IV**  
**FINDING AND DISCUSSION**

This chapter describes what was found in analyzing textbooks based on 16 theories from Tomlinson, analyzing according to 4 skills in English and transcribing interviews with teaching teachers. then processing the data generated from the observation checklist 16 theories from Tomlinson, 4 English skills and interview results.

**A. FINDING**

**1. Observation Checklist**

Findings of the 16 Criteria Of Good Textbook Evaluation by Thomlinson's Teory (**Table 4.1**)

<b>Aspects of Evaluation</b>	<b>No</b>	<b>Sub Aspects of Evaluation</b>	<b>Fulfillment</b>
Criteria of good textbooks by Thomlinson's Teory	1	Materials should achieve impact	6.25%
	2	Materials should help learners feel at ease.	6.25%
	3	Materials should help learners to develop confidence.	6.25%
	4	What is being taught should be perceived by learners as relevant and useful.	6.25%
	5	Materials should require and facilitate learners' self-investment.	6.25%
	6	Learners must be ready to acquire points to be taught.	6.25%
	7	Materials should expose the learners to language in authentic use.	6.25%
	8	The learners' attention should be drawn to linguistic features of the input.	6.25%
	9	Materials should provide the learners with opportunities to use	6.25%

		target language to achieve communicative purposes.	
	10	Materials should take into account that positive effects of instruction are usually delayed.	6.25%
	11	Materials should take into account that learners have different learning style.	6.25%
	12	Materials should take into account that learners differ in affective attitudes.	6.25%
	13	Materials should permit a silent period at the beginning of instruction.	6.25%
	14	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.	0%
	15	Materials should not rely too much on controlled practiced.	6.25%
	16	Materials should provide opportunity for outcome feedback.	6.25%
Average (%)			93,75%
Criteria			Good

Based on the data in the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students data is based on the 2013 curriculum Senior High School first semester (revised edition) on Table 4.1, the based on the results of 16 criteria by Tomlinson's theory standards. The passed An average score of 93.75% is classified as "good".

#### Findings Of The 4 English Language Skills Of Textbook (Table 4.2)

Aspects of Evaluation	No	Sub Aspects of Evaluation	Fulfillment
4 English Language Skills	1	Listening	25%
	2	Speaking	25%
	3	Reading	25%
	4	Writing	25%
Average (%)			100%
Criteria			Good

English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students data is based on the 2013 curriculum Senior High School first semester (revised edition) on Table 4.2, the based on the results The English Language Skills of Textbook. The passed An average score of 100% is classified as "good".



## 2. Interview

In this method, the researcher conducted an interview with one of the teachers at SMAN 4 KOTA BENGKULU. During the interview, the researcher gave 5 questions related to Tomlison's theory, as for the description of the results of the interview, namely:

### Data 1

Research: From what year did SMA N 4 KOTA BENGKULU decide to use this book? (entitled "Bahasa Inggris" written by Herman Benjamin for eleventh grade students Based on the 2013 curriculum (revised edition))

Teacher: This book has been used in the last 3 years (beginning of the 2019 academic year.

From the interview data above it can be seen that this book has been in use for quite a long time. So there will be a lot of teacher experience in the teaching and learning process using this book.

### Data 2

Research: Based on the experience of the teachers who taught how to increase students' ability and confidence in understanding and practicing what they have learned?

Teacher: Students are easier to be invited to have group discussions because in this book there are many exercises that involve group collaboration, therefore the students are enthusiastic in learning and confident to practice or demonstrate in front of the class. In addition, the material in this book is easy for students to understand because the explanations for each material are clear, concise and have many examples.

From the interview data above it can be seen that this book to increase students' confidence in learning English by implementing group discussions, therefore students will not be

bored during the teaching and learning process. This is also supported by books used by teachers.

#### Data 3

Research: Does this book fully facilitate the development of students' 4 English skills?

Teacher: Yes, of course. This book is equipped with learning related to 4 English language skills which of course this book has met the standard requirements of the Ministry of Education and Culture. For example, from the beginning, before starting the teaching and learning process, this book presents a description of the 3 basic competencies (knowledge) and 4 basic competencies (skills) that students learn and must achieve in the chapters presented in the book. This is explained in a concept map, for example in listening and speaking what will be done and achieved as well as reading and writing. Then each chapter is equipped with exercises and examples that can support the 4 students' English skills that can help students understand more deeply about the material being studied.

From the interview data above it can be seen that this book used by this teacher has been very supportive to develop the skills and abilities of students. This is evidenced by the existence of basic competencies 3 and basic competencies 4.

#### Data 4

Research: Does this book provide activities that not only involve the left brain but also the right brain?

Teacher: In this case, I'am not sure, because in this book the activities given evenly and thoroughly in chapter 1 involve the left brain. This is because this book is a Class IX high school book so

there are no games or anything like that that involves the right brain too much, like elementary/junior high school books, where most of the lessons involve playing games or singing. However, we as teachers can overcome this problem in creative ways so that students learn by involving the right brain and left brain. For example, the teacher makes an exercise using a fun game or shows a demonstration of the material through pictures or watches a video via power point and displays it with a projector.

From the interview data above it can be seen that this book has a few shortcomings at this point, but the English teachers who teach always try their best to complete these points even though they are not entirely from the book but they have creative ways to fulfill this by utilizing existing facilities in schools such as laptop and projector. And with the teacher's statement above it is proven that it is not fulfilled in the 14th criterion (Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities) in Tomlinson's theory as the researcher found when conducting checklist observations in a English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 for Senior High School.

#### Data 5

Research: What are the conveniences that teachers and students feel in using this book in the teaching and learning process?

Teacher: The convenience felt for the teacher is that the explanation of the material and the examples contained in the book are clear enough so the teacher only adds an explanation. Then the teacher is assisted in the development of student character because this book is equipped with character building which contains a

description of the development of attitudes and behavior as well as student character which is expected to be applied in everyday life. And for students, the convenience that can be felt from this book is that it is equipped with features such as keywords, notes that contain key words that students must understand, grammar info which contains information on linguistic rules (grammar) related to learning materials and lots of exercises to do. can help students' confidence in practicing in front of the class individually or in groups.

From the interview data above it can be seen this book makes it easier for students and teachers to achieve learning objectives because this book has been equipped with features that can support the activities of teachers and students during the teaching and learning process, such as keywords, notes, grammar info.

#### **D. DISCUSSION**

This study evaluated an English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 used by English teachers at SMAN 4 Bengkulu City. The objective of this study is to explain the appropriateness of the materials in the English textbook entitled entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) good textbook criteria determined by Tomlinson's Theory.

In this study, sixteen checklists were used to analysis the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1. The checklists consisted of:

### **1) Materials should achieve impact.**

The impact can be said to be achieved if there are developments in students in learning and understanding the material being taught to apply it. However, before seeing the developments experienced by students, the material to be taught must have the following classifications:

- a.) Updates (new topics, illustrations, and activities in each chapter)
- b.) Variations (various types of text and use of audio on CD)
- c.) Attractive presentation (use of photos)
- d.) Interesting content (interesting topics related to the material, universal themes / local references)
- e.) Challenges that can be achieved (assignments / exercises)

On this criterion the researcher found in the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 on the :

#### **CHAPTER 1:**

ix, 2, 3, 4, 5, 6, 7, 8, 9, 10,11, 12, 13, 14, 15,16, 17, 18

#### **CHAPTER 2:**

3, 5, 6, 7, 8, 9, 10, 12, 13

#### **CHAPTER 3:**

38

40, 41, 42, 43

39, 40, 41, 42, 46, 49, 59

39, 40, 41, 42, 46, 47, 48, 49, 50, 51, 53, 54, 55, 56, 57, 58, 59,

60

## CHAPTER 4:

62, 72, 73, 78

63

65, 66, 72, 73, 74,

63, 64, 65, 66, 72,73, 74

63, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78

**2) Materials should help learners feel at ease.**

The material contained in the text book must help students find it easier to understand and apply material in the learning process things that can make it easier for students to learn as they are

- a) Grammar info
- b) Practice per person or in groups
- c) Notes
- d) Examples
- e) Dialogue

On this criterion the researcher found in the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 on the :

## CHAPTER 1:

9

3, 5, 10

10, 12

10, 12

6, 7, 8, 13

**CHAPTER 2:**

31

25

35, 26, 31

21, 26

22, 23, 24

**CHAPTER 3:**

52

40, 46, 53

45, 48, 54

48

42, 44, 49

**CHAPTER 4:**

70

63, 71, 72

69, 73

63, 74

67, 68

**3) Materials should help learners to develop confidence.**

In the process of learning and absorbing the material provided, it is good that students have confidence in expressing applying and practicing it after the process and after learning is complete. There are 2 requirements to fulfill this part of the criteria.

a) Tasks that stimulate students' self-confidence

b) Simple language

On this criterion the researcher found in the English textbook entitled "Bahasa Inggris" written by Herman

Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 on the :

**CHAPTER 1:**

4, 5, 6  
12, 13, 14

**CHAPTER 2:**

21, 22, 23, 24, 25, 26  
21, 24, 28

**CHAPTER 3:**

40, 41, 42, 44  
43, 54

**CHAPTER 4:**

63, 66, 67, 68  
71, 73

**4) What is being taught should be perceived by learners as relevant and useful.**

The material that has been studied in a good text book should be relevant and useful for everyday life and for the future of students.

On this criterion the researcher found in the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 on the :



## CHAPTER 1:

1

## CHAPTER 2:

19

## CHAPTER 3:

37

## CHAPTER 4:

61

**5) Materials should require and facilitate learners' self-investment.**

This criterion can be achieved if in the text book there is a control topic that explains the activities to be carried out in each chapter (Concept Map) and each chapter must also have a scientific approach to teaching and learning.

On this criterion the researcher found in the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 on the :

## CHAPTER 1:

2

## CHAPTER 2:

20

## CHAPTER 3:

38

CHAPTER 4:

62

**6) Learners must be ready to acquire points to be taught.**

The material in the text book must support or create the readiness of students in getting the points taught by attracting students' attention so that they pay attention to the features of grammar and interpretation. Therefore, every chapter must have (grammar info) that is useful in his knowledge of grammar related to the topic being discussed.

On this criterion the researcher found in the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 on the :

CHAPTER 1:

9

CHAPTER 2:

31

CHAPTER 3:

52

CHAPTER 4:

70

**7) Materials should expose the learners to language in authentic use.**

A good text book must have authentic material that can expose the language of students. For example Google index such as URL, text, images, videos, all HTML code.

On this criterion the researcher found in the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 on the :

CHAPTER 1:

7

CHAPTER 2:

23

CHAPTER 3:

49

CHAPTER 4:

65

**8) The learners' attention should be drawn to linguistic features of the input.**

One of the criteria for a good textbook is that each chapter has several features that make students related to linguistics such as grammar info. On this criterion the researcher found in the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 on the :

CHAPTER 1:

9

CHAPTER 2:

31

CHAPTER 3:

52

CHAPTER 4:

70

**9) Materials should provide the learners with opportunities to use target language to achieve communicative purposes.**

In the learning process, the role of the text box is very important in developing the abilities and skills of students in English. In order to achieve good communicative goals. Communicative interaction activities that involve 4 skills in English, namely:

- a) Listening
- b) Speaking
- c) Reading
- d) Writing

On this criterion the researcher found in the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 on the :

CHAPTER 1:

3, 5, 7, 12

CHAPTER 2:

21, 26, 28,29

CHAPTER 3:

39, 41, 44,49

CHAPTER 4:

63, 66, 68, 69

**10) Materials should take into account that positive effects of instruction are usually delayed.**

In the process of language learning, students are taught and given the difficulty level of the material in stages. In this case, it is important to often provide exposure to the language instructed through language features in communicative use which aims to provide a positive effect on the development of students gradually and regularly. This textbook provides a step-by-step process for learning English as seen in each chapter.

On this criterion the researcher found in the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 on the :

CHAPTER 1:

1

CHAPTER 2:

19

CHAPTER 3:

37

CHAPTER 4:

61

**11) Materials should take into account that learners have different learning style.**

In the process of learning English, there are various kinds of learning styles including visual, auditory, kinesthetic, studial, experiential, analytic, global, dependent and independent.

To achieve good criteria, a text book must provide material that supports various learning styles. Examples such as:

- a. Visual
- b. Auditory
- c. Language Features

On this criterion the researcher found in the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 on the :

CHAPTER 1:

3, 5, 6, 4, 7, 9, 13, 14

CHAPTER 2:

5, 5, 9, 21, 23, 26, 27, 30

CHAPTER 3:

39, 40, 41, 42, 52

CHAPTER 4:

63,65, 66, 70, 72, 73, 74

**12) Materials should take into account that learners differ in affective attitudes.**

Affective attitudes play a very important role in the teaching and learning process because affective behavior is related to attitudes and values. Affective attitudes include

behavioral traits such as feelings, interests, attitudes, emotions and values. Affective learning outcomes will appear to students in various behaviors, namely

- a. Receiving and attending
- b. Responding
- c. Valuing
- d. Organization

On this criterion the researcher found in the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 on the :

CHAPTER 1:

3, 4, 5, 6, 8, 15

CHAPTER 2:

21, 22, 23, 25, 26, 31

CHAPTER 3:

5, 6, 39, 40, 41, 42, 43, 44, 47, 48, 49, 50, 51, 54, 55

CHAPTER 4:

63, 65, 66, 67, 68, 69, 70, 73, 75

**13) Materials should permit a silent period at the beginning of instruction.**

The importance of silent time at the beginning of teaching through activities that initially require understanding, not production. Usually begins in stages such as: introduction of new vocabulary or structures through stories to which students respond by drawing or using their first language and the whole

class imitates the story by following oral instructions from the teacher.

For example, the text book states that before students do speaking activities they do listening activities first. Likewise, before starting writing activities, students first carry out reading activities and this is applied and included in each stage in this text book.

On this criterion the researcher found in the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 on the :

CHAPTER 1:

3, 7

CHAPTER 2:

21, 28

CHAPTER 3:

35, 44

CHAPTER 4:

63 ,68

- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.**

Good English text provides many activities that can stimulate the right brain and left brain. However, it is more dominant to stimulate the left brain. Left and right brain have their own functions in human life. The activities which



stimulate left brain are vocabulary builder, pronunciation practice, and grammar review. In the other side, the textbook "Bahasa Inggris" does not provide activity which stimulates right brain because Right brain is function as spatial abilities such as music, games, art, and shape.

Meanwhile, left brain is functioned as logic thinking, language, words and mathematics. The English textbook provides a lot of activities which stimulates the left brain. Therefore, the textbook does not fulfill this criterion.

**15) Materials should not rely too much on controlled practiced.**

A good textbook should have variations in the learning process that aim to train students to better understand the material as well as apply it. In the learning process there are two types of exercises namely:

a.) Controlled exercise

Controlled exercise is a stage in learning where students practice a new language in a limited form that only allows students to focus only on new structures. For example, activities such as completing sentences, composing sentences, having dialogues using text in books.

b.) Free exercise.

While free practice is that students produce language using target content freely for example, activities such as describing pictures or videos in your own language, giving opinions or opinions in your own language.

On this criterion the researcher found in the English textbook entitled "Bahasa Inggris" written by Herman

Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 on the :

CHAPTER 1:

3, 4, 5, 6, 7, 14,15

CHAPTER 2:

21, 23, 24, 25, 26, 28, 31

CHAPTER 3:

39, 40, 41, 44, 46, 56

CHAPTER 4:

63, 65, 68, 71, 72, 73,74, 75

**16) Materials should provide opportunity for outcome feedback.**

Textbooks that are included in good criteria, namely having material that can provide feedback in order to get good results. In terms of the effectiveness of the teaching and learning process, thus the text of this book provides a reflection in each chapter at the end of the topic explanation. The use of this reflection in the learning process is knowing whether students can understand or not with the material that has been studied. Namely like the reflection feature in the textbook.

On this criterion the researcher found in the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 on the :

CHAPTER 1:

16

CHAPTER 2:

32

CHAPTER 3:

57

CHAPTER 4:

75

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This part makes determinations from this exploration and gives a few suggestions to every individual who is straightforwardly associated with the English reading material: educators, understudies and for different specialists.

#### **A. Conclusion**

English Language and Literature is an important subject for SMA/MA/SMK/MAK students because English is a medium for understanding science as well as a means of interacting and expressing. In language learning, knowledge and language skills are learned related to everyday life, both orally and in writing, for formal and non-formal activities. This book is also enriched with the values of the nation's cultural characters which are integrated in learning materials and enrichment columns. All of this is intended to motivate students to cultivate commendable attitudes and behavior in everyday life.

In light of the consequences of examination in this conversation, it tends to be closed as follows this study analyzes an English textbook entitled “Bahasa Inggris” written by Herman Benjamin for class XI students based on the 2013 curriculum (revised edition) in semester 1 for senior high school based on Thomlinson's 16 theories. On the information introduced on table 4.1 English course book entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 for Senior High School based Findings on 16 criteria Of Good Textbook by Tomlinson's Theory was categorized “Good” by achieving average score of 93,75% . And on the data presented on table 4.2 English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 for Senior High School Findings Of The 4 English Language Skills Of Textbook was categorized “Good” by achieving average score of 100% .

Based on the results of the research conducted, the researcher concludes the results of this entire study entitled “An Analysis Of English Textbook Teaching

Materials Of Curriculum 2013 For Eleventh Grade At SMAN 4 Bengkulu City Based On Tomlinson's Theory” that this textbook has reached the "Good" criteria because the researcher has done research through the observation checklist method in accordance with 16 criteria from Tomlinson's theory and interviews and then strengthened by documentary evidence, therefore English textbook entitled “Bahasa Inggris” written by Herman Benjamin for class XI students based on the 2013 curriculum (revised edition) in semester 1 for senior high school is feasible to be applied and used by teachers in the teaching and learning process of English

### **B. Suggestions**

There are several reasons why teaching English is less successful. First, due to the curriculum, teaching materials and teaching approaches, including: the media used Second, teacher activities in implementing the curriculum and learning is more than completing a program than mastering a program so that students know a lot but master little. Third, teaching English which provides more knowledge about English than in training English-speaking students. Therefore, it is necessary to take steps as an alternative solution to solving educational problems, especially learning.

Based on the conclusions of the research study entitled An Analysis of English Textbook Teaching Materials Of Curriculum 2013 For Eleventh Grade At SMAN 4 Bengkulu City Based On Tomlinson's Theory In the Academic Year 2020/2021) above, the researcher provides several suggestions. Hopefully these suggestions can be useful for:

#### 1. For Teachers

This research can help teachers to find out the characteristics of a good textbook in order to improve the quality of learning media used during the teaching and learning process to improve the quality of teacher teaching in order to achieve better learning goals.

#### 2. For Students

This research is expected to help improve the quality of student learning outcomes by using appropriate textbooks so that they can assist

students in the maximum learning process in order to achieve better learning goals.

### 3. Further Researchers

The researcher hopes that other researchers can continue this research to a wider discussion. The next researcher can conduct other or recent research on the textbook used by an English teacher which is a very important learning medium used by the teacher in the teaching and learning process. Therefore, this result will be become more useful and applied in a wider area.

