

**GENDER REPRESENTATION IN AN ENGLISH TEXTBOOK
ENTITLED BAHASA INGGRIS: WHEN ENGLISH COMES IN
HANDY FOR TENTH GRADE STUDENTS**

(A Content Analysis)

THESIS

**Submitted as a Partial Fulfillment Requirements for the degree of Sarjana in
English Education Study Program**



By

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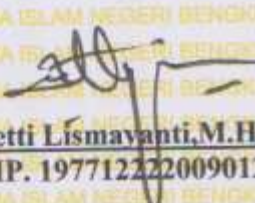
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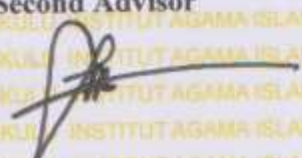
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DEDICATION

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

- ❖ Allah Ta'ala, as God Almighty, there are no words that can describe how grateful I am for every grace, health, happiness, and giving me so much strength in my journey to complete this thesis.
- ❖ For both my unconditional love, my beloved parents. my father M.Yamin.AK and mother Maryani. Thank you very much for your support, and patience to make my dream come true. thank you for the prayers that are so loud that have always strengthened me until this moment, without the prayers and blessings of my parents, I would not be standing as strong as this.
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MOTTOS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

بِاللَّهِ إِلَّا تَوْفِيقِي وَمَا

Dan tidak ada kesuksesan bagiku melainkan dengan

(pertolongan) Allah. QS. Huud:8

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Gender Representation in an English Textbook Entitled Bahasa Inggris: When English Comes in Handy For Tenth Grade Students (A Content Analysis)" 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, 2021

Stated by,



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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 *Gender Representation in an English Textbook Entitled Bahasa Inggris: When English Comes in Handy For Tenth Grade Students (A Content Analysis)*. 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:

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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.

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The researcher

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ABSTRACT

Silfira Yuni Angelia. 2021. Gender Representation in the English Textbook (A Content Analysis of Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama). Thesis. English Education Study Program, Department Islamic Education and Tadris Faculty, The State Islamic Institute of Bengkulu.

Advisor: 1. Detti Lismayanti, M.Hum 2. Pebri Prandika Putra, M.Hum.

Based on categories of Gender visibility and and Gender roles theory, gender representation and gender roles have been classified in a number of aspects, those are Main Characters, Named as Non-active Characters, Non-named, Non-active Characters, Appearances in Illustration, Noun and Pronoun. Therefore, the purpose of this research was to find out Gender representation and gender roles in the English textbook entitled Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama. The method of this research is qualitative study using content analysis. The results of this research show that Male were dominant in categories such as the number of named- non active, non-named-non active, appearance in illustrations and titled & named. Furthermore, female characters were dominant in main characters. Also, the gender roles including domestic gender roles and public gender roles were dominant done by Male. In conclusion, in accordance with Stockdale's theory, the differences between male and female gender are more than 5%, then the book can be said to contain gender bias.

***Keywords:* Gender Representation, English Textbook**

ABSTRAK

Silfira Yuni Angelia. 2021. Representasi Gender dalam Buku Teks Bahasa Inggris (Sebuah analisis konten buku ajar Bahasa Inggris Ketika Bahasa Inggris Sangat Berguna untuk Siswa Kelas X Diterbitkan oleh Grafindo Media Pratama). Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, IAIN Bengkulu.

Pembimbing: 1. Detti Lismayanti, M.Hum 2. Pebri Prandika Putra, M.Hum.

Berdasarkan kategori Visibilitas Gender dan dan Teori Peran Gender, representasi gender dan peran gender telah diklasifikasikan dalam beberapa aspek, yaitu Karakter Utama, Dinamakan sebagai Karakter tidak aktif, Tanpa nama Karakter tidak aktif, Penampilan dalam Ilustrasi, kata benda dan kata ganti. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui representasi Gender dan peran gender dalam buku teks Bahasa Inggris berjudul Bahasa Inggris When English Comes in Handy untuk Siswa Kelas X yang Diterbitkan oleh Grafindo Media Pratama. Metode penelitian ini adalah penelitian kualitatif dengan menggunakan metode analisis isi. Hasil penelitian ini menunjukkan bahwa Laki-laki dominan dalam kategori seperti jumlah nama-non aktif, non-nama-non aktif, penampilan dalam ilustrasi dan judul & nama. Selain itu, karakter perempuan lebih dominan dalam karakter utama. Selain itu, peran gender termasuk peran gender domestik dan peran gender publik lebih dominan dilakukan oleh Laki-laki. Kesimpulannya, sesuai dengan teori Stockdale, perbedaan gender laki-laki dan perempuan lebih dari 5%, maka buku tersebut dapat dikatakan mengandung bias gender.

***Kata kunci:* Representasi Gender, Buku Ajar Bahasa Inggris**

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CHAPTER I

INTRODUCTION

A. Background

The teacher usually tries to provide the best English lessons for students. As Richards (2001) states that almost everybody within the world makes a contest to induce a decent education in their lives. To improve students' abilities in English, teachers usually use device to develop students' abilities in English. Teachers cannot teach English only verbally or is self-taught. They also need teaching material or tools that can help students learn English. In terms of learning English material, teachers need support material to facilitate the delivery of material to students. Easily accessible by the teacher. Numerous ways and apparatuses can help the instructor in the showing learning measure. The most well-known type of material that utilized for language instructing are from course books. Buckingham in Tarigan (1986) argues that textbooks are teaching materials that are typically utilized by lecturers to support teaching and learning in faculties and universities.

Reading material are by and large utilized as text likewise device for educating and learning in study hall, justifiable in light of the fact that this book gives direction and notes that accommodating for instructors and understudies in learning and understanding the subjects they learn. Textbooks offer valuable reference points and serve as a guide for teachers when it comes to presenting material in class. Some textbooks come with CDs and worksheets that will help students learn more effectively in the classroom. These resources, on the other

hand, only assist in the teaching and learning process, and textbooks keep playing a significant role in the context.

Textbooks are commonly used by teachers to help, instruct, and assist them in the classroom. Since the instructor can change lessons in class to suit the varied needs of pupils, textbooks are not used arbitrarily for instruction. Beyond the realistic and practical importance of imparting information from textbooks, teachers will use textbook material to impart principles and skills which will eventually inspire students.

Textbooks are one of the few services available to students who choose to study a language. According to Jack C. Richards (2001), textbooks provide effective language models and input. Instead, textbooks enable students to both plan for upcoming lessons and revisit what they have already learned. As a result, the most critical factor in optimizing student learning ability is selecting the right textbook.

This difference in the backgrounds of learners raises several issues related to the learning component. One issue that arises is the assumption of inequality of gender representation in textbooks. Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama textbooks not only present grammar material, but also provide material related to social and cultural conditions. These topics contain different materials and are presented in various text genres, for example reading texts, dialogue texts, sample texts, cultural notes, and practice questions. In other words, the variety of texts that appear can show social and cultural conditions in accordance with the existing conditions in the language of the learner's goal, one of which is about gender.

Gender as a form of social differentiation is one of the aspects that are considered because gender issues arise in everyday life (Hamidah, 2017). Gender is gender in particular, but gender is defined as a difference between men and women's positions, duties, and obligations that is based on socio-cultural constructions and can change with time (Fakih, 2006). Thus, gender has a relationship with social and cultural conditions in a certain place and can be observed in certain fields, one of which is education. Gender issues in education can be seen from the contents of textbooks. Textbooks can be observed to see the description of gender inequality that occurs in society.

Gender representation in textbooks used in the field of education is unbalanced. For example, Litoss Research (2014) concludes women are underrepresented or adversely represented in terms of (1) prominence, (2) character, and (3) job, both in text and in illustrations, according to different surveys. The involvement of women and men in domestic and public roles in textbooks also tends to show an imbalance (Mursidah, 2013).

In 2015, Siti Cholisotul Hamidah conducted a research entitled Gender Ideology in Indonesian Language Textbooks. This research focuses on how gender ideology is represented in Indonesian language textbooks for Elementary school, Junior high school, and Senior high school, which include 1) subjects, 2) images, 3) schemes, 4) sentences, and 5) word choices. Gender ideology is represented in the subject elements of the Bahasa textbook in three ways, according to the study: 1) gender identity, 2) gender role representation, and 3) gender status recognition. These three things contain misrepresentations of

marginalization, especially in women and polarization of men as superior and superior figures, while women as weak, inferior and stereotypical figures. Then, to find it all, the focus of this research are the two problem namely the gender representation also gender roles

The researcher would analyze an English textbook to determine the degree to which gender roles are depicted in textbooks entitled *Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama*, because it is used for learning process especially at SMAN 4 Bengkulu. The researcher would like to examine Stockdale Suggest's textbook in order to explain how gender is represented in it in terms of gender roles and gender visibility.

B. Identification of the Problem

The following issues have been established based on the study's background:

1. The majority of English teachers use a textbook given by the school.
2. Teachers also use a textbook that hasn't been closely investigated.
3. Teachers believe that analyzing textbooks requires time.
4. In most textbooks, socio-cultural considerations such as the definition of gender are not taken into account by English teachers.

C. Research Question

The following analysis questions must be identified in this study based on the previous statement:

1. How gender is represented in handbook of Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama?

2. How are gender roles represented in a handbook of Bahasa Inggris *When English Comes in Handy* for Tenth Grade Students Published by Grafindo Media Pratama?

D. Objective of the Research

1. To investigate how gender is portrayed in a handbook of *Grafindo Media Pratama's English textbook Bahasa Inggris When English Comes in Handy for Tenth Grade Students*.
2. To see how gender roles are portrayed in a handbook of *Grafindo Media Pratama's English textbook Bahasa Inggris When English Comes in Handy for Tenth Grade Students*.

E. Limitation of the Problem

The focus of this research on gender representation and gender roles in English textbooks. This research limited to a handbook of *Grafindo Media Pratama's English textbook, Bahasa Inggris When English Comes in Handy for Tenth Grade Students*. Currently, a few characteristics are being investigated, and they are classified according to Stockdale's groups. The amount of characters used to represent male and female characters. The researcher made changes to Stockdale's table layout.

F. Significance of the Study

The study's findings should be beneficial to the author, readers, and future researchers. The below are the implications:

1. The writer

The research, according to the author, is intended to include more information about gender bias in language that could occur in the *Bahasa Inggris When*

English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama.

2. Readers

The thesis is intended to provide readers with insights about how gender is portrayed in the *Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama.*

3. Further researchers

This report is intended to be one of the sources used by future scholars to perform a more in-depth investigation into gender representation in the *Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama.*

4. Book Authors

This study is intended to be helpful for book authors in terms of being more comprehensive and avoiding gender-biased textbooks to provide appropriate dialog.

CHAPTER II

LITERATURE REVIEW

A. English in the Senior High School

English is taught in Indonesia from primary school to senior high school. Students in junior high school, grades 7-9, are required to hit the practical stage, which is the level of survival expression, whereas students in senior high school, grades 10- 12, are expected to reach the informational level, according to the Curriculum 2013 guidance. Later in education, students are hoped to achieve the epistemic stage, which is not the subject of this debate.

As a result, the materials in junior high school are more focused on using the target language in interaction to allow students to achieve the functional level, while the materials in senior high school are more focused on the use of the target language in interaction to enable students to reach the functional level. Teaching English in junior high or senior high school has its own set of objectives. The aims of English education, according to Davis and Pears in Saun, are to: 1) allow learners to speak in real English, both spoken and written; 2) enable learners to read technical publications in real English; and 3) enable learners to memorize English grammar and vocabulary. The goal of teaching English, as mentioned in the first section, is to develop communicative skill in English in the classroom, whether spoken or written.

B. The Curriculum of English at Senior High School

Since the program was changed, teachers spent less time in the classroom teaching pupils. In the school, students are supposed to be more engaged.

Teachers assist pupils in the learning process to a greater extent. The process of teaching English in the 2013 curriculum is driven by a book as a manual for teaching and learning, and the amount of hours spent teaching English in senior high school is at least 4 hours per week as the other core subject. A textbook is provided for teachers and students by the Ministry of Education and Culture. According to Putra, there are only four texts taught in grades seven through nine in Curriculum 2013, which are descriptive text, recount text, process text, and theoretical exposition text. Hopefully, these uniform contents would help the 2013 program meet its objectives.

C. The Materials of English at Senior High School

A textbook is a type of educational content that is used by teachers. It is intended to aid teachers and students in the classroom teaching and learning process, as the United Nations Educational Science and Cultural Organisation (UNESCO) reported in 2005 that the textbook is the central learning instrument, consisting of texts and photographs that are structured to achieve a particular set of educational outcomes.

A printed and bound book has traditionally included diagrams and directions to facilitate sequences of learning experiences. One of the teaching materials that teachers require is a textbook. When choosing textbooks, there are three factors to consider: a) Coverage of the curriculum, b) Presentation Materials, and c) Vocabulary (Arthea J.S.R., Verna E.B., Mary W.o, 1998).

Cheng concentrates on the textbooks that serve as the foundation for the lessons' material. Textbooks become a significant source of learning feedback offered by the teacher for English as a Second Language (ESL) students. As a

result, it is important to choose a textbook, and educators should carefully review the program's curriculum. Cheng also agrees with the following sample steps for instructional materials:

- a. They have the most recent information (e.g. published within the past 10 years).
- b. They are filled with useful information that relevant.
- c. They take into consideration the student population's linguistic and cultural diversity.
- d. The components lend themselves to a multitude of grouping techniques.
- e. The materials include activities in which students express prior experience and subject awareness.
- f. The interface and configuration (including font size) are suitable for the target audience.
- g. The graphics and visuals are simple, age-appropriate, and culturally aware.
- h. In audiovisual content, voice and sound are audible, genuine, and relevant.
- i. A multitude of learning patterns are addressed in the content. (Cheng in Ur, 1996).

D. Textbook

According to Richards in Beebe (1996), the instructional materials are the most important aspects of most language programs. If the teacher uses a textbook, institutionally prepared curriculum, or her own content, instructional materials serve as the foundation for all of the language input and experience that exists in the classroom.

1. Definition of The Textbook

For both teachers and students, textbooks are usually required in teaching and learning process as guidance. The textbook, according to Reed et al, is mostly used in the classroom as a teaching instrument (Arthea J.S. Reed, Verna E.B., Mary W.o., 1998). Similarly, Ur (1996) stated that a textbook is a lesson book that both teachers and students have and that is regularly followed as the foundation of language classes.

Then, a textbook is a book that contains resources for a specific topic that are used by teachers and students in the classroom to carry out a learning teaching process, and the materials in a textbook are structured based on a valid curriculum.

E. Textbook Analysis

Examining content such as learning materials, exercises, illustrations, and so on are the meaning of analyzing textbooks. The textbook analysis is then used to explain the textbook. Harmer (1991) outlined the characteristics of good textbooks, including the use of engaging and informative content, vocabulary objects in a logical order, concise interpretations of what to understand, and summaries of previous material. Chunningsworth further recommends the following four principles for evaluating textbooks.

1. Students' interests must be addressed in course books. They must be in line with the language learning program's aims and priorities.
2. It has to contribute to how students of the language can use the language in the future (past or present). Select textbooks that can assist students in successfully using vocabulary for their own purposes.

3. Without dogmatically implementing rigid 'methods', it must understand students' interests and encourage their learning experience.
4. Its function as a learning aid must be clearly defined. They act as translators between the target language and the pupils, just as teachers do.

Likewise, in the assessment of the quality of a book. Credible and quality assessments are not only See results, but also a complex assessment system from Planning, implementation, and reporting. So, the assessment should look The gamut from context, input, process, and output as a single Comprehensive unity (Friantary. H., Martina. F., 2018). Government in realizing the process Quality of learning and assessments, such as Learning reform in the 2013 Curriculum assessment format.

Furthermore, Wen-Cheng et al.(2011) listed the textbook guidelines, which must be:

1. Up to date.
2. Provides necessary information.
3. Make linguistic and cultural diversity a priority.
4. Is formatted and laid out correctly.
5. Be adaptable to different learning types.
6. Contains simple and appropriate illustrations.
7. Provide audiovisual content that is simple, genuine, and appropriate.
8. Work well with a variety of grouping techniques.
9. Drills are used.

There are several perspectives to analyzed textbooks. Like social or cultural value.

This study examines gender equality from a variety of viewpoints, using

impressionistic approaches for textbook review.

F. Gender

Gender and sex are difficult to distinguish as both of them are connected each other. According to Crawford and Unger (2004), sex is defined as biological variations in genetic makeup, reproductive anatomy, and function, and gender is defined as what society creates from biological sex's raw materials. Then, though sex is determined biologically, gender is formed socially.

To summarize, gender is socially that is constantly informed and socialized by both male and female individuals. Thus, if a biological female practices the gender as created by individuals in society, she is said to be feminine. Gender constructions represent and grow people's worldviews, and they have an impact on how people think, believe, and socialize in society.

G. Gender Visibility

Gender visibility shows the proportion of appearances of male and female gender that appear in textbooks. According to Stockdale (2006), exposure refers to the proportional number of men and women who feature in textbooks and is probably the most easily studied component of gender balance. Therefore, gender visibility can be an initial benchmark in seeing gender domination in textbooks.

To see the appearance of gender in textbooks, the person's name can be used as a type of gender marker. Newborn children are usually given names that traditionally refer to the sex of a boy or a girl (Barry III and Harper, 2005). However, it is possible that the names used are unisex or ambiguous in nature.

Apart from names, nouns can also indicate gender types. This noun arises from words that indicate a distinctive gender identity in a marital manner or a

gender-specific identity based on family relationships (Zandern, 1984). In addition, gender is determined based on the use of names in society because the naming of a person is related to the cultural context of a particular society (Balter, 2000). Most people will use gender-related identities, for example 'father', 'mother', 'husband', 'Wife', 'grandfather', and 'grandmother'. Another gender-specific identity that emerges is the use of the word 'pak' or 'bu' in greeting speech.

