

**CONTENT FEASIBILITY IN ENGLISH TEXTBOOK FOR SENIOR  
HIGH SCHOOL GRADE XI**

**SKRIPSI**

*Submit in Partial Fulfilment of the Requirement  
For the Degree of Sarjana Pendidikan (S.P.d)  
English Education Program*

**By :**

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**MEDAN**

**2020**



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PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini menyatakan bahwa skripsi saya yang berjudul "Content Feasibility in English Textbook for Senior High School Grade XI" adalah benar bersifat asli (original) bukan hasil menyadur/mulak dari karya orang lain.

Bila nanti dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia diurus dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

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## ABSTRACT

**Lestari, Ayu. 1602050057. Content Feasibility in English Textbook for Senior High School Grade XI. Skripsi.English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2020.**

This study deals with the analysis of content feasibility of English textbook for senior high school grade XI. It was an alarm to see the standard of eligibility of book content which was manifested in English textbook. The method used in this research was descriptive qualitative method. The data included the content feasibility indicators of the English textbook taken from the material written in the English textbook entitled "English for SMA / MA / SMK / MAK Class X" published by the Center for Curriculum and Books, Balitbang, Ministry of Education and Culture in 2017. The data collected were analyzed based on the Sugiono's analysis model (2008) including data reduction, data presentation and conclusion drawing. The results of the analysis showed that from eighteen sub-indicators for the content feasibility of textbook as proposed by Muslich (2010), there were only sixteen were completed by the textbook, while another one was not fully fulfilled, and one more was unfulfilled. So, it was concluded that not all indicators of content feasibility of English textbook were fulfilled by English textbook of Senior High School Grade XI. Thus, the textbook was not very good in term of its feasibility but it was still worthy enough to use.

***Keywords:*** *content feasibility, English textbook, senior high school*

## ACKNOWLEDGEMENTS



In the name of Allah, the beneficent, Merciful, praise and Gratitude be to Allah for giving the strength and guidance to the writer, so that this *skripsi* can be finished accordingly. Peace and blessing be upon the prophet Muhammad *Shallallaahu' alaihi wasallam*, her family, her relatives, and all his followers.

The writing of this *skripsi* entitled “Content Feasibility in English Textbook for Senior High School Grade XI”. This *skripsi* was written to fulfill one of the requirements to obtain the *Sarjana Pendidikan Degree* at the Department of English Education, Faculty of Teacher Training and Education at University of Muhammadiyah Sumatera Utara.

In the process of completing this thesis. The writer had received many supports and help from many people. Therefore, the writer would like to thank to:

1. Dr. Agussani, M.AP., as the rector of University of Muhammadiyah Sumatera Utara
2. Dr. Elfrianto Nst, S.Pd., M.Pd., the Dean of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.
3. Mandra saragih, S.Pd., M.Hum., and Pirman Ginting, S.Pd., M.Hum., as the head and secretary of the English Education Department of FKIP UMSU, who had allowed and facilitated the researcher to carry out the research.

4. Yenni Hasnah, S.Pd., M.Hum., who had given her guidance, valuable suggestions, and advices to complete the ideas of this research.
5. All of lecturers, especially those of the English Education Program who had given their valuable knowledge during her academic year in UMSU.
6. Muhammad Arifin, S.Pd., M. Pd., as head of the library of UMSU who had allowed her to run the research in the library.
7. Her beloved parents, Deki Suriawan, SE and Supriana who always give pray, support, and love.
8. Her beloved friends, especially Faradilah Febriyana, Yesi Fitriani, Dinda Fadila, Dewi Rahmasari, Chairunnisa Harahap, Vivi Anna, Alma Alqarana Lubis who had always supported her.
9. All of friends in class VIII B Morning of 2015/2016 intake who had given help, support and motivation.

Finally, the researcher realized that the writing of this thesis was far from the perfectness. Therefore, the researcher asked for suggestions and constructive criticism for its perfection. Aamiin.

Medan, October 2020

The Researcher,

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Textbook is one source of learning and teaching materials that are widely use in learning. Textbook is indeed teaching materials as well as learning resources for conventional students. According to Tarigan dan Tarigan (1986), textbooks are textbooks in a particular field of study, which are standard books, compiled by experts in certain fields and instructional objectives, which are equipped with means that can be easily accessed by the users handled by schools and other principles teaching program. This opinion gives a meaning that textbooks are used for certain subjects. Then, the use of textbooks was based on learning objectives that refers to the curriculum. In addition to using textbooks, teachers can use facilities or techniques that are in accordance with the objectives that have been made before. The use of integrating textbooks, techniques and other means was intended to facilitate the use of textbooks, especially students in understanding the material.

Textbooks have several benefits and interests, including helping students in implementing the curriculum because it was prepare based on the applicable curriculum, bea teacher's guide in determining teaching methods, provide opportunities for students to repeat the lesson or learn new material, provide knowledge for students and educators, add value to make ranking easier, and be a source of income if published. These various advantages of using textbook imply

that it needs thoroughness in choosing any textbook to be used. Thus, a good textbook was expected much to use in order to achieve those above several benefits of textbooks.

In learning English, a good textbook is a textbook that is in line with national education standards. Sitepu (2015) describes that the textbook of elementary, secondary, and tertiary education textbooks here in after referred to as textbooks was mandatory reference books for use in primary and secondary education units, which contain learning materials in order to increase faith, piety, noble morality, personality, mastery of science and technology, increased sensitivity and aesthetic ability, kinesthetic improvement and health based on national standards Education.