## REFERENCES

- Agustina, D. K. (2008). *The English Teachers Problem in the Implementation of School Curriculum (KTSP)*. Semarang: Semarang State University.
- Ali, Y. (1989). *Curriculum Development*. New York: Macmillan Publishing.
- Anderson, B. (2007). Pedagogical Rules and Their Relationship to Frequency in Input: Observational and Empirical Data from French. *Applied on journal Linguistics* 28(2). Retrieved from: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.130.8533&rep=rep1&type=pdf>. on 19/06/2017.
- Arikunto, S. (2007). *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Ary, D., Jacobs, L.C., Sorensen, C., & Razavieh, A. (2010). *Introduction to research in education*. Belmont, California: Wadsworth Cengage Learning. P. 125
- Banathy, B.H. (1986). *Instructional Systems*. California: Fearon Publishers. P 30
- Brian, T. (1998). *Material Development in Language Teaching*. Cambridge: Cambridge University Press.
- Brian, T. (2011). *Material development in Language Teaching* (2<sup>nd</sup>Ed.). Cambridge: Cambridge University Press
- Lynch, B. K. (2003). *Language Program Evaluation*. New York: Cambridge University Press.
- Crawford, J. (2002). *The Role of Material in the Language Classroom: Finding the Balance*. Cambridge: Cambridge University Press. Pp 80-89.
- Creswell, J. W. (1998). *Research Design: Qualitative, Quantitative and Mix Method Approaches* (1<sup>st</sup>ed). California: SAGE Publication Ltd. P. 135
- Graves, K. (2003). Coursebooks. In Nunan, D. *Practical English Language Teaching*. New York: McGraw Hill Inc. P. 58
- Gunawan, I. (2014). *Metodologi Penelitian Kualitatif: Teori dan Praktik*. Jakarta: Bumi Aksara. P. 209
- Hamalik, O. (2004). *Proses Belajar Mengajar*. Jakarta: Bumi Aksara. P. 79-80
- Herdiansyah, H. (2011). *Metodologi Penelitian Kualitatif untuk Ilmu- ilmu Sosial*. Jakarta: Salemba Humanika.
- Heigham, J., & Crocker, R. A. (2009). *Qualitative Research in Applied Linguistics Hampshire*. UK: Palgrave MacMillan. P. 87.

- Hidayat, S. (2013). *Pengembangan Kurikulum Baru*. Bandung: Remaja Rosdakarya. P. 157
- Hutchinson, T., & Torres, E. (1994). Textbook as an Agent of Change. *Applied on ELT Journal*. No. 43. Vol. 4. P. 315-328. Retrieved from: <http://en.wikipedia.org/wiki/Curriculum>, accessed on Sunday
- Kelly, A. V. (2009). *The Curriculum: Theory and Practice* (6<sup>th</sup> Ed). London: SAGE Publications.
- Kementerian Pendidikan dan Kebudayaan. (2014). *Bahasa Inggris: Buku Guru*. Jakarta: Balitbang Kemdikbud.
- Kunandar. (2011). *Guru Profesional*. Jakarta: Rajawali Pers.
- Larsen, D., & Freeman. (2000). *Techniques and Principles in Language Teaching, second edition*. London: Oxford University Press.
- Lynch, B. K. (2003). *Language Program Evaluation*. New York: Cambridge University Press.
- Mohammad, N. Permendikbud No 103 . (2014). *Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah*.
- Moleong, L. J. (2009). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Mulyasa. (2013). *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: Remaja Rosdakarya.
- Nasution, S. (2011). *Asas-asas Kurikulum*. Jakarta: Bumi Aksara.
- Nunan, D. (1992). *Research Methods in Language Learning*. New York: Cambridge University Press.
- Nurdin, S. (2003). *Guru Profesional dan Implementasi Kurikulum*. Jakarta: Ciputat Press.
- Oliva, P. F. (1982). *Developing the Curriculum*. Canada: Little, Brown & Company.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. New York: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching, second edition*. New York: Cambridge University Press.
- Ruhimat, T. et al. (2012). *Kurikulum dan Pembelajaran*. Jakarta: Rajawali Pers.



- Rynanta, R. A. C., & Ruslan, S. (2017). Content Analysis on the English Textbook Entitled 'English in Mind Starter (Student's Book). *Applied on Journal: published by state University of Malang*. Retrieved from: <http://jurnal-online.um.ac.id/>.
- Salinan Lampiran Permendikbud No 59. (2014). *Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah*, Rom I.
- Satinback, S. (1998). *Understanding and Conducting Qualitative Research*. Dubuqu Iowa: Kendal/Hunt Publishing Company.
- Sugihartono. et al. (2007). *Psikologi Pendidikan*. Yogyakarta: UNY Press.
- Sukardi, M. (2008). *Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Susilo, M. J. (2008). *Kurikulum Tingkat Satuan Pendidikan*. Yogyakarta: Pustaka Pelajar
- Tohirin. (2012). *Metode Penelitian Kualitatif dalam Pendidikan dan Bimbingan Konseling*. Jakarta: PT Rajagrafindo Persada.
- Wijayati, M. G. I. (2009). *The Implemetation of the School Based Curriculum (KTSP) by the English Teachers of SMAN 2 Wonogiri*. Semarang: Semarang State University.

**A  
P  
P  
E  
N  
D  
I  
C  
E  
S**

## APPENDICES


Appendix 1: Observation Checklist the English textbook entitled "Bahasa Inggris" written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 based on 16 criteria by Tomlinson's Theory (Chapter1 - Chapter 4).

### Chapter 1







#### What Should I Do? : Asking For and Giving Advice and Offer

NO	Criteria by Thomlinson's Teory	Points	Yes	No	Page
1	Materials should achieve impact	a.) Updates (new topics, illustrations, and activities in each chapter)	√		ix, 2,13

			<p><b>Concept Map</b></p> <p><b>Keywords</b></p>	
	b.) Variations (various types of text and use of audio on CD)	√	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>Listening to and watching the video related to giving advice and offer</li> <li>Listening to dialog containing the expressions of giving advice and offer</li> </ul>	4, 5, 6, 8
	c.) Attractive presentation (use of photos)	√	<p>Source: <i>i.imgur.com</i> (November 8, 2016)</p>	3, 4, 7, 13, 14

		<p>d.) Interesting content (interesting topics related to the material, universal themes / local references)</p>	√	 <p><b>Figure</b> <b>Ary Ginanjar Agustian</b> Ary Ginanjar Agustian (24<sup>th</sup> Maret 1965) is a trainer, university-level instructor, entrepreneur, and writer. He is well-known as the founder of ESQ (Emotional and Spiritual Quotient). ESQ is the combination of emotional quotient or intelligence owned by human beings in good correlation with fellow beings and spiritual quotient or intelligence owned by human beings to deal with God. He built ESQ Leadership Center in 2001 with means to train and develop sensitive, professional, and religious individual. He became the special trainer in giving training ESQ for the executives, such as president or functionaries. In the training, he gives us advice to be more concern on spiritual matters since it will lead us to the worldly success. Source: <a href="http://profil.merdeka.com/Indonesia/ary-ginanjar-agustian/">http://profil.merdeka.com/Indonesia/ary-ginanjar-agustian/</a></p>	7, 9, 14, 16
		<p>e.) Challenges that can be achieved (assignments / exercises)</p>	√	<p>4. Discuss with your friend. a. What would you do if you were that person? b. What would you do if you saw that accident?</p>	3, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 17, 18
2	Materials should help learners feel at ease.	<p>a.) grammar info</p>	√	<p><b>Grammar Info</b> <b>Modal Verbs: Should and Can</b> <b>1. Should</b> "Should" is most commonly modal verb used to make recommendations or give advice. a. "Should" is used for advice in the present. The structure is as follows: Subject + Should + Base Verb Example: • You should eat healthy food. • You should exercise every day. b. "Should" is used for advice in the past. Here is the structure: Should + Have + Past Participle Example: • You should have gone to the party. • She should have studied more often. c. "Should" is used for advice in the present. Example: • You should start eating healthy food. • You should start be more concerned about global warming. d. It is common to use "should" to give negative advice. In this case, add "not". Example: • You should not (shouldn't) wake up late. • You should not (shouldn't) eat too much candy. • You should not (shouldn't) drive too fast. Moreover, "should" can also be used to express obligation as well as expectation. <b>2. Can</b> a. "Can" is usually used to make an offer in neutral and informal context used for small things. Here is the structure: Can + I + Base Verb + Object (You) Examples: • Can I help you? • Can I bring you a drink? b. Furthermore, another modal verb that can be used for offer is "would". Using "would" for offering something is more formal than using "can". Here is the structure: Would + You + Like + Noun Examples: • Would you like a drink? • Would you like some help? c. <b>Would + You + Like + Infinitive Verb (To + Verb)</b> Examples: • Would you like to go to the movie theatre tonight? • Would you like to watch television with me? Source: <a href="http://www.learning99-online.com/grammar/modal-verbs.html#shdsh">http://www.learning99-online.com/grammar/modal-verbs.html#shdsh</a>, <a href="http://www.learning99-online.com/grammar/modal-verbs.html#shdsh">http://www.learning99-online.com/grammar/modal-verbs.html#shdsh</a>, <a href="http://www.learning99-online.com/grammar/modal-verbs.html#shdsh">http://www.learning99-online.com/grammar/modal-verbs.html#shdsh</a></p>	9
		<p>b) Person Practice / groups</p>	√	<p>4. Discuss with your friend. a. What would you do if you were that person? b. What would you do if you saw that accident?</p>	3, 5, 10

			<p><b>Practice 3</b></p> <p>Work individually. Read two sentences. Circle the most suitable sentence expressing advice or offer. Number 1 has been done for you.</p> <ol style="list-style-type: none"> <li> <p>a. That was a mistake. You shouldn't have done that.</p> <p>b. <u>2</u> That was a mistake. You shouldn't have done that.</p> </li> <li> <p>a. How I should fix this problem?</p> <p>b. How should I fix this problem?</p> </li> <li> <p>a. You should not smoke.</p> <p>b. You should not smoke?</p> </li> <li> <p>a. Should she bring anything?</p> <p>b. Should she brings anything?</p> </li> <li> <p>a. You would have studied for your final exam.</p> <p>b. You should have studied for your final exam.</p> </li> <li> <p>a. Would you like a piece cake?</p> <p>b. Can I a cake?</p> </li> <li> <p>a. Can I assist you on this project?</p> <p>b. Would I like assist you on this project?</p> </li> <li> <p>a. Can I get you anything? A cup of coffee, may be?</p> <p>b. Would I get you anything? A cup of coffee, may be?</p> </li> <li> <p>a. Would you like me handling the meeting when you're gone?</p> <p>b. Can I handle the meeting when you're gone?</p> </li> <li> <p>a. It's cold outside. I'll lend you my jacket.</p> <p>b. It's cold outside. Would you like to borrow my jacket?</p> </li> </ol>																
	c) Notes	√	<p><b>Notes</b></p> <p><b>Expressing and Responding Advice</b></p> <p>There are several ways we use to give advice or make recommendation. Learn the following phrases.</p> <p><b>Situation:</b></p> <p>Your friend is worried that she is gaining weight. She asks you for some advice.</p> <p><b>You can say:</b></p> <ul style="list-style-type: none"> <li>- You should take some exercise.</li> <li>- You ought to eat more fruit and vegetables.</li> <li>- Why don't you go jogging?</li> <li>- How about eating less sugary food?</li> </ul>	10, 12															
	d) Examples	√	<p><b>Activity 10</b></p> <p>You can offer not only help, but also other things, such as drink, food, and book. It depends on the context and the situation.</p> <p>In pairs, write from other expressions of help base on the following context. Then, find their similar meaning in Indonesian. Write down in your book.</p> <table border="1"> <thead> <tr> <th></th> <th>In Cafe/ Restaurant</th> <th>In School</th> <th>In Public Transportation</th> <th>In Market</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>1. Would you like something to drink? 2. _____ 3. _____</td> <td>1. Do you want to see my notes? 2. _____ 3. _____</td> <td>1. Here, take my seat. 2. _____ 3. _____</td> <td>1. Can I help you carry your basket? 2. _____ 3. _____</td> </tr> <tr> <td>Indonesian</td> <td>1. Apakah Anda siap memesan minuman sekarang? 2. _____ 3. _____</td> <td>1. _____ 2. _____ 3. _____</td> <td>1. _____ 2. _____ 3. _____</td> <td>1. _____ 2. _____ 3. _____</td> </tr> </tbody> </table>		In Cafe/ Restaurant	In School	In Public Transportation	In Market	English	1. Would you like something to drink? 2. _____ 3. _____	1. Do you want to see my notes? 2. _____ 3. _____	1. Here, take my seat. 2. _____ 3. _____	1. Can I help you carry your basket? 2. _____ 3. _____	Indonesian	1. Apakah Anda siap memesan minuman sekarang? 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	10, 12
	In Cafe/ Restaurant	In School	In Public Transportation	In Market															
English	1. Would you like something to drink? 2. _____ 3. _____	1. Do you want to see my notes? 2. _____ 3. _____	1. Here, take my seat. 2. _____ 3. _____	1. Can I help you carry your basket? 2. _____ 3. _____															
Indonesian	1. Apakah Anda siap memesan minuman sekarang? 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____															

		e) Dialogue	√	<p><b>Activity 11</b></p> <p>Work in pairs. Fill in the blank with expression of accepting or refusing offers.</p> <p> 1. Paulina : Anyone want another ice coffee or something? Lisa : _____ Paulina : Wait here. I'm going for the drink.</p> <p> 2. Hana : I bring several books, would you like to see one of them? Farid : _____ Hana : Not a big deal. You can borrow it for a week.</p> <p> 3. Jenny : Are you going home on foot? Let me give you a lift. Lisa : _____ Jenny : Are you sure? Well, be careful then.</p> <p> 4. Husband : Is there something I can make for you? Soup may be? Wife : _____ Husband : Get some rest. I'll come back with the soup.</p> <p> 5. Waitress : Excuse me, Ma'am. May I offer you a complimentary dessert? Karina : _____ Waitress : Please call me if you need anything else.</p> <p> 6. Susi : I have a plan to meet my old friend. Can I borrow your dress? Tania : _____ Susi : Thanks, you're the best.</p>	6, 7, 8, 13
3	Materials should help learners to develop confidence.	a) Tasks that stimulate students' self-confidence	√	<p><b>Activity 2</b></p> <p>Work in groups of four. Start discussing the following questions that may come up after watching the video above. Share your answer to the class.</p> <ol style="list-style-type: none"> <li>1. What is the title of the video?</li> <li>2. What do you get from the video? Explain.</li> <li>3. For whom is the video intended to?</li> <li>4. In what ways do the videos help us?</li> </ol>	4, 5, 6







		b) Simple Material	√	<p><b>Activity 10</b></p> <p>You can offer not only help, but also other things, such as drink, food, and book. It depends on the context and the situation.</p> <p>In pairs, write from other expressions of help base on the following context. Then, find their similar meaning in Indonesian. Write down in your book.</p> <table border="1"> <thead> <tr> <th></th> <th>In Cafe/ Restaurant</th> <th>In School</th> <th>In Public Transportation</th> <th>In Market</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>1. Would you like something to drink? 2. _____ 3. _____</td> <td>1. Do you want to see my notes? 2. _____ 3. _____</td> <td>1. Here, take my seat. 2. _____ 3. _____</td> <td>1. Can I help you carry your basket? 2. _____ 3. _____</td> </tr> <tr> <td>Indonesian</td> <td>1. Apakah Anda siap memesan minuman sekarang? 2. _____ 3. _____</td> <td>1. _____ 2. _____ 3. _____</td> <td>1. _____ 2. _____ 3. _____</td> <td>1. _____ 2. _____ 3. _____</td> </tr> </tbody> </table>		In Cafe/ Restaurant	In School	In Public Transportation	In Market	English	1. Would you like something to drink? 2. _____ 3. _____	1. Do you want to see my notes? 2. _____ 3. _____	1. Here, take my seat. 2. _____ 3. _____	1. Can I help you carry your basket? 2. _____ 3. _____	Indonesian	1. Apakah Anda siap memesan minuman sekarang? 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	12, 13, 14
	In Cafe/ Restaurant	In School	In Public Transportation	In Market																
English	1. Would you like something to drink? 2. _____ 3. _____	1. Do you want to see my notes? 2. _____ 3. _____	1. Here, take my seat. 2. _____ 3. _____	1. Can I help you carry your basket? 2. _____ 3. _____																
Indonesian	1. Apakah Anda siap memesan minuman sekarang? 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____																
4	What is being taught should be perceived by learners as relevant and useful.	Relevant and Useful	√	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>Students should be able to identify the expressions of giving advice and offer and its response used in the transactional text.</li> <li>Students should be able to analyze the expression of advice and offer used in the transactional text.</li> <li>Students should be able to compare th expressions of advice and offer in transactional text.</li> <li>Students should be able to produce transactional text containing the expression of advice and offer.</li> </ul>	1															



5	Materials should require and facilitate learners' self-investment.	Concept Map	✓	<p><b>Concept Map</b></p> <pre> graph LR     Root[What Should I Do?] --&gt; LS[Listening - Speaking: Asking For and Giving Advice and Offer]     Root --&gt; RW[Reading - Writing: Asking For and Giving Advice and Offer]     LS --&gt; Obs[Observing]     LS --&gt; Ques[Questioning]     LS --&gt; Expl[Exploring]     RW --&gt; Assoc[Associating]     RW --&gt; Comm[Communicating]   </pre> <p><b>Keywords</b></p>	2
---	--------------------------------------------------------------------	-------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---

6	Learners must be ready to acquire points to be taught	Grammar Info	✓	<p><b>Grammar Info</b></p> <p><b>Modal Verb: Should and Can</b></p> <p><b>1. Should</b></p> <p>"Should" is most commonly modal verb used to make recommendations or give advice.</p> <p>a. "Should" is used for advice in the present. The structure is as follows:  Subject + Should + Base Verb  Example:  • You should eat healthy food.  • You should exercise every day.</p> <p>b. "Should" is used for advice in the past. Here is the structure:  Should + Have + Past Participle  Example:  • You should have gone to the party.  • She should have studied more often.</p> <p>c. "Should" is used for advice in the present.  Example:  • You should start eating healthy food.  • You should start be more concerned about global warming.</p> <p>d. It is common to use "should" to give negative advice. In this case, add "not".  Example:  • You should not (shouldn't) wake up late.  • You should not (shouldn't) eat too much candy.  • You should not (shouldn't) drive too fast.  Moreover, "should" can also be used to express obligation as well as expectation.</p> <p><b>2. Can</b></p> <p>a. "Can" is usually used to make an offer in neutral and informal context used for small things. Here is the structure:  Can + I + Base Verb + Object (You)  Examples:  • Can I help you?  • Can I bring you a drink?</p> <p>b. Furthermore, another modal verb that can be used for offer is "would". Using "would" for offering something is more formal than using "can". Here is the structure:  Would + You + Like + Noun  Examples:  • Would you like a drink?  • Would you like some help?</p> <p>c. Would + You + Like + Infinitive Verb (To + Verb)  Examples:  • Would you like to go to the movie theatre tonight?  • Would you like to watch television with me?</p> <p><small>Source: <a href="http://www.learning-english-online.com/grammar/modal-verbs.html#sthash.BH2dKCF.dpuf">http://www.learning-english-online.com/grammar/modal-verbs.html#sthash.BH2dKCF.dpuf</a>, <a href="http://www.learning-english-online.com/grammar/modal-verbs.html#sthash.BH2dKCF.dpuf">http://www.learning-english-online.com/grammar/modal-verbs.html#sthash.BH2dKCF.dpuf</a>, <a href="http://www.learning-english-online.com/grammar/modal-verbs.html#sthash.BH2dKCF.dpuf">http://www.learning-english-online.com/grammar/modal-verbs.html#sthash.BH2dKCF.dpuf</a></small></p>	9
7	Materials should expose the learners to language in authentic use	Index Google	✓	<p><b>Click</b></p> <p>You can learn about self-introduction by watching a educational video in this link: <a href="https://www.youtube.com/watch?v=r_v0y9R1C6&amp;glp#eob=10">https://www.youtube.com/watch?v=r_v0y9R1C6&amp;glp#eob=10</a></p>	7