H. Gender Roles

Gender roles are one of the important discussions in gender research because they relate to the activities and behavior of men and women in the domestic or public sphere. In certain societies, the domestic role is identified with women, while the public role is identified with men. However, a job can be seen as a feminine job by one society, but in another society, it is considered a masculine job (Purnomo, 2012).

Both domestic and public roles can be played by both genders. Even so, because of the stereotypes that develop in society, the depiction of women who are active in the realm of nature and men in the scope of culture is still widely displayed in everyday life. One area that also shows a similar differentiation of roles is education. The teaching materials that are widely circulated in schools still show that men do a lot of activities in public spaces, while women are in the domestic space.

The division of roles in such a way strengthens the stereotypes of society that the scope of women's work is in the domestic sphere (Secord, 2012). Although men can do domestic work, the activity or work is limited to certain

things such as cooking activities carried out by mothers are one of the jobs in the domestic sphere.

Gender public roles related to participation and roles in social life are held by men who have masculine characteristics (Rokhmansyah, 2016). As an example, a man who are dominant as leaders, for example as president or a woman who are dominant as a minister.

I. Stereotypes

Labeling men as feminine or women as masculine can eliminate their social status and acceptance in groups. Gender stereotypes change developmentally. Later Bigler, Liber & Yekel says Stereotypic beliefs towards begin to take root in early childhood, increase in elementary school, and then decrease in late elementary school. Boys and girls in early puberty are often perplexed and worried about what could happen to them. As their bodies change drastically during puberty, gender roles can resurface. Boys' safe strategies are to be the best male they can be (i.e. "masculine"), whereas girls' safe strategies are to be the best women they can be (i.e. "feminine") (John W. Santrock, 2006).

So, the gender intensification created by puberty changes can lead to greater stereotypes in adolescence. Galambos said that Stereotypes are often negative and can be shrouded in prejudice and discrimination Sexism (sexism) is prejudice and in discrimination against individuals because of one's genital enis. Someone who says that a woman cannot be a competent engineer is the same as that person declaring sexism. And also, someone expresses sexism if he says that a male battery will not be able to become a competent kindergarten teacher. Later we

will describe some strategies for creating a Ton-sexist class (John W. Santrock, 2006).

J. The Concepts of Gender Equality in Islamic Perspectives

God created humans, both men and women, in the principle of relationship partnership. Likewise, in the context of family, conjugal relations, they are created to protect each other, and likened to clothing. And in some another verse revealed that human rights and responsibilities are the same and indistinguishable, male and female, before God, among human beings, as well as in the family (Al-Kasyaf' a Haqa'iq al-Tanzil wa Uyun al-Aqawil, Abu Al-Qasim al-Zamakhshyari, 1997). From these several verses it is clear that Islam is highly valued justice, equality, and refuse all discrimination on the sexes. Islam placing women equal to men, measured only according to God the level of quality of piety. However, to clarify the Islamic concept of gender equality, it needs to be discussed about several important thing is Islamic View of Women. As confirmed in the Qur'an Al Hujurat: 13:

" O mankind! Surely, we have created you from a male and a female, and made you nations and tribes, that you may get acquainted with one another (your lineage). Surely the most honorable of you in the Presence of Allah is he who is the most pious of you (not by your race or lineage). Surely Allah is All-Knowing, All-Aware."

Injustice befalls women because of the construction of the building social view of women as number two after men. This view is caused by cultural and religious factors. As if the views about women as weak beings and number two are justified by the Qur'an texts.

K. Gender Bias

Gender inequality in textbooks can manifest itself in a variety of ways. According to Muthaliin (2001), gender differences are present in things such as photographs of women and men, events, definitions, occupations, positions, sports, possession, duties, and obligations in textbooks published by the Ministry of National Education (Ministry of National Education) or other publishers. Students' gender concepts may be influenced by certain elements of textbooks that may include gender biases. "She's Tom's mistress," for example, is how said lady is referred to in English. 'He is the master of his craft,' says the master, indicating that women are defined in contrast to men. It demonstrates how men are defined in contrast to the rest of the world (Muthali'in, 2001). A generic usage that can be translated as him is another example, and generic men can grammatically refer to both women and men. Gender bias should not be a concern for middle school students. However, as long as they use textbooks that could include gender differences, the notion of gender biases that they learn from textbooks is internalized. As a result, they would believe that men have a higher status than women.

Then, in order to prevent any aspects of gender biased socialization, it is necessary to analyze textbooks for all gender slurs before using them. Students would be able to study languages and other sciences without being influenced by gender discrimination.

L. Gender Representation in Textbooks

The instructor not only socialized about ethnicity, but also about textbooks. Gender inequality may also be subtly presented. Gender representation

in textbooks has four dimensions, according to Garbavi.

- a. Characters and functions for men and women were tested only once, regardless of how many times they appeared in the module (textbook).
- b. Domestic responsibilities (e.g. mother, father, daughter and son).
- c. Social roles for women and men (e.g. doctor, designer, inventor and chemist).
- d. Men and women are included in the document textually.

M. The Relationship Between Gender and Textbook

1. Gender and Textbooks in Educational System

National education is one of the national growth fields that aims to educate the nation's people. National education serves as the most effective tool for nation-building and character development. Gender inequality must be eradicated as part of a nation-building and character-building campaign, which may be accomplished by schooling. Its vision is to create an educational structure that is both strong and authoritative, empowering all Indonesian students to become good human beings and to adapt proactively to the complexities of an ever-changing world.

The government has recently increased its efforts to improve the character development of students from all Indonesian provinces. As a result, the conception of character development is in line with the new government vision, which aims to revolt the mind. Gender relations in textbooks are one of the aspects that should be investigated at the national level, since they are a key source of instructional content in students' learning processes. The subject matter

that will be discussed during the learning process is known as teaching materials. This ingredients are usually gathered from a variety of places. The textbook is one of the most significant sources of instructional materials.

2. Gender Representation

A few attributes that are explored right now grouped dependent on the classes proposed by Stockdale's (retrieved From www.birmingham.ac.uk on February 12, 2020):

1. The Number of Characters Representing Male and Female

The scientist tweaked Stockdale's table structure. There are three types of characters that speak to male and female characters:

a. Main Characters

The two female and male characters in the course book who are named and appear as committed advocates of the understanding materials are alluded to by the main characters. According to Purnomo (2012), Gender roles are one of the important discussions in gender research because they relate to the activities and behavior of men and women in the domestic or public sphere. These main characters have active contributions in language texts and have a characteristic. The main characters that appear in all sections of the textbook on a daily basis.

b. Named as Non-active Characters

The two females and males characters referenced or discussed by the concept characters in the comprehension materials are alluded to by named, non-active characters. As according to Secord (2012), the

division of roles in such a way strengthens the stereotypes of society that the scope of women's work is in the domestic sphere. Named but non-active characters that have characteristic is directly mentioned or discussed by the main characters in the reading materials. They cannot contribute actively in texts or dialogues. They may be referred to by either their first or last names.

c. Non-named, Non-active Characters

In the perusing materials, non-named, non-active characters allude to both female and male characters; they have no name or are simply referred to as he/she. According to Rokhmansyah (2016), gender public roles related to participation and roles in social life are held by men who have masculine characteristics. As an example, a man who are dominant as leaders, for example as president or a woman who are dominant as a minister. The characteristic was they do not have clear name in the text. They can be called by their common name such *sir, dad, mom or ladies*.

2. Appearances in Illustration

Male and female characters photographed in the reading material, either alone or in groups, and considered one character. According to Stockdale (2006), exposure refers to the proportional number of men and women who feature in textbooks and is probably the most easily studied component of gender balance. The characteristic of this representation was identified by seeing the female or male characters in the textbook as a figure. Under the basis that they can't be distinguished as male or

female, photos that can't be distinguished as male or female won't be examined.

3. Noun and Pronoun

There are two points that appeared in the textbook: titled name and named. According to Zandern (1984), this noun arises from words that indicate a distinctive gender identity in a marital manner or a gender-specific identity based on family relationships. In the titled name, the characteristic is that characters have honorific (s) preceding their surname, titled named in the textbook could show the status and power in society. In the named, a variety of noun and possessive, and can see in the noun examples and possessive contained in the book like the name of Frank, and many else like Grace, Mark, Eva, Joe, Dani and others. The exact number of occurrences in this analysis will be determined by the number of nouns in the text that belong to male and female characters.

N. Theoretical Framework

Gender is a part of a society that has been socialized since birth. People can tell whether a baby is female or male by looking at their genitals when they are born. If the infant is a child, her parents will give her a pink blanket and a doll, and when children are given gifts such as kitchen utensils, parents will normally give them. In the meantime, if it's a baby, the blue one will be given. That is an example of gendered behavior that is common in society. As a result, it is one way in which people socialize gender.

Sex socialization persists in classrooms as children get older. Sex socialization is supported by teachers and other means of teaching and learning practices, such as textbooks. Social norms such as ethnicity are indirectly taught in textbooks. If the value is based on gender bias, it will influence how they identify as women or men. Gender inequality may also influence their attitudes as women and men. For example, a female student involved in feminine activities who engages in masculine activities such as soccer or boxing might be perceived to be breaking gender rules. Male students, in particular, prefer to control those practices because they think they are smarter than women. To prevent gender differences that may form in textbooks, it is important to investigate textbooks as a source of education for students.

O. Related Previous Study

Several scholars looked at gender equality in language textbooks as well such as Ummu Salamah (2017) entitled *Gender representation in the English Textbook (A Content Analysis of Bright for Seventh Grade Students Published by Erlangga)*. The first study conducted by Ummu was Gender Representation in the English Textbook Series in junior high school: gender representation in English Textbook. The aim of this research is to see how much this set of English textbooks for junior high school students adheres to the pursuit of equity and attempts to eliminate gender inequality in education. He used the method suggested by Logsdon to analyze the content in the book. The results show that textbooks represent more men. as in the case of names and games in the book.

The similarity of this research with the researcher's research is from the object of this research also an English textbook, while the differences of this

research with the researcher's research are from the aim of the research as this research aim is to see how much this set of English textbooks for junior high school students adheres to the pursuit of equity and attempts to eliminate gender inequality in education while the researcher's research aim is to find out the representation of the gender also the gender role in the English textbook. the subject were the junior high school while the researcher's research subject is the senior high school student level's.

Another study on gender representation in language textbooks was also conducted by Aslim Zahri (2018) entitled *Gender representation in Indonesia EFL Textbook Exercise (A Critical Analysis of Exercise English Books Published by the Ministry of Education and Culture)*. After conducting the study, it was determined that the textbook incorporates varying degrees of gender inequality in each chapter's exercise.

The similarity of this research with the researcher's research is the aim to find out the gender representation in the textbook. While the differences of this research with the researcher's research are from the subject of the research level's, it took the junior high school level while the researcher's research took the senior high school students. Then it was an Indonesia textbook while the object of the researcher's research will be an English textbook.

Finally, in 2019, Rachma Meidinar Latupono and Gatut Susanto conducted analysis entitled *Representasi Gender Dalam Buku Ajar BIPA Sahabatku Indonesia Tingkat Mahir* One of research on gender representation in the BIPA Sahabatku Indonesia textbook was conducted in textbooks for advanced learners (C1 and C2). The selection of this textbook was made because (1) the

content of advanced learners' textbooks was more complex than the contents of other level textbooks so that BIPA learners no longer studied basic grammar and topics in BIPA textbooks at C1 and C2 levels contained more social elements, and culture, including gender and (2) the book is used as an Indonesian language textbook for foreign speakers abroad in the Centre for Diplomacy and Language Strategy Development (PPSDK) program.

The similarities of this research with the researcher's research are the aim to find out the gender representation in the textbook also the subject of the research level's, it took the junior high school level while the researcher's research took the senior high school students. While the differences of this research with the researcher's research is it was an Indonesia textbook while the object of the researcher's research an English textbook.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Study

This research is a qualitative study using content analysis as a research method. This method is used to describe textbook content. Content analysis is a technique that sustains the researcher to study the behavior of a human in an indirect way, by an analysis of their communication. (Jack R. Fraenkel, 2012). One of the methods goals is to spot bigotry, racism, or propaganda in textbook presentations. (Donald Ary, Lucy C. Jacobs, and Christine K. Sorensen, 2010). In other words, it means the analysis is a written content of a communication. It can be essay, magazine, textbook, workbook, song and any type of communication that can be analyzed. In the content analysis, it used qualitative data, while the data are collected in the form of words. It is more concerned with understanding situations and events from the viewpoints of the data. The portrayal of women and men in textbooks will be examined in this analysis. (Jack R. Fraenkel, 2012).

B. Object of the Study

The textbook that will be the object of the study is the English textbook entitled *Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama*. The textbook consists of 10 chapters with illustrations. The textbook's diagrams, vocabularies, lessons, and texts are all examined in this analysis. The textbook was selected because it is the only other textbook written in accordance with the Curriculum 2013. While the reasons on why the researcher's use this book as the object of the research are it is a primary book uses by the English students as the handbook, it is a textbook that used for

the English department of SMAN 4 Bengkulu namely English Peminatan also this book never used by the other researcher before.

C. Technique of the Data Collection

In this research, the researcher will use document analysis. According to Bowen (2009), document analysis is a form of qualitative study in which the researcher interprets documentation to provide voice and interpretation to an evaluation subject. Report analysis involves coding material into patterns in the same way as focus group or interview transcripts are studied. However, in this study, data such as a person's name, gender identity, and a sentence containing the gender role element would be included. The gender representation will be inspected for the gender visibility and gender role that appeared in the word or sentence in the book.

Researchers are directly involved in research activities which include data collection activities, data analysis, and the process of concluding the results. However, this research will also use a supporting instrument namely an observation sheet in the form of a data collection table. Data in the form of gender representation aspects in the textbook entitled *Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama* will be collected and processed using a data collection table.

In this study, the data collection techniques that will be used are documentation techniques or document review. Researchers carried out several stages of data collection. The stages of data collection include (1) reading the *Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama* textbook, (2) identifying names, gender

identifiers, or sentences that contain gender elements, (3) classifying passive sentences according to the focus of the study, (4) reducing data so that the data is in accordance with the theory and the data can be researched, (5) obtaining data and arranging data according to themes relating to the research context.

D. Research Instrument

As the instruments for collecting the data, the researcher will be uses a few attributes namely observation checklist that are explored right now grouped dependent on the classes proposed by Stockdale's (2006) (retrieved From www.birmingham.ac.uk on February 12, 2020):

1. The Number of Characters Representing Male and Female

Gender visibility shows the proportion of appearances of male and female gender that appear in textbooks. According to Stockdale (2006), exposure refers to the proportional number of men and women who feature in textbooks and is probably the most easily studied component of gender balance. The scientist adjusted the table structured by Stockdale. This is the quantity of characters speaking to male and female has three sorts;

a. Main Characters

Female and male characters in the course book who are named and appear as committed advocates of the understanding materials are alluded to by the main characters. According to Purnomo (2012), Gender roles are one of the important discussions in gender research because they relate to the activities and behavior of men and women in the domestic or public sphere. The main characters that appear in

Total		

c. Non-named, Non-active Characters

According to Rokhmansyah (2016), gender public roles related to participation and roles in social life are held by men who have masculine characteristics. As an example, a man who are dominant as leaders, for example as president or a woman who are dominant as a minister. In the perusing materials, non-named, non-active characters allude to both female and male characters; they have no name or are simply referred to as he/she.

Table 3.
Non-named, Non-active Characters.

Chapter	Male	Female
Total		

2. Appearances in Illustration

According to Stockdale (2006), exposure refers to the proportional number of men and women who feature in textbooks and is probably the most easily studied component of gender balance. Male and female characters will be photographed in the reading material, either alone or in groups, and will be considered one character. Under the basis that they

can't be distinguished as male or female, photos that can't be distinguished as male or female won't be examined.

Table 4.
Appearances in Illustration

Chapter	Both Genders	Appearing	
		Male Appearing	Female Appearing
Total			

3. Noun and Pronoun

Apart from names, nouns can also indicate gender types. According to Zandern (1984), this noun arises from words that indicate a distinctive gender identity in a marital manner or a gender-specific identity based on family relationships. The exact number of occurrences in this analysis will be determined by the number of nouns in the text that belong to male and female characters.

Table 5.
Noun and Pronoun

Chapter	Male	Female	Total

--	--	--	--

E. Technique of the Data Analysis

Researcher carried out three steps of data analysis in this study. The first step is data reduction. In this stage, the researcher selected the data according to the research needs and then be coded. The second step is displaying the data, namely the presentation of the data in the form of descriptive text. The third step is conclusion / verification. At this stage, the data that has been obtained and coded are then interpreted and concluded.

F. Procedures of the Research

In this research, there are some procedures in analyzing the data from the textbook entitled *Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama*. The procedures are:

The data are classified into categories.

1. It produced the definition, making it possible for the researcher to determine the frequency of gender representation in the textbook and to obtain a more detailed explanation of gender representation.
2. The researcher calculates the occurrence in each table for the numbers of gender visibility and gender role. After getting the result, those result changed into percentage using

$$formula = \frac{gender}{total\ of\ gender} \times 100$$

Stockdale states if the result show that different more than **5%** in any categories seen as a significant imbalance/bias gender (Stockdale, retrieved from www.birmingham.ac.uk on February 12, 2020).

3. Finally, data analysis entails interpreting or interpreting the data, and the data may be compared to the findings of other experiments.