A book must be evaluated for its feasibility because the quality of the book was an important thing that must be described before the book was delivered to students. Therefore, evaluation of textbook was also considered to function as a kind of educational judgment.

Textbook was expect to really have quality contents that are in accordance with the applicable curriculum, both in terms of content standards, as well as in terms of whether or not teaching materials are understood by teachers and students, and presented in an interesting way. One of the factors determining the success of students in using textbooks was determined by the quality of the textbooks. High quality textbooks can provide optimal results in the learning process. According to Government Regulation Number 19 of 2005 article 43 paragraph 5 in measuring the quality of textbooks, important aspects must be

considered, namely the appropriateness of content, language, presentation and graphics. If the textbooks used did not meet the indicators, it is feared that students' understanding differ from the purpose of the textbook content. Therefore, as a teacher who uses textbooks, it was necessary to analyze the content of teaching materials in the textbooks first. The need for textbooks at this time is still a top priority in carrying out teaching and learning activities. Textbooks were not only a main reference for students in learning, but also a reference for teachers in the learning process. For teachers who were not yet able or not ready to make teaching materials based on applicable indicators, textbooks are a short solution to obtain teaching materials.

A textbook was not only important for the students but also for the teachers as well. It was a role as one of the most important media for the teachers. With the aid of textbook, teaching material can be arranged much better, because textbook provides goals that have to be achieved in the learning process. The availability of the textbook help the teachers for preparing and developing learning materials and class activities effectively. So the time was not be spent a lot only in preparing the material because the textbooks as media aid the teacher in arranging the preparation. According to Cunningsworth (1995) textbooks provide educational text which can be used as source of material for teaching and learning.

One of the subject matter of textbooks that taught at school is English. English was taught at school because of its importance as a compulsory subject. Nowadays to face the challenges of this global world, many schools in Indonesia

have allowed English lessons since primary until secondary school. The necessity of English lesson was manifested and implemented by the national education department as Indonesia national examination. It becomes one of the subjects that have to be passed by the students. Then, the English textbook used must meet the feasibility standards in the textbook. Muslich (2010) said that for the feasibility of the contents, there are three indicators that must be considered, namely (1) Conformity of the material with competency standards and basic competencies contained in the curriculum of the subject concerned, (2) accuracy material, (3) learning support material.

Considering the explanation above, the researcher was interested in conducting a research on “Content Feasibility in English Textbook for Senior High School Grade XI.”

## **B. Focus of the Study**

The focus of the study was on the use of textbook. It was limited on the analysis of content feasibility of English textbook for Junior High School students grade XI.

## **C. Formulation of the Problem**

Based on the research focus, the problems were formulated as follows:  
How was the content feasibility of English textbook for senior high school students grade XI?

#### **D. Objective of the Study**

Based on the research problem above, this research was intended to meet the following objective, namely: to describe the content feasibility of English textbook for senior high school students grade XI.

#### **E. Significance of the Study**

The findings of the study were expected to be useful theoretically and practically. Those were useful theoretically to extend the knowledge about content feasibility of English textbook. Then, practically, the teachers were expected to be aware in selecting the textbooks relevant to their levels or competencies. Besides it, the textbook writers/publishers would be more careful in writing/publishing an appropriate textbook for any level of students. Finally, those would inspire/motivate the other researchers who want to do further research on the same scope.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, theories were needed to explain some concepts applied in the research concerned. The terms were made clearly to avoid confusing the readers. Then, the researcher elaborated some theories related to the study in order to get the points clearly.

##### **1. Textbook**

One of the main factors for the students' achievement in English language is the textbooks. The content of English textbooks influences what teachers teach and learners learn, it should neither be too advanced nor too simple, it should also not contain any local cultural taboos, and the content should be of the kind that students can relate to for the teacher to have no problem (Fredriksson & Olsson, 2006).

A textbook was a book used for the study of a subject. People use a textbook to learn facts and methods about a certain subject. Textbooks sometimes have questions to test the knowledge and understanding of the learner. Text book unquestionably plays a major contribution in supporting the existing curriculum being implemented. However, it is often found out that the materials are not always representative. In other words, it can be said that there might still exist the irrelevance between the textbook materials with the demand of the curriculum materials as the basis for teaching and learning.

According to Richards (2002), textbook is one of teaching sources that is used to support learning through stimulating cognitive processes and providing structure and progression for learners to follow. Generally, textbooks convey two important pedagogic functions: a curricular aspect, creating a progression in a certain subject taught to students, and a conceptual aspect, embodying the development of cognitive structures in the learner.

Nowadays, textbook was a main device to deliver material to students. The using of the textbook in the classroom can help the teachers to provide the materials. The students can use the textbook to practice their understanding about the materials given by the teacher. According to Tomlinson (2005), a textbook provides the core materials for a course. Language textbooks cover grammar, vocabulary, pronunciation, functions, and the skills of reading, writing, listening and speaking are included in a textbook for language teaching.

To sum up, a textbook was a book used to be the guideline for both teacher and students in teaching and learning process with consideration of a curriculum and textbook was also needed to fit with students needs in learning. Thus, textbooks were media in teaching learning activity in the classroom and teachers must choose good textbook based on the learners' need.