8	The learners' attention should be drawn to linguistic features of the input	Grammar Info	√	<p><b>Grammar Info</b></p> <p><b>Modal Verb: Should and Can</b></p> <p><b>1. Should</b></p> <p>"Should" is most commonly modal verb used to make recommendations or give advice.</p> <p>a. "Should" is used for advice in the present. The structure is as follows:      Subject + Should + Base Verb      Example:      • You should eat healthy food.      • You should exercise every day.</p> <p>b. "Should" is used for advice in the past. Here is the structure:      Should + Have + Past Participle      Example:      • You should have gone to the party.      • She should have studied more often.</p> <p>c. "Should" is used for advice in the present.      Example:      • You should start eating healthy food.      • You should start be more concerned about global warming.</p> <p>d. It is common to use "should" to give negative advice. In this case, add "not".      Example:      • You should not (shouldn't) wake up late.      • You should not (shouldn't) eat too much candy.      • You should not (shouldn't) drive too fast.      Moreover, "should" can also be used to express obligation as well as expectation.</p> <p><b>2. Can</b></p> <p>a. "Can" is usually used to make an offer in neutral and informal context used for small things. Here is the structure:      Can + I + Base Verb + Object (You)      Examples:      • Can I help you?      • Can I bring you a drink?</p> <p>b. Furthermore, another modal verb that can be used for offer is "would". Using "would" for offering something is more formal than using "can". Here is the structure:      Would + You + Like + Noun      Examples:      • Would you like a drink?      • Would you like some help?</p> <p>c. Would + You + Like + Infinitive Verb (To + Verb)      Examples:      • Would you like to go to the movie theatre tonight?      • Would you like to watch television with me?</p> <p><small>Source: <a href="http://www.learning-english-online.com/grammar/modal-verbs.html#should">http://www.learning-english-online.com/grammar/modal-verbs.html#should</a>, <a href="http://www.learning-english-online.com/grammar/modal-verbs.html#can">http://www.learning-english-online.com/grammar/modal-verbs.html#can</a></small></p>	9
9	Materials should provide the learners with opportunities to use target language to achieve communicative purposes.	b.) Listening	√	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>Listening to and watching the video related to giving advice and offer</li> <li>Listening to dialog containing the expressions of giving advice and offer</li> </ul>	3
b.) Speaking		√	<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>Practicing the phrases used for advising ideas or things</li> <li>Acting out the dialogs containing the expressions of advice and offer</li> <li>Questioning the expressions of advice and offer</li> </ul>	5	
e.) Reading		√		7	
f.) Writing		√	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Writing responses of offer whether it is acceptance or refusal</li> <li>Completing simple dialogs containing the expressions of advice and offer</li> <li>Reading an article about London and producing advices based on the article</li> </ul>	12	

10	Materials should take into account that positive effects of instruction are usually delayed.	Gradual Process To Learn Language	√	<p><b>A.</b> Listening – Speaking: Asking For and Giving Advice and Offer</p> <ul style="list-style-type: none"> <li>• Observing</li> <li>• Questioning</li> </ul> <p><b>B.</b> Reading – Writing: Asking For and Giving Advice and Offer</p> <ul style="list-style-type: none"> <li>• Exploring</li> <li>• Associating</li> <li>• Communicating</li> </ul>	1
11	Materials should take into account that learners have different learning style.	a.) Visual	√	<p><b>Activity 11</b></p> <p>Work in pairs. Fill in the blank with expression of accepting or refusing offers.</p> <p>  <small>Source: www.globe.com (November 7, 2014)</small></p> <p>1. Paulina : Anyone want another ice coffee or something?  Lisa : _____  Paulina : Wait here. I'm going for the drink.</p> <p>  <small>Source: www.paul.walsh.com (November 7, 2014)</small></p> <p>2. Hana : I bring several books, would you like to see one of them?  Farid : _____  Hana : Not a big deal. You can borrow it for a week.</p> <p>  <small>Source: www.papercraft.com (November 7, 2014)</small></p> <p>3. Jenny : Are you going home on foot? Let me give you a lift.  Lisa : _____  Jenny : Are you sure? Well, be careful then.</p> <p>  <small>Source: www.millipaper.com (November 7, 2014)</small></p> <p>4. Husband : Is there something I can make for you? Soup may be?  Wife : _____  Husband : Get some rest. I'll come back with the soup.</p> <p>  <small>Source: site.scribble-hosting.com (November 7, 2014)</small></p> <p>5. Waitress : Excuse me, Ma'am. May I offer you a complimentary dessert?  Karina : _____  Waitress : Please call me if you need anything else.</p> <p>  <small>Source: www.millipaper.com (November 7, 2014)</small></p> <p>6. Susi : I have a plan to meet my old friend. Can I borrow your dress?  Tania : _____  Susi : Thanks, you're the best.</p>	3, 4, 7, 13, 14

		<p>b.) Auditory</p>	<p>✓</p>	<p><b>Activity 4</b></p> <p>Work in pairs. Listen to your teacher. She/he will read two dialogs with a student. Pay attention to their pronunciation and intonation. Afterwards, act the dialog out with your friend without reading the text.</p> <p><b>Dialog 1</b></p> <p>Waiter : Morning, may I help you?      Guest : Morning, can I get something for my coughing?      Waiter : How long have you been coughing?      Guest : Since yesterday.      Waiter : I see, what would you like? Tablets or syrup?      Guest : I prefer syrup, please.      Waiter : You'd better take this one.      Guest : Okay, I'll take that one please.</p> <p><b>Dialog 2</b></p> <p>Guest : Excuse me, can you help me?      Receptionist : Of course, Ma'am. What can I do for you?      Guest : Oh, yes, I need someone to carry on my baggage.      Receptionist : Sure, I will call the room boy. Where are you going take the baggage?      Guest : To my room, 706.      Receptionist : Okay, wait a minute, please. (After a while) Here he comes.      Guest : Take this baggage to room 706, please. Follow me. Thanks.      Room boy : Sure, Ma'am.</p>	<p>5, 6</p>
		<p>c.) Language Features</p>	<p>✓</p>	<p><b>Grammar Info</b></p> <p><b>Modal Verbs Should and Can</b></p> <p><b>1. Should</b></p> <p>"Should" is most commonly modal verb used to make recommendations or give advice.</p> <p>a. "Should" is used for advice in the present. The structure is as follows:      Subject + Should + Base Verb      Example:      • You should eat healthy food.      • You should exercise every day.</p> <p>b. "Should" is used for advice in the past. Here is the structure:      Should + Have + Past Participle      Example:      • You should have gone to the party.      • She should have studied more often.</p> <p>c. "Should" is used for advice in the present.      Example:      • You should start eating healthy food.      • You should start be more concerned about global warming.</p> <p>d. It is common to use "should" to give negative advice. In this case, add "not".      Example:      • You should not (shouldn't) wake up late.      • You should not (shouldn't) eat too much candy.      • You should not (shouldn't) drive too fast.      Moreover, "should" can also be used to express obligation as well as expectation.</p> <p><b>2. Can</b></p> <p>a. "Can" is usually used to make an offer in neutral and informal context used for small things. Here is the structure:      Can + I + Base Verb + Object (You)      Examples:      • Can I help you?      • Can I bring you a drink?</p> <p>b. Furthermore, another modal verb that can be used for offer is "would". Using "would" for offering something is more formal than using "can". Here is the structure:      Would + You + Like + Noun      Examples:      • Would you like a drink?      • Would you like some help?</p> <p>c. Would + You + Like + Infinitive Verb (To + Verb)      Examples:      • Would you like to go to the movie theatre tonight?      • Would you like to watch television with me?</p> <p><small>Source : <a href="http://www.learningish-online.com/grammar/modal-verbs.htm#should">http://www.learningish-online.com/grammar/modal-verbs.htm#should</a>, <a href="http://www.learningish-online.com/grammar/modal-verbs.htm#can">http://www.learningish-online.com/grammar/modal-verbs.htm#can</a></small></p>	<p>9</p>

12	Materials should take into account that learners differ in affective attitudes.	a.) Receiving & Attending	√	<p><b>Activity 3</b></p> <p>Listen to your teacher. She/he will read a dialog with a student. Fill in the gaps with the words you have heard.</p> <p>Dinda : Hi, Nadya, <sup>1)</sup> _____, please?</p> <p>Nadya : Hi, Dinda, <sup>2)</sup> _____?</p> <p>Dinda : Look, I have a math problem. I can't do the arithmetic number 5. <sup>3)</sup> _____?</p> <p>Nadya : Let me see. Ah, yes, <sup>4)</sup> _____, I will explain to you after the class. Okay?</p> <p>Dinda : Where are we going to meet?</p> <p>Nadya : I suggest at the library, <sup>5)</sup> _____?</p> <p>Dinda : Excellent! See you at the library after school.</p> <p>Nadya : Yeah, see you.</p>	4, 5, 6												
		b.) Responding	√	<p><b>Practice 2</b></p> <p>Vocabulary: Expressions</p> <p>We often suggest ideas or things to do. Here are some common examples of sentences suggesting seeing a movie. Listen to your teacher and repeat these sentences with correct intonation and pronunciation.</p> <ol style="list-style-type: none"> <li>1. Why don't we go to the cinema?</li> <li>2. Let's go to the cinema. What do you think?</li> <li>3. How about going to the cinema?</li> <li>4. How do you feel about seeing a movie?</li> <li>5. Fancy seeing a movie?</li> <li>6. I'd like to see a movie. How about you?</li> <li>7. We could always see a movie.</li> <li>8. Why not go and see a movie?</li> <li>9. Seeing a movie's one idea.</li> <li>10. It would be nice to see a movie.</li> </ol>	4, 5, 6												
		c.) Valuing	√	<table border="1"> <thead> <tr> <th>No.</th> <th>Language Function</th> <th>Statements</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Greeting</td> <td></td> </tr> <tr> <td>2.</td> <td>Asking for information</td> <td></td> </tr> <tr> <td>3.</td> <td>Offering help</td> <td></td> </tr> </tbody> </table>	No.	Language Function	Statements	1.	Greeting		2.	Asking for information		3.	Offering help		8
		No.	Language Function	Statements													
1.	Greeting																
2.	Asking for information																
3.	Offering help																
d.) Organization	√	<p>Work in groups of six. Do the following task.</p> <ol style="list-style-type: none"> <li>1. Write a dialog based on the situation below.</li> </ol> <p><i>"One of you is the chief of students in school. Your class has a plan to hold a charity for the earthquake victim in Garut. Each of you offers help in making the charity succeeded."</i></p> <ol style="list-style-type: none"> <li>2. Use your imagination.</li> <li>3. Act the dialog out in front of the class.</li> <li>4. Ask your classmates or teacher to record and/or take pictures of your performance.</li> <li>5. Share your documentation to class blog.</li> </ol>	15														
13	Materials should permit a silent period at the beginning of instruction.	b.) Listening-Speaking	√	<p><b>A</b> Listening-Speaking: Asking For and Giving Advice and Offer</p>	3												
		b.) Reading-Writing	√	<p><b>B</b> Reading - Writing : Asking For and Giving Advice and Offer</p>	7												

14	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.	Displays spatial activities such as music, games, art, and form.	√	—	
15	Materials should not rely too much on controlled practiced.	a.) Controlled exercise	√	<p style="text-align: right;">English Project 1</p> <p><b>Personal task. Do the following task.</b></p> <ol style="list-style-type: none"> <li>1. Imagine someone is going to your city or country.</li> <li>2. Read an incompleting letter below. Complete the letter with your own words. In the letter you describe some suggestions for sightseeing activities.</li> </ol> <p>Dear, Tosh,</p> <p>I'm so glad you are going to visit _____ (country)!. As you know, I live in _____ (city). It's a very old and beautiful city, so you should bring your camera. Also you ought to bring some good shoes because we are going to walk a lot. It will be warm, so you don't have to pack _____ (continue).</p> <ol style="list-style-type: none"> <li>3. Write it down on a piece of paper. You can put the picture of your city in the letter.</li> <li>4. Put your letter in school magazine or class blog.</li> </ol> <p style="text-align: right;">English Project 2</p> <p><b>Work in groups of six. Do the following task.</b></p> <ol style="list-style-type: none"> <li>1. Write a dialog based on the situation below. "One of you is the chief of students in school. Your class has a plan to hold a charity for the earthquake victim in Garut. Each of you offers help in making the charity succeeded."</li> <li>2. Use your imagination.</li> <li>3. Act the dialog out in front of the class.</li> <li>4. Ask your classmates or teacher to record and/or take pictures of your performance.</li> <li>5. Share your documentation to class blog.</li> </ol>	3, 4, 6, 15
		b.) Free exercise	√	<p style="text-align: right;">English Project 2</p> <p><b>Work in groups of six. Do the following task.</b></p> <ol style="list-style-type: none"> <li>1. Write a dialog based on the situation below. "One of you is the chief of students in school. Your class has a plan to hold a charity for the earthquake victim in Garut. Each of you offers help in making the charity succeeded."</li> <li>2. Use your imagination.</li> <li>3. Act the dialog out in front of the class.</li> <li>4. Ask your classmates or teacher to record and/or take pictures of your performance.</li> <li>5. Share your documentation to class blog.</li> </ol>	5, 7, 14
16	Materials should provide opportunity for outcome feedback	Reflection	√	<p><b>Reflection</b> →</p> <p>In this chapter you have learned the materials about expression of giving advice and offer and its responses. Learning method included observing the video and dialog containing these expressions, exploring the expressions from the dialogs and other sources, identifying and analyzing the expressions, and producing the expressions. Advice and offer are easily found in daily live. Expressing and responding to advice and an offer is crucial since it requires communication and social skills. Learning this material will help you not only to be more communicative with others but also to be a mature person. So, let's be grateful to God for a chance to learn English especially this material.</p> <p>.....</p>	16






## Chapter 2

### I Think That's Good! : Expressing Opinions

NO	Criteria by Thomlinson's Teory	Points	Yes	No	Page
1	Materials should achieve impact	a.) Updates (new topics, illustrations, and activities in each chapter)	√	<p><b>Concept Map</b></p> <pre> graph LR     Root["I Think That's Good!"] --- LS["Listening - Speaking: Expressing Opinions"]     Root --- RW["Reading - Writing: Expressing Opinions"]     LS --- Observing     LS --- Questioning     RW --- Exploring     RW --- Associating     RW --- Communicating     </pre> <p>The concept map details the following activities:</p> <ul style="list-style-type: none"> <li><b>Observing</b> <ul style="list-style-type: none"> <li>Listening to and watching videos about expressions of opinions</li> <li>Listening to and acting out dialogs that shows how to ask and express opinions</li> <li>Identifying what expressing and asking for opinions are like and how they are conducted</li> </ul> </li> <li><b>Questioning</b> <ul style="list-style-type: none"> <li>Questioning the generic structure of expressing opinions</li> <li>Questioning the generic structure of asking for opinions</li> <li>Questioning the process of expressing and asking for opinions</li> </ul> </li> <li><b>Exploring</b> <ul style="list-style-type: none"> <li>Identifying and understanding dialogs containing opinion-giving and opinion-asking</li> <li>Identifying generic structure and language features used to giving and asking opinions</li> <li>Exploring the expressions for asking and giving opinions</li> </ul> </li> <li><b>Associating</b> <ul style="list-style-type: none"> <li>Comparing forms of giving opinions</li> <li>Comparing forms of asking for opinions</li> </ul> </li> <li><b>Communicating</b> <ul style="list-style-type: none"> <li>Arranging sentences into a good dialog containing forms of giving and asking for opinions</li> <li>Understanding and analyzing a dialog containing forms of giving and asking for opinions</li> </ul> </li> </ul>	20, 26

	<p>b.) Variations (various types of text and use of audio on CD)</p>	√	<p><b>Practice 1</b> Listen and repeat these sentences expressing ideas or opinion with the correct intonation and pronunciation.</p> <ol style="list-style-type: none"> <li>1. I think Brazil is the world's largest producer of coffee.</li> <li>2. The law protects ancient monuments and old churches.</li> <li>3. Londoners say Victoria is one of London's busiest stations.</li> <li>4. We assume that Singapore is spotlessly clean city.</li> <li>5. I reckon New York is very crowded.</li> <li>6. I personally think Rome is an ancient city with art deco buildings.</li> <li>7. I find London interesting. Many tourists come here every year.</li> <li>8. According to me, I couldn't stand living in a hot city like Jakarta.</li> <li>9. I feel I love living in pleasant surroundings like countryside.</li> <li>10. I believe the river has been polluted with toxic waste from local factories.</li> </ol>	22, 23, 25, 26
	<p>c.) Attractive presentation (use of photos)</p>	√	<p><b>Swing into Action</b></p> <p>Let's share our opinion about several cities in the world.</p>  <p><small>Source: www.lovelyplanet.com (November 6, 2016)</small></p> <ol style="list-style-type: none"> <li>1. In pairs, discuss with your partner your opinion about the city in the picture.</li> <li>2. Look at the names of the cities below.</li> <li>3. Check (✓) ancient, modern, cheap, expensive, small, or large based on your personal opinion about the cities.</li> <li>4. In pairs, share your reasons with your classmates.</li> </ol>	21, 23, 26, 27, 30

d.) Interesting content (interesting topics related to the material, universal themes / local references)

√

**Activity 6**

Work in pairs. Read the dialog, then do the following instructions.

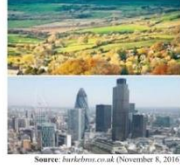
1. Fill in the table with correct expressions.

2. Give similar expressions in Indonesian.

Putri : Hi, Indra. What are you doing?  
 Indra : Hi, Putri. I'm looking at the picture of a city and a country.

Putri : I see, what do you think about living in the big city?  
 Indra : It is an interesting question, but many people enjoy living in the big city more than in the country.

Putri : Personally I disagree with them.  
 Indra : I don't think so either. I prefer living in the country to living in the city.  
 Putri : Can you give me the reasons?  
 Indra : Well, I reckon living in the country is more interesting. There is more to do and see.  
 Putri : Yes, I agree with you. In my opinion living in the city is more dangerous than the country.  
 Indra : That's true. People in the city aren't as open and friendly as those who live in the country.  
 Putri : I'm sure that the country is more relaxing and refreshing, too!  
 Indra : Yes, I think so. I believe city is more crowded and polluted. It is not good for healthy life.



Source: iStockphoto.com (November 8, 2016)


No.	Features	English Expressions	Indonesian Expressions
1	Greeting		
2	Asking for opinion		
3	Responding to giving opinion		
4	Accepting other's opinion		
5	Refusing other's opinion		
6	Expressing certainty		

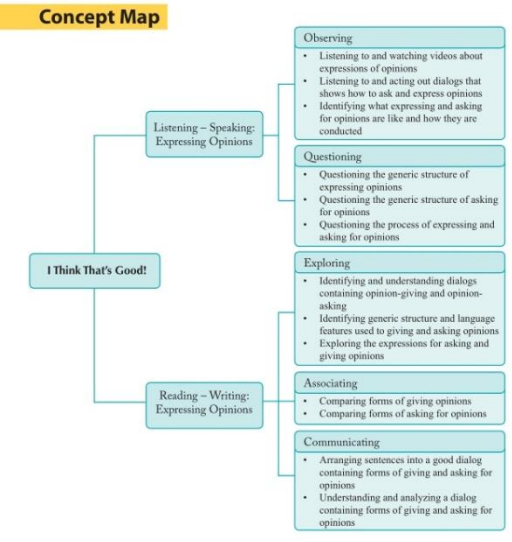


Pay attention to the table you have filled with answers. Compare each expression. What is the difference between the English expression and the Indonesian expression? Do they have different meaning or is one considered impolite compared to the other? Explain your answer and share it to the class.