4. To assess the gender balance in the textbook, the researcher draws conclusions.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. DATA DESCRIPTION

Gender representation and gender roles analyzed in this study, by analyzed six aspects in the textbook including: The Number of Characters Representing Male and Female. The scientist adjusted the table structured by Stockdale. This the quantity of characters speaking to male and male has three sorts; Main Characters, Named as Non-active Characters, Non-named, Non-active Characters. (2). Appearances in Illustration. (3). Noun and Pronoun. All units of the textbook were analyzed. The data are described as follow:

1. The Number of Characters Representing Male and Female

Based on the result of data analysis, it was found that there were three gender representations based on the representation of relative number of male and female. The findings of the study are described as follows:

a. Main characters – female and male

Based on the result of data analysis, it was found that there were 106 main characters. Furthermore, out of 106 main characters; there were 55 female (52%) and 51 (48%) male. These main characters have active contributions in language texts and have a characteristic.

Table 4.1
The Number of Characters Representing Male and Female
(Main Characters- Male and Female)

Chapter	Male		Female	
	F	%	F	%
I	8	67%	4	33%

II	14	45%	17	55%
III	13	42%	18	58%
IV	2	67%	1	33%
V	8	50%	8	50%
VI	1	50%	1	50%
VII	4	44%	5	56%
VIII	1	50%	1	50%
IX	-	-	-	-
X	-	-	-	-
Total	51	48%	55	52%

From the table above, we can calculate that total is 106. If we use the formula $formula = \frac{gender}{total\ of\ gender} \times 100$, the percentage of male 48% and 52% for female. This quantitative percentages showed there is no gender bias because the different is 4%.

And we can also look the example of the main characters-female and male in this textbook:

Activity 9

Work in pairs. Act out the following dialog, then answer the questions.

Caca : Do you have any plans for the next school holiday?

David : I haven't got any ideas yet. How about you?

Caca : Hmm.. I will stay at home and learn how to cook with my aunty.

David : Sounds interesting. By the way, there is going to be an exchange student program to the UK. Are you joining?


Caca : Are you sure? I am interested in it. When is it going to be?

David : It is going to be held in June.

Caca : I will consider joining it, but I have to tell my parents first.

David : I hope you get the permission from your Dad and Mom.

Caca : I hope so.



Source: <https://s1.huffpost.com/gen/1464011/images/-/BOY-TALKING-TO-GIRL-628x314.jpg> (October 11, 2017)

Click

Watch the learning video discussing expression of intention in the future by accessing the following link.
https://www.youtube.com/watch?v=R3OEQC_5IH0&spfreload=10

Questions:

1. Based on the dialog above, what are they talking about?
2. What question did Caca use to ask about David's plan?
3. What was Caca's purpose by saying "I will stay at home and learn how to cook with my aunty"?
4. Mention expressions of intention found in the dialog.

Figure 4.1
The Number of Characters Representing Male and Female (main characters- Male and Female)

It can be seen from the example of the picture; the main character has active contributions in language texts and have a characteristic. In which in the dialog in the picture Caca as the main character did her role as the main character by actively contributes in the text dialog, asking, describing also mentioned another person in the dialog.

b. Named, non-active characters (female and male) that are mentioned

Based on the result of data analysis, it was found that there were 10 named, non-active characters. Furthermore, out of these 10 named, non-active characters; there were 3 (30%) female and 7 (70%) male. Named but non-active characters that have characteristic is directly mentioned or discussed by the main characters in the reading materials. They cannot contribute actively in texts or dialogues.

Table 4.2
Named but non-active characters


Chapter	Male		Female	
	F	%	F	%
I	1	50%	1	50%
II	-	-	-	-
III	2	67%	1	33%
IV	-	-	-	-
V	1	100%	-	-
VI	1	100%	-	-
VII	2	67%	1	33%
VIII	-	-	-	-
IX	-	-	-	-
X	-	-	-	-
Total	7	70%	3	30%

And also we can see the example picture of the main character below:

Activity 4

Work in pairs. Your teacher will choose a pairs to read the dialog. Listen to them. Act out the dialog with your partner.

Jenifer : Hi, Alfa.
Alfa : Hi, Jen! What's the latest news?
Jenifer : Don't you know that our basket team will join the High School Competition West Nusa Tenggara Series next week?
Alfa : Are you kidding?
Jenifer : I'm serious! Both male and female teams will take part in this great competition.
Alfa : Where will the competition be held?
Jenifer : At Pajajaran Sport Hall.
Alfa : So, what should we do, then?
Jenifer : Why don't we come to the site and to support them?
Alfa : Will Adi and Indra, the center and our best shooting guard, play?
Jenifer : Well, of course! They are the best players.
Alfa : It will be interesting. I hope our team will win the competition.
Jenifer : Of course, we should ask our class members to come and support our team.
Alfa : Yeah, I will ask them too. By the way, do you know that our cheerleader team will perform a dance during the opening party?
Jenifer : Seriously? It will be amazing.
Alfa : I can't wait to watch them.



Sources: <http://1.hudjost.com/gen/?431634/images/0-MEN-AND-WOMEN-facebook.jpg> (October 16, 2017)

Figure 4.2
Main Characters-Female and Male (named but As Non-Active Character)

It can be seen from the example of the picture; the character been named but did not appear in the text or dialog, for example as can be seen in the picture they are Adi and Indra who are mentioned in the discussion in the dialog but they did not appear or following the discussion. Based on the result of data analysis above, we can calculate that total is 10. If we use the formula $formula = \frac{gender}{total\ of\ gender} \times 100$, the percentage of male 70% and 30% for female. This quantitative percentages showed there is gender bias because the different is 20%.

c. Unnamed, Non-Active Characters (Female and Male) that are mentioned

Based on the result of data analysis, it was found out that there were 15 unnamed, non active characters. Furthermore, out of 15 unnamed, non active characters; there were 5 (33%) female and 10 (67%) male in this category. The characteristic was they do not have clear name in the text. They can be called by their common name such *sir, dad, mom or ladies*.

Table 4.3
Unnamed, non-active character

Chapter	Male		Female	
	F	%	F	%
I	-	-	-	-
II	2	67%	1	33%
III	3	60%	2	40%
IV	-	-	-	-
V	2	67%	1	33%
VI	1	100%	-	-
VII	2	67%	1	33%
VIII	-	-	-	-

IX	-	-	-	-
X	-	-	-	-
Total	10	67%	5	33%

Based on the result of data analysis above, there were 5 (33%) female and 10 (67%) male in the category of unnamed, non-active characters (female and male) that are mentioned.

These quantitative percentages showed that there were indication of gender bias in unnamed non-active characters because the number of differences female and male characters was 17%. Results of comparisons between men and women Named but non-active characters, can also be seen from the example picture bellow:

work in pairs. read and act out the dialog describing historical buildings with correct pronunciation. Identify the followings.

1. Adverbs of place
2. Adjective phrases
3. Adverbs of degree
4. Adverbs of time
5. Noun phrases

Kevin : Hi, Jack. Do you have any plans for the coming holiday?
 Jack : No, why? Do you have any?
 Kevin : How about going to the National Monument in Jakarta?
 Jack : That's a great idea.
 Kevin : I hear that it is a 132 m tower in the center of Merdeka Square Central Jakarta.
 Jack : You are right; it symbolizes the fight for Indonesian independence.
 Kevin : Interesting, I like history.
 Jack : There are many sections such as the top yard, the Independence Room, the National History Museum and the park area. You can read the script of Indonesian Independence and listen to Soekarno's voice when he was reading the script.
 Kevin : Wow, it's amazing. I would like to see Jakarta from the top.
 Jack : You can reach the top by the available elevator; from there you can enjoy the view of Jakarta and feel the blowing air.
 Kevin : But, how about the parking area?
 Jack : It surrounds the monument and is organized nicely. There are several kinds of plants from various regions of Indonesia, and also a pool with fountain and the statue of Prince Diponegoro riding a horse, which was made of 8 ton of bronze in the park.
 Kevin : Wow... fantastic! I can't wait!
 Jack : Me, too.

Figure 4.3
Main Characters- Female and Male (Unnamed-as Non-Active Character)

It can be seen from the example of the picture; We can see in the text, *he* in the text of the conversation belongs to the aspect or category main characters- female and male (unnamed as non-active character. This is because in the conversation he is not in the conversation situation or can be said that the character in the conversation cannot contribute actively as Character.

2. The Representation Male and Female in Illustrations

Based on the result of data analysis, it was found that there were 59 characters. Furthermore, out of 59 characters; there were 36 (61%) male and 23 (39%) female. The characteristic of this representation was identified by seeing the female or male characters in the textbook as a figure. Further details are shown in table below.

Table 4.4
The Representation Male and female in illustration

Chapter	Both Genders	Appearing			
		Male Appearing		Female Appearing	
		F	%	F	%
I	8	5	62,5%	3	37,5%
II	7	2	71%	2	29%
III	11	7	64%	4	36%
IV	5	3	60%	2	40%
V	5	3	60%	2	40%
VI	3	1	33%	2	67%
VII	4	3	75%	1	25%
VIII	5	4	80%	1	20%
IX	2	1	50%	1	50%
X	9	4	44%	5	56%
Total	59	36	61%	23	39%

This quantitative percentages analysis showed that there was gender bias on the male's sides with different is 11%. From the data analysis that has been done by researchers from chapters 1 to 10 obtained results such as the above data. Representation of males is more dominant at this point. In the Representation Male and female in illustration, the difference in the percentage number between male and female gender in this aspect is also high difference compared to other aspects already researched. On the part of the gender representation in the illustration or in the image, male gender is much more than female gender. It can be seen in the next points that have been researched and in conclusion.

Activity 3

Work in pairs. Your teacher will choose a pairs. Listen to them reading a dialog. Pay attention to their pronunciation and intonation. Act out the dialog with your partner.

Harry : Hi, Galih, what picture are you holding?
Galih : Hi, Harry! It is my picture when I was in Raja Ampat.

Harry : When did you go there?
Galih : I went there with my family last school vacation.


Harry : It's cool. How do you get there?
Galih : First take a flight to Sorong, and then take a private taxi or motorbike taxi called *Ojek* to the harbor.

Harry : I see, what's next?
Galih : Next, we can use slow boat or express one to Waisai. Waisai is on the island of Waigeo, the capital of Raja Ampat.

Harry : Okay. How long is it from the harbor to Waisai?
Galih : If you take the express boat, it will take you about two hours, but if you take the slow one, it will be about four hours. It is cheaper of course, but you have to learn the timetable as there are not many boats available.

Harry : Are there any hotels available?
Galih : You can find not only hotels but also some resorts or homestays.

Harry : Thank you for your valuable information, Galih.
Galih : Sure, but when are you going there?



Source: <http://share.america.gov/wp-content/uploads/2014/11/3-9-hi-rvs.jpg> (October 13, 2017)

Figure 4.4
The Representation Male and Female in Illustrations

It can be seen from the example of the picture; there is a picture that showed the appearance of two male as the example of the representation of male and female in illustration. It also show a sign as the result above that mentioned male that represented the most in the appearance in this textbook.

3. Noun and Pronoun

Based on the result of the data analysis, there were two points that appeared in the textbook: titled name and named. The findings of the study are described as follows

a. Titled Name

Based on the result of data analysis, it was found out that there were 4 named. Furthermore, out of 4 characters, there were 3 or 75% male and 1 time appearing or 25% percentages of the female. The characteristic was that characters have honorific (s) preceding their surname.

Table 4.5
Noun and Pronoun (Title Names)

Chapter	Occurrences				Total
	Male Occurrences		Female Occurrences		
	F	%	F	%	
I	1	100%	-	-	1
II	1	50%	1	50%	2
III	-	-	-	-	-
IV	-	-	-	-	-
V	1	100%	-	-	1
VI	-	-	-	-	-
VII	-	-	-	-	-
VIII	-	-	-	-	-
IX	-	-	-	-	-
X	-	-	-	-	-
Total	3	75%	1	25%	4

These quantitative percentage analyses showed that there was gender bias on male's sides because, there were a lot of honorifics directed to male, such as

for Sir or Prince. Moving on to a little different perspective, titled named in the textbook could show the status and power in society.

Chapter 1 Review

A. Choose a, b, c, d, or e for the correct answer.
Questions 1–4 are based on the following dialog.

Mr. Anton : Good afternoon, Sir. *May I introduce myself?* My name is Anton. I am a technician of PT General Automotive.

The secretary : What can I do for you, Sir?

Mr. Anton : I want to see Mr. Rahmat, the mechanic in the workshop. Is he in today?

The secretary : I am sorry, Sir. Mr. Rahmat isn't in today.

Mr. Anton : I see. Well, thank you. Goodbye.

1. What are Mr. Anton and the secretary talking about?

- a technician of PT General Automotive
- a way of greetings
- Mr. Anton and the secretary
- Mr. Rahmat's hobby
- Mr. Rahmat's attendance

Figure 4.5
Noun and Pronoun (Titled Named)

In addition to the above table, researchers also include images belonging to categories or aspects examined to provide evidence that the image is the correct aspect of the investigation. It can be seen from the example of the picture; the uses of titled sir refer to a male character with a titled named.

b. Named

Based on the result of data analysis, it was found out that there were 55 named. Furthermore, out of 55 characters, there were 33 or 60% male and 22 times appearing or 40% percentages of the female.

Table 4.6
Named

Chapter	Occurrences				Total
	Male Occurrences		Female Occurrences		
	F	%	F	%	
I	8	57%	6	43%	14
II	6	60%	4	40%	10
III	5	62,5%	3	37,5%	8
IV	2	50%	2	50%	4
V	5	83%	1	17%	6
VI	3	75%	1	25%	4
VII	3	43%	4	57%	7
VIII	1	50%	1	50%	2
IX	-	-	-	-	-
X	-	-	-	-	-
Total	33	60%	22	40%	55

These quantitative percentage analyses showed that there was gender bias 10% on both female and male. Example of the picture in noun and pronoun (named) we can see below:

Activity 7

Work in pairs. Read the dialogs and answer the questions.

Dialog 1

Sandy and Frank used to go to college together.

Sandy : What a nice new car you have, Frank!

Frank : Thanks. My Dad bought me as a birthday gift.

Sandy : Happy birthday! How lucky you are! He is a great father.


Frank : Thanks! You are right. I love him very much.

Sandy : The car looks sophisticated. What did you do to it?

Frank : Not much. I had it remodeled and added some new accessories.

Sandy : Great job!

Frank : Thanks.



Source: http://cdn.skim.gs/image/upload/c_fill,h_290,w_470/ap/3348e42b47e8b40c29000021
(October 10, 2017)

32 Bahasa Inggris: When English Comes in Handy 1
untuk SMA/MA/SMK/MAK Kelas X Kelompok Wajib

Figure 4.6
Noun and Pronoun (Named)

It can be seen from the example of the picture; In the picture, the researcher found a variety of noun and possessive, and can we see in the image one of the noun examples and possessive contained in the book is the name of Frank, and many else like Grace, Mark, Eva, Joe, Dani and others.

4. Gender Roles

The researcher found the gender roles in this book about 6 (26%) Domestic Gender Roles and 17 (74%) Public Gender Roles. Domestic Gender Roles categorised into 2 types, namely Domestic roles activity that done by Male 4 (67%) activities and Domestic roles activity that done by Female 2 (33%) activities. Public Gender Roles also categorised into 2 types, namely Public roles activity that done by Male 11 (65%) activities and Public Gender roles activity that done by Female 6 (35%) activities. Domestic roles activities that done by Male and Public Gender roles activities that done by Male are the most represented in this teaching English book *When English Comes in Handy*.

B. DATA ANALYSIS

Based on the data description, there are some findings to analyze. First is the number of characters representing male and female. The findings of the study are described as follows: it was found that there were 106 main characters. Furthermore, out of 106 main characters; there were 55 female (52%) and 51 (48%) male with is no gender bias because the different is 4%. These main characters has active contributions in language texts and have a characteristic.

The next point is Named, non-active characters (female and male) that are mentioned. Named, non-active characters refer to both females and males'

characters mentioned or discussed by the main characters in the reading materials. They can be mentioned by their proper first or full names, there were 3 (30%) female and 7 (70%) male. Bias that occurs in this point is about 20%.

The next aspect that researchers have analyzed is that the Unnamed, Non-Active Characters (Female and Male) that are mentioned. It was found out that there were 15 unnamed, non-active characters. Furthermore, out of 15 unnamed, non-active characters; there were 5 (33%) female and 10 (67%) male in this category. These quantitative percentages showed that there was indication of gender bias in unnamed non-active characters because the number of differences female and male characters was 17%, the bias occurs is 17%. The characteristic was they do not have clear name in the text. They can be called by their common name such *sir, dad, mom or ladies*.

We can see in the text, *Soekarno* in the text of the conversation belongs to the aspect or category main characters-female and male (unnamed as non-active character). This is because in the conversation he is not in the conversation situation or can be said that the character in the conversation cannot contribute actively as Character.

Other points, The Representation Male and Female in Illustrations based on the result of data analysis; Based on the result of data analysis, it was found that there were 59 characters. Furthermore, out of 59 characters; there were 36 (61%) male and 23 (39%) female. The characteristic of this representation was identified by seeing the female or male characters in the textbook as a figure.

This quantitative percentages analysis showed that there was gender bias on the male's sides with different is 11%. From the data analysis that has been

done by researchers from chapters 1 to 10 obtained results such as the above data. Representation of males is more dominant at this point. In the Representation Male and female in illustration, the difference in the percentage number between male and female gender in this aspect is also high difference compared to other aspects already researched. On the part of the gender representation in the illustration or in the image, male gender is much more than female gender. It can be seen in the next points that have been researched and in conclusion.

Other points are Noun and pronoun based on the result of data analysis; there were two points that appeared in the textbook: titled name and named. The findings of the study are described as follows Based on the result of data analysis, it was found out that there were 4 named. Furthermore, out of 4 characters, there were 3 or 75% male and 1 time appearing or 25% percentages of the female with the bias occur 25%. The characteristic was that characters have honorific (s) preceding their surname.