### **1.1 Purpose of Textbook**

In English language teaching, coursebooks usually serve multiple purposes. Cunningsworth (1995) explains that those can be: (a) resource for presentation material (spoken/written), (b) a source of activities for learner

practice and communicative interaction, (c) a reference source, (d) a syllabus, (e) a resource for self-directed learning or self-access work, and (f) a support for less experienced teachers.

One of the main factors for the students' achievement in English language is the ELT textbooks (Azizifar, Koosha, & Lotfi, 2012). The content of English textbooks influences what teachers teach and learners learn, it was neither be too advanced nor too simple, it was also not contain any local cultural taboos, and the content should be of the kind that students can relate to for the teacher to have no problem (Fredriksson & Olsson, 2006). Then, textbook is considered as the vital and crucial element in English language teaching.

Mahmood (2011) explains that textbook is a major source of providing instructions to the teachers and students, that's why it is stated that textbooks are the backbone of every educational system. They help in designing the assessment and evaluation system for the students, shaping the process of classroom teaching and learning. Meanwhile, Tarigan (1986) textbooks in certain fields, which are standard books, compiled by experts. In that case, for instructional purposes and objectives, which are equipped with facilities that make it easy and easy for the user to understand in schools and colleges can provide supporting programs.

Based on theories above, it was concluded that the textbook is a guidebook that was used both for students and teachers in the learning process. With the existence of textbooks facilitates teaching which involves all students in the classroom. Students are also easier to understand and capture the material explained because the material presented is clearly listed in the textbook.

## 1.2 Indicators of Good Textbook

In the principle, materials was certain characteristics indicating that they are appropriate to be used in teaching learning process. Tomlinson(1998) highlights that good instructional materials should have these following indicators:(a) materials should achieve impact, materials should help learners feel at ease, materials should help learners to develop confidence, (b) what is being taught should be perceived by learners as relevant and useful, (c) materials should require and facilitate learners' self-investment, (d) learners must be ready to acquire points to be taught, materials should expose the learners to language in authentic use, (e) the learners' attention should be drawn to linguistic features of the input, (f) materials should provide the learners with opportunities to use target language to achieve communicative purposes, (g) materials should take into account that learners have different learning style, (h) materials should take into account that positive effects of instruction are usually delayed, (i) materials should take into account that learners differ in affective attitudes, (j) materials should permit a silent period at the beginning of instruction, (k) materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities, and (l) materials should not rely too much on controlled practiced, materials should provide opportunity for outcome feedback.

According to Prastowo (2012) textbooks consist of five components, namely the (a) title, (b) basic competencies or subject matter, (c) supporting information, (d) training, and (e) assessment. In addition, the contents of the

content must also refer to the basic competencies that have been determined based on the applicable curriculum. Although textbooks are written and compiled by a team of experts, these textbooks are not necessarily good and true in terms of structure and content.

Indicators for coursebook assessment were proposed by Ur (1996). According to the indicators, a textbook should contain: (a) objectives explicitly laid out in an introduction and implemented in the material, (b) approach educationally and socially acceptable to target community, (c) clear attractive layout, print easy to read, (d) interesting topics and tasks, (e) varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc, (f) clear instructions, (g) systematic coverage of syllabu, (h) content clearly organized and graded (sequenced by difficulty), (i) periodic review and test sections, (j) plenty of authentic language, (k) good pronunciation explanation and practice, (l) good vocabulary explanation and practice, (m) good grammar presentation and practice, (n) fluency practice in all four skills, (o) encouraging learners to develop own learning strategies and to become independent in their learning, (p) adequate guidance for the teacher, not too heavy preparation load, (q) audio cassettes, and (r) readily available locally.

## **2. Content Feasibility of Textbook**

Badan Nasional Standar Pendidikan (BSNP) was an institution that deciding and approving the text of books or textbooks at the level of primary and secondary education. There are four indicators for the feasibility of textbooks or

textbooks that must be considered, namely content feasibility, language feasibility, feasibility of graphics, and feasibility of presentation.

Muslich (2010) said that for the feasibility of the contents, there are three indicators that must be considered, namely: (a) conformity of material with competency standards and basic competence, (b) accuracy of the material, and (c) learning support material.

## **2.1 Conformity of Material with Competency Standards and Basic Competence**

The completeness of the material presented contained all the subject matter in the aspect of scope which supports the achievement of Core Competencies and Basic Competencies that were formulated in Curriculum of high school class XI senior high school.

The aspect of relevance of materials with competency standards and basic competencies cover materials completeness and materials depth. Textbooks should contain and demand learners to explore at least the texts which are commonly used in English communication to provide the opportunity for students to understand and produce expressions in the functions of interpersonal communication, written and orally, to interact with the environment in the context of the communication.

Textbooks should contain utterances to express experience and to communicate honestly, in a discipline way, confidently, and responsibly in implementing transactional communication in: stating, asking and responding to expressions to suggest / not to suggest doing anything with the explanation;

stating and asking about: objects, actions / activities / events, conditional occurrence / and factual report texts.

Muslich (2010) explained that the suitability of the material with KI and KD must also meet three sub-indicators that must be met, namely:

- a. Completeness of the Material: It contains at least all aspects of KI and KD that have been formulated in the curriculum
- b. Extent of Material: Presenting concepts, definitions, principles, procedures, examples, and training contained in textbooks must be in accordance with the basic material needs that support the achievement of KI and KD.
- c. Material Depth: The material contained in the textbooks must contain explanations related to concepts, definitions, principles, procedures, examples, and training so that students can recognize, identify, and construct new knowledge. In addition, the material written must be in accordance with the cognitive, affective, and psychomotor domains demanded by KI and KD, as well as the difficulty and complexity of the material according to the level of cognitive development of students.