21, 25, 26, 27, 30, 31

		e.) Challenges that can be achieved (assignments / exercises)	√	<p><b>Activity 1</b></p> <p>Work in pairs. Listen to your teacher and a student reading these dialogs of asking and giving opinions. Then, do the following task.</p> <ol style="list-style-type: none"> <li>Underline the expressions of asking opinion.</li> <li>Double underline the expressions of giving opinion.</li> </ol> <p><b>Dialog 1</b></p> <p>Abbe : Hi, Shan. You had your hair cut, didn't you?  Shanty : Yes, do you like it?  Abbe : Sure! You look a bit different. I mean you look fresher and younger with your short hair.  Shanty : Really? I thought I look weird and round.  Abbe : I don't think you do. I love your new look.</p> <p><b>Dialog 2</b></p> <p>Shanty : Abbe! My best friend is going to have a sweet seventeen birthday party next week.  Abbe : Well, do you mean Putri? She's your deskmate, right?  Shanty : Yes, she is.  Abbe : So?  Shanty : Please give me your opinion. I have bought her this bracelet. It's made of gemstones. What do you think?  Abbe : Well, frankly speaking, I think it is very pretty. I like the shapes and the color. I believe she will love it.  Shanty : Are you sure?  Abbe : Absolutely right!  Shanty : Thanks for your opinion.</p>	21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36																		
2	Materials should help learners feel at ease.	a.) grammar info	√	<p><b>Grammar Info</b></p> <p><b>Asking for Someone's Opinion</b></p> <p>It's a good idea to ask another person about their opinion before you tell them your opinion loudly and strongly. Maybe they completely disagree with you. Here are ten ways to ask and answer someone's opinions on something.</p> <table border="1"> <thead> <tr> <th>Asking for opinion</th> <th>Expressing/giving opinion</th> </tr> </thead> <tbody> <tr> <td>What do you think of...?</td> <td>I think ... because ...</td> </tr> <tr> <td>What's your opinion about...?</td> <td>I suppose...</td> </tr> <tr> <td>Do you have any idea...?</td> <td>According to me...</td> </tr> <tr> <td>What about...?</td> <td>My opinion is ...</td> </tr> <tr> <td>What are your views on...?</td> <td>If I were you...</td> </tr> <tr> <td>Do you agree with...?</td> <td>I feel...</td> </tr> <tr> <td>What would you say to... / if we...?</td> <td>I reckon...</td> </tr> <tr> <td>Are you aware of...?</td> <td>I personally feel...</td> </tr> </tbody> </table>	Asking for opinion	Expressing/giving opinion	What do you think of...?	I think ... because ...	What's your opinion about...?	I suppose...	Do you have any idea...?	According to me...	What about...?	My opinion is ...	What are your views on...?	If I were you...	Do you agree with...?	I feel...	What would you say to... / if we...?	I reckon...	Are you aware of...?	I personally feel...	31
Asking for opinion	Expressing/giving opinion																						
What do you think of...?	I think ... because ...																						
What's your opinion about...?	I suppose...																						
Do you have any idea...?	According to me...																						
What about...?	My opinion is ...																						
What are your views on...?	If I were you...																						
Do you agree with...?	I feel...																						
What would you say to... / if we...?	I reckon...																						
Are you aware of...?	I personally feel...																						


	b) Person Practice / groups	√	<p><b>Activity 4</b></p> <p><b>Vocabulary: Adjectives for describing cities</b>  <b>Work in pairs. Read the words with correct intonation and pronunciation. Look for the definition in a dictionary. Fill the empty space with the definition you have read.</b>  <b>Example:</b>  Ancient /'eɪnfənt/  very old; having existed for a very long time  Modern /'mɒdn/  only before noun]of the present time or recent times</p> <table border="0"> <tr> <td>1. Beautiful/'bjʊ:tɪfl/</td> <td>7. Cold /kaʊld/</td> </tr> <tr> <td>2. Boring/'bɔ:ɪŋ/</td> <td>8. Cool/ku:l/</td> </tr> <tr> <td>3. Busy/'bɪzi/</td> <td>9. Crowded/'kraʊdɪd/</td> </tr> <tr> <td>4. Calm /kɑ:m/</td> <td>10. Exciting /ɪk'saɪtɪŋ/</td> </tr> <tr> <td>5. Cheap /tʃi:p/</td> <td>11. Expensive/ɪk'spensɪv/</td> </tr> <tr> <td>6. Clean /kli:n/</td> <td>12. Hot/hɒt/</td> </tr> </table>	1. Beautiful/'bjʊ:tɪfl/	7. Cold /kaʊld/	2. Boring/'bɔ:ɪŋ/	8. Cool/ku:l/	3. Busy/'bɪzi/	9. Crowded/'kraʊdɪd/	4. Calm /kɑ:m/	10. Exciting /ɪk'saɪtɪŋ/	5. Cheap /tʃi:p/	11. Expensive/ɪk'spensɪv/	6. Clean /kli:n/	12. Hot/hɒt/	24
1. Beautiful/'bjʊ:tɪfl/	7. Cold /kaʊld/															
2. Boring/'bɔ:ɪŋ/	8. Cool/ku:l/															
3. Busy/'bɪzi/	9. Crowded/'kraʊdɪd/															
4. Calm /kɑ:m/	10. Exciting /ɪk'saɪtɪŋ/															
5. Cheap /tʃi:p/	11. Expensive/ɪk'spensɪv/															
6. Clean /kli:n/	12. Hot/hɒt/															
	c) Notes	√	<p><b>Notes</b></p> <p><b>Adjectives</b>  Adjectives are words that modify another person or thing in a sentence. With adjectives, you can describe something, either a person or a city, better and more accurately. For example:</p> <ul style="list-style-type: none"> <li>• The tall person</li> <li>• An unpleasant town</li> <li>• A loud, crowded city</li> </ul> <p>When attaching more than one adjective to a noun, a certain sequence must be followed. Most native speakers are not aware of this sequence; however, they still use it unconsciously. Despite the effort to be specific, it is uncommon to attach more than three adjectives to a noun.</p>	25, 26, 31												
	d) Examples	√	<p>Example : <u>What's your recommendation here?</u>  Do you have any idea what is the best dish here?</p>	21, 26												
	e) Dialogue	√	<p><b>Notes</b></p> <p>Don't forget to think about which topics are appropriate to talk about in accordance to the situation and the people you are talking to. Several topics, such as politics or religion, might be too sensitive to talk about when you talk to someone you barely know or when people are only looking for light topics to talk about.</p>	22, 23, 24												

3	Materials should help learners to develop confidence.	a) Tasks that stimulate students' self-confidence	√	<p><b>Swing into Action</b></p> <p>Let's share our opinion about several cities in the world.</p>  <p><small>Source: www.loveplanet.com (November 6, 2016)</small></p> <ol style="list-style-type: none"> <li>1. In pairs, discuss with your partner your opinion about the city in the picture.</li> <li>2. Look at the names of the cities below.</li> <li>3. Check (✓) ancient, modern, cheap, expensive, small, or large based on your personal opinion about the cities.</li> <li>4. In pairs, share your reasons with your classmates.</li> </ol>	21, 22, 23, 24, 25, 26												
		b) Simple Material	√	<p><b>Activity 4</b></p> <p><b>Vocabulary: Adjectives for describing cities</b>  <b>Work in pairs. Read the words with correct intonation and pronunciation. Look for the definition in a dictionary. Fill the empty space with the definition you have read.</b>  <b>Example:</b>  Ancient /'eɪn.fənt/  very old; having existed for a very long time  Modern /'mɒd.ən/  only before noun]of the present time or recent times</p> <table border="0"> <tr> <td>1. Beautiful /'bjʊ:tɪfl/</td> <td>7. Cold /kaʊld/</td> </tr> <tr> <td>2. Boring /'bɔ:ɪɪŋ/</td> <td>8. Cool /ku:l/</td> </tr> <tr> <td>3. Busy /'bɪ:zɪ/</td> <td>9. Crowded /'kraʊdɪd/</td> </tr> <tr> <td>4. Calm /kɑ:m/</td> <td>10. Exciting /ɪk'saɪtɪŋ/</td> </tr> <tr> <td>5. Cheap /tʃi:p/</td> <td>11. Expensive /ɪk'spensɪv/</td> </tr> <tr> <td>6. Clean /kli:n/</td> <td>12. Hot /hɒt/</td> </tr> </table>	1. Beautiful /'bjʊ:tɪfl/	7. Cold /kaʊld/	2. Boring /'bɔ:ɪɪŋ/	8. Cool /ku:l/	3. Busy /'bɪ:zɪ/	9. Crowded /'kraʊdɪd/	4. Calm /kɑ:m/	10. Exciting /ɪk'saɪtɪŋ/	5. Cheap /tʃi:p/	11. Expensive /ɪk'spensɪv/	6. Clean /kli:n/	12. Hot /hɒt/	21, 24, 28
1. Beautiful /'bjʊ:tɪfl/	7. Cold /kaʊld/																
2. Boring /'bɔ:ɪɪŋ/	8. Cool /ku:l/																
3. Busy /'bɪ:zɪ/	9. Crowded /'kraʊdɪd/																
4. Calm /kɑ:m/	10. Exciting /ɪk'saɪtɪŋ/																
5. Cheap /tʃi:p/	11. Expensive /ɪk'spensɪv/																
6. Clean /kli:n/	12. Hot /hɒt/																
4	What is being taught should be perceived by learners as relevant and useful.	Relevant and Useful	√	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Students should be able to identify the function of expressions of opinion.</li> <li>• Students should be able to analyze the structure and language features of expressions of opinion.</li> <li>• Students should be able to tell an opinion apart.</li> <li>• Students should be able to compose a text containing personal opinions.</li> </ul>	19												

5	Materials should require and facilitate learners' self-investment.	Concept Map	√	 <p><b>Concept Map</b></p> <p><b>I Think That's Good!</b></p> <ul style="list-style-type: none"> <li><b>Listening – Speaking: Expressing Opinions</b> <ul style="list-style-type: none"> <li><b>Observing</b> <ul style="list-style-type: none"> <li>Listening to and watching videos about expressions of opinions</li> <li>Listening to and acting out dialogs that shows how to ask and express opinions</li> <li>Identifying what expressing and asking for opinions are like and how they are conducted</li> </ul> </li> <li><b>Questioning</b> <ul style="list-style-type: none"> <li>Questioning the generic structure of expressing opinions</li> <li>Questioning the generic structure of asking for opinions</li> <li>Questioning the process of expressing and asking for opinions</li> </ul> </li> </ul> </li> <li><b>Reading – Writing: Expressing Opinions</b> <ul style="list-style-type: none"> <li><b>Exploring</b> <ul style="list-style-type: none"> <li>Identifying and understanding dialogs containing opinion-giving and opinion-asking</li> <li>Identifying generic structure and language features used to giving and asking opinions</li> <li>Exploring the expressions for asking and giving opinions</li> </ul> </li> <li><b>Associating</b> <ul style="list-style-type: none"> <li>Comparing forms of giving opinions</li> <li>Comparing forms of asking for opinions</li> </ul> </li> <li><b>Communicating</b> <ul style="list-style-type: none"> <li>Arranging sentences into a good dialog containing forms of giving and asking for opinions</li> <li>Understanding and analyzing a dialog containing forms of giving and asking for opinions</li> </ul> </li> </ul> </li> </ul>	20																		
6	Learners must be ready to acquire points to be taught	Grammar Info	√	 <p><b>Grammar Info</b></p> <p><b>Asking for Someone's Opinion</b></p> <p>It's a good idea to ask another person about their opinion before you tell them your opinion loudly and strongly. Maybe they completely disagree with you. Here are ten ways to ask and answer someone's opinions on something.</p> <table border="1"> <thead> <tr> <th>Asking for opinion</th> <th>Expressing/giving opinion</th> </tr> </thead> <tbody> <tr> <td>What do you think of...?</td> <td>I think ... because ...</td> </tr> <tr> <td>What's your opinion about ...?</td> <td>I suppose...</td> </tr> <tr> <td>Do you have any idea...?</td> <td>According to me...</td> </tr> <tr> <td>What about...?</td> <td>My opinion is ...</td> </tr> <tr> <td>What are your views on...?</td> <td>If I were you...</td> </tr> <tr> <td>Do you agree with...?</td> <td>I feel...</td> </tr> <tr> <td>What would you say to... / if we...?</td> <td>I reckon...</td> </tr> <tr> <td>Are you aware of...?</td> <td>I personally feel...</td> </tr> </tbody> </table>	Asking for opinion	Expressing/giving opinion	What do you think of...?	I think ... because ...	What's your opinion about ...?	I suppose...	Do you have any idea...?	According to me...	What about...?	My opinion is ...	What are your views on...?	If I were you...	Do you agree with...?	I feel...	What would you say to... / if we...?	I reckon...	Are you aware of...?	I personally feel...	31
Asking for opinion	Expressing/giving opinion																						
What do you think of...?	I think ... because ...																						
What's your opinion about ...?	I suppose...																						
Do you have any idea...?	According to me...																						
What about...?	My opinion is ...																						
What are your views on...?	If I were you...																						
Do you agree with...?	I feel...																						
What would you say to... / if we...?	I reckon...																						
Are you aware of...?	I personally feel...																						
7	Materials should expose the learners to language in authentic use	Index Google	√	 <p><b>Click</b></p> <p>If you are looking for more ways and information on how to express your opinions, click: <a href="http://www.vocabulary.d/Lists/Opinions.htm">http://www.vocabulary.d/Lists/Opinions.htm</a></p>	23																		

8	The learners' attention should be drawn to linguistic features of the input	Grammar Info	√	<p><b>Grammar Info</b></p> <p><b>Asking for Someone's Opinion</b> It's a good idea to ask another person about their opinion before you tell them your opinion loudly and strongly. Maybe they completely disagree with you. Here are ten ways to ask and answer someone's opinions on something.</p> <table border="1"> <thead> <tr> <th>Asking for opinion</th> <th>Expressing/giving opinion</th> </tr> </thead> <tbody> <tr> <td>What do you think of...?</td> <td>I think ..., because ...</td> </tr> <tr> <td>What's your opinion about ...?</td> <td>I suppose...</td> </tr> <tr> <td>Do you have any idea...?</td> <td>According to me...</td> </tr> <tr> <td>What about...?</td> <td>My opinion is ...</td> </tr> <tr> <td>What are your views on...?</td> <td>If I were you...</td> </tr> <tr> <td>Do you agree with...?</td> <td>I feel...</td> </tr> <tr> <td>What would you say to... / if we...?</td> <td>I reckon....</td> </tr> <tr> <td>Are you aware of...?</td> <td>I personally feel...</td> </tr> </tbody> </table>	Asking for opinion	Expressing/giving opinion	What do you think of...?	I think ..., because ...	What's your opinion about ...?	I suppose...	Do you have any idea...?	According to me...	What about...?	My opinion is ...	What are your views on...?	If I were you...	Do you agree with...?	I feel...	What would you say to... / if we...?	I reckon....	Are you aware of...?	I personally feel...	31
Asking for opinion	Expressing/giving opinion																						
What do you think of...?	I think ..., because ...																						
What's your opinion about ...?	I suppose...																						
Do you have any idea...?	According to me...																						
What about...?	My opinion is ...																						
What are your views on...?	If I were you...																						
Do you agree with...?	I feel...																						
What would you say to... / if we...?	I reckon....																						
Are you aware of...?	I personally feel...																						
9	Materials should provide the learners with opportunities to use target language to achieve communicative purposes.	a) Listening	√	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>Listening to and watching videos about expressions of opinions</li> <li>Listening to and acting out dialogs that shows how to ask and express opinions</li> <li>Identifying the expressions of giving and asking for opinions are like and how they are conducted</li> </ul>	21																		
		b) Speaking	√	<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>Questioning the generic structure of expressing opinions</li> <li>Questioning the generic structure of asking for opinions</li> <li>Questioning the process of expressing and asking for opinions</li> </ul>	26																		
		c) Reading	√	<p><b>B Reading - Writing : Expressing Opinions</b></p> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>Identifying and understanding dialogs containing opinion-giving and opinion-asking</li> <li>Identifying generic structure and language features used to giving and asking opinions</li> <li>Exploring the expressions for asking and giving opinions</li> </ul>	28																		
		d) Writing	√	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Arranging sentences into a good dialog containing forms of giving and asking for opinions</li> <li>Understanding and analyzing a dialog containing forms of giving and asking for opinions</li> </ul>	29																		
10	Materials should take into account that positive effects of instruction are usually delayed.	Gradual Process To Learn Language	√	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>Students should be able to identify the function of expressions of opinion.</li> <li>Students should be able to analyze the structure and language features of expressions of opinion.</li> <li>Students should be able to tell an opinion apart.</li> <li>Students should be able to compose a text containing personal opinions.</li> </ul>	19																		



11	Materials should take into account that learners have different learning style.	a.) Visual	√	<p><b>Activity 2</b></p> <p>Work in groups of four. Choose one of the websites below, then play and watch the video. Share to the class the information you got from the video.</p> 	21, 23, 26, 27, 30																	
		b.) Auditory	√	<p><b>Practice 1</b></p> <p>Listen and repeat these sentences expressing ideas or opinion with the correct intonation and pronunciation.</p> <ol style="list-style-type: none"> <li>1. I think Brazil is the world's largest producer of coffee.</li> <li>2. The law protects ancient monuments and old churches.</li> <li>3. Londoners say Victoria is one of London's busiest stations.</li> <li>4. We assume that Singapore is spotlessly clean city.</li> <li>5. I reckon New York is very crowded.</li> <li>6. I personally think Rome is an ancient city with art deco buildings.</li> <li>7. I find London interesting. Many tourists come here every year.</li> <li>8. According to me, I couldn't stand living in a hot city like Jakarta.</li> <li>9. I feel I love living in pleasant surroundings like countryside.</li> <li>10. I believe the river has been polluted with toxic waste from local factories.</li> </ol>	5, 6																	
		c.) Language Features	√	<table border="1" data-bbox="1211 935 1682 1043"> <thead> <tr> <th>No.</th> <th>Language Function</th> <th>Statements</th> </tr> </thead> <tbody> <tr> <td>4.</td> <td>Responding for an offer</td> <td></td> </tr> <tr> <td>5.</td> <td>Asking for advice</td> <td></td> </tr> <tr> <td>6.</td> <td>Responding to asking for advice</td> <td></td> </tr> <tr> <td>7.</td> <td>Expressing gratitude</td> <td></td> </tr> <tr> <td>8.</td> <td>Responding the expressions of gratitude</td> <td></td> </tr> </tbody> </table>	No.	Language Function	Statements	4.	Responding for an offer		5.	Asking for advice		6.	Responding to asking for advice		7.	Expressing gratitude		8.	Responding the expressions of gratitude	
No.	Language Function	Statements																				
4.	Responding for an offer																					
5.	Asking for advice																					
6.	Responding to asking for advice																					
7.	Expressing gratitude																					
8.	Responding the expressions of gratitude																					

12	Materials should take into account that learners differ in affective attitudes.	a.) Receiving & Attending	√	<p><b>Activity 3</b></p> <p>Work in pairs. Choose one of the two following dialogs to read and act out in front of the class. Mind the intonation, pronunciation, and expression.</p> <p><b>Dialog 1</b></p> <p>Dinda : Hello!</p> <p>Rizky : Hello, this is Rizky speaking. Can I help you?</p> <p>Dinda : I'm Dinda, Putri's classmate. May I talk to her?</p> <p>Rizky : I'm afraid she's not home.</p> <p>Dinda : I see. Do you know where she is?</p> <p>Rizky : I suppose she is in the Youth Area. She's joining the Karate Club.</p> <p>Dinda : Oh, I see. When is she coming back?</p> <p>Rizky : I'm not sure; as she said she would go swimming at Budi Sari Swimming Pool after the karate. Why don't you call her cellphone?</p> <p>Dinda : All right, I will. Thank you.</p> <p>Rizky : Sure.</p> <div data-bbox="1518 320 1682 432" style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p style="text-align: center; color: red; font-weight: bold;">Click</p> <p style="font-size: small;">If you are looking for more ways and information on how to express your opinions, click: <a href="http://www.vocabulary.cclists.com/opinions.htm">http://www.vocabulary.cclists.com/opinions.htm</a></p> </div>	21, 22, 23, 25
----	---------------------------------------------------------------------------------	---------------------------	---	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------

b.) Responding

√

Activity 6

Work in pairs. Read the dialog, then do the following instructions.

1. Fill in the table with correct expressions.
2. Give similar expressions in Indonesian.

Putri : Hi, Indra. What are you doing?  
 Indra : Hi, Putri. I'm looking at the picture of a city and a country.  
 Putri : I see, what do you think about living in the big city?  
 Indra : It is an interesting question, but many people enjoy living in the big city more than in the country.  
 Putri : Personally I disagree with them.  
 Indra : I don't think so either. I prefer living in the country to living in the city.  
 Putri : Can you give me the reasons?  
 Indra : Well, I reckon living in the country is more interesting. There is more to do and see.  
 Putri : Yes, I agree with you. In my opinion living in the city is more dangerous than the country.  
 Indra : That's true. People in the city aren't as open and friendly as those who live in the country.  
 Putri : I'm sure that the country is more relaxing and refreshing, too!  
 Indra : Yes, I think so. I believe city is more crowded and polluted. It is not good for healthy life.