These quantitative percentage analyses showed that there was gender bias on male's sides because, there were a lot of honorifics directed to male, such as for Sir or Prince. Moving on to a little different perspective, titled named in the textbook could show the status and power in society.

The last is on the result of data analysis, it was found out that there were 55 named. Furthermore, out of 55 characters, there were 33 or 60% male and 22 times appearing or 40% percentages of the female. These quantitative percentage analyses showed that there was gender bias 10% on both female and male. The researcher found a variety of noun and possessive, and can we see in the image

one of the noun examples and possessive contained in the book is the name of Frank, and many else like Grace, Mark, Eva, Joe, Dani and others.

Domestic roles activities that done by Male and Public Gender roles activities that done by Male are the most represented in this teaching English book *When English Comes in Handy*. With Domestic Gender Roles categorised into 2 types, namely Domestic roles activity that done by Male 4 (67%) activities and Domestic roles activity that done by Female 2 (33%) activities. Public Gender Roles also categorised into 2 types, namely Public roles activity that done by Male 11 (65%) activities and Public Gender roles activity that done by Female 6 (35%) activities.

C. DISCUSSION

There are two research questions in chapter one, it was answered in the discussion part. The researcher investigated the representation of gender and the gender roles in the Bahasa Inggris *When English Comes in Handy* for Tenth Grade Students Published by Grafindo Media Pratama based on the criteria of Stockdale.

1. **Gender representation in the Bahasa Inggris *When English Comes in Handy* for Tenth Grade Students Published by Grafindo Media Pratama**

Gender representation in English textbook were imbalance. Male were dominant in three categories such as the number of named- non active, non-named-non active and titled & named. Named- non active, They can be

mentioned by their proper first or full names, there were 3 (30%) female and 7 (70%) male. Bias that occurs in this point is about 20%. (*See page 34*)

The next aspect is Unnamed, Non-Active Characters (Female and Male) that are mentioned. It was found out that there were 15 unnamed, non active characters. Furthermore, out of 15 unnamed, non active characters; there were 5 (33%) female and 10 (67%) male in this category. These quantitative percentages showed that there were indication of gender bias in unnamed non-active characters because the number of differences female and male characters was 17%, the bias occurs is 17%. The characteristic was they do not have clear name in the text. They can be called by their common name such *sir, dad, mom or ladies*. (*See page 35*)

Other point is titled & named, the findings of the study are described as follows Based on the result of data analysis, it was found out that there were 4 named. Furthermore, out of 4 characters, there were 3 or 75% male and 1 time appearing or 25% percentages of the female with the bias occur 25%. The characteristic was that characters have honorific (s) preceding their surname. These quantitative percentage analyses showed that there was gender bias on male's sides because, there were a lot of honorifics directed to male, such as for Sir or Prince. Moving on to a little different perspective, titled named in the textbook could show the status and power in society. (*See page 39*)

The last point is appearance in illustrations, it was found that there were 59 characters. Furthermore, out of 59 characters; there were 36 (61%) male and 23 (39%) female. The characteristic of this representation was identified by seeing the female or male characters in the textbook as a figure.

This quantitative percentages analysis showed that there was gender bias on the male's sides with different is 11%. From the data analysis that has been done by researchers from chapters 1 to 10 obtained results such as the above data. Representation of males is more dominant at this point. In the Representation Male and female in illustration, the difference in the percentage number between male and female gender in this aspect is also high difference compared to other aspects already researched. On the part of the gender representation in the illustration or in the image, male gender is much more than female gender. It can be seen in the next points that have been researched and in conclusion. (*See page 37*)

Furthermore, lastly, female characters were dominant in main characters. In main character point, it was found that there were 106 main characters. Furthermore, out of 106 main characters; there were 55 female (52%) and 51 (48%) male with is no gender bias because the different is 4%. These main characters has active contributions in language texts and have a characteristic. (*See page 32*)

The conclusion that we can draw is in accordance with Stockdale's theory which states that if in a textbook the differences is more than 5% between male and female gender, then the book can be said to contain gender bias.

2. Gender roles represented in the Bahasa Inggris When English Comes in Handy for Tenth Grade Students Published by Grafindo Media Pratama

The researcher found the gender roles in this book about 6 (26%) Domestic Gender Roles and 17 (74%) Public Gender Roles. Domestic Gender

Roles categorised into 2 types, namely Domestic roles activity that done by Male 4 (67%) activities and Domestic roles activity that done by Female 2 (33%) activities. Public Gender Roles also categorised into 2 types, namely Public roles activity that done by Male 11 (65%) activities and Public Gender roles activity that done by Female 6 (35%) activities. Domestic roles activities that done by Male and Public Gender roles activities that done by Male are the most represented in this teaching English book *When English Comes in Handy*.

Domestic roles activities that done by Male and Public Gender roles activities that done by Male are the most represented in this teaching English book *When English Comes in Handy*. With Domestic Gender Roles categorised into 2 types, namely Domestic roles activity that done by Male 4 (67%) activities and Domestic roles activity that done by Female 2 (33%) activities. Public Gender Roles also categorised into 2 types, namely Public roles activity that done by Male 11 (65%) activities and Public Gender roles activity that done by Female 6 (35%) activities. This indicates that in the textbook Bahasa Inggris *When English Comes in Handy* has a gender bias. Where gender male is more dominant compared to female gender. (See page 42)

CHAPTER V

CONCLUSION AND SUGGESTION

A. RESULT

In order to make the result more organized, the researcher presents the discussion in to two sub-sections; the first is answering the research questions and the second is explain the implication of the results of this research.

From findings, gender representations in English textbook were imbalance. Male were dominant in categories such as the number of named- non active, non-named-non active, appearance in illustrations and titled & named. Furthermore, female characters just dominant in main characters. Also, the gender roles including domestic gender roles and public gender roles were dominant done by Male. This indicates that in the textbook Bahasa Inggris *When English Comes in Handy* has a gender bias. Where gender male is more dominant compared to female gender.

The result of this research can help English teacher to know how to analyze gender position in English textbooks. It can also give information about gender position in English textbook to them. By knowing gender position in English textbook, English teachers can be aware when they teach English materials that related to gender.

B. CONCLUSION

Based on the result of this research, gender representation in the English Textbook "*Bahasa Inggris When English Comes in Handy*" between male and female in term of the relative number of male and female characters, male and female in the illustrations, and noun and pronoun are showed biases. In fact, On

the one hand, some parts of the findings demonstrate the evidence of male dominance over females. Male were dominant in categories such as the number of named- non active, non-named-non active, appearance in illustrations and titled & named. Furthermore, female characters just dominant in main characters. Also, the gender roles including domestic gender roles and public gender roles were dominant done by Male. The conclusion that we can draw is in accordance with Stockdale's theory which states that if in a textbook the differences is more than 5% between male and female gender, then the book can be said to contain gender bias.

C. SUGGESTION

The followings are some suggestions that might be useful for English teachers, students, and further researchers:

1. The English teachers need to analyze an English textbook before using it.
2. The English teachers have to be more aware of gender issues by reading books or up-to-date journals and articles.
3. The English teachers have to treat students with nonsexist manner in teaching and learning process such as assigning students in equal gender groups or using non sexist language for examples fire fighter, police officer, and business person.
4. By knowing that this book is gender biased, it is hoped that teachers can be more creative in presenting material in books that contain gender biases, do not differentiate or do justice to male or female students.

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Appendix 1. The Number of Characters Representing Male and Female (Main Characters)

Below are the illustrations or some examples that show the appearance of Main Characters in each chapter including Male or Female main character in the English Textbook Entitled Bahasa Inggris When English Comes in Handy for Tenth Grade Students.

A. Chapter One

Activity 1

Work in pairs. Your teacher will choose a pair to act the dialog. Listen to their pronunciation and intonation. Complete the dialog below with what you have heard. Act it out with your friend in front of the class.

Dani is an overseas student from Singapore. Today is his first day at school.

Dani : Good morning, ¹⁾ _____ Dani. I'm a new student.

Eva : ²⁾ _____, I'm Eva. How can I help you?

Dani : I saw you standing in front of the classroom over there. Do you attend that class?

Eva : Oh yeah, ³⁾ _____.

Dani : Well, I think we're going to be classmates. That's my classroom too.

Eva : Really? ⁴⁾ _____.

Dani : Yeah, right. By the way, ⁵⁾ _____?

Eva : Oh this is nothing. I'm just looking at this year's timetable. Have you seen it?

Dani : ⁶⁾ _____.

Eva : That's okay. You can see mine.

Dani : ⁷⁾ _____.


Eva : So what brings you here?

Dani : I hear this school has one of the best marching bands in town. I'm interested in joining.

Eva : Wow! What a coincidence. ⁸⁾ _____.

Dani : Good, so I have a friend to practice with. Anyway, I must go now. Here's your book. Thank you very much, ⁹⁾ _____.

Eva : Sure. ¹⁰⁾ _____ then. Bye.



Source: https://www.bahasa.com/depot/gallery/img/62358_max.jpg (October 9, 2017)

Activity 5

Work in pairs. Read the dialog below with correct pronunciation and act it out.

Andy and Brian are registered as speakers in an international seminar.

Andy : Hello, I'm Andy. (Offering his hand)

Brian : Hello, I'm Brian. (Shaking hands)

Andy : Are you okay?

Brian : I am a bit tired.

Andy : What's wrong?

Brian : I couldn't sleep well last night.

Andy : I'm sorry to hear that. What went wrong?

Brian : I think I had a jet lag from my flight.

Andy : Where did you fly from?

Brian : I came from Japan last night.

Andy : That's far! Was it a long flight?

Brian : Just a few hours.

Andy : Hope you get better soon.

Brian : Thanks. By the way, I need some fresh air. Excuse me for a while. Glad to meet you.

Andy : Sure. Glad to meet you, too.

Click

You can learn about self-introduction by watching a educational video in this link <https://www.youtube.com/watch?v=w9qfRbC6s5s&reload=10>

Work in pairs. Read the dialog below and identify the expressions in the table.

Monica : Hello, I'm Monica Sanzes.
 Jenifer : Hi! My name is Jenifer Lopez, but please call me Jeni.
 Monica : Nice to meet you, Jeni. Just call me Monic.
 Jenifer : Ok. Sorry, what's your last name again?
 Monica : It's Sanzes (s-a-n-z-e-s).
 Jenifer : Oh..., where are you from?
 Monica : I'm from Mexico City
 Jenifer : I see, so you are a Mexican. What are you doing here?
 Monica : I'm attending the summer camp. How about you? Where are you from?
 Jenifer : I'm from Fortworth, I am American.
 Monica : Are you attending this summer camp too?
 Jenifer : Yes, I am.
 Monica : Nice to meet you, Jeni.
 Jenifer : Nice to meet you too, Monic.

B. Chapter Two

Activity 1

Work in pairs. Your teacher will choose a couple students to read a dialog containing the expressions of compliment. Pay attention to their pronunciation. Act it out in front of the class with your partner.

Angel : You look so happy today. What happened?
 Christy : I've just got this pair of shoes.
 Angel : Wow! They're super cute. Where did you get them?
 Christy : I got them for free. I won a quiz in a magazine.
 Angel : Congratulations for winning it, You are so lucky. By the way, they look so nice on you.
 Christy : Thanks. Is that a new dress? I've never seen you wearing that before.
 Angel : Not really, actually I bought it two months ago; I didn't have any reason to wear it until now.
 Christy : You should wear it more often. That dress really suits you. Gorgeous!
 Angel : Do you really think so?
 Christy : Of course. You know, I think my shoes and your dress are perfect match. What do you think?
 Angel : You're right. I think not only my dress but also skinny jeans are a perfect match for your shoes.
 Christy : Oh, really?
 Angel : Yes, that's a very lovely pair of shoes for sure.



Source: http://d3110a90polc59a.cloudfront.net/product_photos/3173775/3989439368_754121834_original.jpg
 (October 10, 2017)

Activity 2

Work in pairs. Read the dialog below then complete the table with the suitable expressions from the dialog.

Fredy is a piano player. One day, he held a mini concert in one of auditoriums in town. An old friend of his happened to be the audience. They then met in the backstage after the show.

Tina : Fredy! I cannot believe it was you.
 Fredy : Hi, Tina. How are you? Thank you for coming.
 Tina : I'm good. Thanks. That was a magnificent performance. The way you played the piano and sang the song was marvelous! Congratulations!
 Fredy : Do you think so? Do you like it?
 Tina : Of course. You played the piano beautifully. And you sang too; your voice was endearing. Everyone was in awe.
 Fredy : Thanks. That's very kind of you.
 Tina : You're in the spotlight!
 Fredy : Look at yourself. How lovely you are in that dress.
 Tina : Well, thank you. Can I have your number? I lost my old cellphone two years ago.
 Fredy : It's 76234096. By the way, do you live in the neighborhood here? My house's in the next block. Visit me sometimes. It will be nice to catch up on life with you.
 Tina : Sure. I'm sorry, I should go now. Once again, congratulations! You are really the star!

Activity 7

Work in pairs. Read the dialogs and answer the questions.

Dialog 1

Sandy and Frank used to go to college together.

Sandy : What a nice new car you have, Frank!

Frank : Thanks. My Dad bought me as a birthday gift.

Sandy : Happy birthday! How lucky you are! He is a great father.

Frank : Thanks! You are right. I love him very much.

Sandy : The car looks sophisticated. What did you do to it?

Frank : Not much. I had it remodeled and added some new accessories.

Sandy : Great job!

Frank : Thanks.



Source: http://cdn.skim.gs/image/upload/c_fill,h_290,w_470/ap/3348e42b47e8b40c29000021
(October 10, 2017)

C. Chapter Three

Activity 8

Work in pairs. Act out the dialog with your partner. Then, identify the language functions found in the dialog.

Andre: Hey, Bagus! You look so serious. What's the matter?

Bagus: Oh, I'm just thinking about the next final project.

Andre: I see, what do you think?

Bagus: I think that all of our group members should get together and talk about it.

Andre: That sounds great!

Bagus: But when?

Andre: This Saturday. There's no class, is it?

Bagus: No, there isn't. Can you invite them?

Andre: I think I will text them. We are going to get together on Saturday, at nine in the morning at my house. Do you agree?

Bagus: Totally.



Source: https://www.uwcsca.edu.sg/sites/uwcsca.edu.sg/files/weekly_images/Junior%20School%20class%20-%20East-8.jpg
(October 11, 2017)

Activity 9

Work in pairs. Act out the following dialog, then answer the questions.

Caca : Do you have any plans for the next school holiday?

David: I haven't got any ideas yet. How about you?

Caca : Hmm.. I will stay at home and learn how to cook with my aunty.

David: Sounds interesting. By the way, there is going to be an exchange student program to the UK. Are you joining?

Caca : Are you sure? I am interested in it. When is it going to be?

David: It is going to be held in June.

Caca : I will consider joining it, but I have to tell my parents first.

David: I hope you get the permission from your Dad and Mom.

Caca : I hope so.



Source: <https://s.chuffpost.com/gen/1464011/images/n-BOY-TALKING-TO-GIRL-626x314.jpg>
(October 11, 2017)

Click

Watch the learning video discussing expression of intention in the future by accessing the following link.

https://www.youtube.com/watch?v=R3OEQC_SIH0&spreload=10

Activity 5

Work in pairs. Act out the short dialog below in front of the class. Then identify the similarities and the differences in showing intention/plan in the dialogs. Share your identification with the class.

- Joko : What would you like to do this evening?
Anwar : I would like to write a poem.
Joko : Good on you.
- Ina : What will you do to make up your mistake?
Lita : I will help her cleaning the house.
Ina : I like your plan.
- Okky : What do you want to do now?
Kevin : I want to go straight back home.
Okky : Okay, then.
- Fania : What are you going to do in this project?
Hana : I'm going to make an art exhibition.
Fania : That's a good plan. I hope you complete your plan.
- Karina : Do you have any plan this weekends?
Linda : I am going to shop. Do you want to join me?
Karina : I'm sorry, I don't really like shopping. I would rather go camping.
- Nisa : What are you planning to do next Saturday?
Rina : I'm planning to finish my reading.

D. Chapter Four

Activity 3

Work in pairs. Your teacher will choose a pairs. Listen to them reading a dialog. Pay attention to their pronunciation and intonation. Act out the dialog with your partner.

- Harry : Hi, Galih, what picture are you holding?
Galih : Hi, Harry! It is my picture when I was in Raja Ampat.
Harry : When did you go there?
Galih : I went there with my family last school vacation.
Harry : It's cool. How do you get there?
Galih : First take a flight to Sorong, and then take a private taxi or motorbike taxi called *Ojek* to the harbor.
Harry : I see, what's next?
Galih : Next, we can use slow boat or express one to Waisai. Waisai is on the island of Waigeo, the capital of Raja Ampat.
Harry : Okay. How long is it from the harbor to Waisai?
Galih : If you take the express boat, it will take you about two hours, but if you take the slow one, it will be about four hours. It is cheaper of course, but you have to learn the timetable as there are not many boats available.
Harry : Are there any hotels available?
Galih : You can find not only hotels but also some resorts or homestays.
Harry : Thank you for your valuable information, Galih.
Galih : Sure, but when are you going there?



Source: <https://share.america.gov/wp-content/uploads/2014/11/13-9-hi-res.jpg>
(October 13, 2017)

Activity 4

Work in pairs. Read and perform the dialog below with correct pronunciation. Underline the adverbs of place, double underline the adjective phrases, and circle the adverbs of time.