## **2.2 Accuracy of the Material**

Material accuracy of concepts and definitions in textbooks is presented accurately to avoid misconceptions by students. Concepts and definitions must be formulated appropriately to support the achievement of core competencies and basic competencies, as has been explained in detail in the material..

The accuracy of the principles which is one aspect used to construct a theory. The principles presented in this textbook have been formulated accurately

so as not to cause multiple interpretations for students. The accuracy of procedures consists of steps that must be taken to achieve a certain goal. Procedures must be formulated accurately so that students do not make systematic mistakes. As contained in the Historical Research material, there is detailed explanation about the steps in conducting research.

The accuracy of examples, facts, and illustrations of concepts, principles, procedures, or formulas have been clarified by examples, facts, and illustrations that are presented accurately. Then, students' Social Accuracy mastery of concepts, principles, procedures, or algorithms must be constructed by accurately presenting problems, such as writing. Additionally, evaluation exercise questions are presented with various types of questions ranging from multiple choice questions, cause and effect questions, essays, discussions, inquiry questions and very accurate reflection questions. Referring to material accuracy, sub-indicators that must be achieved were elaborated below.

a. Accuracy of Concepts and Definitions

The material contained in the textbook must be presented accurately to avoid misconceptions, and the concepts and definitions must be formulated properly (well-defined) to support the achievement of KI and KD.

b. Principle Accuracy

The principle here is an aspect that is used to construct a theory. The principles presented in the textbook must be formulated accurately so as not to cause multiple interpretations. There are three principles in the preparation of

textbooks, namely the principle of relevance of relevance, the material written should be relevant to the achievement of KI/KD to be achieved; The principle of consistency means constancy, if the basic competencies that must be mastered are four types, then the discussion in the book must also include four types; The principle of adequacy means that the material taught should be sufficient in helping students master the competencies to be taught, the material must not be too little and should not be too much, if too little will not help achieve KI / KD otherwise if too much will waste time and energy that is not need to learn it.

c. Procedure Accuracy

Procedures must be formulated accurately so students do not make systematic mistakes.

d. Accuracy of Examples, Facts, and Illustrations

The material in the textbook should be equipped with examples, facts, and accurate illustrations.

e. Accuracy of Questions

The questions in the textbook must be accurate; this aims to build students' mastery of the concepts and materials in the book.

### **2.3 Learning Support Material**

There are ten sub-indicators of learning support materials including conformity with the development of science and technology, recency of features, examples, and references, reasoning, problem solving, interrelation between concepts, communication, application, attractiveness of material, encouraging to

seek more information, enrichment material (Muslich, 2010). Then, regarding supporting learning materials, there were ten sub-indicators that must be met, namely:

a. Recency of features, examples, and references

Features, examples and references reflect current events or conditions. The most recent reference used in textbooks uses a maximum of the last five years.

b. Reasoning

This is so that students can improve the ability of students to make conclusions. Therefore, the material in the book needs to contain descriptions, examples, assignments, questions, and exercises that encourage students to make conclusions that are valid. Reasoning can be interpreted as a process of thinking that starts from sensory observer (empirical observation) which results in a number of concepts or understandings.

c. Problem solving

The material contained in the textbooks needs to contain a variety of strategies and problem solving exercises, this aims to foster students' creative power. Problem solving includes understanding the problem, designing the model, solving the model, examining the results, and interpreting the solution obtained.

d. The interrelationship between concepts

This is intended to assist students in building a complete knowledge network. In addition, the material in the textbook has links with other lessons, as well as with everyday life so students can realize the benefits of the material.

e. Communication (write and talk)

The material in the textbook should contain examples or exercises that communicate ideas, both verbally and in writing to clarify the situation or problem being studied. Written communication can be delivered in various forms such as symbols, tables, diagrams, or other media. Oral communication can be done individually, in pairs, and in groups.

f. Application

The material in the textbook should contain examples, descriptions, or questions that explain the application of a concept in daily life, so students can apply it in real life.

g. Attractiveness of material

The material in the textbook should contain descriptions, strategies, pictures, photos, sketches, historical stories, examples, or interesting questions that can arouse students' interest in further study. If students are interested in the material being studied, they will be stimulated to study it further. For example, in choosing an illustration, a good image must be chosen in terms of shape and color to make it more attractive to students.

h. Winning material

The material in the textbook should contain descriptions, strategies, drawings, photos, sketches, historical stories, or questions that can cause students' interest and interest to learn and study further.

i. Encourage further information seeking

Material in textbooks should contain assignments that encourage students to obtain further information from various other sources such as the internet, articles, books, and so on.

j. Enrichment material

The material in the textbook should contain descriptions, examples, and enrichment questions related to the topic of discussion so as to broaden students' knowledge and understanding.

### **3. English Textbook**

An English textbook was an essential role in English as a Foreign Language (EFL) classrooms. The use of English textbook was a prominent merit for both teachers and students. Harmer (2007) states that the most important aspect of textbook used for teachers to try to engage students with the content they are going to be dealing with. According to Yulianti (2011), a textbook is an instructional material which consists of content and material of the subject that is

well organized in written form and has a great contribution in the teaching and learning process. In sum, a textbook was the complete package of English skills and components that help teachers and learners as their source of materials and exercises in EFL learning.