Source: [istockphoto.com](http://istockphoto.com) (November 8, 2016)

No.	Features	English Expressions	Indonesian Expressions
1	Greeting		
2	Asking for opinion		
3	Responding to giving opinion		
4	Accepting other's opinion		
5	Refusing other's opinion		
6	Expressing certainty		

Pay attention to the table you have filled with answers. Compare each expression. What is the difference between the English expression and the Indonesian expression? Do they have different meaning or is one considered impolite compared to the other? Explain your answer and share it to the class.

25, 26






		c.) Valuing	√	<p><b>Activity 6</b></p> <p>Work in pairs. Read the dialog, then do the following instructions.</p> <p>1. Fill in the table with correct expressions.</p> <p>2. Give similar expressions in Indonesian.</p> <p>Putri : Hi, Indra. What are you doing?  Indra : Hi, Putri. I'm looking at the picture of a city and a country.</p> <p>Putri : I see, what do you think about living in the big city?  Indra : It is an interesting question, but many people enjoy living in the big city more than in the country.</p> <p>Putri : Personally I disagree with them.  Indra : I don't think so either. I prefer living in the country to living in the city.  Putri : Can you give me the reasons?  Indra : Well, I reckon living in the country is more interesting. There is more to do and see.  Putri : Yes, I agree with you. In my opinion living in the city is more dangerous than the country.  Indra : That's true. People in the city aren't as open and friendly as those who live in the country.  Putri : I'm sure that the country is more relaxing and refreshing, too!  Indra : Yes, I think so. I believe city is more crowded and polluted. It is not good for healthy life.</p>  <p><small>Source: iStockphoto.com (November 8, 2016)</small></p>	27
		d.) Organization	√	<p><b>Reflection</b></p> <p>In this chapter, you have successfully studied the ways of expressing and asking opinions. By learning how to express your opinions considerably, you can avoid unpleasant and awkward situations when you are positioned in a social conversation. Moreover, by learning how to describe items and places such as cities and countries, you can deliver your opinions more accurately so that miscommunications can be avoided. We should thank God for giving us the opportunity to learn the ways of communicating our opinions accurately.</p>	31
13	Materials should permit a silent period at the beginning of instruction.	a.) Listening-Speaking	√	A Listening-Speaking: Expressing Opinions	21
		b.) Reading-Writing	√	B Reading - Writing : Expressing Opinions	28
14	Materials should maximize learning potential by encouraging intellectual, aesthetic, and	Displays spatial activities such as music, games, art,	√		—


	emotional involvement that stimulates both right and left brain activities.	and form.			
15	Materials should not rely too much on controlled practiced.	a.) Controlled exercise	√	<b>Observing</b> <ul style="list-style-type: none"> <li>• Listening to and watching videos about expressions of opinions</li> <li>• Listening to and acting out dialogs that shows how to ask and express opinions</li> <li>• Identifying the expressions of giving and asking for opinions are like and how they are conducted</li> </ul>	21, 23, 28, 31
		b.) Free exercise	√	<b>Activity 5</b> Work in pairs or groups of three. Make a short dialog that discusses your opinions on these topics. <ul style="list-style-type: none"> <li>• Studying abroad</li> <li>• Educational local television shows</li> <li>• Best city to live in</li> </ul> Write your dialog on a piece of paper to give to your teacher, then perform the dialog in front of the class.	24, 25, 26
16	Materials should provide opportunity for outcome feedback	Reflection	√	<b>Reflection</b> In this chapter, you have successfully studied the ways of expressing and asking opinions. By learning how to express your opinions considerately, you can avoid unpleasant and awkward situations when you are positioned in a social conversation. Moreover, by learning how to describe items and places such as cities and countries, you can deliver your opinions more accurately so that miscommunications can be avoided. We should thank God for giving us the opportunity to learn the ways of communicating our opinions accurately.	32

## Chapter 3

### Save The Date! : Invitation Letter

NO	Criteria by Thomlinson's Teory	Points	Yes	No	Page
1	Materials should achieve impact	a.) Updates (new topics, illustrations, and activities in each chapter)	√	<p><b>Concept Map</b></p> <p><b>Keywords</b></p>	38

	<p>b.) Variations (various types of text and use of audio on CD)</p>	<p>√</p>	<p><b>Activity 1</b></p> <p>Work in groups of four. Choose one of the websites below, then play and watch the video.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">  <p>Source: <a href="https://www.youtube.com/watch?v=W0v4vT1jy9k&amp;ggbv=10">www.youtube.com/watch?v=W0v4vT1jy9k&amp;ggbv=10</a> (November 12, 2016)</p> </div> <div style="width: 50%;">  <p>Source: <a href="https://www.youtube.com/watch?v=rc2M4V7AM&amp;ggbv=10">www.youtube.com/watch?v=rc2M4V7AM&amp;ggbv=10</a> (November 12, 2016)</p> </div> <div style="width: 50%;">  <p>Source: <a href="https://www.youtube.com/watch?v=3Zu8jMv8&amp;ggbv=10">www.youtube.com/watch?v=3Zu8jMv8&amp;ggbv=10</a> (November 7, 2016)</p> </div> <div style="width: 50%;">  <p>Source: <a href="https://www.youtube.com/watch?v=3328Q8u0/">www.youtube.com/watch?v=3328Q8u0/</a> (November 7, 2016)</p> </div> </div> <p>Afterwards, discuss the following questions with your friends. Share the answer to the class.</p> <ol style="list-style-type: none"> <li>1. What is the title of the video?</li> <li>2. What does the video talk about?</li> <li>3. Tell to the class what you have got from the video.</li> </ol>	<p>40, 41, 42, 43</p>
	<p>c.) Attractive presentation (use of photos)</p>	<p>√</p>	<p><b>Figure</b></p> <div style="display: flex;"> <div style="flex: 1;">  <p>Source: <a href="https://www.1911encyclopedia.org/Johann_Gensfleisch">www.1911encyclopedia.org/Johann_Gensfleisch</a> (November 12, 2016)</p> </div> <div style="flex: 2;"> <p><b>Johann Gensfleisch</b> Johann Gensfleisch zur Laden zum Gutenberg or well known as Johann Gensfleisch (1395–3<sup>rd</sup> February, 1468) was German craftsman who cited as the inventor of the printing press. The history of printing actually began long before Gutenberg's time. Nearly 600 years before Gutenberg, Chinese monks were setting ink to paper using a method known as block printing, in which wooden blocks are coated with ink and pressed to sheets of paper.</p> <p>Already familiar with bookmaking, Gutenberg perfected small metal type. Infinitely more practical than carving</p> </div> <div style="flex: 2;"> <p>complete wood blocks for printing, each type was a single letter or character. But what set Gutenberg apart from his predecessors in Asia was his development of a press that mechanized the transfer of ink from movable type to paper. Although movable type had been used in Asia hundreds of years earlier, but Gutenberg's innovation was developing a casting system and metal alloys which made production easier than pressing paper to ink by hand. For the first time in history, books could be mass-produced — and at a fraction of the cost of conventional printing methods.</p> <p>Source: <a href="http://www.livescience.com/43033-who-invented-the-printing-press.html">www.livescience.com/43033-who-invented-the-printing-press.html</a></p> </div> </div>	<p>39, 40, 41, 42, 46, 49, 59</p>

	<p>d.) Interesting content (interesting topics related to the material, universal themes / local references)</p>	<p>√</p>		<p>42, 44, 45, 54</p>
	<p>e.) Challenges that can be achieved (assignments / exercises)</p>	<p>√</p>	<p><b>Activity 3</b></p> <p>In pairs, discuss the following questions based on the above card. Then, share your discussion result to the class.</p> <ol style="list-style-type: none"> <li>1. What kind of card was that? How do you know?</li> <li>2. What was the event about?</li> <li>3. Who was the invitee?</li> <li>4. Where did the event take place?</li> <li>5. What would you do if you received this letter?</li> </ol>	<p>39, 40, 41, 42, 46, 47, 48, 49, 50, 51, 53, 54, 55, 56, 57, 58, 59, 60</p>



2	Materials should help learners feel at ease.	a.) grammar info	√	<p><b>Grammar Info</b></p> <p><b>The Use of For</b></p> <p>There are several uses of for in English grammar. Learn the following explanation.</p> <ol style="list-style-type: none"> <li>1. We can sometimes use <b>for + ing</b> to talk about the purpose of a thing. When we do, it means the same as <b>to + infinitive</b>. Example: <i>What is that for? It is for opening envelopes.</i> <i>This bell is for calling the waiter.</i></li> <li>2. When we talk about the purpose of somebody's actions, we cannot use <b>for + ing</b>. Example: <i>I went there to ask for a help.</i> <i>You will have to queue a long time to get tickets.</i> However, it is sometimes possible to use <b>for + noun</b> for this. Example: <i>I went there for a help.</i> <i>You will have to queue a long time for tickets.</i></li> <li>3. Can also use <b>for + object + infinitive</b> to talk about a purpose. Example: <i>I gave her a notebook for her to write down new English words she found.</i> <i>They sent a form for me to sign.</i></li> <li>4. We also use the pattern <b>for + object + infinitive</b> in sentences after is or was. Example: <i>The plan is for us to get to Barcelona by lunchtime.</i> <i>The objective was for them to get the work finished by the end of last month.</i></li> <li>5. We can add details to a noun by using the pattern <b>for + object + infinitive</b>. Example: <i>That is an expensive place for them to stay.</i> <i>There is a lot of work for us to do.</i></li> <li>6. We also use the pattern <b>for + object + infinitive</b> after certain verbs and adjectives. Example: <i>We are keen for you to take the job.</i> <i>I think it would be good for you to take a break now.</i></li> <li>7. We can use <b>for</b> to mean 'because'. We only use this in very formal English. Example: <i>The divers have to be careful for a sudden change in conditions could be dangerous.</i> <i>Read the instructions for you will only get one chance to enter the information.</i></li> <li>8. We can use <b>for</b> to talk about a purpose or a reason. Example: <i>What did you that for?</i> <i>Thank you for your letter.</i></li> <li>9. <b>For</b> can mean that you are in favour/ favor of something. Example: <i>He is for the idea of cutting taxes.</i> <i>I am for this change in the way we do things.</i></li> <li>10. We can use <b>for</b> with expressions of time and distance. Example: <i>We will be away for the next week.</i></li> <li>11. Sometimes we can omit the <b>for</b> completely in these expressions without changing the meaning. Example: <i>I waited a long time.</i></li> <li>12. With the present perfect, <b>for</b> refers to a length of time. <b>Since</b> refers to the starting point. Example: <i>I have studied English for seven years.</i> <i>I have studied English since I was 12.</i></li> <li>13. Here are some useful expressions using <b>for</b>. Example: <i>I enclose a cheque/check for 100 euros.</i> <i>I've known him for ages.</i> <i>I am all for making this change.</i></li> </ol> <p>Source: <a href="http://englishgrammarsecrets.com/for2/menu.php">http://englishgrammarsecrets.com/for2/menu.php</a></p>	52
---	----------------------------------------------	------------------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----

b) Person Practice /  
groups

√

**Activity 9**

Work in pairs. Listen to your teacher reading a letter below. Based on your work in previous practice, now identify the structure of the letter below.

①

**PT. Maju Jaya**  
Mengger Street No 436  
Soekarno-Hatta, Bandung 28964

② **Mrs. Dea Fitria**

President of PT. Suka Juara Permata  
Melati Street No 87  
Yogyakarta 345341

③

Wednesday, November 16, 2016

④

Dear Mrs. Fitria

⑤

It is with great pleasure that we request your company in Maju Jaya's Annual Charity Dinner on February 18, 2017 at 19.00.

⑥

This year, we have decided to support wonderful work of Rumah Kawan Kita that dedicated their time to build 100 houses for the unfortunate. Our function this year will aim to raise awareness/money/encourage the current campaign of Rumah Kawan Kita and their efforts. Our charity dinner will be held at Baron Hotel Bandung with a formal dress code. We are enclosing program of events for the evening so please be prompt on arrival. We anticipate to have over 500 people in attendance for this Maju Jaya's Annual Charity Dinner and we are expecting you to be one of them.

⑦

Please remember to RSVP before February 5, 2017 and inform us of the number guests you wish to bring with you in order for us to send you your tickets.

⑧

We are looking forward to your attendance at the event.

⑨

Sincerely yours,

⑩

**Ibrahim Hasan**  
CEO of Maju Jaya Bersama

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

6. \_\_\_\_\_  
7. \_\_\_\_\_  
8. \_\_\_\_\_  
9. \_\_\_\_\_  
10. \_\_\_\_\_

40, 46, 53

	c) Notes	√	<p><b>Notes</b></p> <p><b>Expressions of Inviting, Accepting an Invitation, and Declining an Invitation</b> Here they are the expressions used in a transactional text of inviting people. Learn the expressions.</p> <p><b>1. Inviting People</b> If you want to invite people to something you have planned, you can use the expression below.</p> <ol style="list-style-type: none"> <li>Would you like to ...</li> <li>Could you come to ...</li> <li>I'd very much like ...</li> <li>Would you care to ...</li> <li>I wonder if you'd like to ...</li> <li>I'll really happy if you come to ...</li> <li>I'm sure that you won't be disappointed to come to ...</li> </ol> <p><b>2. Accepting an Invitation</b> Here are the expressions used when you are accepting an invitation.</p> <ol style="list-style-type: none"> <li>That's fine.</li> <li>Sure. Why not?</li> <li>Thank you for inviting me.</li> <li>I would/will ...</li> <li>That would be very nice.</li> <li>I'd like to love to come.</li> </ol> <p><b>3. Declining an Invitation</b> You can decline an invitation sent to you by using the following expressions.</p> <ol style="list-style-type: none"> <li>I'm very sorry, I don't think I can.</li> <li>I'd like to, but ...</li> <li>Thank you for asking me, but ...</li> <li>Unfortunately, I can't ...</li> </ol>	45, 48, 54																																	
	d) Examples	√	<p><b>Activity 10</b></p> <p>You have read invitation letters and invitation cards. Now identify words that usually used in an invitation card or letter.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Words</th> <th>Function</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>On behalf of (something)</td> <td>indicating representation of something</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td></td> <td></td> </tr> <tr> <td>6.</td> <td></td> <td></td> </tr> <tr> <td>7.</td> <td></td> <td></td> </tr> <tr> <td>8.</td> <td></td> <td></td> </tr> <tr> <td>9.</td> <td></td> <td></td> </tr> <tr> <td>10.</td> <td></td> <td></td> </tr> </tbody> </table>	No.	Words	Function	1.	On behalf of (something)	indicating representation of something	2.			3.			4.			5.			6.			7.			8.			9.			10.			48
No.	Words	Function																																			
1.	On behalf of (something)	indicating representation of something																																			
2.																																					
3.																																					
4.																																					
5.																																					
6.																																					
7.																																					
8.																																					
9.																																					
10.																																					

		e) Dialogue	√	<p><b>Activity 11</b></p> <p><b>Work in pairs. Read the dialog below.</b></p> <p><i>Reni is very relaxed. Rina, her friend, calls her to ask her to come to a party.</i></p> <p>Reni : Hi, this is Reni. May I speak to Rina?  Rina : Hi, Reni. This is me, Rina's speaking.  Reni : Oh, Rina. I'd really be happy if you could come to a party this afternoon in my house.  Rina : What party is it?  Reni : My brother's graduation party! He has just passed the school and national exam.  Rina : It's very cool! Congratulation! I am proud of your brother's achievements.  Reni : Yes, thank you. Would you like to come?  Rina : I wish I could, but I have made an appointment with my dad and mom. We are having dinner at a restaurant this evening.  Reni : That's would be alright.  Rina : Thank you for inviting me. I hope you enjoy the party. Please, send my regard for your brother.  Reni : I am sure I will, I hope you enjoy your dinner. Bye.  Rina : Bye.</p> <div data-bbox="1536 296 1697 408" style="border: 1px solid gray; padding: 5px; width: fit-content;"> <p style="text-align: center; color: red; font-weight: bold;">Click</p> <p style="font-size: 0.8em;">If you want to write an invitation letter, you may access the following link  <a href="http://www.letterwritingguide.com/invitation.htm">http://www.letterwritingguide.com/invitation.htm</a></p> </div>	42, 44, 49
3	Materials should help learners to develop confidence.	a) Tasks that stimulate students' self-confidence	√	<p><b>Activity 4</b></p> <p><b>Work in pairs. Listen to your teacher. She/he will read a dialog with a student. Pay attention to their pronunciation and intonation. Act it out with your friend without reading the text.</b></p> <p><i>Julia reads the invitation card on the Spring Flying. She asks her friend, Gema, to come to the event.</i></p> <p>Julia : Hi, Gema!  Gema : Hi, Jul!  Julia : What are you doing on Saturday?  Gema : Nothing, why?  Julia : There will be Spring Flying at our school.  Gema : What event is that?  Julia : It is a charitable fundraising event.  Gema : I see. What activities will be there?  Julia : There will be carnival games, musical demos, sport activities, etc.  Gema : That sounds interesting! Is it free?  Julia : No, you have to pay donation for Rp250.000.  Gema : That's quite expensive.  Julia : But you will get snacks and a t-shirt.  Gema : Really? Is it true?  Julia : Yes. So, are you coming?  Gema : Okay, then! I'm coming with you.</p>	40, 41, 42, 44

		b) Simple Material	√	<p><b>Activity 5</b></p> <p>Work in pairs. Listen to your teacher reading an invitation letter. Fill the blank with words you have heard. Use the words in box to help you. Then, read the letter.</p> <ul style="list-style-type: none"> <li>• Sincerely</li> <li>• June 15, 2017</li> <li>• a piece of advice</li> <li>• On behalf of</li> <li>• Gently reply</li> <li>• Respected Mr. Setiawan</li> <li>• Homeroom Teacher</li> <li>• school ground</li> <li>• The Headmaster of ABC Schools</li> <li>• the Goodbye Farewell</li> </ul> <p>To:  <b>Mr. Ahmad Setiawan</b>  <sup>1)</sup> _____  Bandung, Indonesia</p> <p><sup>2)</sup> _____</p> <p><sup>3)</sup> _____ of Science 2 Class, I am, Miss Lina, writing this letter to request your respectable and honorable presence at <sup>4)</sup> _____ event for my students. The event is going to be held at <sup>5)</sup> _____ on <sup>6)</sup> _____. It would be motivating for students if you would appear as chief guest and have few words with them as <sup>7)</sup> _____. Please send a <sup>8)</sup> _____ for confirmation of your availability and presence so that we may finalize the rest of the event. Thank you.</p> <p><sup>9)</sup> _____</p> <p><b>Lina Marlina</b>  <sup>10)</sup> _____ of Science 2 Class</p>	43, 54
4	What is being taught should be perceived by learners as relevant and useful.	a.) Relevant b.) Useful	√ √	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Students should be able to identify the social function, general structure, and language features of formal invitation.</li> <li>• Students should be able to analyze the social function, general structure, and language features of formal invitation.</li> <li>• Students should be able to compare several formal invitations.</li> <li>• Students should be able to produce formal invitation.</li> </ul>	37

5	Materials should require and facilitate learners' self-investment.	Concept Map	√	<p><b>Concept Map</b></p> <pre> graph TD     A[Save the Date!] --- B[Listening - Speaking: Invitation Letter]     A --- C[Reading - Writing: Invitation Letter]     B --- B1[Observing]     B --- B2[Questioning]     B --- B3[Exploring]     B --- B4[Communicating]     C --- C1[Exploring]     C --- C2[Associating]     C --- C3[Communicating]   </pre> <p><b>Keywords</b></p>	38
---	--------------------------------------------------------------------	-------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----