- Amanda : Hi, Anissa!
Anissa : Oh, Hi, Manda!
Amanda : How was your holiday?
Anissa : It was great. I went to Fantasy World; it's an amusement park in Jakarta. The park is divided into thematic areas such as Jakarta, Africa, Indonesia, Europe, America, and Asia.
Amanda : That sounds good. I've never been there. Is it fun?
Anissa : It's amazing! There are a lot of attractions there. The most thrilling one is Tornado. It spins our body like tornado; the ride will flip you up and down at more than 4 meters above the ground.
Amanda : Are you kidding? What else?
Anissa : Kora-Kora or a huge swinging boat, Hysteria, a speed skyscraper elevator, Kicir-Kicir, a towering spool ride, and Halilintar. They are all scary and thrilling.
Amanda : What is Halilintar?
Anissa : It's a roller coaster.
Amanda : Wow, it sounds really fun. I want to go there some time.
Anissa : Yeah, you shouldn't miss it.
Amanda : By the way, it's time to get back to class.
Anissa : Let's go then.

E. Chapter Five

Activity 5

Work in pairs. Read the dialog about Borobudur Temple with the correct pronunciation.

- Joshua : Hi, Ahmad, how are you?
Ahmad : Hi, Josh. I'm fine. How was your weekend?
Joshua : It was great. I visited Borobudur temple in Jogjakarta with my exchange student friends.
Ahmad : Really? It's cool!
Joshua : Yeah, it's a huge Buddhist temple, made from stone constructions.
Ahmad : Where is it exactly?
Joshua : It is located in Magelang regency.
Ahmad : Oh, how did you get to the temple? How long?
Joshua : By car. It took us about one and half hour from the hotel.
Ahmad : Oh, I see. Are there many tourists visiting that place?
Joshua : There are many; both domestic groups and foreign tourists.
Ahmad : What do you learn from it?
Joshua : I realize that our ancestors had brilliant architectures and designs. I couldn't imagine how they moved and erected big stones without a crane and technology.
Ahmad : Our ancestors were so amazing. We should be proud of being Indonesian.



Source: Writer's Documentation

Kevin : Hi, Jack. Do you have any plans for the coming holiday?
 Jack : No, why? Do you have any?
 Kevin : How about going to the National Monument in Jakarta?
 Jack : That's a great idea.
 Kevin : I hear that it is a 132 m tower in the center of Merdeka Square Central Jakarta.
 Jack : You are right; it symbolizes the fight for Indonesian independence.
 Kevin : Interesting, I like history.
 Jack : There are many sections such as the top yard, the Independence Room, the National History Museum and the park area. You can read the script of Indonesian Independence and listen to Soekarno's voice when he was reading the script.
 Kevin : Wow, it's amazing. I would like to see Jakarta from the top.
 Jack : You can reach the top by the available elevator; from there you can enjoy the view of Jakarta and feel the blowing air.
 Kevin : But, how about the parking area?
 Jack : It surrounds the monument and is organized nicely. There are several kinds of plants from various regions of Indonesia, and also a pool with fountain and the statue of Prince Diponegoro riding a horse, which was made of 8 ton of bronze in the park.
 Kevin : Wow... fantastic! I can't wait!
 Jack : Me, too.

Tito : Wina, I saw you on the debate competition yesterday. That was a heated debate. Congratulations for your winning! What an amazing victory!
 Wina : Thanks. It was actually a team effort. Our debate team has a really good skill and talent.

F. Chapter Six

Activity 4

Work in pairs. Your teacher will choose a pairs to read the dialog. Listen to them. Act out the dialog with your partner.

Jenifer : Hi, Alfa.
 Alfa : Hi, Jen! What's the latest news?
 Jenifer : Don't you know that our basket team will join the High School Competition West Nusa Tenggara Series next week?
 Alfa : Are you kidding?
 Jenifer : I'm serious! Both male and female teams will take part in this great competition.
 Alfa : Where will the competition be held?
 Jenifer : At Pajajaran Sport Hall.
 Alfa : So, what should we do, then?
 Jenifer : Why don't we come to the site and to support them?
 Alfa : Will Adi and Indra, the center and our best shooting guard, play?
 Jenifer : Well, of course! They are the best players.
 Alfa : It will be interesting. I hope our team will win the competition.
 Jenifer : Of course, we should ask our class members to come and support our team.
 Alfa : Yeah, I will ask them too. By the way, do you know that our cheerleader team will perform a dance during the opening party?
 Jenifer : Seriously? It will be amazing.
 Alfa : I can't wait to watch them.



Source: <http://3.huffpost.com/gen/1411644/images/MEN-AND-WOMEN-facebook.jpg> (October 16, 2017)

G. Chapter Seven

Dialog 2

- Ayu : Hi Bob! How's your last weekend.
Bobby : Hi, Ayu! It's good.
Ayu : What have you done?
Bobby : I have seen the Titanic.
Ayu : I think it's cool. Do you enjoy it?
Bobby : Sure! It was drama and romance film, directed by James Cameron.
Ayu : Was it a Hollywood movie production?
Bobby : You are right. Cameron has devised a tender love story between Kate Winslet and Leonardo DiCaprio.
Ayu : It must have been very romantic.
Bobby : Yes, it was. It was the main focus of "Titanic's" storyline, and it worked beautifully.
Ayu : I can't stand to watch it.
Bobby : You'd better book the ticket via on line service.

Smart Solution

- Ashar : Where were you yesterday morning, Tin?
Titin : I _____ to Malang with my parents. Why?
Ashar : I dropped by your house and you were not at home.
a. was
b. went
c. were going
d. was to go
e. go

Activity 9

Work in pairs. Complete the gaps of the dialog with the correct form of the verbs in brackets. Use the Present Perfect.

- Lusi : Hi, Mum and Dad! Breakfast's ready. Bob and I ¹⁾ _____ (make) it.
Mommy : Oh, are you sure? What ²⁾ _____ you ³⁾ _____ (cook)?
Lusi : Bob ¹⁾ _____ (make) fried rice, and I ⁴⁾ _____ (make) scrambled eggs and some salad.
Mommy : It's sound good! Lusi, ⁵⁾ _____ you ⁶⁾ _____ (make) coffee for Daddy?
Lusi : No, I ⁷⁾ _____ (not), but we ⁸⁾ _____ (prepare) some orange juice instead.
Mommy : Thank you honey! By the way, ⁹⁾ _____ you ¹⁰⁾ _____ (do) the washing up?
Lusi : Not yet, we ¹¹⁾ _____ (not have) enough time.
Mommy : Lusi, Bobby, you ¹²⁾ _____ (do) a great job for us!
Lusi : You see, it's Sunday Mom, we ¹³⁾ _____ (try) to do the house chores.
Mommy : Thank you, darling! We are coming!

H. Chapter Eight

Eric : Hi, Lily! What are you doing here?
Lily : Hi, Eric! I'm looking for some books about Indonesian ancient history.
Eric : I see, have you found them?
Lily : Not yet. Do you know how Indonesian was in the prehistoric period?
Eric : I think it was during the ice age thousands of years ago.
Lily : I see. What happened?
Eric : There was a land bridge which joined Indonesian archipelago and Asian mainland.
Lily : Was it? Do you think that Indonesia was connected to Australian mainland as well?
Eric : Yes, some for Eastern part of Indonesia, but not for the western one as there was a Wallace line that separated Bali and Lombok.
Lily : What do you mean by Wallace Line?
Eric : It was probably the deep sea water that separated the two parts of Indonesia.
Lily : How can you explain it?
Eric : The Aborigine natives of Australia are similar to the Papuan people.
Lily : Interesting! Do you have any other facts?
Eric : Yes, we can see Sumatran tigers outside Sumatra Island.
Lily : Wow, perfect. I think you know many things about Indonesian history.
Eric : You see, I love reading history books.
Lily : Thank you for letting me know about this.

I. Chapter Nine

(No Data)

J. Chapter Ten

(No Data)

Appendix 2. The Number of Named as Non-active Characters

Below are the illustrations or some examples that show the appearance of Named as Non-active Characters in each chapter including Male or Female Named as Non-active Characters in the English Textbook Entitled Bahasa Inggris When English Comes in Handy for Tenth Grade Students.

A. Chapter One

answer.

The following dialog is for questions 5–7.

Danny : Hello, Roy.
Roy : Hi, Dan. It's nice to see you here.
Danny : Nice to see you, too. How are you?
Roy : Fine, thank you. And you?
Danny : I am quite well, thanks.
Roy : Have you met my friends?
Danny : This is Nani and Tom.
Nani-Tom : How do you do, everybody?
Roy : Glad to meet you.
Roy : How do you do, Danny? Glad to meet you, too.
Roy : Please, take a seat. I'll ask for the menu to the waiters.
Ahmad : I am sorry. I am in a hurry.
Danny : Oh! Are you? That's bad.
Ahmad : Hope to see you again.
Ahmad : Goodbye, Ahmad.
Ahmad : Goodbye, everybody.

B. Chapter Two

(No Data)

C. Chapter Three

Work in pairs. Your teacher will choose two students to read out a dialog containing the expression of intention. Complete the gaps with words you have read.

Diana : Mom, I'm going to come home late tonight. ¹⁾ _____ to a movie theater.

Mother : With whom are you going?

Diana : With Lisa, Putri, Fany, and Lisa's big brother, Tio. So you don't have to worry.

Mother : What time ²⁾ _____ you be home?

Diana : ³⁾ _____ back around 09.00 pm. Tio's ⁴⁾ _____ give each of us a lift home.

Mother : All right. You can go, but don't be late. Okay?

Diana : Thank you. ⁵⁾ _____ be locked?

Mother : No, I'll still be up.

11. Ranna : Do you want me to help you?

Lita : No, thanks. John _____ me.

- a. will help
- b. am going to help
- c. helping
- d. is going to help
- e. help

D. Chapter Four

(No Data)

E. Chapter Five

Work in pairs. Read and act out the dialog describing historical buildings with correct pronunciation. Identify the followings.

1. Adverbs of place
2. Adjective phrases
3. Adverbs of degree
4. Adverbs of time
5. Noun phrases

Kevin : Hi, Jack. Do you have any plans for the coming holiday?

Jack : No, why? Do you have any?

Kevin : How about going to the National Monument in Jakarta?

Jack : That's a great idea.

Kevin : I hear that it is a 132 m tower in the center of Merdeka Square Central Jakarta.

Jack : You are right; it symbolizes the fight for Indonesian independence.

Kevin : Interesting, I like history.

Jack : There are many sections such as the top yard, the Independence Room, the National History Museum and the park area. You can read the script of Indonesian Independence and listen to Soekarno's voice when he was reading the script.

Kevin : Wow, it's amazing. I would like to see Jakarta from the top.

Jack : You can reach the top by the available elevator; from there you can enjoy the view of Jakarta and feel the blowing air.

Kevin : But, how about the parking area?

Jack : It surrounds the monument and is organized nicely. There are several kinds of plants from various regions of Indonesia, and also a pool with fountain and the statue of Prince Diponegoro riding a horse, which was made of 8 ton of bronze in the park.

Kevin : Wow... fantastic! I can't wait!

Jack : Me, too.

F. Chapter Six

Activity 4

Work in pairs. Your teacher will choose a pairs to read the dialog. Listen to them. Act out the dialog with your partner.

Jenifer : Hi, Alfa.

Alfa : Hi, Jen! What's the latest news?

Jenifer : Don't you know that our basket team will join the High School Competition West Nusa Tenggara Series next week?

Alfa : Are you kidding?

Jenifer : I'm serious! Both male and female teams will take part in this great competition.

Alfa : Where will the competition be held?

Jenifer : At Pajajaran Sport Hall.

Alfa : So, what should we do, then?

Jenifer : Why don't we come to the site and to support them?

Alfa : Will Adi and Indra, the center and our best shooting guard, play?

Jenifer : Well, of course! They are the best players.

Alfa : It will be interesting. I hope our team will win the competition.

Jenifer : Of course, we should ask our class members to come and support our team.

Alfa : Yeah, I will ask them too. By the way, do you know that our cheerleader team will perform a dance during the opening party?

Jenifer : Seriously? It will be amazing.

Alfa : I can't wait to watch them.



Source: <http://i.huffpost.com/gen/1431534/images/O-MEN-AND-WOMEN-facebook.jpg> (October 16, 2017)

G. Chapter Seven

Dialog 2

Ayu : Hi Bob! How's your last weekend.

Bobby : Hi, Ayu! It's good.

Ayu : What have you done?

Bobby : I have seen the Titanic.

Ayu : I think it's cool. Do you enjoy it?

Bobby : Sure! It was drama and romance film, directed by James Cameron.

Ayu : Was it a Hollywood movie production?

Bobby : You are right. Cameron has devised a tender love story between Kate Winslet and Leonardo DiCaprio.

Ayu : It must have been very romantic.

Bobby : Yes, it was. It was the main focus of "Titanic's" storyline, and it worked beautifully.

Ayu : I can't stand to watch it.

Bobby : You'd better book the ticket via on line service.

Activity 9

Work in pairs. Complete the gaps of the dialog with the correct form of the verbs in brackets. Use the Present Perfect.

- Lusi : Hi, Mum and Dad! Breakfast's ready. Bob and I ¹⁾ _____ (make) it.
Mommy : Oh, are you sure? What ²⁾ _____ you ³⁾ _____ (cook)?
Lusi : Bob ⁴⁾ _____ (make) fried rice, and I ⁵⁾ _____ (make) scrambled eggs and some salad.
Mommy : It's sound good! Lusi, ⁶⁾ _____ you ⁷⁾ _____ (make) coffee for Daddy?
Lusi : No, I ⁸⁾ _____ (not), but we ⁹⁾ _____ (prepare) some orange juice instead.
Mommy : Thank you honey! By the way, ¹⁰⁾ _____ you ¹¹⁾ _____ (do) the washing up?
Lusi : Not yet, we ¹²⁾ _____ (not have) enough time.
Mommy : Lusi, Bobby, you ¹³⁾ _____ (do) a great job for us!
Lusi : You see, it's Sunday Mom, we ¹⁴⁾ _____ (try) to do the house chores .
Mommy : Thank you, darling! We are coming!

H. Chapter Eight

(No Data)

I. Chapter Nine

(No Data)

J. Chapter Ten

(No Data)

Appendix 3. The Number of Non-named, Non-active Characters

Below are the illustrations or some examples that show the appearance of Non-named, Non-active Characters in each chapter including Male or Female Non-named, Non-active Characters in the English Textbook Entitled Bahasa Inggris When English Comes in Handy for Tenth Grade Students.

A. Chapter One

(No Data)

B. Chapter Two

Activity 7

Work in pairs. Read the dialogs and answer the questions.

Dialog 1

Sandy and Frank used to go to college together.

Sandy : What a nice new car you have, Frank!

Frank : Thanks. My Dad bought me as a birthday gift.

Sandy : Happy birthday! How lucky you are! He is a great father.


Frank : Thanks! You are right. I love him very much.

Sandy : The car looks sophisticated. What did you do to it?

Frank : Not much. I had it remodeled and added some new accessories.

Sandy : Great job!

Frank : Thanks.



Source: http://cubn.skim.gs/image/upload/c_fill,h_290,w_470/ap/5348e42b47e8b40c29000021
(October 10, 2017)

17. Flo : Hi, Eva! I like your wallet. It is very lovely.
- Eva : It is homemade. My aunt made it.
- What is the type of response used in the dialog?
- showing surprise
 - sharing responsibility
 - returning the compliment
 - humorous response.
 - asking the truth

C. Chapter Three

Activity 8

Work in pairs. Your teacher will choose two students to read out a dialog containing the expression of intention. Complete the gaps with words you have read.

Diana : Mom, I'm going to come home late tonight. ¹⁾ _____ to a movie theater.

Mother : With whom are you going?

Diana : With Lisa, Putri, Fany, and Lisa's big brother, Tio. So you don't have to worry.

Mother : What time ²⁾ _____ you be home?

Diana : ³⁾ _____ back around 09.00 pm. Tio's ⁴⁾ _____ give each of us a lift home.

Mother : All right. You can go, but don't be late. Okay?

Diana : Thank you. ⁵⁾ _____ be locked?

Mother : No, I'll still be up.

Activity 9

Work in pairs. Act out the following dialog, then answer the questions.

Caca : Do you have any plans for the next school holiday?

David : I haven't got any ideas yet. How about you?

Caca : Hmm.. I will stay at home and learn how to cook with my aunty.

David : Sounds interesting. By the way, there is going to be an exchange student program to the UK. Are you joining?

Caca : Are you sure? I am interested in it. When is it going to be?

David : It is going to be held in June.

Caca : I will consider joining it, but I have to tell my parents first.

David : I hope you get the permission from your Dad and Mom.

Caca : I hope so.



Source: <https://s-l.buffpost.com/gen/1464011/images/n-BOY-TALKING-TO-GIRL-628x314.jpg> (October 11, 2017)

Click

Watch the learning video discussing expression of intention in the future by accessing the following link:

https://www.youtube.com/watch?v=R3OEQC_SIH0&spfreload=10

Activity 12

Work in pairs. Read and complete the dialog below with the suitable phrases/sentences in the box.

- do not have any plans
- what are you going to do
- How about you
- That is a good idea
- I'm going to do it this evening
- I will be there at 3
- Sure. I'll wait

Veronica : Hello Ahmad! ¹⁾ _____ this weekend?

Ahmad : Hello! I am going to visit my grandpa in Batu, Malang. ²⁾ _____ ?

Veronica : Well, I still ³⁾ _____ for the weekend.

Ahmad : Why don't you go somewhere, such as a museum?

Veronica : ⁴⁾ _____. But, I have to do my homework. Have you done your homework?

Ahmad : No, I have not ⁵⁾ _____.

Veronica : Well, can we do it together?

Ahmad : Yes, of course.

Veronica : Okay, great. ⁶⁾ _____. Is that okay?

Ahmad : ⁷⁾ _____



Source: <http://sur-surfer.com/photos/2012/06/Bromo-Tengger-Semeru-National-Park-East-Java-Indonesia.jpg> (October 11, 2017)

D. Chapter Four

(No Data)

E. Chapter Five

Activity 5

Work in pairs. Read the dialog about Borobudur Temple with the correct pronunciation.