The English textbook "Bahasa Inggris" used for senior high school grade XI is an English textbook published by the Ministry of Education and Culture. This is a book used by students and teachers. The list of materials provided in the textbook was presented in the following table.

**Table 2.1**

**The Materials Included in the English Textbook**

<b>Chapter</b>	<b>Topic</b>
I	Offers & Suggestions
II	Opinions and Thoughts
III	Party Time
IV	National Disaster-An Exposition
V	Letter Writing
VI	Cause & Effect
VII	Meaning Through Music
VIII	Explain This

**B. Relevant Study**

There were some previous related studies refer to this present study. The first was study conducted by Muniroh (2018) that entitles 'A Content Analysis of the English Textbook "When English Rings A Bell" for Grade VII of Junior High School'. This study told about a content analysis of the English textbook published by Ministry of Education and Culture of Indonesia in the Year of 2016. The objective of this study was to identify the appropriateness of the materials in

the English textbook with the content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness determined.

The second previous related study was conducted by Madjid (2017) it entitles 'The Feasibility of Content Analysis of English Textbook Based on Curriculum 2013'. He focused his study to find the description on how the materials provided in the "Contextual English" textbook used in the tenth grade of senior high school fulfilled the indicators in curriculum 2013, specifically in terms feasibility of content.

The third study related to the current research was done by Rahmawati (2018) with the title was 'A Content Analysis of the English Textbook (Primary English as a Second Language)'. In this research, the researcher focused on the suitability of materials in the textbook primary english of a second language. Her finding showed that objectives of the lessons in textbook meet the indicators of a good English textbook.

The three previous relevant studies above had the similarity and the difference with what the researcher did in this research. All of them focused on the same point, namely analysis contents of English textbooks. However, they were certainly different in any case. The first and second studies focused on content analysis of english textbook. Then, the third study was also different with this current research in material of english textbook and the last researcher identified the suitability of the material in the textbook. It focused on textbook

for primary school while in this study, the researcher's focus was on textbook for senior high school students.

## **CHAPTER III**

### **METHOD OF RESEARCH**

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

This study was conducted by using descriptive qualitative research with content analysis design. It was descriptive qualitative since the study tried to describe any object, namely english textbook. As Fraenkel and Wallen (1993) defines that descriptive method is a method used to explain, analyze and classify something through various techniques, survey, interview, questionnaires, observation, and text. Therefore, in this research, the descriptive qualitative was designed through content analysis because it was intended to analyze any material that had been provided or documented.

#### **B. Data and Data Resource**

The data of this research were the contents feasibility indicators of textbook taken from English textbook entitled "Bahasa Inggris for Senior High School Grade XI." It was published by the *Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud* in 2017. In addition, this book contained eight chapters with 170 pages.

#### **C. Research Instrument**

In collecting data, the researcher needed tools as instruments. Since this research was designed qualitatively, the researcher herself was the instrument in

this research. In this case, she functions as the key-instrument in performing the research.

#### **D. Technique of Collecting Data**

In collecting the research data, the documentation technique was applied.

The data were collected by doing the following steps:

1. Reading the contents of the textbook.
2. Identifying the contents of the textbook.
3. Classifying the contents of the textbook based on feasibility indicators so that they were easy to analyze.

#### **E. Technique of Data Analysis**

After collecting the data, they were analyzed qualitatively by referring to Sugiono's model (2008). He explained that there were three activities to analyze data in descriptive qualitative research, namely: (1) data reduction, (2) data display, and (3) conclusion drawing. Each activity was elaborated below.

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

Data reduction means the process of selecting, identifying, classifying and coding the data that were considered important. The researcher, then, reduced the data in this research by applying those all processes.

## 2. Data Display

Data Display refers to the process of simplifying the data in the form of sentence, narrative, or table. By which, the data that have been reduced in form of pattern were shown. It benefits to help the researcher in understanding data. In this research, the researcher used table in displaying the data in order to be easier to understand.

## 3. Data Conclusion

In qualitative research, the characteristic of conclusion was temporary. It changed if the researcher did not discover strong evidence to support the next collecting data. However, the conclusion was credible if the conclusion in the previous data were proven through validity and consistency indicators when the researcher was going back to the field. Therefore, in this research, after displaying the data, the researcher tried to conclude credibly by providing the trustworthiness of the study.

## **F. Trustworthiness of the Study**

The research required several ways to improve the validity of qualitative research data so that it was able to be accounted for and verified. According to Moleong (2005), there were four techniques to determine the validity of data, namely: (1) credibility, (2) dependability, (3) conformability, and (4) transferability.

### 1. Credibility

In test of data credibility or internal validity, the data were admitted and received the truth by information source from the field of the study. To effort in order that the truth of result of the students believed, it was supported by some ways as follows: a) the extension of observation; after finishing the study, the writer rechecks the data got from the source of data, b) triangulation; it is to examine the validity of the data to the source of the data through observation, questionnaire, and documentation, c) member check; the objective of member check is to inform and to confirm the data result to the subject of the study before writing the final report of the study. Thus, in this research, the researcher did member check to achieve the credibility of this research by doing discussion with reviewer/examiners in the process of completing this study.

### 2. Dependability

Dependability was conducted by auditing all of study processes to prove the data reliability. Therefore, the researcher had to focus on the problems, determine the source of data, analyze the data, examine the validity of data and make conclusion of data. The purposes of this technique was to give the true report of the research, so the result and process was balance.