6	Learners must be ready to acquire points to be taught	Grammar Info	√	<p><b>Grammar Info</b></p> <p><b>The Use of For</b></p> <p>There are several uses of for in English grammar. Learn the following explanation.</p> <ol style="list-style-type: none"> <li>We can sometimes use <b>for + ing</b> to talk about the purpose of a thing. When we do, it means the same as <b>to + infinitive</b>. Example: <i>What is that for? It is for opening envelopes.</i> <i>This bell is for calling the waiter.</i></li> <li>When we talk about the purpose of somebody's actions, we cannot use <b>for + ing</b>. Example: <i>I went there to ask for a help.</i> <i>You will have to queue a long time to get tickets.</i> However, it is sometimes possible to use <b>for + noun</b> for this. Example: <i>I went there for a help.</i> <i>You will have to queue a long time for tickets.</i></li> <li>Can also use <b>for + object + infinitive</b> to talk about a purpose. Example: <i>I gave her a notebook for her to write down new English words she found.</i> <i>They sent a form for me to sign.</i></li> <li>We also use the pattern <b>for + object + infinitive</b> in sentences after is or was. Example: <i>The plan is for us to get to Barcelona by lunchtime.</i> <i>The objective was for them to get the work finished by the end of last month.</i></li> <li>We can add details to a noun by using the pattern <b>for + object + infinitive</b>. Example: <i>That is an expensive place for them to stay.</i> <i>There is a lot of work for us to do.</i></li> <li>We also use the pattern <b>for + object + infinitive</b> after certain verbs and adjectives. Example: <i>We are keen for you to take the job.</i> <i>I think it would be good for you to take a break now.</i></li> <li>We can use <b>for</b> to mean 'because'. We only use this in very formal English. Example: <i>The divers have to be careful for a sudden change in conditions could be dangerous.</i> <i>Read the instructions for you will only get one chance to enter the information.</i></li> <li>We can use <b>for</b> to talk about a purpose or a reason. Example: <i>Thank you for your letter.</i> <i>Thank you for your letter.</i></li> <li><b>For</b> can mean that you are in favour/ favor of something. Example: <i>He is for the idea of cutting taxes.</i> <i>I am for this change in the way we do things.</i></li> <li>We can use <b>for</b> with expressions of time and distance. Example: <i>We will be away for the next week.</i></li> <li>Sometimes we can omit the <b>for</b> completely in these expressions without changing the meaning. Example: <i>I waited a long time.</i></li> <li>With the present perfect, <b>for</b> refers to a length of time. <b>Since</b> refers to the starting point. Example: <i>I have studied English for seven years.</i> <i>I have studied English since I was 12.</i></li> <li>Here are some useful expressions using <b>for</b>. Example: <i>I enclose a cheque/check for 100 euros.</i> <i>I've known him for ages.</i> <i>I am all for making this change.</i></li> </ol> <p style="text-align: right;"><small>Source : <a href="http://englishgrammarsecrets.com/for2/menu.php">http://englishgrammarsecrets.com/for2/menu.php</a></small></p>	52
---	-------------------------------------------------------	--------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----

7	Materials should expose the learners to language in authentic use	Index Google	√	<p><b>Activity 11</b></p> <p>Work in pairs. Read the dialog below.</p> <p><i>Reni is very relaxed. Rina, her friend, calls her to ask her to come to a party.</i></p> <p>Reni : Hi, this is Reni. May I speak to Rina?  Rina : Hi, Reni. This is me, Rina's speaking.  Reni : Oh, Rina. I'd really be happy if you could come to a party this afternoon in my house.  Rina : What party is it?  Reni : My brother's graduation party! He has just passed the school and national exam.  Rina : It's very cool! Congratulations! I am proud of your brother's achievements.  Reni : Yes, thank you. Would you like to come?  Rina : I wish I could, but I have made an appointment with my dad and mom. We are having dinner at a restaurant this evening.  Reni : That's would be alright.  Rina : Thank you for inviting me. I hope you enjoy the party. Please, send my regard for your brother.  Reni : I am sure I will, I hope you enjoy your dinner. Bye.  Rina : Bye.</p> <div data-bbox="1534 300 1697 411" style="border: 1px solid gray; padding: 5px; width: fit-content;"> <p style="text-align: center; color: red; font-weight: bold;">Click</p> <p style="font-size: 0.8em;">If you want to write an invitation letter, you may access the following link.  <a href="http://www.letterwritingguide.com/invitation.htm">http://www.letterwritingguide.com/invitation.htm</a></p> </div>	49
---	-------------------------------------------------------------------	--------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----




8	The learners' attention should be drawn to linguistic features of the input	Grammar Info	√	<p><b>Grammar Info</b></p> <p><b>The Use of For</b></p> <p>There are several uses of for in English grammar. Learn the following explanation.</p> <ol style="list-style-type: none"> <li>1. We can sometimes use <b>for + ing</b> to talk about the purpose of a thing. When we do, it means the same as <b>to + infinitive</b>. Example: <i>What is that for? It is for opening envelopes.</i> <i>This bell is for calling the waiter.</i></li> <li>2. When we talk about the purpose of somebody's actions, we cannot use <b>for + ing</b>. Example: <i>I went there to ask for a help.</i> <i>You will have to queue a long time, to get tickets.</i> However, it is sometimes possible to use <b>for + noun</b> for this. Example: <i>I went there for a help.</i> <i>You will have to queue a long time for tickets.</i></li> <li>3. Can also use <b>for + object + infinitive</b> to talk about a purpose. Example: <i>I gave her a notebook for her to write down new English words she found.</i> <i>They sent a form for me to sign.</i></li> <li>4. We also use the pattern <b>for + object + infinitive</b> in sentences after is or was. Example: <i>The plan is for us to get to Barcelona by lunchtime.</i> <i>The objective was for them to get the work finished by the end of last month.</i></li> <li>5. We can add details to a noun by using the pattern <b>for + object + infinitive</b>. Example: <i>That is an expensive place for them to stay.</i> <i>There is a lot of work for us to do.</i></li> <li>6. We also use the pattern <b>for + object + infinitive</b> after certain verbs and adjectives. Example: <i>We are keen for you to take the job.</i> <i>I think it would be good for you to take a break now.</i></li> <li>7. We can use <b>for</b> to mean 'because'. We only use this in very formal English. Example: <i>The divers have to be careful for a sudden change in conditions could be dangerous.</i> <i>Read the instructions for you will only get one chance to enter the information.</i></li> <li>8. We can use <b>for</b> to talk about a purpose or a reason. Example: <i>What did you thank for?</i> <i>Thank you for your letter.</i></li> <li>9. <b>For</b> can mean that you are in favour/for of something. Example: <i>He is for the idea of cutting taxes.</i> <i>I am for this change in the way we do things.</i></li> <li>10. We can use <b>for</b> with expressions of time and distance. Example: <i>We will be away for the next week.</i></li> <li>11. Sometimes we can omit the <b>for</b> completely in these expressions without changing the meaning. Example: <i>I waited a long time.</i></li> <li>12. With the present perfect, <b>for</b> refers to a length of time. <b>Since</b> refers to the starting point. Example: <i>I have studied English for seven years.</i> <i>I have studied English since I was 12.</i></li> <li>13. Here are some useful expressions using <b>for</b>. Example: <i>I enclose a cheque/check for 100 euros.</i> <i>I've known him for ages.</i> <i>I am all for making this change.</i></li> </ol> <p>Source : <a href="http://englishgrammarssecrets.com/for2/menu.php">http://englishgrammarssecrets.com/for2/menu.php</a></p>	52
9	Materials should provide the learners with opportunities to use target language to achieve communicative purposes.	a) Listening	√	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Watching the videos related to the invitation</li> <li>• Sharing to the class about the videos related to the invitation</li> <li>• Repeating teacher reading an invitation card</li> </ul>	39
		b) Speaking	√	<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Acting out a dialog talking about invitation.</li> <li>• Identifying expressions of inviting, accepting the invitation, declining the invitation, and other expressions</li> <li>• Questioning the characteristics of invitation letter</li> </ul>	41

		c) Reading	√	<p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>• Reading a dialog about lunch invitation</li> <li>• Identifying English expressions in the dialog about lunch invitation</li> <li>• Analyzing the invitation card and invitation letter</li> <li>• Identifying the structure of invitation letter</li> <li>• Exploring the language features in invitation letter</li> </ul>	44
		d) Writing	√	<p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• Identifying English Expressions and exploring its expressions in Indonesian</li> <li>• Analyzing the content of invitation letters</li> <li>• Comparing two invitation letters</li> <li>• Making a conclusions about invitation letter</li> </ul>	49
10	Materials should take into account that positive effects of instruction are usually delayed.	Gradual Process To Learn Language	√	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Students should be able to identify the social function, general structure, and language features of formal invitation.</li> <li>• Students should be able to analyze the social function, general structure, and language features of formal invitation.</li> <li>• Students should be able to compare several formal invitations.</li> <li>• Students should be able to produce formal invitation.</li> </ul>	37

11	Materials should take into account that learners have different learning style.	a.) Visual	√	<p><b>A</b> Listening-Speaking: Invitation Letter</p> <p><b>Swing into Action</b></p> <p>1. Work in pairs. Look at the picture.</p>  <p><small>Source: www.etsy.com (November 12, 2016)</small></p> <p>2. Each of you makes several questions related to the picture above. Answer your friend's questions and vice versa.</p> <p>3. In pairs answer the questions below.</p> <ol style="list-style-type: none"> <li>What's good about the invitation?</li> <li>Do you think this invitation is incomplete? If yes, explain your point. If no, explain your idea to upgrade the invitation.</li> <li>What other ways can you do to invite people to your event?</li> <li>Is wording essential in invitation? Why?</li> </ol> <p>4. Discuss with your friend things that should be concerned when writing an invitation by filling in the table.</p> <table border="1" data-bbox="1249 759 1693 826"> <thead> <tr> <th>Things</th> <th>Reason</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>5. Write down your conclusion about invitation letter on a piece of paper. Then, submit it to your teacher.</p>	Things	Reason			39, 40, 41, 42
Things	Reason								
		b.) Auditory	√		41, 42				

		c.) Language Features	√	<p><b>Grammar Info</b></p> <p><b>The Use of For</b></p> <p>There are several uses of for in English grammar. Learn the following explanation.</p> <ol style="list-style-type: none"> <li>1. We can sometimes use <b>for + ing</b> to talk about the purpose of a thing. When we do, it means the same as <b>to + infinitive</b>. Example: <i>What is that for? It is for opening envelopes.</i> <i>This bell is for calling the waiter.</i></li> <li>2. When we talk about the purpose of somebody's actions, we cannot use <b>for + ing</b>. Example: <i>I went there to ask for a help.</i> <i>You will have to queue a long time to get tickets.</i> However, it is sometimes possible to use <b>for + noun</b> for this. Example: <i>I went there for a help.</i> <i>You will have to queue a long time for tickets.</i></li> <li>3. Can also use <b>for + object + infinitive</b> to talk about a purpose. Example: <i>I gave her a notebook for her to write down new English words she found.</i> <i>They sent a form for me to sign.</i></li> <li>4. We also use the pattern <b>for + object + infinitive</b> in sentences after is or was. Example: <i>The plan is for us to get to Barcelona by lunchtime.</i> <i>The objective was for them to get the work finished by the end of last month.</i></li> <li>5. We can add details to a noun by using the pattern <b>for + object + infinitive</b>. Example: <i>That is an expensive place for them to stay.</i> <i>There is a lot of work for us to do.</i></li> <li>6. We also use the pattern <b>for + object + infinitive</b> after certain verbs and adjectives. Example: <i>We are keen for you to take the job.</i> <i>I think it would be good for you to take a break now.</i></li> <li>7. We can use <b>for</b> to mean 'because'. We only use this in very formal English. Example: <i>The divers have to be careful for a sudden change in conditions could be dangerous.</i> <i>Read the instructions for you will only get one chance to enter the information.</i></li> <li>8. We can use <b>for</b> to talk about a purpose or a reason. Example: <i>What did you that for?</i> <i>Thank you for your letter.</i></li> <li>9. <b>For</b> can mean that you are in favour/flavor of something. Example: <i>He is for the idea of cutting taxes.</i> <i>I am for this change in the way we do things.</i></li> <li>10. We can use <b>for</b> with expressions of time and distance. Example: <i>We will be away for the next week.</i></li> <li>11. Sometimes we can omit the <b>for</b> completely in these expressions without changing the meaning. Example: <i>I waited a long time.</i></li> <li>12. With the present perfect, <b>for</b> refers to a length of time. <b>Since</b> refers to the starting point. Example: <i>I have studied English for seven years.</i> <i>I have studied English since I was 12.</i></li> <li>13. Here are some useful expressions using <b>for</b>. Example: <i>I enclose a cheque/check for 100 euros.</i> <i>I've known him for ages.</i> <i>I am all for making this change.</i></li> </ol> <p style="text-align: right; font-size: small;">Source: <a href="http://englishgrammarsecrets.com/for2/menu.php">http://englishgrammarsecrets.com/for2/menu.php</a></p>	52
12	Materials should take into account that learners differ in affective	a.) Receiving & Attending	√		39,41, 42, 43, 47

	attitudes.	b.) Responding	√	<p><b>Activity 2</b></p> <p>Listen to your teacher. She/he will read out a formal invitation card. Repeat it after her/him.</p>  <p>Source: <i>1 media.com/brilliantprinting</i> (November 12, 2016)</p>	40, 41, 42, 44, 47, 48, 49, 50, 51, 54, 55																																				
		c.) Valuing	√	<p>Fill in the table with correct expressions and give similar expressions in Indonesian/local language.</p> <table border="1" data-bbox="1240 719 1704 898"> <thead> <tr> <th>No.</th> <th>Features</th> <th>English Expressions</th> <th>Indonesian/Local Language</th> </tr> </thead> <tbody> <tr><td>1.</td><td>Greeting</td><td></td><td></td></tr> <tr><td>2.</td><td>Identification of the caller</td><td></td><td></td></tr> <tr><td>3.</td><td>Inviting</td><td></td><td></td></tr> <tr><td>4.</td><td>Declining the invitation</td><td></td><td></td></tr> <tr><td>5.</td><td>Congratulating</td><td></td><td></td></tr> <tr><td>6.</td><td>Appreciating the invitation</td><td></td><td></td></tr> <tr><td>7.</td><td>Expressing a wish</td><td></td><td></td></tr> <tr><td>8.</td><td>Expressing farewell</td><td></td><td></td></tr> </tbody> </table>	No.	Features	English Expressions	Indonesian/Local Language	1.	Greeting			2.	Identification of the caller			3.	Inviting			4.	Declining the invitation			5.	Congratulating			6.	Appreciating the invitation			7.	Expressing a wish			8.	Expressing farewell			49
No.	Features	English Expressions	Indonesian/Local Language																																						
1.	Greeting																																								
2.	Identification of the caller																																								
3.	Inviting																																								
4.	Declining the invitation																																								
5.	Congratulating																																								
6.	Appreciating the invitation																																								
7.	Expressing a wish																																								
8.	Expressing farewell																																								
		d.) Organization	√	<p style="text-align: right;"><b>English Project 1</b></p> <p><b>Work in groups of four. Do the following task.</b></p> <ol style="list-style-type: none"> <li>Create a dialog inviting someone, accepting and declining the invitation to the following situation. You can choose one of the topics below. <ul style="list-style-type: none"> <li>Inviting your classmates to come to your birthday party</li> <li>Asking your desk mate to buy something for your teacher</li> <li>Asking your mommy and daddy to watch certain of movie at your favorite movie theater</li> <li>Inviting your roommate to go shopping on weekend</li> </ul> </li> <li>Prepare the properties needed and video recorder/cell phone.</li> <li>Act the dialog out in front of the class. Ask your teacher/friends to record your act.</li> <li>Upload your act to class blog.</li> </ol>	5, 6																																				
13	Materials should permit a silent period at the beginning of	a.) Listening-Speaking	√	A Listening-Speaking: Invitation Letter	35																																				

	instruction.	b.) Reading-Writing	√	B Reading - Writing : Invitation Letter	44																					
14	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.	Displays spatial activities such as music, games, art, and form.	√		—																					
15	Materials should not rely too much on controlled practiced.	a.) Controlled exercise	√	<p>Popy : Do you mean sushi?  Syifa : That's perfect!  Popy : Actually, I haven't tasted it. Is it really good?  Syifa : It's delicious. It is cooked vinegared rice combined with other ingredients, such as seafood, meat, vegetables and sometimes tropical fruits.  Popy : How about the Japanese Restaurant on Braga Street? It's quite cheap there.  Syifa : Okay, I love it.</p> <p>Now, fill in the table with correct expressions found from the dialog.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Features</th> <th>English Expressions</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Greeting</td> <td></td> </tr> <tr> <td>2.</td> <td>Asking for a plan</td> <td></td> </tr> <tr> <td>3.</td> <td>Giving invitation</td> <td></td> </tr> <tr> <td>4.</td> <td>Accepting an invitation</td> <td></td> </tr> <tr> <td>5.</td> <td>Declining an invitation</td> <td></td> </tr> <tr> <td>6.</td> <td>Expressing agreement</td> <td></td> </tr> </tbody> </table>	No.	Features	English Expressions	1.	Greeting		2.	Asking for a plan		3.	Giving invitation		4.	Accepting an invitation		5.	Declining an invitation		6.	Expressing agreement		39, 40, 44, 56
No.	Features	English Expressions																								
1.	Greeting																									
2.	Asking for a plan																									
3.	Giving invitation																									
4.	Accepting an invitation																									
5.	Declining an invitation																									
6.	Expressing agreement																									


		b.) Free exercise	√	<p><b>Activity 6</b></p> <p><b>Work in groups of four. Discuss and answer the following questions.</b></p> <ol style="list-style-type: none"> <li>1. In your opinion, is inviting people orally different from inviting people in written? Explain.</li> <li>2. How to open and close an invitation letter?</li> <li>3. What information should be mentioned in an invitation letter?</li> <li>4. Where to put the name of receiver/invitee in an invitation letter?</li> <li>5. Where do you put your name if you want to invite people through letter?</li> <li>6. What is the sentence structure of inviting people?</li> <li>7. How to decline an invitation through letter appropriately?</li> <li>8. What do you write in your reply letter if you want to accept the invitation?</li> <li>9. How do you differentiate a formal invitation letter and the informal ones?</li> <li>10. What is informal invitation letter? Mention the examples.</li> </ol> <p><b>Quick Review 1</b></p> <ol style="list-style-type: none"> <li>1. What is invitation letter?</li> <li>2. How to differentiate invitation letter with other letters?</li> <li>3. What do you say when you invite people orally?</li> <li>4. What do you write on the invitation letter if you make one?</li> </ol>	41, 44, 46
16	Materials should provide opportunity for outcome feedback	Reflection	√	<p><b>Reflection</b></p> <p>In this chapter you have learned the material about invitation in transactional text, written and spoken. The learning process involved observing, questioning, exploring, associating, and communicating. Students learned how to invite people and respond it, how to read and analyze an invitation letter, especially a formal one, and how to write a dialog and an invitation letter. Through this material, students are expected to be able to invite people and respond it in English either in spoken or written form. Learning English impacts not only our communication skills, but also our social skills as well. Therefore, we have to feel grateful for a change to learn English.</p>	57