Joshua : Hi, Ahmad, how are you?

Ahmad : Hi, Josh. I'm fine. How was your weekend?

Joshua : It was great. I visited Borobudur temple in Jogjakarta with my exchange student friends.

Ahmad : Really? It's cool!

Joshua : Yeah, it's a huge Buddhist temple, made from stone constructions.

Ahmad : Where is it exactly?

Joshua : It is located in Magelang regency.

Ahmad : Oh, how did you get to the temple? How long?

Joshua : By car. It took us about one and half hour from the hotel.

Ahmad : Oh, I see. Are there many tourists visiting that place?

Joshua : There are many; both domestic groups and foreign tourists.

Ahmad : What do you learn from it?

Joshua : I realize that our ancestors had brilliant architectures and designs. I couldn't imagine how they moved and erected big stones without a crane and technology.

Ahmad : Our ancestors were so amazing. We should be proud of being Indonesian.



Source: Writer's Documentation

Work in pairs. Read and act out the dialog describing historical buildings with correct pronunciation. Identify the followings.

1. Adverbs of place
2. Adjective phrases
3. Adverbs of degree
4. Adverbs of time
5. Noun phrases

Kevin : Hi, Jack. Do you have any plans for the coming holiday?

Jack : No, why? Do you have any?

Kevin : How about going to the National Monument in Jakarta?

Jack : That's a great idea.

Kevin : I hear that it is a 132 m tower in the center of Merdeka Square Central Jakarta.

Jack : You are right; it symbolizes the fight for Indonesian independence.

Kevin : Interesting, I like history.

Jack : There are many sections such as the top yard, the Independence Room, the National History Museum and the park area. You can read the script of Indonesian Independence and listen to Soekarno's voice when he was reading the script.

Kevin : Wow, it's amazing. I would like to see Jakarta from the top.

Jack : You can reach the top by the available elevator; from there you can enjoy the view of Jakarta and feel the blowing air.

Kevin : But, how about the parking area?

Jack : It surrounds the monument and is organized nicely. There are several kinds of plants from various regions of Indonesia, and also a pool with fountain and the statue of Prince Diponegoro riding a horse, which was made of 8 ton of bronze in the park.

Kevin : Wow... fantastic! I can't wait!

Jack : Me, too.

F. Chapter Six

Activity 4

Work in pairs. Your teacher will choose a pairs to read the dialog. Listen to them. Act out the dialog with your partner.

Jenifer : Hi, Alfa.

Alfa : Hi, Jen! What's the latest news?

Jenifer : Don't you know that our basket team will join the High School Competition West Nusa Tenggara Series next week?

Alfa : Are you kidding?

Jenifer : I'm serious! Both male and female teams will take part in this great competition.

Alfa : Where will the competition be held?

Jenifer : At Pajajaran Sport Hall.

Alfa : So, what should we do, then?

Jenifer : Why don't we come to the site and to support them?

Alfa : Will Adi and Indra, the center and our best shooting guard, play?

Jenifer : Well, of course! They are the best players.

Alfa : It will be interesting. I hope our team will win the competition.

Jenifer : Of course, we should ask our class members to come and support our team.

Alfa : Yeah, I will ask them too. By the way, do you know that our cheerleader team will perform a dance during the opening party?

Jenifer : Seriously? It will be amazing.

Alfa : I can't wait to watch them.



Source: <http://i.huffpost.com/gen/1431534/images-to-MEN-AND-WOMEN-facebook.jpg> (October 16, 2017)

G. Chapter Seven

Activity 9

Work in pairs. Complete the gaps of the dialog with the correct form of the verbs in brackets. Use the Present Perfect.

Lusi : Hi, Mum and Dad! Breakfast's ready. Bob and I ¹⁾ _____ (make) it.

Mommy : Oh, are you sure? What ²⁾ _____ you ³⁾ _____ (cook)?

Lusi : Bob ⁴⁾ _____ (make) fried rice, and I ⁴⁾ _____ (make) scrambled eggs and some salad.

Mommy : It's sound good! Lusi, ⁵⁾ _____ you ⁶⁾ _____ (make) coffee for Daddy?

Lusi : No, I ⁷⁾ _____ (not), but we ⁸⁾ _____ (prepare) some orange juice instead.

Mommy : Thank you honey! By the way, ⁹⁾ _____ you ¹⁰⁾ _____ (do) the washing up?

Lusi : Not yet, we ¹¹⁾ _____ (not have) enough time.

Mommy : Lusi, Bobby, you ¹²⁾ _____ (do) a great job for us!

Lusi : You see, it's Sunday Mom, we ¹³⁾ _____ (try) to do the house chores .

Mommy : Thank you, darling! We are coming!

Smart Solution

Ashar : Where were you yesterday morning, Tin?

Titin : I _____ to Malang with my parents. Why?

Ashar : I dropped by your house and you were not at home.

a. was

b. went

c. were going

d. was to go

e. go

H. Chapter Eight

(No Data)

I. Chapter Nine

(No Data)

J. Chapter Ten

(No Data)

Appendix 4. The Number of Appearances in Illustration

Below are the illustrations or some examples that show the number of Appearances in Illustration in each chapter including Male or Female Appearances in Illustration in the English Textbook Entitled Bahasa Inggris When English Comes in Handy for Tenth Grade Students.

A. Chapter One



Activity 1

Work in pairs. Your teacher will choose a pair to act the dialog. Listen to their pronunciation and intonation. Complete the dialog below with what you have heard. Act it out with your friend in front of the class.

Dani is an overseas student from Singapore. Today is his first day at school.

Dani : Good morning, ¹⁾ _____ Dani. I'm a new student.

Eva : ²⁾ _____, I'm Eva. How can I help you?

Dani : I saw you standing in front of the classroom over there. Do you attend that class?

Eva : Oh yeah. ³⁾ _____.

Dani : Well. I think we're going to be classmates. That's my classroom too.

Eva : Really? ⁴⁾ _____.

Dani : Yeah, right. By the way, ⁵⁾ _____?

Eva : Oh this is nothing. I'm just looking at this year's timetable. Have you seen it?

Dani : ⁶⁾ _____.

Eva : That's okay. You can see mine.

Dani : ⁷⁾ _____.

Eva : So what brings you here?

Dani : I hear this school has one of the best marching bands in town. I'm interested in joining.

Eva : Wow! What a coincidence. ⁸⁾ _____.

Dani : Good, so I have a friend to practice with. Anyway, I must go now. Here's your book. Thank you very much, ⁹⁾ _____.

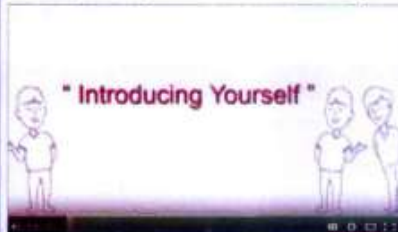
Eva : Sure. ¹⁰⁾ _____ then. Bye.



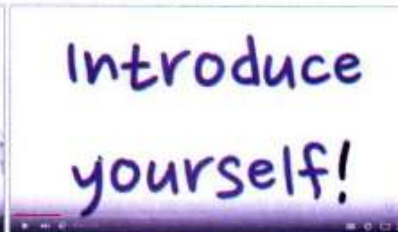
Source: https://www.ithaca.edu/depts/gallery_img/62358_max.jpg (October 9, 2017)

Activity 2

Work in a group of four. Choose one of the websites below, then play and watch the video. Identify the expressions of introducing yourself and others. Share it with the class.



Source: www.youtube.com/watch?v=6-FKSSu9tkk (October 9, 2017)



Source: www.youtube.com/watch?v=jQyEabEcX9Q&ppfload=10 (October 9, 2017)



Source: www.youtube.com/watch?v=0H79Rlq-ZB&ppfload=10 (October 9, 2017)



Source: www.youtube.com/watch?v=4cccDC_u6uY (October 9, 2017)

B. Chapter Two

Activity 2

Work in a group of four. Choose one of the websites below, play and watch the video of compliment. Make a note of the material of compliment, then share with the class.



Source: <https://www.youtube.com/watch?v=brOVf0vgdlw> (October 10, 2017)



Source: <https://www.youtube.com/watch?v=1jkeAbM5bNs> (October 10, 2017)



Source: www.youtube.com/watch?v=RObew4Bwua0 (October 10, 2017)



Source: <https://www.youtube.com/watch?v=a5pKJQRU-Yo&list=PL7BITIDd0gZiv4O7yc9HGEe0PiW0q0Nb9> (October 10, 2017)

Activity 7

Work in pairs. Read the dialogs and answer the questions.

Dialog 1

Sandy and Frank used to go to college together.

Sandy : What a nice new car you have, Frank!

Frank : Thanks. My Dad bought me as a birthday gift.

Sandy : Happy birthday! How lucky you are! He is a great father.

Frank : Thanks! You are right. I love him very much.

Sandy : The car looks sophisticated. What did you do to it?

Frank : Not much. I had it remodeled and added some new accessories.

Sandy : Great job!

Frank : Thanks.



Source: http://cdn.skim.gs/image/upload/c_fill,h_290,w_470/ap/5348e42b47e8b40c29000021
(October 10, 2017)

Dialog 2

Akbar : That's a nice leather jacket.

Jack : Thanks, do you like it, Akbar?

Akbar : It is very nice. Where did you get it?

Jack : I bought it at a factory outlet, on Martadinata Street.

Akbar : I see, how much was it?

Jack : It's affordable, but it has good quality.

Akbar : Yes, it looks good.

Jack : I know.

Questions:

1. What are they talking about?
2. Based on the dialog above, did Jack love his new jacket?
3. How do you describe 'factory outlet'?
4. What was the jacket made of?
5. What is affordable?

<https://www.youtube.com/watch?v=gNCQzntipWU>



Source: <http://images.usoz-media.com/products/solid-giacca-di-pelle/4252816-1-bluo7SX-XL3&wid=313&fit=constrain>
(October 10, 2017)

C. Chapter Three

Swing into Action

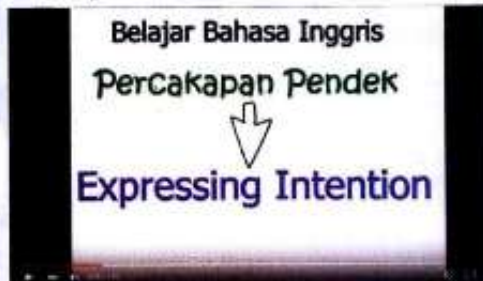
1. Look at the picture.



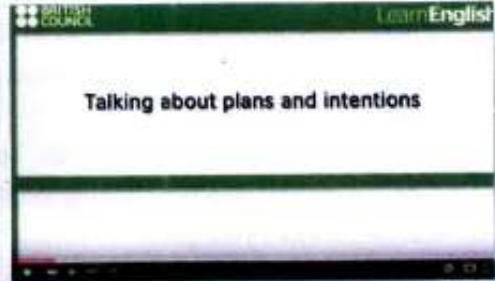
Source: <http://faculty.purchase.edu/jeanine.meyer/graduation0003.jpg> (October 11, 2017)

Activity 2

Work in a group of four. Choose one of the following websites then play and watch the video. Learn the material about the expression of showing intention/plan. You may repeat the utterances.



Source: www.youtube.com/watch?v=cnpgr8qFxCs
(October 11, 2017)



Source: www.youtube.com/watch?v=G7YYSmpDFZQ
(October 11, 2017)



Source: www.youtube.com/watch?v=LCZJCrgaDEI
(October 11, 2017)



Source: www.youtube.com/watch?v=8e51B7ceWef
(October 11, 2017)

Figure



Source: <http://www.hopehappens.ca/userfiles/image/Allan%20Cropped.jpg>
(October 12, 2017)

Alan Lakein

Alan Lakein is a well-known author on personal time management books including *How to Get Control of Your Time and Your Life* which has sold over 3 million copies. Lakein created several quotes, including "Time = Life, Therefore, waste your time and waste your life, or master your time and master your life." He is the creator of Lakein's question: "What is the best use of my time right now?". He has also made management films and training films.

The former U.S. President Bill Clinton started his autobiography, *My Life*, with a reference to his book. Lakein currently resides in Santa Cruz, California. Lakein graduated from Johns Hopkins University and Harvard Business School.

Source: www.biography.com/Alan_Lakein

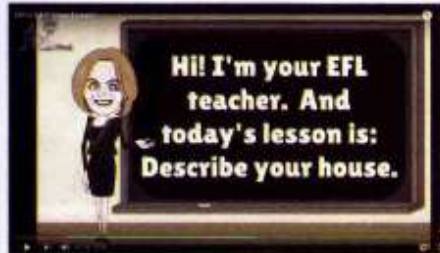
How do you value "time"?

D. Chapter Four

Activity 1

Work in a group of four. Choose one of the websites below, then do the following task.

1. Watch the video of describing places.
2. Identify the utterances that describe the places.
3. Identify the structure and the social functions of describing places.



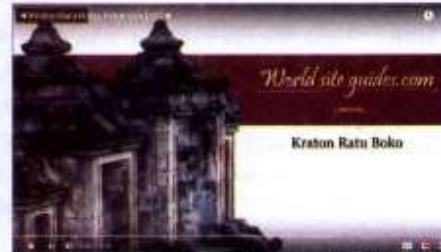
Source: www.youtube.com/watch?v=9V6L3wB2jo
(October 13, 2017)



Source: www.youtube.com/watch?v=6dId8Z5ZF-c
(October 13, 2017)



Source: www.youtube.com/watch?v=C7ca9711IF1
(October 13, 2017)



Source: www.youtube.com/watch?v=FPZ0k0r6Djo
(October 13, 2017)

Activity 3

Work in pairs. Your teacher will choose a pairs. Listen to them reading a dialog. Pay attention to their pronunciation and intonation. Act out the dialog with your partner.

Harry : Hi, Galih, what picture are you holding?

Galih : Hi, Harry! It is my picture when I was in Raja Ampat.

Harry : When did you go there?

Galih : I went there with my family last school vacation.

Harry : It's cool. How do you get there?

Galih : First take a flight to Sorong, and then take a private taxi or motorbike taxi called *Ojek* to the harbor.

Harry : I see, what's next?

Galih : Next, we can use slow boat or express one to Waisai. Waisai is on the island of Waigeo, the capital of Raja Ampat.

Harry : Okay. How long is it from the harbor to Waisai?

Galih : If you take the express boat, it will take you about two hours, but if you take the slow one, it will be about four hours. It is cheaper of course, but you have to learn the timetable as there are not many boats available.

Harry : Are there any hotels available?

Galih : You can find not only hotels but also some resorts or homestays.

Harry : Thank you for your valuable information, Galih.

Galih : Sure, but when are you going there?



Source: <https://share.america.gov/wp-content/uploads/2014/11/3-9-hi-res.jpg>
(October 13, 2017)

Figure



Source :
<http://www.indonesiap-heritage.net/wp-content/uploads/2015/06/mix.jpg>
(October 13, 2017)

I Nyoman Nuarta

I Nyoman Nuarta (born in Tabanan, Bali November 14th, 1951) is an Indonesian sculptor and one of the pioneers of the "Gerakan Seni Baru" (1976). In 1979, he won the Republic of Indonesia Proclamation Sculpture Contest that also drove him to the level of fame. In 1993, Nyoman made Jalesveva Jayamahe Monument, which until now still stands firmly at the northern end of Surabaya.

The most phenomenal work of his is the statue of Garuda Wisnu Kencana (GWK)

with the total height reaches 145 meters. The overall weight of the statue reached 4000 tons. The motive of the project is not only for material advance. Most important for Nyoman is, it could provide a valuable cultural heritage for the future generations of the nation.

Source : <http://www.takohIndonesia.com>

What should government do to support artists like I Nyoman Nuarta who works for making cultural heritage?

E. Chapter Five

Activity 5

Work in pairs. Read the dialog about Borobudur Temple with the correct pronunciation.

Joshua : Hi, Ahmad, how are you?

Ahmad : Hi, Josh. I'm fine. How was your weekend?

Joshua : It was great. I visited Borobudur temple in Jogjakarta with my exchange student friends.

Ahmad : Really? It's cool!

Joshua : Yeah, it's a huge Buddhist temple, made from stone constructions.

Ahmad : Where is it exactly?

Joshua : It is located in Magelang regency.

Ahmad : Oh, how did you get to the temple? How long?

Joshua : By car. It took us about one and half hour from the hotel.

Ahmad : Oh, I see. Are there many tourists visiting that place?

Joshua : There are many; both domestic groups and foreign tourists.

Ahmad : What do you learn from it?

Joshua : I realize that our ancestors had brilliant architectures and designs. I couldn't imagine how they moved and erected big stones without a crane and technology.

Ahmad : Our ancestors were so amazing. We should be proud of being Indonesian.



Source: *Writer's Documentation*

Activity 10

Work in pairs. Read the text below. Fill in the table with brief descriptions based on the text.

Old Town



Source: http://static.republika.co.id/uploads/images/npicture_slide/aksi-mamaca-patung-di-kawasan-kota-tua-jakarta-150315121501-730.jpg (October 14, 2017)

Picture 5.1

Kota Tua is not only tourism object, but also a historical site.

1. Kota Tua (Old Town) Jakarta was initially known as Batavia by the Dutch who occupied the area and made it the administrative headquarters of the Dutch East India Company.
2. It was used to be a trading port to trade items such as tobacco and spices. This small city flourished under the Dutch and their influence can be seen not only in the presence of a canal system, but also in the old buildings which were the showcase of the European architecture of the time.
3. As a great place for a leisurely stroll or bicycle ride, the Old Town spans across the north and west parts of the city and has several places of interest worth visiting. One such attraction is the Jakarta History Museum which is known locally as the Fatahillah Museum. Home to a variety of historic maps, archaeological relics, paintings and even furniture dating back to the 17th century, this attraction gives one a chance to learn about the history of Jakarta and its early beginnings.
4. The building itself is a historical landmark since it was used as the Batavia City Hall by the Dutch colonists. Other places of interest in Kota Tua Jakarta are the Fine Art and Ceramic Museum, the Maritime Museum, Fatahillah Square, Cafe Batavia and the Wayang Museum which showcases the traditional art of shadow puppetry. Don't miss it if you come to Jakarta.