### 3. Conformability

The conformability was reached by asking preparation of advisor to check the process of the study, standard of the truth of the data and the result that were gotten and used to make the report.

#### 4. Transferability

Transferability related to the question how far the result of the study was able to be applied by the other people on other contexts. It meant that the researcher gave detail description about the result of the study.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Finding**

This chapter presented research findings that refer to the proposed research problem as written in the previous chapter. Findings related to the appropriateness of the contents of the textbook "English SMA / MA / SMK / MAK Class XI" published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud* in 2017.

Based on data analysis, it was found that English textbook met the three indicators of content feasibility as proposed by Muslich (2010), namely: 1) conformity of material with competency standards and basic competence, 2) accuracy of the material, and 3) learning support material. In addition, the three indicators involved eighteen sub-indicators detailing the feasibility standards for textbook content. However, not all of them were implemented; there were only sixteen materialized by the textbook, while another one did not fully fulfilled, and one more was not fulfilled. Next, the completeness of the indicators for the content feasibility of textbook was shown in the following table.

**Table 4.1 The Completion of Content Feasibility Indicators of Textbook**

No	Indicators of Content Feasibility	Sub-Indicators of Content Feasibility	Completion		
			Fully Fulfilled	Not Fully Fulfilled	Not Fulfilled
1	Conformity of Material with Competency Standards and Basic Competence	Completeness	✓		
		Extent of Material	✓		
		Material Depth	✓		
2	Accuracy of the Material	Accuracy of Concept & Definition	✓		
		Principle Accuracy	✓		
		Procedure Accuracy	✓		
		Accuracy of Example, Facts and Illustration	✓		
		Accuracy of question	✓		
3	Learning Support Material	Recency of features, examples, and references			✓
		Reasoning	✓		
		Problem solving	✓		
		The interrelationship between concepts	✓		
		Communication	✓		
		Application	✓		
		Attractiveness of material	✓		
		Winning material		✓	
		Encourage further information seeking	✓		
		Enrichment material	✓		
<b>Total</b>		<b>18</b>	<b>16</b>	<b>1</b>	<b>1</b>

Based on the table above, it was seen that there were three feasibility indicators for the contents of the textbook followed by eighteen sub-indicators overall. The table also showed that there were sixteen sub-indicators that had been met by the textbook "English SMA / MA / SMK / MAK Class X" published by the Ministry of Education and Culture in 2017. However, one sub-indicator had not been fully met and another one was unfulfilled.

### **1. Conformity of Material with Competency Standards and Basic Competence**

In the first indicator of the feasibility standard for textbook content, there were three sub-indicators, namely: (a) Whether the material presented contains all aspects of KI and KD that have been formulated in the curriculum? (b) Is the presentation of concepts, definitions, principles, procedures, examples, and training contained in the textbook according to the basic material needs that support the achievement of KI and KD? (c) Does the material contained in the textbook contain explanations related to concepts, definitions, principles, procedures, examples, and training so that students can recognize, identify, and construct new knowledge? Those three sub-indicators were achieved. Then, the following data were relevant with the first sub-indicator.

## Data 1



Based on Data 1 above, it was indicated that the material involved in textbook reached Basic Competencies in accordance with the basic program and student needs. It was seen from the basic competency of 4.3.2 regarding compiling special texts in the form of formal oral and written invitations, related to school / workplace activities, by paying attention to social functions, text structure, and linguistic elements, correctly and in context. In this case, students were expected to be able to compile a special text in the form of an official invitation related to school / workplace activities by paying attention to social functions, text structure, and linguistic elements correctly and in context. This basic competency was fulfilled by the material on "Party Time" in which there was an exercise that required students to formulate a formal invitation for brother's marriage. Thus the Party Time material supported the achievement of basic competence.

Data 2

**B Building Blocks**

**Types of Invitations**

**Formal**

**Informal**

**Social Function:**  
Inviting people to formal and social events

**Linguistic Characteristics:**  
Simple, precise, and concise words  
Detailed information  
The tone should be friendly and sincere. Words should be chosen carefully.  
The style of writing should be formal.

**Format of Layout:**

Address of the addresser and the addressee  
Salutation  
Body  
- State for whom the invitation is and by who it is given.  
- Reasons of invitation  
- Date  
- Time  
- Place  
- RSVP (It is a French word "repondez s'il vous plait" which means "please reply")  
Signature

**Ways of Organizing Information:**  
Reasons for inviting others  
Detailed information about the party or event  
Ask friends to come by using a sincere tone.

**Example of a Formal Invitation**

The board of directors of the Indonesian Educational Foundation request the presence of Mr. and Mrs. Rahmat Riyadi at the Charity Dinner on Saturday, the Twenty Third of November at the Sahari Hotel Ball Room

**A Pre-Activity**

Read an excerpt of the play given below.

MONSIEUR LOISEL: Sweetheart, I have a surprise for you.  
MADAME LOISEL: Really, what is the surprise?  
MONSIEUR LOISEL: See for yourself!  
(He places the invitation on the table.)

Swiftly, she tears open the envelope and draws out a printed card and reads out

"The Minister and Madame Ramponneau request the pleasure of the company of Monsieur and Madame Loisel at the Ministry on the evening of Monday, January the eighteenth."

MONSIEUR LOISEL: Isn't it wonderful?  
MADAME LOISEL: What do you mean? What can I do with it?  
(She tosses the invitation on the table.)