## Chapter 4

### Why We Should Save Our Earth : Analytical Exposition Text

NO	Criteria by Thomlinson's Theory	Points	Yes	No	Page
1	Materials should achieve impact	a.) Updates (new topics, illustrations, and activities in each chapter)	√	<p><b>Concept Map</b></p> <p>Why We Should Save Our Earth</p> <ul style="list-style-type: none"> <li>Listening – Speaking: Analytical Exposition Text <ul style="list-style-type: none"> <li>Observing <ul style="list-style-type: none"> <li>Listening to and watching videos about global warming and its effects</li> <li>Identifying effects of global warming and other relevant vocabularies</li> <li>Identifying the generic structure of analytical exposition text</li> </ul> </li> <li>Questioning <ul style="list-style-type: none"> <li>Questioning the generic structure of analytical exposition text</li> <li>Questioning the concept of global warming and its effects</li> </ul> </li> <li>Exploring <ul style="list-style-type: none"> <li>Identifying and understanding analytical exposition text</li> <li>Identifying generic structure and language features used in an analytical exposition text</li> <li>Exploring the expressions used in an analytical exposition text about environmental issues</li> </ul> </li> <li>Associating <ul style="list-style-type: none"> <li>Comparing forms of analytical exposition text and thinking verbs</li> <li>Understanding the use of thinking verbs and applying them in sentences</li> <li>Understanding the generic structure of analytical exposition text</li> </ul> </li> <li>Communicating <ul style="list-style-type: none"> <li>Rearranging a dialog containing arguments and forms of convincing</li> <li>Arranging a proper analytical exposition text</li> </ul> </li> </ul> </li> <li>Reading – Writing: Analytical Exposition Text</li> </ul>	62, 72, 73, 78
		b.) Variations	√		63



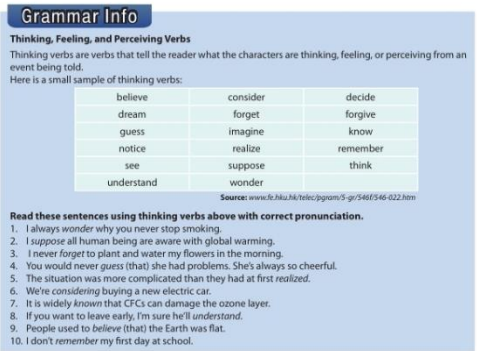

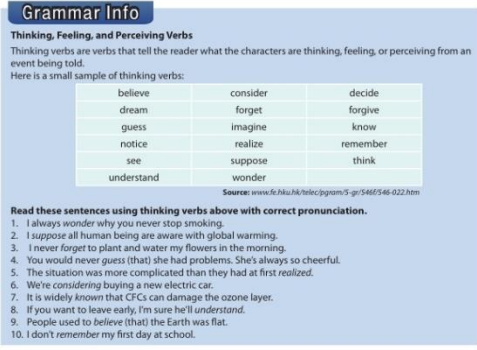
	(various types of text and use of audio on CD)		<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Listening to and watching videos about global warming and its effects</li> <li>• Identifying effects of global warming and other relevant vocabularies</li> <li>• Identifying the generic structure of analytical exposition text</li> </ul>	
	c.) Attractive presentation (use of photos)	√	<p><b>Practice 1</b>  <b>Vocabulary: Global Warming Terminology</b>  <b>Listen to your teacher reading the terms related to global warming one by one. Read the definition after your teacher's reading. Read with the correct pronunciation and intonation.</b></p> <ol style="list-style-type: none"> <li><b>1. Adaptation</b> Adjustment or preparation of natural or human systems to a new or changing environment which moderates harm or exploits beneficial opportunities.</li> <li><b>2. Atmosphere</b> The gaseous envelope surrounding the Earth.</li> <li><b>3. Biofuels</b> Gas or liquid fuel made from plant material (biomass).</li> </ol>	65, 66, 72, 73, 74,
	d.) Interesting content (interesting topics related to the material, universal themes / local references)	√	<p><b>Why Global Warming Needs to Stop</b></p> <p>Global warming affects global problems. It also causes various diseases to spread faster. Global warming needs to stop for some reasons.</p> <p>First, the greenhouse effect causes the rising global temperature. Earth's atmosphere behaves like a gigantic greenhouse, though it traps heat a different way. Gases high in the atmosphere, such as carbon dioxide and methane, behave like a giant piece of curved glass wrapped right round the planet. The Sun's rays (mostly visible light and short-wavelength, high-energy ultraviolet radiation) pass straight through this greenhouse gas and warm up Earth.</p> <p>Second, global warming makes our fresh water shortages and a major problem. The rising temperature affects that each year the glaciers are getting smaller and smaller. Over 30% of the earth's fresh water comes from glaciers. Each year in retrospect, there is less and less water from these glaciers because they are melting from global warming. So from this we can see how if global warming keeps on getting worse and worse, we will have no water left at all.</p>  <p>Source: <a href="http://living.com">Living.com</a> (November 16, 2014)</p>	63, 64, 65, 66, 72, 73, 74


		e.) Challenges that can be achieved (assignments / exercises)	√	<p><b>Activity 5</b></p> <p>Work in groups of four. Read these two passages talking about global warming and discuss its contents with your group.</p> <table border="1"> <thead> <tr> <th>Text 1</th> <th>Text 2</th> </tr> </thead> <tbody> <tr> <td> <p>Global warming is the increase of Earth's average surface temperature due to the effect of greenhouse gases. These greenhouse gases such as carbon dioxide and methane absorb heat that would otherwise escape from earth.</p> <p>The effects of global warming will not just one particular country but all country on earth. Despite having different effects at early stage, the whole world would be affected equally once it is too late to save the Earth.</p> </td> <td> <p>Scientists who argue for global warming being real base their most of their evidence on the interpretation of the change in level of gases in the atmosphere and the ocean. However, the primary evidence is drawn from detecting what precedes a temperature rise – the change in effect of atmospheric gases on Earth's environment.</p> <p>One of the most obvious effects that we can see is the rise of the sea level. This is partially attributed to the melting of ice caps and glaciers, but more to the changes in the gases contained within the sea.</p> </td> </tr> </tbody> </table> <p>Source: <a href="http://www.conserve-energy-future.com">www.conserve-energy-future.com</a></p> <p>Between the two paragraphs, which text of the two convinces you more to change your living habits? Explain your answer.</p> <p style="text-align: right;">Why We Should Save Our Earth 69</p>	Text 1	Text 2	<p>Global warming is the increase of Earth's average surface temperature due to the effect of greenhouse gases. These greenhouse gases such as carbon dioxide and methane absorb heat that would otherwise escape from earth.</p> <p>The effects of global warming will not just one particular country but all country on earth. Despite having different effects at early stage, the whole world would be affected equally once it is too late to save the Earth.</p>	<p>Scientists who argue for global warming being real base their most of their evidence on the interpretation of the change in level of gases in the atmosphere and the ocean. However, the primary evidence is drawn from detecting what precedes a temperature rise – the change in effect of atmospheric gases on Earth's environment.</p> <p>One of the most obvious effects that we can see is the rise of the sea level. This is partially attributed to the melting of ice caps and glaciers, but more to the changes in the gases contained within the sea.</p>	63, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78														
Text 1	Text 2																						
<p>Global warming is the increase of Earth's average surface temperature due to the effect of greenhouse gases. These greenhouse gases such as carbon dioxide and methane absorb heat that would otherwise escape from earth.</p> <p>The effects of global warming will not just one particular country but all country on earth. Despite having different effects at early stage, the whole world would be affected equally once it is too late to save the Earth.</p>	<p>Scientists who argue for global warming being real base their most of their evidence on the interpretation of the change in level of gases in the atmosphere and the ocean. However, the primary evidence is drawn from detecting what precedes a temperature rise – the change in effect of atmospheric gases on Earth's environment.</p> <p>One of the most obvious effects that we can see is the rise of the sea level. This is partially attributed to the melting of ice caps and glaciers, but more to the changes in the gases contained within the sea.</p>																						
2	Materials should help learners feel at ease.	a.) grammar info	√	<p><b>Grammar Info</b></p> <p><b>Thinking, Feeling, and Perceiving Verbs</b></p> <p>Thinking verbs are verbs that tell the reader what the characters are thinking, feeling, or perceiving from an event being told.</p> <p>Here is a small sample of thinking verbs:</p> <table border="1"> <tbody> <tr> <td>believe</td> <td>consider</td> <td>decide</td> </tr> <tr> <td>dream</td> <td>forget</td> <td>forgive</td> </tr> <tr> <td>guess</td> <td>imagine</td> <td>know</td> </tr> <tr> <td>notice</td> <td>realize</td> <td>remember</td> </tr> <tr> <td>see</td> <td>suppose</td> <td>think</td> </tr> <tr> <td>understand</td> <td>wonder</td> <td></td> </tr> </tbody> </table> <p>Source: <a href="http://www.it.nyu.edu/~telec/jgiam/5-gr/546/546-622.htm">www.it.nyu.edu/~telec/jgiam/5-gr/546/546-622.htm</a></p> <p><b>Read these sentences using thinking verbs above with correct pronunciation.</b></p> <ol style="list-style-type: none"> <li>I always wonder why you never stop smoking.</li> <li>I suppose all human being are aware with global warming.</li> <li>I never forget to plant and water my flowers in the morning.</li> <li>You would never guess (that) she had problems. She's always so cheerful.</li> <li>The situation was more complicated than they had at first realized.</li> <li>We're considering buying a new electric car.</li> <li>It is widely known that CFCs can damage the ozone layer.</li> <li>If you want to leave early, I'm sure he'll understand.</li> <li>People used to believe (that) the Earth was flat.</li> <li>I don't remember my first day at school.</li> </ol>	believe	consider	decide	dream	forget	forgive	guess	imagine	know	notice	realize	remember	see	suppose	think	understand	wonder		70
believe	consider	decide																					
dream	forget	forgive																					
guess	imagine	know																					
notice	realize	remember																					
see	suppose	think																					
understand	wonder																						

	b) Person Practice / groups	√	<p><b>Activity 6</b></p> <p>Work in group of four. Read the research results on the question: 'Should We Ban Plastic Bags?' Then answer the following questions.</p> <p>Asked by: KhaSan1 <b>Should We Ban Plastic Bags?</b></p> <p>1. <b>Ban plastic please.</b> We are killing our Mother Earth, please stop this nonsense. Use recycled paper bags instead of plastic bags. I'm not saying plastic is useless but it causes damage to our mother land. So, try to ban plastic to some extent. We will ban plastics for our mother land. <i>Posted by Iba1234</i></p> <p>2. <b>Plastic creating drastic results.</b> I feel more and more technological advancements are threatening our habitat. We are just changing Earth to some other planet which does not support any life. Plastics are cheap; that's true. However, what about the aftermath? Who is going to think about it? We are known as so called "social animals"; having great ability to think, we are the major reason for our own destruction compared to any other creatures who can't even think. How strange it that, right? Thus the more we invent, the more we destroy. <i>Posted by: Raghavendra 7</i></p>	63, 71, 72																																	
	c) Notes	√	<p><b>Notes</b></p> <p><b>Analytical Exposition</b> An analytical exposition text is a text that tries to argue and convince its readers regarding an issue. It usually is in form of an essay or an article. In order to deliver your argument and convince your reader, it is important to look for and present arguments that are not only strong, but also logical and understandable in order to be accepted better by its readers.</p>	69, 73																																	
	d) Examples	√	<table border="1"> <thead> <tr> <th>Activities</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>1. Wasting food</td> <td></td> <td>√</td> </tr> <tr> <td>2. Riding your bicycle to school, sports or work (for your mom and dad)</td> <td>√</td> <td></td> </tr> <tr> <td>3. Leaving the water running while brushing your teeth</td> <td></td> <td></td> </tr> <tr> <td>4. Turning the TV and computer off at night</td> <td></td> <td></td> </tr> <tr> <td>5. Using more ACs indoors</td> <td></td> <td></td> </tr> <tr> <td>6. Using mass transport</td> <td></td> <td></td> </tr> <tr> <td>7. Not feeding wild animals. They need to learn to feed themselves</td> <td></td> <td></td> </tr> <tr> <td>8. Burning trash</td> <td></td> <td></td> </tr> <tr> <td>9. Using plastic utensils and styrofoam</td> <td></td> <td></td> </tr> <tr> <td>10. Planting trees in your school or workplace</td> <td></td> <td></td> </tr> </tbody> </table>	Activities	True	False	1. Wasting food		√	2. Riding your bicycle to school, sports or work (for your mom and dad)	√		3. Leaving the water running while brushing your teeth			4. Turning the TV and computer off at night			5. Using more ACs indoors			6. Using mass transport			7. Not feeding wild animals. They need to learn to feed themselves			8. Burning trash			9. Using plastic utensils and styrofoam			10. Planting trees in your school or workplace			63, 74
Activities	True	False																																			
1. Wasting food		√																																			
2. Riding your bicycle to school, sports or work (for your mom and dad)	√																																				
3. Leaving the water running while brushing your teeth																																					
4. Turning the TV and computer off at night																																					
5. Using more ACs indoors																																					
6. Using mass transport																																					
7. Not feeding wild animals. They need to learn to feed themselves																																					
8. Burning trash																																					
9. Using plastic utensils and styrofoam																																					
10. Planting trees in your school or workplace																																					

		e) Dialogue	√	<p><b>Activity 3</b></p> <p>Work in pairs. Act out the dialog below with correct intonation and pronunciation without reading the text.</p> <p>Gina : Morning Lovi! What are you doing here?  Lovina : Hi, Gina! I'm doing some shopping. What about you?  Gina : So am I. I'm accompanying my mother.  Lovina : By the way, do you bring your own shopping bag?  Gina : Of course! You see, supermarkets and minimarkets no longer provide the plastic shopping bags free of charge.  Lovina : You are right. The government forbids them to give plastic bags as a mean of decreasing its usage.  Gina : I think it's because plastic bag is unrecyclable and it pollutes the land.  Lovina : The wastes of plastic bags are so resilient, pervasive and toxic. It brings harm to the sea creatures as well.  Gina : I agree with the government, we have to bring our own shopping bags.  Lovina : I think so, too. We have to support the government's green projects.  Gina : You are right; we have to start with ourselves.  Lovina : And we should start with the small things.</p> <p>Now, discuss the topic of the dialog and identify the expression used in the dialog by filling in the table below. Don't forget to give similar expression in Indonesian.</p>	67, 68
3	Materials should help learners to develop confidence.	a) Tasks that stimulate students' self-confidence	√	<p><b>Activity 3</b></p> <p>Work in pairs. Act out the dialog below with correct intonation and pronunciation without reading the text.</p> <p>Gina : Morning Lovi! What are you doing here?  Lovina : Hi, Gina! I'm doing some shopping. What about you?  Gina : So am I. I'm accompanying my mother.  Lovina : By the way, do you bring your own shopping bag?  Gina : Of course! You see, supermarkets and minimarkets no longer provide the plastic shopping bags free of charge.  Lovina : You are right. The government forbids them to give plastic bags as a mean of decreasing its usage.  Gina : I think it's because plastic bag is unrecyclable and it pollutes the land.  Lovina : The wastes of plastic bags are so resilient, pervasive and toxic. It brings harm to the sea creatures as well.  Gina : I agree with the government, we have to bring our own shopping bags.  Lovina : I think so, too. We have to support the government's green projects.  Gina : You are right; we have to start with ourselves.  Lovina : And we should start with the small things.</p> <p>Now, discuss the topic of the dialog and identify the expression used in the dialog by filling in the table below. Don't forget to give similar expression in Indonesian.</p>	63, 66, 67, 68

		b) Simple Material	√	<p><b>Practice 2</b> Fill the empty space in the sentences in Column A with the appropriate thinking verbs provided in Column B.</p> <table border="1"> <thead> <tr> <th>Column A</th> <th>Column B</th> </tr> </thead> <tbody> <tr> <td>1. He's _____ about his book you borrowed and never returned.</td> <td>a. remember(s)</td> </tr> <tr> <td>2. They _____ to do their group project that's due tomorrow.</td> <td>b. wondering</td> </tr> <tr> <td>3. I _____ we could share the cabin for a day or two.</td> <td>c. considered</td> </tr> <tr> <td>4. We _____ moving to Jakarta but we never really made it happen.</td> <td>d. forget(s)</td> </tr> <tr> <td>5. She is trying to _____ where she put her long-lost bracelet.</td> <td>e. suppose</td> </tr> </tbody> </table>	Column A	Column B	1. He's _____ about his book you borrowed and never returned.	a. remember(s)	2. They _____ to do their group project that's due tomorrow.	b. wondering	3. I _____ we could share the cabin for a day or two.	c. considered	4. We _____ moving to Jakarta but we never really made it happen.	d. forget(s)	5. She is trying to _____ where she put her long-lost bracelet.	e. suppose	71, 73
Column A	Column B																
1. He's _____ about his book you borrowed and never returned.	a. remember(s)																
2. They _____ to do their group project that's due tomorrow.	b. wondering																
3. I _____ we could share the cabin for a day or two.	c. considered																
4. We _____ moving to Jakarta but we never really made it happen.	d. forget(s)																
5. She is trying to _____ where she put her long-lost bracelet.	e. suppose																
4	What is being taught should be perceived by learners as relevant and useful.	a.) Relevant b.) Useful	√ √	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>Students should be able to compose a proper analytical exposition text.</li> <li>Students should be able to compose an essay regarding specific topics and in accordance to its contexts.</li> <li>Students should be able to use thinking verbs in daily requirements.</li> <li>Students should be able to understand the basic concept of global warming.</li> </ul>	61												
5	Materials should require and facilitate learners' self-investment.	Concept Map	√	<p><b>Concept Map</b></p> <pre> graph LR     Root[Why We Should Save Our Earth] --&gt; LS[Listening - Speaking: Analytical Exposition Text]     Root --&gt; RW[Reading - Writing: Analytical Exposition Text]     LS --&gt; Obs[Observing]     LS --&gt; Quest[Questioning]     LS --&gt; Expl[Exploring]     RW --&gt; Assoc[Associating]     RW --&gt; Comm[Communicating]   </pre> <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>Listening to and watching videos about global warming and its effects</li> <li>Identifying effects of global warming and other relevant vocabularies</li> <li>Identifying the generic structure of analytical exposition text</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>Questioning the generic structure of analytical exposition text</li> <li>Questioning the concept of global warming and its effects</li> </ul> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>Identifying and understanding analytical exposition text</li> <li>Identifying generic structure and language features used in an analytical exposition text</li> <li>Exploring the expressions used in an analytical exposition text about environmental issues</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>Comparing forms of analytical exposition text and thinking verbs</li> <li>Understanding the use of thinking verbs and applying them in sentences</li> <li>Understanding the generic structure of analytical exposition text</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Rearranging a dialog containing arguments and forms of convincing</li> <li>Arranging a proper analytical exposition text</li> </ul>	62												