Taken from: <http://www.millenniumhotels.com/destinations/jakarta/attractions/kota-tua-jakarta.html>

Figure

Friedrich Silaban



Source: <https://cdn.idntimes.com/content/images/post/20160223/gkgk-fe4a01208785f1e142b52ca-2838625b.jpg> (October 14, 2017)

Friedrich Silaban was born in Bonandolok, North Sumatra on December 16th, 1912 and died at the age of 72 on May 14th, 1984. Soekarno dubbed him as "by the grace of God" because of his victory in Istiqlal Mosque designs competition. His formal education was at secondary technical school but his persistence led him to win architectural design from several competitions so that people recognize him as the architect.

He was famous with his masterpiece in the world of architecture and design where some of his works becomes a symbol of pride for the region such as Masjid Agung Istiqlal, Monumen Nasional, and GBK

Senayan. In the early 21st century, Masjid Agung Istiqlal is the largest mosque in Southeast Asia which in its development had a history of religious tolerance. On July 15, 1955 the adjudicator decided to choose Silaban's creation entitled "divinity" to be the winner. He created great works for the Muslim compatriots although he is a Christian.

Adapted from: www.silaban.net/2005/10/08/friedrich-silaban-1912-1984-arsitek-pengukir-sejarah-toleransi/

What can you learn from Friedrich Silaban's action to build Masjid Agung Istiqlal?

F. Chapter Six

Activity 4

Work in pairs. Your teacher will choose a pairs to read the dialog. Listen to them. Act out the dialog with your partner.

Jenifer : Hi, Alfa.

Alfa : Hi, Jen! What's the latest news?

Jenifer : Don't you know that our basket team will join the High School Competition West Nusa Tenggara Series next week?

Alfa : Are you kidding?

Jenifer : I'm serious! Both male and female teams will take part in this great competition.

Alfa : Where will the competition be held?

Jenifer : At Pajajaran Sport Hall.

Alfa : So, what should we do, then?

Jenifer : Why don't we come to the site and to support them?

Alfa : Will Adi and Indra, the center and our best shooting guard, play?

Jenifer : Well, of course! They are the best players.

Alfa : It will be interesting. I hope our team will win the competition.

Jenifer : Of course, we should ask our class members to come and support our team.

Alfa : Yeah, I will ask them too. By the way, do you know that our cheerleader team will perform a dance during the opening party?

Jenifer : Seriously? It will be amazing.

Alfa : I can't wait to watch them.



Source: <http://i.huffpost.com/gen/1431634/images/MEN-AND-WOMEN-facebook.jpg> (October 16, 2017)

Figure



Maria Oentoe Tinangon

Maria Oentoe Tinangon (Born in Ciamis, 1948) is well known for her theater announcement. She is the one behind the announcement voice "Mohon perhatian Anda. Pintu teater satu telah dibuka. Bagi Anda yang telah memiliki karcis dipersilakan untuk memasuki ruangan teater satu." in most of the theaters in Indonesia. She recorded the announcement back in 1975 and re-recorded in 2011 due to the increasing number of theater. The most interesting fact is that Maria had never heard her own voice narrating the theater

announcement until May 2014. Moreover, she has dubbed several radio opera and has acted in several movies, including *Badai Pasti Berlalu* (1977), *Bawalah Aku Pergi* (1981), *Kullihat Cinta di Matanya* (1985), *Yang Masih Dibawah Umur* (1985), *Pernikahan Dini* (1987) *Ibuku Malang ibuku Tersayang* (1990), *Ca Bau Kan* (2002), and *Sebelum Pagi Terulang Kembali* (2014).

Source: <http://sumel.inbunews.com/2015/07/14/Inilah-sosok-penghi-suara-penanda-pintu-bioskop-terlah-dituka>

Source: <https://lh6.googleusercontent.com/FBN7SLhC7gQ/VNeXp2-Ha8/AAAAAAAAAFMk/BewiUD0tY/s643/maria-oentoe.jpg> (October 16, 2016)

In your opinion, why do movie theaters in Indonesia still use Maria's voice?

G. Chapter Seven



Source: http://dgg.zahedi-ka.ru/images/p021_1_00.png (October 17, 2017)

Activity 1

Work in a group of four. Choose one of the websites below, then open and watch the video.



Source: https://www.youtube.com/watch?v=8GC_JGMe1Hw
(October 17, 2017)



Source: <https://www.youtube.com/watch?v=TDSHSLmoLjA>
(October 17, 2017)



Source: <https://www.youtube.com/watch?v=JK9zc36ZdI>
(October 17, 2017)



Source: <https://www.youtube.com/watch?v=XULMgBDHs>
(October 17, 2017)

Now, after watching the video. Do the following instructions.

1. Listen, repeat utterances, and write the text which uses Present Perfect Tense.
2. Identify the structure and social function of the text which uses Present Perfect Tense.

H. Chapter Eight

Swing into Action

1. Look at the pictures of former Presidents of Indonesia.



Sumber: <https://assosi-a1.kompasiana.com/static/files/1400779820135196795.jpg> (October 18, 2017)

Figure



Source: http://www.coklatkita.com/images/posts/dsc_0253-1486430400.jpg
(October 18, 2017)

Gajah Mada

Gajah Mada, also spelled Gadjah Mada (died 1364) was the prime minister of the Majapahit Empire and a national hero in Indonesia. During the reign of Tribhuvana (1328–50), Gajah Mada gradually became the most powerful figure in Majapahit. In 1331 a rebellion took place in Sadeng (eastern Java). Gajah Mada immediately sent a military expedition to the area, but a minister of Majapahit named Kembar attempted to stop him from entering Sadeng. Gajah Mada broke the blockade and won the battle.

Upon his return, Gajah Mada was appointed as *mapatih*, or prime minister, of Majapahit. At the same time, he took a solemn oath before the council of ministers that he would not enjoy *palapa* (privileges of vacation or the revenue from his territory) before he conquered the whole archipelago for Majapahit.

In 1343, in accordance with his plans, Gajah Mada led a military expedition that conquered Bali. Tribhuvana abdicated in 1350 and was succeeded by her son Hayam Wuruk, perhaps the best known king of Majapahit. During his reign, Majapahit reached the zenith of its power and controlled the whole of the Indonesian archipelago. The young King seemed content to leave the direction of affairs entirely in the hands of his prime minister.

Gajah Mada's role in unifying the Indonesian archipelago caused early Indonesian nationalists to consider him a great national hero, and the first Indonesian university in Jogjakarta, established in 1946, was named after him.

Source: www.britannica.com/biography/Gajah-Mada

What can you learn from Gajah Mada's leadership?

Considered a heroic effort by Indonesians, the battle helped galvanize Indonesia and international support for Indonesian independence. November 10th is celebrated annually as Heroes' Day (*Hari Pahlawan*).



Source: <https://assess.kompasiana.com/statistik/5555ef6380423bd5166804569.jpg?o=796>
(October 18, 2017)

Picture 8.1

The Battle of Surabaya 1945 in one of the most iconic and powerful images of Indonesian nationalism.

By the time the Allied forces arrived at the end of October 1945, the *pemuda* ("youth") foothold in Surabaya City was described as "a strong unified fortress". Ferocious fighting erupted on October 30th

when 600 Indian troops perished alongside the British commander, Brigadier A. W. S. Mallaby. The British retaliated with a punitive sweep that began on 10 November, under the cover of air attacks. Although the European forces largely captured the city in three days, the poorly armed Republicans fought for three weeks, and thousands died as the population fled to the countryside.

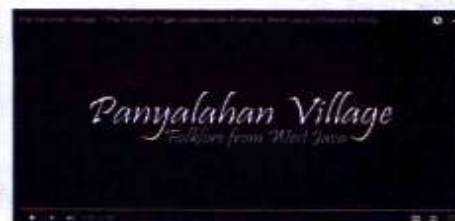
Despite the military defeat suffered by the Republicans and a loss of manpower and weaponry that would severely hamper Republican forces for the rest of the revolution, the battle and defense mounted by the Indonesians galvanized the nation in support of independence and helped garner international attention. For the Dutch, it removed any doubt that the Republic was not simply a gang of collaborators without popular support. It also had the effect of convincing Britain that wisdom lay on the side of neutrality in the revolution; within a few years, in fact, Britain would support the Republican cause in the United Nations.

Source: <https://www.revofry.com/main/index.php?s=Battle%20of%20Surabaya>

I. Chapter Nine



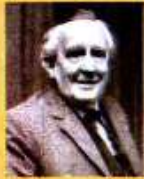
Source: www.youtube.com/watch?v=5zJ2oHfw2i00
(October 19, 2017)



Source: www.youtube.com/watch?v=teF4Cjcpst0E
(October 19, 2017)

Figure

John Ronald Reuel Tolkien



Source: https://static.giantbomb.com/uploads/original/0/2848/425329-L_R_Tolkien.jpg (October 19, 2017)

John Ronald Reuel Tolkien was born in Bloemfontein, South Africa, on January 3rd, 1892, to Arthur Tolkien and Mabel Suffield Tolkien. J.R.R. went on to get his first-class degree at Exeter College, specializing in Anglo-Saxon and Germanic languages and classic literature. He enlisted as a lieutenant in the Lancashire Fusiliers and served in World War I, making sure to continue writing as well.

Continuing his linguistic studies, Tolkien joined the faculty of the University of Leeds in 1920 and later became a professor at Oxford University. There he started a writing group called *The Inklings*, which counted among its members C.S. Lewis and Owen Barfield. It was also at Oxford, that he spontaneously wrote a short line about "a hobbit."

The award-winning fantasy novel *The Hobbit*—about the small, furry-footed

Bilbo Baggins and his adventures—was published in 1937. Over the years, Tolkien developed the work that would come to be regarded as his masterpiece—the *Lord of the Rings* series. It was partially inspired by ancient European myths, with its own sets of maps, lore and languages.

Tolkien released part one of the series, *The Fellowship of the Ring*, in 1954; *The Two Towers* and *The Return of the King* followed in 1955, finishing up the trilogy. The books gave readers a rich literary trove populated by elves, goblins, talking trees and all manner of fantastic creatures, including characters like the wizard Gandalf and the dwarf Gimli.

Source: www.biography.com

What should we do to be a great author, like J. R. R. Tolkien?

J. Chapter Ten

Swing into Action

1. Look at the figures below.



Source: <https://vekrecek.co.id/images/isyanaarasvati.jpg>; <https://vekrecek.co.id/images/isyanaarasvati.jpg> (October 20, 2017)

Iisyana Sarasvati



Joey Alexander

Activity 1

Work in a group of four. Choose one of the websites below, play and watch the music video.



Source: <https://www.youtube.com/watch?v=3jz091L2i04> (October 20, 2017)



Source: <https://www.youtube.com/watch?v=9fFq311CR1c> (October 20, 2017)



Source: <https://www.youtube.com/watch?v=P4Amu8C-Ru> (October 20, 2017)



Source: <https://www.youtube.com/watch?v=4FA96qjW9k> (October 20, 2017)

Activity 3

Work in pairs. Your teacher will play/read a song. While listening to it, complete the song lyrics below with words you have heard. Then, try to sing the song.

When We Were Young by Adele



Source: <http://rbalcrupis.co.uk/wp-content/uploads/2015/12/6981414-adele-pictures.jpg> (October 20, 2017)

Picture 10.1

Adele won her first two grammys at the 51st Grammy Awards in 2009 for Best New Artist and Best Female Pop Vocal Performance for her hit "Chasing Pavements".

Everybody loves the things you do
From the way you talk to the way
1) _____

Everybody here is watching you
'Cause you feel like home
You're like a 2) _____

But if by chance you're here alone
Can I have 3) _____ before I go?
'Cause I've been by myself all night long
Hoping you're someone 4) _____

You look like a movie
5) _____ like a song

My God, this reminds me
Of when 6) _____

Appendix 5. The Number of Noun and Pronoun (Title)

Below are the illustrations or some examples that show the Noun and Pronoun (Title) in each chapter including Male or Female in Noun and Pronoun (Title) in the English Textbook Entitled Bahasa Inggris When English Comes in Handy for Tenth Grade Students.

A. Chapter One

8. Melly : The dress is perfect for you, Miss.
Raisha : Thank you. _____
Melly : Yes, please.
- But It's very expensive for me.
 - But I will not buy it.
 - I would buy this dress then.
 - I will go out.
 - Of course.

B. Chapter Two

Chapter 1 Review

A. Choose a, b, c, d, or e for the correct answer.

Questions 1–4 are based on the following dialog.

Mr. Anton : Good afternoon, Sir. *May I introduce myself?* My name is Anton. I am a technician of PT General Automotive.

The secretary : What can I do for you, Sir?

Mr. Anton : I want to see Mr. Rahmat, the mechanic in the workshop. Is he in today?

The secretary : I am sorry, Sir. Mr. Rahmat isn't in today.

Mr. Anton : I see. Well, thank you. Goodbye.

The following dialog is for questions 5–7.

Danny : Hello, Roy.

Roy : Hi, Dan. It's nice to see you here.

Danny : Nice to see you, too. How are you?

Roy : Fine, thank you. And you?

Danny : I am quite well, thanks.

Roy : Have you met my friends? This is Nani and Tom.

Danny : How do you do, everybody? *Glad* to meet you.

Nani-Tom : How do you do, Danny? Glad to meet you, too.

Roy : Please, take a seat. I'll ask for the menu to the waiters.

Ahmad : I am sorry. I am in a hurry.

Danny : Oh! Are you? That's bad. Hope to see you again. Goodbye, Ahmad.

Ahmad : Goodbye, everybody.

1. What are Mr. Anton and the secretary talking about?

- a technician of PT General Automotive
- a way of greetings
- Mr. Anton and the secretary
- Mr. Rahmat's hobby
- Mr. Rahmat's attendance

5. What does the italicized word mean?

- sad

9. Kim : Sir, is there something wrong with my work?

Manager : None. _____

Kim : Thank you.

Manager : You're welcome.

- a. You're fired.
- b. Hurry go.
- c. Your work is all wrong.
- d. You do it well.
- e. You're hired.

C. Chapter Three

(No Data)

D. Chapter Four

(No Data)

E. Chapter Five

Work in pairs. Read and act out the dialog describing historical buildings with correct pronunciation. Identify the followings.

1. Adverbs of place
2. Adjective phrases
3. Adverbs of degree
4. Adverbs of time
5. Noun phrases

Kevin : Hi, Jack. Do you have any plans for the coming holiday?

Jack : No, why? Do you have any?

Kevin : How about going to the National Monument in Jakarta?

Jack : That's a great idea.

Kevin : I hear that it is a 132 m tower in the center of Merdeka Square Central Jakarta.

Jack : You are right; it symbolizes the fight for Indonesian independence.

Kevin : Interesting, I like history.

Jack : There are many sections such as the top yard, the Independence Room, the National History Museum and the park area. You can read the script of Indonesian Independence and listen to Soekarno's voice when he was reading the script.

Kevin : Wow, it's amazing. I would like to see Jakarta from the top.

Jack : You can reach the top by the available elevator; from there you can enjoy the view of Jakarta and feel the blowing air.

Kevin : But, how about the parking area?

Jack : It surrounds the monument and is organized nicely. There are several kinds of plants from various regions of Indonesia, and also a pool with fountain and the statue of Prince Diponegoro riding a horse, which was made of 8 ton of bronze in the park.

Kevin : Wow... fantastic! I can't wait!

Jack : Me, too.

F. Chapter Six

(No Data)

G. Chapter Seven

(No Data)

H. Chapter Eight

(No Data)

I. Chapter Nine

(No Data)

J. Chapter Ten

(No Data)

Appendix 6. The Number of Noun and Pronoun (Named)

Below are the illustrations or some examples that show the Noun and Pronoun (Named) in each chapter including Male or Female in Noun and Pronoun (Named) in the English Textbook Entitled Bahasa Inggris When English Comes in Handy for Tenth Grade Students.

A. Chapter One

Activity 1

Work in pairs. Your teacher will choose a pair to act the dialog. Listen to their pronunciation and intonation. Complete the dialog below with what you have heard. Act it out with your friend in front of the class.

Dani is an overseas student from Singapore. Today is his first day at school.

Dani : Good morning, ¹⁾ _____ Dani. I'm a new student.

Eva : ²⁾ _____, I'm Eva. How can I help you?

Dani : I saw you standing in front of the classroom over there. Do you attend that class?

Eva : Oh yeah. ³⁾ _____.

Dani : Well. I think we're going to be classmates. That's my classroom too.

Eva : Really? ⁴⁾ _____.

Dani : Yeah, right. By the way, ⁵⁾ _____?

Eva : Oh this is nothing. I'm just looking at this year's timetable. Have you seen it?

Dani : ⁶⁾ _____.

Eva : That's okay. You can see mine.

Dani : ⁷⁾ _____.


Eva : So what brings you here?

Dani : I hear this school has one of the best marching bands in town. I'm interested in joining.

Eva : Wow! What a coincidence. ⁸⁾ _____.

Dani : Good, so I have a friend to practice with. Anyway, I must go now. Here's your book. Thank you very much, ⁹⁾ _____.

Eva : Sure. ¹⁰⁾ _____ then. Bye.



Source: https://www.ithaca.edu/depts/gallery/img/62358_max.jpg (October 9, 2017)

Activity 5

Work in pairs. Read the dialog below with correct pronunciation and act it out.

Andy and Brian are registered as speakers in an international seminar.