**Discussion**

- Why do people write and send invitations?
- Why do you think invitations have become important in our society? How can you say that?
- What kind of invitation do you think is in the excerpt given above? Write down your thoughts here.

**Now respond to the invitation.**

**D Active Conversation**

With a partner create dialogues to accept and decline invitations. Using the role-play approach, re-enact the conversations with your classmates. You can model your conversation based on the examples of invitations given below.

**Invitation to dinner**  
John: Would you like to come over for dinner tonight?  
Yeni: Thank you I'd love to. Would you like me to bring something?  
John: No, nothing, just come.  
Yeni: OK. What time?  
John: At 7 p.m.  
Yeni: OK, see you then.

**Invitation to the grand opening of ABC software company**  
Ariyanto: Mr. Budi, I would like to invite you to the opening of my software company.  
Mr. Budi: When and where?  
Ariyanto: This Saturday at 10 a.m.  
Mr. Budi: I am afraid I won't be able to come. I have a prior engagement.

**Invitation to anniversary dinner**  
Yeni: Mr. Subarto, my husband and I are celebrating our 3<sup>rd</sup> wedding anniversary. We would like you to join us.  
Mr. Subarto: Oh, thank you I would be delighted to. When is it?  
Yeni: On Sunday at 6 p.m. in the Ikat Karna.  
Mr. Subarto: OK, I will be there.  
Yeni: Thank you. See you then!  
Mr. Subarto: My pleasure. See you then!

**Accepting an Invitation**

**Declining Invitation**

The data above, indicated that the breadth of the material in the book reached the Basic Competency number 4.3.1 regarding capturing contextual meanings related to social functions, text structures, and special text language elements in the form of formal oral and written invitations, related to school activities work. Extent of Material Presentation of concepts, definitions, principles, procedures, examples, and training contained in textbooks in accordance with the basic material needs that support the achievement of basic competencies. The concept was conveyed in the book regarding "party time" was conveyed as easily as on page 34, and there was a definition of a formal invitation

there too. The principles presented were in accordance with the principles of textbook preparation, namely the principles of relevance, consistency and adequacy. Examples and training in textbooks were also listed on pages 36-41. The material (including examples and exercises) in the textbook described the minimal substances (facts, concepts, principles, and theories) contained in KI and KD. Thus, these materials supported the achievement of basic competence.

The third sub-indicator was about the depth of the material. Did the material contained in the textbook contain explanations related to concepts, definitions, principles, procedures, examples, and training so that students can recognize, identify, and construct new knowledge? This sub-indicator was relevant to the data below.

### Data 3

The image shows two pages from a textbook. The left page is titled 'Invitation to a wedding' and features a formal invitation card for Mr. and Mrs. Pijayanto. The card text includes: 'cordially request the pleasure of your company on the wedding ceremony of their daughter', 'Ika Widi Dary', 'On Friday, the twelfth of December at seven o'clock in Gedung Kartini', 'Jl. Gatot Subroto', 'Jakarta', and contact information for R. A. K. P. The card is annotated with numbered boxes 1 through 8, corresponding to the following labels: 1. Name of the hosts, 2. Phrasing the invitation, 3. The kind of event, 4. Date, 5. Time, 6. Venue, 7. Special instruction, and 8. Request to respond. The right page is titled 'Active Conversation' and contains two dialogue examples. The first is 'Invitation to dinner' with a conversation between Joko and Yanti. The second is 'Invitation to the grand opening of ABC software company' with a conversation between Ariyanto and Mr. Budi. The page also includes a small logo and the text 'Kelas XI SMA/MA/SMK/MAK'.

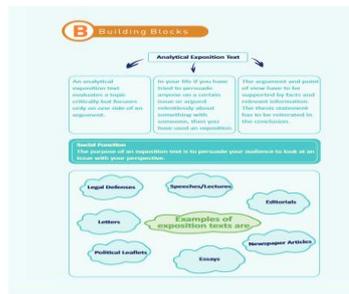
Data 3 above had a meaning that textbook covered most of what was needed and it was good source for students. This was indicated from the activities in basic competency number 3.3 regarding distinguishing social functions, text

structures and language elements of several special texts in the form of official invitations by giving and requesting information related to school / workplace activities in accordance with the context of their used. The characteristics of a language consist of vocabulary and grammar. In vocabulary, students learned about dates, times, and places. Meanwhile, in grammar, students can learned pronouns. While the focus of skills consisted of several skills that had to be achieved by students, namely listening, reading, speaking and writing. However, the textbook provided vocabulary sections, pronunciation exercises, job skills as requirements for basic competencies. Thus, the presence of those materials supported the achievement of basic competence.

## **2. Accuracy of the Material**

Accuracy of the material as the second indicator of the feasibility standard for textbook content has five detailed indicators, namely (a) is the material contained in the textbook presented accurately (eg concepts and definitions must be well formulated)? (b) what the principles was used to construct a theory? There are three principles in the preparation of textbooks, namely the principle of relevance, the principle of consistency, the principle of sufficiency (c) how were the procedures formulated so that students did not make systematic mistakes? (d) Whether the material in the textbook was equipped with examples, facts and accurate illustrations. ? (e) Are the questions in the textbook accurate? In this case, those five sub-ndicators were fully fulfilled. It was in line with the data below.

Data 4



Data 4 displayed that the contents of the book were categorized into relevant results in the material dealing with the definition of the analytical exposition text, the concept, and even the objective of the analytical exposition text were explained in the contents of the book. Therefore, this material included material accuracy.