6	Learners must be ready to acquire points to be taught	Grammar Info	√	 <p><b>Grammar Info</b>  <b>Thinking, Feeling, and Perceiving Verbs</b>  Thinking verbs are verbs that tell the reader what the characters are thinking, feeling, or perceiving from an event being told.  Here is a small sample of thinking verbs:</p> <table border="1" data-bbox="1308 331 1648 435"> <tr><td>believe</td><td>consider</td><td>decide</td></tr> <tr><td>dream</td><td>forget</td><td>forgive</td></tr> <tr><td>guess</td><td>imagine</td><td>know</td></tr> <tr><td>notice</td><td>realize</td><td>remember</td></tr> <tr><td>see</td><td>suppose</td><td>think</td></tr> <tr><td>understand</td><td>wonder</td><td></td></tr> </table> <p><small>Source: www.te.hku.hk/telec/pgram/5-gr/546/546-022.htm</small></p> <p><b>Read these sentences using thinking verbs above with correct pronunciation.</b></p> <ol style="list-style-type: none"> <li>1. I always wonder why you never stop smoking.</li> <li>2. I suppose all human being are aware with global warming.</li> <li>3. I never forget to plant and water my flowers in the morning.</li> <li>4. You would never guess (that) she had problems. She's always so cheerful.</li> <li>5. The situation was more complicated than they had at first realized.</li> <li>6. We're considering buying a new electric car.</li> <li>7. It is widely known that CFCs can damage the ozone layer.</li> <li>8. If you want to leave early, I'm sure he'll understand.</li> <li>9. People used to believe (that) the Earth was flat.</li> <li>10. I don't remember my first day at school.</li> </ol>	believe	consider	decide	dream	forget	forgive	guess	imagine	know	notice	realize	remember	see	suppose	think	understand	wonder		70
believe	consider	decide																					
dream	forget	forgive																					
guess	imagine	know																					
notice	realize	remember																					
see	suppose	think																					
understand	wonder																						
7	Materials should expose the learners to language in authentic use	Index Google	√	 <p><b>Click</b>  If you want to find out more about the climate change and what we can do to prevent it, click <a href="http://www.nationalgeographic.com/climate-change/special-issue/">http://www.nationalgeographic.com/climate-change/special-issue/</a> !!</p>	65																		
8	The learners' attention should be drawn to linguistic features of the input	Grammar Info	√	 <p><b>Grammar Info</b>  <b>Thinking, Feeling, and Perceiving Verbs</b>  Thinking verbs are verbs that tell the reader what the characters are thinking, feeling, or perceiving from an event being told.  Here is a small sample of thinking verbs:</p> <table border="1" data-bbox="1308 903 1648 1007"> <tr><td>believe</td><td>consider</td><td>decide</td></tr> <tr><td>dream</td><td>forget</td><td>forgive</td></tr> <tr><td>guess</td><td>imagine</td><td>know</td></tr> <tr><td>notice</td><td>realize</td><td>remember</td></tr> <tr><td>see</td><td>suppose</td><td>think</td></tr> <tr><td>understand</td><td>wonder</td><td></td></tr> </table> <p><small>Source: www.te.hku.hk/telec/pgram/5-gr/546/546-022.htm</small></p> <p><b>Read these sentences using thinking verbs above with correct pronunciation.</b></p> <ol style="list-style-type: none"> <li>1. I always wonder why you never stop smoking.</li> <li>2. I suppose all human being are aware with global warming.</li> <li>3. I never forget to plant and water my flowers in the morning.</li> <li>4. You would never guess (that) she had problems. She's always so cheerful.</li> <li>5. The situation was more complicated than they had at first realized.</li> <li>6. We're considering buying a new electric car.</li> <li>7. It is widely known that CFCs can damage the ozone layer.</li> <li>8. If you want to leave early, I'm sure he'll understand.</li> <li>9. People used to believe (that) the Earth was flat.</li> <li>10. I don't remember my first day at school.</li> </ol>	believe	consider	decide	dream	forget	forgive	guess	imagine	know	notice	realize	remember	see	suppose	think	understand	wonder		70
believe	consider	decide																					
dream	forget	forgive																					
guess	imagine	know																					
notice	realize	remember																					
see	suppose	think																					
understand	wonder																						
9	Materials should provide the	a) Listening	√		63																		

	learners with opportunities to use target language to achieve communicative purposes.	b) Speaking	√	<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>Questioning the generic structure of analytical exposition text</li> <li>Questioning the concept of global warming and its effects</li> </ul>	66
		c) Reading	√	<p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>Identifying and understanding analytical exposition text</li> <li>Identifying generic structure and language features used in an analytical exposition text</li> <li>Exploring the expressions used in an analytical exposition text about environmental issues</li> </ul>	68
		d) Writing	√	<p><b>Associating</b></p> <ul style="list-style-type: none"> <li>Comparing forms of analytical exposition text and thinking verbs</li> <li>Understanding the use of thinking verbs and applying them in sentences</li> <li>Understanding the generic structure of analytical exposition text</li> </ul>	69
10	Materials should take into account that positive effects of instruction are usually delayed.	Gradual Process To Learn Language	√	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>Students should be able to compose a proper analytical exposition text.</li> <li>Students should be able to compose an essay regarding specific topics and in accordance to its contexts.</li> <li>Students should be able to use thinking verbs in daily requirements.</li> <li>Students should be able to understand the basic concept of global warming.</li> </ul>	61
11	Materials should take into account that learners have different learning style.	a.) Visual	√	<p><b>Activity 1</b></p> <p>Work in groups of four. Choose one of the websites below, then play and watch the movie.</p>  <p>Source: <a href="https://www.youtube.com/watch?v=PqjMkZL2J24">www.youtube.com/watch?v=PqjMkZL2J24</a> (November 16, 2016)</p> <p>Source: <a href="https://www.youtube.com/watch?v=vd8Hjz9p9m0">www.youtube.com/watch?v=vd8Hjz9p9m0</a> (November 16, 2016)</p> <p>Source: <a href="https://www.youtube.com/watch?v=ugp3X033M6c">www.youtube.com/watch?v=ugp3X033M6c</a> (November 16, 2016)</p> <p>Source: <a href="https://www.youtube.com/watch?v=4LkYd6x75">www.youtube.com/watch?v=4LkYd6x75</a> (November 16, 2016)</p>	65, 66, 72, 73, 74
		b.) Auditory	√	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>Listening to and watching videos about global warming and its effects</li> <li>Identifying effects of global warming and other relevant vocabularies</li> <li>Identifying the generic structure of analytical exposition text</li> </ul>	63

		c.) Language Features	√	<p><b>Grammar Info</b></p> <p><b>Thinking, Feeling, and Perceiving Verbs</b> Thinking verbs are verbs that tell the reader what the characters are thinking, feeling, or perceiving from an event being told. Here is a small sample of thinking verbs:</p> <table border="1"> <tr> <td>believe</td> <td>consider</td> <td>decide</td> </tr> <tr> <td>dream</td> <td>forget</td> <td>forgive</td> </tr> <tr> <td>guess</td> <td>imagine</td> <td>know</td> </tr> <tr> <td>notice</td> <td>realize</td> <td>remember</td> </tr> <tr> <td>see</td> <td>suppose</td> <td>think</td> </tr> <tr> <td>understand</td> <td>wonder</td> <td></td> </tr> </table> <p><small>Source: www.ck12.org/telec/grammar/5-gr/546/546-022.htm</small></p> <p><b>Read these sentences using thinking verbs above with correct pronunciation.</b></p> <ol style="list-style-type: none"> <li>1. I always wonder why you never stop smoking.</li> <li>2. I suppose all human being are aware with global warming.</li> <li>3. I never forget to plant and water my flowers in the morning.</li> <li>4. You would never guess (that) she had problems. She's always so cheerful.</li> <li>5. The situation was more complicated than they had at first realized.</li> <li>6. We're considering buying a new electric car.</li> <li>7. It is widely known that CFCs can damage the ozone layer.</li> <li>8. If you want to leave early, I'm sure he'll understand.</li> <li>9. People used to believe (that) the Earth was flat.</li> <li>10. I don't remember my first day at school.</li> </ol>	believe	consider	decide	dream	forget	forgive	guess	imagine	know	notice	realize	remember	see	suppose	think	understand	wonder		70
believe	consider	decide																					
dream	forget	forgive																					
guess	imagine	know																					
notice	realize	remember																					
see	suppose	think																					
understand	wonder																						
12	Materials should take into account that learners differ in affective attitudes.	a.) Receiving & Attending	√	<p><b>Practice 1</b></p> <p><b>Vocabulary: Global Warming Terminology</b> Listen to your teacher reading the terms related to global warming one by one. Read the definition after your teacher's reading. Read with the correct pronunciation and intonation.</p> <ol style="list-style-type: none"> <li>1. <b>Adaptation</b> Adjustment or preparation of natural or human systems to a new or changing environment which moderates harm or exploits beneficial opportunities.</li> <li>2. <b>Atmosphere</b> The gaseous envelope surrounding the Earth.</li> <li>3. <b>Biofuels</b> Gas or liquid fuel made from plant material (biomass).</li> </ol>	63, 65																		
		b.) Responding	√	<p><b>Activity 4</b></p> <p><b>Work in pairs. Read and do a role play of a dialog talking about global warming. Mind the intonation, pronunciation, and expression.</b></p> <p><b>Dialog 1</b></p> <p>Raja : Hi, Henry! How are you? Henry : Hello, Raja. I'm fine, thank you. Raja : Henry, don't you think Bandung is getting warmer than it is five years ago? Henry : Yeah, I do. It must be the impact of the greenhouse effect. Raja : But, what are your suggestions to prevent it from becoming worse and worse? Henry : I think we must use the 3R principles: Reduce, Reuse, and Recycle; for some product we use. Raja : Oh that's right. What else? Henry : I think we can minimize the use of private transport and start using public transport like bus, trains or MRT. Raja : You are right, we also must plant some trees in our surroundings and reduce the use of paper. Henry : Yes, I agree with you.</p> <p><b>Dialog 2</b></p> <p>Dinda : Hi, Dinda! Where have you been? Rosalin : I have been to Yogyakarta.</p>	65, 66, 67, 68, 69, 70, 73																		



		c.) Valuing	√	<table border="1"> <thead> <tr> <th>No.</th> <th>Features</th> <th>English Expressions</th> <th>Indonesian Expression</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Greeting</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td>Asking for information</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td>Expressing agreement</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td>Expressing opinion</td> <td></td> <td></td> </tr> </tbody> </table>	No.	Features	English Expressions	Indonesian Expression	1.	Greeting			2.	Asking for information			3.	Expressing agreement			4.	Expressing opinion			69
No.	Features	English Expressions	Indonesian Expression																						
1.	Greeting																								
2.	Asking for information																								
3.	Expressing agreement																								
4.	Expressing opinion																								
		d.) Organization	√	<p style="text-align: right;">English Project 2</p> <p>Work in groups of four and do the followings tasks.</p> <ol style="list-style-type: none"> <li>Plan a research. Choose one of the following questions as your research question. <ol style="list-style-type: none"> <li>Does throwing trash carelessly actually bring effect to climate change?</li> <li>Should styrofoam be banned? Why?</li> <li>Why should we stop illegal logging?</li> <li>Should we stop the reclamation of the sea of Jakarta?</li> <li>Why should we protect the indigenous animals living in Indonesia?</li> </ol> </li> <li>Create a research report that lays out your research questions and your research findings.</li> <li>Take pictures that are relevant to your research and create a plan as a resolution to the issue you are researching.</li> <li>Lastly, present the contents of your report in front of the class.</li> </ol>	75																				
13	Materials should permit a silent period at the beginning of instruction.	c.) Listening-Speaking	√	A Listening-Speaking: Analytical Exposition Text	63																				
		b.) Reading-Writing	√	B Reading - Writing : Analytical Exposition Text	68																				
14	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.	Displays spatial activities such as music, games, art, and form.	√		—																				

15	Materials should not rely too much on controlled practiced.	a.) Controlled exercise	√	<p style="text-align: right;">English Project 1</p> <p><b>Do the following tasks.</b></p> <ol style="list-style-type: none"> <li>1. Observe and take several pictures of the neighborhood you live in. Take pictures especially of places that support or do not support the 3R or preserving the Earth.</li> <li>2. Write an explanation on the bottom of every picture (i.e. why it is a form of support/non-support of the 3R or preserving the Earth).</li> <li>3. Print them and hand them over to your teachers.</li> </ol> <p><b>Example:</b> I took this picture in an old factory near my house. The factory recycles e-waste and reuses the material to make other new electronic devices such as headphones and cellphones.</p>  <p><small>Source: www.arxiv.org (November 16, 2016)</small></p>	63, 65, 68, 74, 75
		b.) Free exercise	√	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the topic of the texts above?</li> <li>2. Based on the texts above, what is Ila256's opinion?</li> <li>3. What did Fliper72725 mean by plastic bag for efficiency?</li> <li>4. In your opinion, why did Raghavendra7 say <i>the more we invent the more we destroy</i>?</li> <li>5. Do you find yourself agreeing to the use of plastic bag to some extent? Explain.</li> </ol>	63, 71, 72, 73
16	Materials should provide opportunity for outcome feedback	Reflection	√	<p><b>Reflection</b></p> <p>In this chapter, you have studied how you can create an analytical exposition text. You have also learned why you should be aware of our Earth's condition and what you can do to save it. Remember your lessons, and do not forget to apply them to your daily life. God has given us a gift in form of our lovely Earth. It is our duty to take care and preserve for our future generations and ourselves.</p>	75

**Appendix 2: Interview transcript for English Teachers to measure teacher understanding and mastery in using the textbook.**

1. Tahun berapa SMA N 4 KOTA BENGKULU menetapkan untuk menggunakan buku ini?
2. Berdasarkan pengalaman guru-guru yang mengajar bagaimana peningkatan kemampuan dan kepercayaan diri siswa dalam memahami dan mempraktikkan yang telah dipelajari?
3. Apakah buku ini sepenuhnya memfasilitasi pengembangan 4 skill bahasa inggris siswa?
4. Apakah buku ini menyediakan kegiatan yang tidak hanya melibatkan otak kiri namun juga otak kanan?
5. Apa saja kemudahan yang guru dan siswa rasakan dalam menggunakan buku ini dalam proses belajar mengajar?

**Appendix Of The 4 English Language Skills Of Textbook Entitled “Bahasa Inggris” written by Herman Benjamin for class XI students Based on the 2013 curriculum (revised edition) on semester 1 for Senior High School**

Chapter	NO	English language Skills	Yes	No	Pages
Chapter 1	1.	Listening	√		3
	2.	Speaking	√		3
	3.	Reading	√		7
	4.	Writing	√		7

Chapter	NO	English language Skills	Yes	No	Pages
Chapter 2	1.	Listening	√		21
	2.	Speaking	√		21
	3.	Reading	√		28
	4.	Writing	√		28

Chapter	NO	English language Skills	Yes	No	Pages
Chapter 3	1.	Listening	√		39
	2.	Speaking	√		39
	3.	Reading	√		44
	4.	Writing	√		44

Chapter	NO	English language Skills	Yes	No	Pages
Chapter 4	1.	Listening	√		63
	2.	Speaking	√		63
	3.	Reading	√		68
	4.	Writing	√		68

**D  
O  
C  
U  
M  
E  
N  
T  
A  
T  
I  
O  
N  
S**

# BAHASA INGGRIS 2

untuk SMA/MA/SMK/MAK Kelas XI  
Kelompok Wajib

Bahasa Inggris berperan dalam proses komunikasi dan penyampaian informasi. Kemampuan berbahasa Inggris dianggap sebagai modal utama dalam menghadapi era globalisasi saat ini. Oleh karena itu, Bahasa dan Sastra Inggris merupakan mata pelajaran penting bagi siswa SMA/MA/SMK/MAK karena bahasa Inggris menjadi salah satu media untuk memahami ilmu pengetahuan serta sebagai sarana berinteraksi dan berekspresi. Dalam pembelajaran bahasa dipelajari pengetahuan dan keterampilan berbahasa berkaitan dengan kehidupan sehari-hari, baik secara lisan maupun tulis, untuk kegiatan formal maupun nonformal.

Buku *Bahasa Inggris 2 untuk SMA/MA/SMK/MAK Kelas XI Kelompok Wajib* ini disusun berdasarkan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 (Edisi Revisi). Isi buku terdiri atas 9 chapter, membahas materi pembelajaran teks interaksi memberi dan meminta informasi terkait saran dan tawaran; teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran; teks khusus dalam bentuk undangan resmi; teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual; teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah; teks khusus surat pribadi; teks transaksional terkait hubungan sebab akibat; teks eksplanasi; dan teks lirik lagu. Materi-materi tersebut disajikan secara menarik sehingga siswa lebih antusias mempelajari bahasa Inggris.

Untuk mendukung materi pembelajaran, buku ini diperkaya dengan nilai karakter budaya bangsa yang diintegrasikan dalam kegiatan, tugas, dan pengayaan. Seluruh sajian tersebut dimaksudkan untuk memotivasi siswa agar membudayakan sikap dan perilaku terpuji dalam kehidupan sehari-hari. Dengan demikian, siswa tidak hanya cerdas dalam bidang pelajaran, tetapi juga cerdas dan unggul dalam berperilaku sehingga menjadi siswa yang lebih berbudaya.

Dengan menggunakan dan belajar dari buku ini, siswa diharapkan lebih aktif, kreatif, dan interaktif dalam mempelajari dan mengaplikasikan ilmu Bahasa Inggris dalam kehidupan sehari-hari. Jadilah pribadi yang tangkas dan siap bersaing dalam era globalisasi saat ini.



Jadilah pribadi yang menjadi penerang dalam hidup masyarakat,  
panutan dalam berkata, dan contoh dalam bertaha;  
karena pribadi itulah yang dibutuhkan dunia.



Penerbit **GRAFINDO MEDIA PRATAMA**  
Jln. Pasirwangi No.1 Soekarno-Hatta  
Bandung 40254  
Phone : (022) 5222052  
Website : [www.grafindo.co.id](http://www.grafindo.co.id)

ISBN 978-602-01-1901-4



9 786020 119014

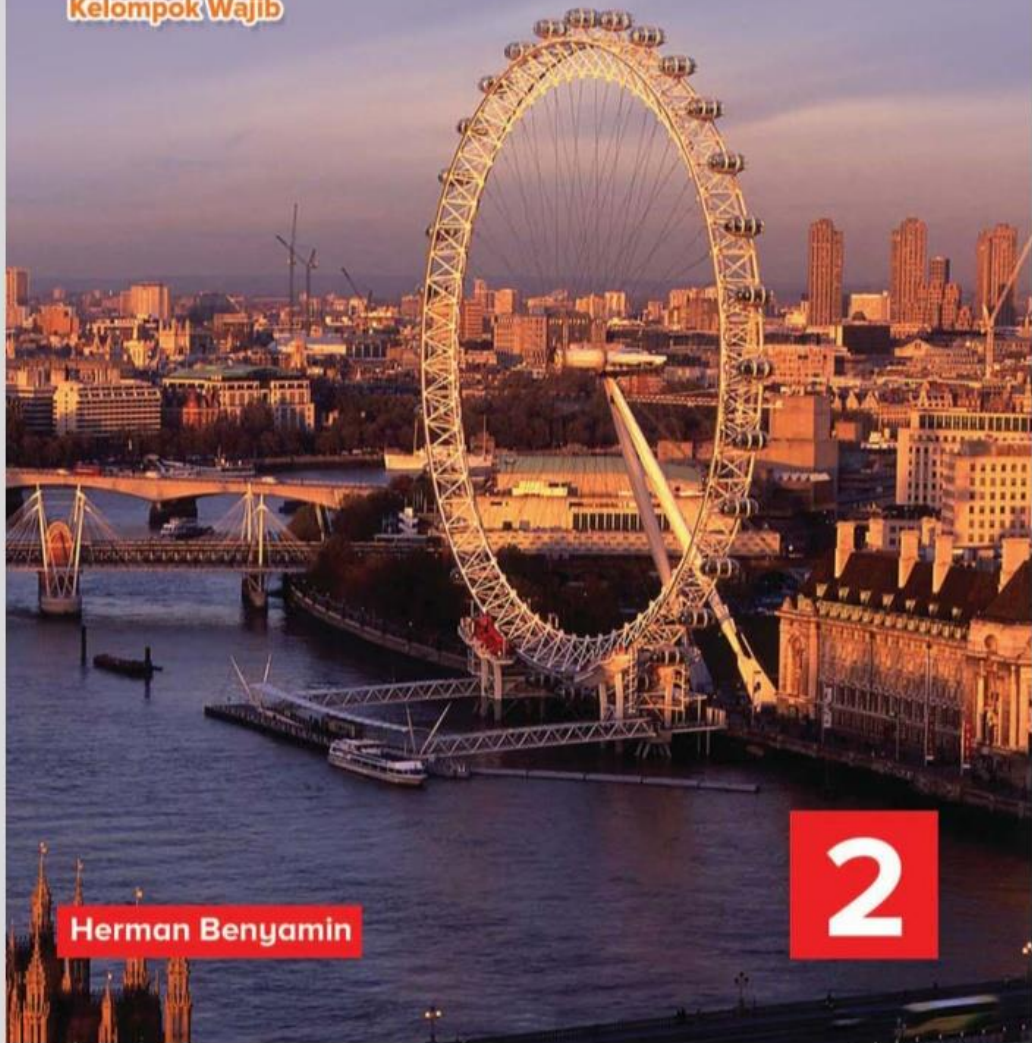


FAC 222-01-16-068-0



# BAHASA INGGRIS

untuk SMA/MA/SMK/MAK Kelas XI  
Kelompok Wajib



Herman Benyamin

2