Andy : Hello, I'm Andy. (Offering his hand)

Brian : Hello, I'm Brian. (Shaking hands)

Andy : Are you okay?

Brian : I am a bit tired.

Andy : What's wrong?

Brian : I couldn't sleep well last night.

Andy : I'm sorry to hear that. What went wrong?

Brian : I think I had a jet lag from my flight.

Andy : Where did you fly from?

Brian : I came from Japan last night.

Andy : That's far! Was it a long flight?

Brian : Just a few hours.

Andy : Hope you get better soon.

Brian : Thanks. By the way, I need some fresh air. Excuse me for a while. Glad to meet you.

Andy : Sure. Glad to meet you, too.

Click

You can learn about self-introduction by watching a educational video in this link: <https://www.youtube.com/watch?v=w9gflRbC6s&spfreload=10>

Activity 7

Work in pairs. Read the dialog below and identify the expressions in the table.

Monica : Hello, I'm Monica Sanzes.
 Jenifer : Hi! My name is Jenifer Lopez, but please call me Jeni.
 Monica : Nice to meet you, Jeni. Just call me Monic.
 Jenifer : Ok. Sorry, what's your last name again?
 Monica : It's Sanzes (s-a-n-z-e-s).
 Jenifer : Oh..., where are you from?
 Monica : I'm from Mexico City
 Jenifer : I see, so you are a Mexican. What are you doing here?
 Monica : I'm attending the summer camp. How about you? Where are you from?
 Jenifer : I'm from Fortworth, I am American.
 Monica : Are you attending this summer camp too?
 Jenifer : Yes, I am.
 Monica : Nice to meet you, Jeni.
 Jenifer : Nice to meet you too, Monic.

No.	Language Function	Expressions
1.	Greeting people in informal situation	
2.	Asking for someone's name	
3.	Introducing oneself	
4.	Asking for one's origin	
5.	Telling one's origin	
6.	Telling one's nationality	
7.	Expressing pleasure to have met someone	

B. Chapter Two

Activity 4

Work in pairs. Your teacher will choose a student to read the dialog with. Listen them. Complete the dialog with words you have heard.

Joe : Hi, Grace, you look so ¹⁾ _____ today?
 Grace : Hi, Joe. Are you sure?
 Joe : ²⁾ _____ with that t-shirt, those blue jeans and that cap.
 Grace : ³⁾ _____, you like it.
 Joe : You see. We wear school uniform all day long for the school days.
 Grace : You are right.
 Joe : By the way, I heard your film project will be played in school annual party. Congratulations.
 Grace : Yeah! I own you that. Thank you for assisting me on my film project.
 Joe : ⁴⁾ _____ so much help.
 Joe : It was ⁵⁾ _____.
 Grace : Where are we going then?
 Joe : Let's go to the cafe.

Activity 7

Work in pairs. Read the dialogs and answer the questions.

Dialog 1

Sandy and Frank used to go to college together.

Sandy : What a nice new car you have, Frank!
 Frank : Thanks. My Dad bought me as a birthday gift.
 Sandy : Happy birthday! How lucky you are! He is a great father.
 Frank : Thanks! You are right. I love him very much.
 Sandy : The car looks sophisticated. What did you do to it?
 Frank : Not much. I had it remodeled and added some new accessories.
 Sandy : Great job!
 Frank : Thanks.



Source: http://cdn.akim.gs/image/upload/c_fill,h_290,w_470/ap/5348e42b47e8b40c28000021
 (October 10, 2017)

Dialog 2

Akbar : That's a nice leather jacket.
Jack : Thanks, do you like it, Akbar?
Akbar : It is very nice. Where did you get it?
Jack : I bought it at a factory outlet, on Martadinata Street.
Akbar : I see, how much was it?
Jack : It's affordable, but it has good quality.
Akbar : Yes, it looks good.
Jack : I know.

Questions:

1. What are they talking about?
2. Based on the dialog above, did Jack love his new jacket?
3. How do you describe 'factory outlet'?
4. What was the jacket made of?
5. What is affordable?

<https://www.youtube.com/watch?v=gNQzntipwU>



Source: <http://images.assoc-media.com/products/solisi-giacca-di-pelle/4252816-1-black?SX=XL5&wid=513&fit=constrain> (October 10, 2017)

C. Chapter Three

Activity 1

Work in pairs. Your teacher will choose two students to read out a dialog containing the expression of intention. Complete the gaps with words you have read.

Diana : Mom, I'm going to come home late tonight. ¹⁾ _____ to a movie theater.

Mother: With whom are you going?

Diana : With Lisa, Putri, Fany, and Lisa's big brother, Tio. So you don't have to worry.

Mother: What time ²⁾ _____ you be home?

Diana : ³⁾ _____ back around 09.00 pm. Tio's ⁴⁾ _____ give each of us a lift home.

Mother: All right. You can go, but don't be late. Okay?

Diana : Thank you. ⁵⁾ _____ be locked?

Mother: No, I'll still be up.

Activity 2

Work in pairs. Act out the dialog with your partner. Then, identify the language functions found in the dialog.

Andre: Hey, Bagus! You look so serious. What's the matter?

Bagus: Oh, I'm just thinking about the next final project.

Andre: I see, what do you think?

Bagus: I think that all of our group members should get together and talk about it.

Andre: That sounds great!

Bagus: But when?

Andre: This Saturday. There's no class, is it?

Bagus: No, there isn't. Can you invite them?

Andre: I think I will text them. We are going to get together on Saturday, at nine in the morning at my house. Do you agree?

Bagus: Totally.



Source: https://www.uwcsea.edu.sg/sites/uwcsea.edu.sg/files/weekly_images/Junior%20School%20class%20-%20East-8.jpg (October 11, 2017)

Activity 12

Work in pairs. Read and complete the dialog below with the suitable phrases/sentences in the box.

- do not have any plans
- what are you going to do
- How about you
- That is a good idea
- I'm going to do it this evening
- I will be there at 3
- Sure. I'll wait

Veronica: Hello Ahmad! ¹⁾ _____ this weekend?
Ahmad : Hello! I am going to visit my grandpa in Batu, Malang. ²⁾ _____ ?
Veronica: Well, I still ³⁾ _____ for the weekend.
Ahmad : Why don't you go somewhere, such as a museum?
Veronica: ⁴⁾ _____. But, I have to do my homework. Have you done your homework?
Ahmad : No, I have not ⁵⁾ _____.
Veronica: Well, can we do it together?
Ahmad : Yes, of course.
Veronica: Okay, great. ⁶⁾ _____. Is that okay?
Ahmad : ⁷⁾ _____



Source: <http://sun-surfer.com/photos/2012/06/Bromo-Tengger-Semeru-National-Park-East-Java-Indonesia.jpg> (October 11, 2017)

D. Chapter Four

Activity 3

Work in pairs. Your teacher will choose a pairs. Listen to them reading a dialog. Pay attention to their pronunciation and intonation. Act out the dialog with your partner.

Harry : Hi, Galih, what picture are you holding?
Galih : Hi, Harry! It is my picture when I was in Raja Ampat.
Harry : When did you go there?
Galih : I went there with my family last school vacation.
Harry : It's cool. How do you get there?
Galih : First take a flight to Sorong, and then take a private taxi or motorbike taxi called *Ojek* to the harbor.
Harry : I see, what's next?
Galih : Next, we can use slow boat or express one to Waisai. Waisai is on the island of Waigeo, the capital of Raja Ampat.
Harry : Okay. How long is it from the harbor to Waisai?
Galih : If you take the express boat, it will take you about two hours, but if you take the slow one, it will be about four hours. It is cheaper of course, but you have to learn the timetable as there are not many boats available.
Harry : Are there any hotels available?
Galih : You can find not only hotels but also some resorts or homestays.
Harry : Thank you for your valuable information, Galih.
Galih : Sure, but when are you going there?



Source: <https://share.america.gov/wp-content/uploads/2014/11/3-9-hi-res.jpg> (October 13, 2017)

Activity 4

Work in pairs. Read and perform the dialog below with correct pronunciation. Underline the adverbs of place, double underline the adjective phrases, and circle the adverbs of time.

Amanda : Hi, Anissa!

Anissa : Oh, Hi, Manda!

Amanda : How was your holiday?

Anissa : It was great. I went to Fantasy World; it's an amusement park in Jakarta. The park is divided into thematic areas such as Jakarta, Africa, Indonesia, Europe, America, and Asia.

Amanda : That sounds good. I've never been there. Is it fun?

Anissa : It's amazing! There are a lot of attractions there. The most thrilling one is Tornado. It spins our body like tornado; the ride will flip you up and down at more than 4 meters above the ground.

Amanda : Are you kidding? What else?

Anissa : Kora-Kora or a huge swinging boat, Hysteria, a speed skyscraper elevator, Kicir-Kicir, a towering spool ride, and Halilintar. They are all scary and thrilling.

Amanda : What is Halilintar?

Anissa : It's a roller coaster.

Amanda : Wow, it sounds really fun. I want to go there some time.

Anissa : Yeah, you shouldn't miss it.

Amanda : By the way, it's time to get back to class.

Anissa : Let's go then.

E. Chapter Five

Activity 5

Work in pairs. Read the dialog about Borobudur Temple with the correct pronunciation.

Joshua : Hi, Ahmad, how are you?

Ahmad : Hi, Josh. I'm fine. How was your weekend?

Joshua : It was great. I visited Borobudur temple in Jogjakarta with my exchange student friends.

Ahmad : Really? It's cool!

Joshua : Yeah, it's a huge Buddhist temple, made from stone constructions.

Ahmad : Where is it exactly?

Joshua : It is located in Magelang regency.

Ahmad : Oh, how did you get to the temple? How long?

Joshua : By car. It took us about one and half hour from the hotel.

Ahmad : Oh, I see. Are there many tourists visiting that place?

Joshua : There are many; both domestic groups and foreign tourists.

Ahmad : What do you learn from it?

Joshua : I realize that our ancestors had brilliant architectures and designs. I couldn't imagine how they moved and erected big stones without a crane and technology.

Ahmad : Our ancestors were so amazing. We should be proud of being Indonesian.



Source: Writer's Documentation

Activity 3

Work in pairs. Read and act out the dialog describing historical buildings with correct pronunciation. Identify the followings.

1. Adverbs of place
2. Adjective phrases
3. Adverbs of degree
4. Adverbs of time
5. Noun phrases

Kevin : Hi, Jack. Do you have any plans for the coming holiday?
 Jack : No, why? Do you have any?
 Kevin : How about going to the National Monument in Jakarta?
 Jack : That's a great idea.
 Kevin : I hear that it is a 132 m tower in the center of Merdeka Square Central Jakarta.
 Jack : You are right; it symbolizes the fight for Indonesian independence.
 Kevin : Interesting, I like history.
 Jack : There are many sections such as the top yard, the Independence Room, the National History Museum and the park area. You can read the script of Indonesian Independence and listen to Soekarno's voice when he was reading the script.
 Kevin : Wow, it's amazing. I would like to see Jakarta from the top.
 Jack : You can reach the top by the available elevator; from there you can enjoy the view of Jakarta and feel the blowing air.
 Kevin : But, how about the parking area?
 Jack : It surrounds the monument and is organized nicely. There are several kinds of plants from various regions of Indonesia, and also a pool with fountain and the statue of Prince Diponegoro riding a horse, which was made of 8 ton of bronze in the park.
 Kevin : Wow... fantastic! I can't wait!
 Jack : Me, too.

12. Maria : Sherly, what a nice dress! You look stunning!

Sherly : _____

What is the inappropriate response?

- a. Thanks. This dress would make anyone look stunning.
 - b. You look great yourself.
 - c. Thank you.
 - d. That's very nice of you to say so.
 - e. I'm not sure about that.
13. Kiki : Sara, did you have your hair cut?
 Sara : I did.
 Kiki : _____
 Sarah : Thank you. I really appreciate it. No one noticed my new haircut except you.
- a. Do you really think that cut suits you?
 - b. If you think that you look beautiful with that hair, think again!
 - c. It looks fine, but it will be better if you wear a hat.
 - d. I hope it will grow again sooner.
 - e. Well, it suits you. You look good with

- c. Really?
- d. Do you think so?
- e. Of course.

16. What can you get from the dialog?

- a. The woman failed in presenting the speech.
- b. Her topic of presentation is boring.
- c. She was lack of self-esteem in doing the presentation.
- d. The girl is sharing responsibility with the boy in receiving the compliment.
- e. The boy gave the girl an advice about public speaking.

Questions 17 and 18 are based on the following dialog.

Tito : Wina, I saw you on the debate competition yesterday. That was a heated debate. Congratulations for your winning! What an amazing victory!

Wina : Thanks. It was actually a team effort. Our debate team has a really good skill and talent.

17. What is the antonym of heated?

F. Chapter Six

Activity 4

Work in pairs. Your teacher will choose a pairs to read the dialog. Listen to them. Act out the dialog with your partner.

Jenifer : Hi, Alfa.

Alfa : Hi, Jen! What's the latest news?

Jenifer : Don't you know that our basket team will join the High School Competition West Nusa Tenggara Series next week?

Alfa : Are you kidding?

Jenifer : I'm serious! Both male and female teams will take part in this great competition.

Alfa : Where will the competition be held?

Jenifer : At Pajajaran Sport Hall.

Alfa : So, what should we do, then?

Jenifer : Why don't we come to the site and to support them?

Alfa : Will Adi and Indra, the center and our best shooting guard, play?

Jenifer : Well, of course! They are the best players.

Alfa : It will be interesting, I hope our team will win the competition.

Jenifer : Of course, we should ask our class members to come and support our team.

Alfa : Yeah, I will ask them too. By the way, do you know that our cheerleader team will perform a dance during the opening party?

Jenifer : Seriously? It will be amazing.

Alfa : I can't wait to watch them.



Source: <http://i.huffpost.com/gen/1431634/images/O-MEN-AND-WOMEN-facebook.jpg> (October 16, 2017)

G. Chapter Seven

Diana : Lots of things. I always wanted to learn about the stock market, and with the Web, I can start to learn.

Leo : Have you ever bought products online?

Diana : Sometimes I do. Last month, I found a great Web site where I can download music. My old computer didn't have a CD burner, so I'm very happy with my new one.

Leo : Did You sell your old computer?

Diana : No. It was about eight years old. I have just removed the hard drive and left it on top of the garbage dumpster. When I passed by a few hours later, it was gone. Someone has taken it.

Dialog 2

Ayu : Hi Bob! How's your last weekend.

Bobby : Hi, Ayu! It's good.

Ayu : What have you done?

Bobby : I have seen the Titanic.

Ayu : I think it's cool. Do you enjoy it?

Bobby : Sure! It was drama and romance film, directed by James Cameron.

Ayu : Was it a Hollywood movie production?

Bobby : You are right. Cameron has devised a tender love story between Kate Winslet and Leonardo DiCaprio.

Ayu : It must have been very romantic.

Bobby : Yes, it was. It was the main focus of "Titanic's" storyline, and it worked beautifully.

Ayu : I can't stand to watch it.

Bobby : You'd better book the ticket via on line service.

Do the followings instruction.

1. Underline the sentences with present perfect form. Paraphrase the sentences with your own words.
2. Underline the sentences with past tense form. Paraphrase the sentences with your own words.

Activity 9

Work in pairs. Complete the gaps of the dialog with the correct form of the verbs in brackets. Use the Present Perfect.

Lusi : Hi, Mum and Dad! Breakfast's ready. Bob and I ¹⁾ _____ (make) it.

Mommy : Oh, are you sure? What ²⁾ _____ you ³⁾ _____ (cook)?

Lusi : Bob ³⁾ _____ (make) fried rice, and I ⁴⁾ _____ (make) scrambled eggs and some salad.

Mommy : It's sound good! Lusi, ⁵⁾ _____ you ⁶⁾ _____ (make) coffee for Daddy?

Lusi : No, I ⁷⁾ _____ (not), but we ⁸⁾ _____ (prepare) some orange juice instead.

Mommy : Thank you honey! By the way, ⁹⁾ _____ you ¹⁰⁾ _____ (do) the washing up?

Lusi : Not yet, we ¹¹⁾ _____ (not have) enough time.

Mommy : Lusi, Bobby, you ¹²⁾ _____ (do) a great job for us!

Lusi : You see, it's Sunday Mom, we ¹³⁾ _____ (try) to do the house chores .

Mommy : Thank you, darling! We are coming!

Smart Solution

Ashar : Where were you yesterday morning, Tin?

Titin : I _____ to Malang with my parents. Why?

Ashar : I dropped by your house and you were not at home.

- a. was
- b. went
- c. were going
- d. was to go
- e. go

Source: National Exam 2013

H. Chapter Eight

Eric : Hi, Lily! What are you doing here?

Lily : Hi, Eric! I'm looking for some books about Indonesian ancient history.

Eric : I see, have you found them?

Lily : Not yet. Do you know how Indonesian was in the prehistoric period?

Eric : I think it was during the ice age thousands of years ago.

Lily : I see. What happened?

Eric : There was a land bridge which joined Indonesian archipelago and Asian mainland.

Lily : Was it? Do you think that Indonesia was connected to Australian mainland as well?

Eric : Yes, some for Eastern part of Indonesia, but not for the western one as there was a Wallace line that separated Bali and Lombok.

Lily : What do you mean by Wallace Line?

Eric : It was probably the deep sea water that separated the two parts of Indonesia.

Lily : How can you explain it?

Eric : The Aborigine natives of Australia are similar to the Papuan people.

Lily : Interesting! Do you have any other facts?

Eric : Yes, we can see Sumatran tigers outside Sumatra Island.

Lily : Wow, perfect. I think you know many things about Indonesian history.

Eric : You see, I love reading history books.

Lily : Thank you for letting me know about this.

I. Chapter Nine

(No Data)

J. Chapter Ten

(No Data)