Data 5

**Opinions**  
An opinion is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion, it is important to give reasoning or an example to support our opinion.

**Some Opinions:**

- I like Harry Potter movies because the magic seems so real.
- I don't agree with you. Harry Potter movies are just overrated.
- I like playing tag because it is so much fun.
- I don't like playing tag because people end up fighting.
- In my opinion, the government should provide means of sustenance for underprivileged people instead of building tall towers.
- I agree with what you are saying, but have you ever thought that building tall towers provides work for unemployed people?

**Let's look at the sentence structure to express opinions.**

Subject	Verb	Object
I	agree	with what you are saying.
We	believe	this is not the right way to handle things.
I	recline	this could be right considering the reasons you have provided.
I	agree	that I don't look at it from this perspective.
I	doubt	that this is possible.
We	assume	you are based on this issue.
I	don't agree	with you.
I	think	you are mistaken.
I	think	so too.

**Expressions**  
Opinions can be expressed in the ways given below.

**Personal Point of View**  
These expressions are used to show personal points of view.

- What I mean is ...
- In my opinion ...
- In my humble opinion ...
- I would like to point out that ...
- To my mind ...
- By this I mean ...
- I am compelled to say ...
- I reckon ...
- As I see it ...
- In my opinion ...
- I think ...
- Personally, I think ...
- In my experience ...
- I strongly believe that ...
- As far as I am concerned ...
- From my point of view ...
- As I understand ...

**General Point of View**  
These expressions are used to show a general point of view. A general point of view creates a balance in writing and helps avoid absolute statements.

- Most people do not agree ...
- Almost everyone ...
- Some people say that ...
- Some people believe ...
- Of course, many argue ...
- Generally it is accepted ...
- The majority disagree with ...
- The majority agree with ...
- It is sometimes argued ...
- It is considered ...
- While some people believe ...

**DID YOU KNOW ?**  
We can use collocations to express opinions, for example strong argument, strong criticism, strong dislike, strong opinion, strong resistance, quite strongly.

**Agreeing with an Opinion**  
 These are some of the expressions used to express agreement with an opinion.

This is absolutely right.  
 Of course.  
 I agree, I never thought of that.  
 I agree with this opinion.  
 Neither do I.  
 I couldn't agree more.  
 That's a good point.  
 I agree with what you are saying but have you ever...  
 I think so too.

**Disagreeing with an opinion**  
 These are the expressions used to express disagreement with an opinion.

I am sorry, I don't agree with you.  
 I disagree with you.  
 I am not sure I agree with you.  
 I think you are wrong.  
 I don't agree with you.  
 That's not the same thing at all.  
 I am afraid I have to disagree with you.  
 It is not justified to say so.  
 I do not believe that.  
 I am not convinced that...  
 By this I mean...  
 I can't say I agree with this, and here's why...

Opinions can be expressed using mental verbs like believe, think, doubt, assume, feel, etc.

**Examples of Opinions:**

- I reckon he might have been bullied in school.
- To be honest, I never thought that bullying was so prevalent in most schools.
- I believe bullying is totally an unacceptable practice in our school.
- I am not convinced that the majority of the people are not aware of this issue.

**Examples of how to agree and disagree with an opinion**

Statement	Agree	Disagree
Smoking should be banned in public places.	I totally agree that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.
Bullying is so prevalent in most schools.	I couldn't agree more with you.	I think it would be wrong to generalise.
Women should not work.	I think so too. Women should stay at home and take care of their children.	I am afraid I have to disagree with you on this.
Harry Potter series is much better than Twilight series.	Yes, I agree. Harry Potter series has a much better and well-developed story line.	It's not justified to say because both have different plots.
Online gaming should be banned.	Absolutely right. It should be as it distracts students from studying.	I don't agree with you. It is a venue for students to develop their skills.

Table 2.2 Agreeing and disagreeing with opinion

**Let's Practice**

**A. Fill in the blanks using the opinion expressions given in the box below.**

- I am \_\_\_\_\_ with you bullying should be banned.
- It is all right if you don't agree with me but I have every right to my \_\_\_\_\_.
- As far as I \_\_\_\_\_, I will not support bullying in my school.
- I \_\_\_\_\_ that medical care should be free for everyone.
- Some people \_\_\_\_\_ eating fish and yogurt at the same time causes a severe skin disease.
- I feel quite \_\_\_\_\_ about this issue.

totally agree, opinion, am concerned, strongly believe, believe that, strongly

**B. Below are several opinions. Some of them are polite and some impolite. Highlight an opinion with:**

- red:** if it is an impolite way of disagreeing.
- blue:** if it is a polite way of disagreeing.
- green:** if it is a polite way of giving an opinion.
- yellow:** if it is an impolite way of giving an opinion.

- I am afraid, I don't agree with you on this matter.

- I agree with you to a certain point but I would appreciate if you look at it from another point of view.
- That's an interesting idea but I think our idea is much better.
- Do you really think like that?
- Rubbish! Nooooo! I don't agree with this.
- Actually, as a matter of fact, I think we can look at it again and decide.
- This is what I am getting at.
- You want to know what I think? Let me tell you what I think.
- I feel compelled to disagree with you on this matter.
- I find it rather silly that you think like this.
- I think we should all work together to rid our society of social evils.
- It occurs to me that you have closed your mind against any right opinion.
- As far as I can say, this club is going to drop.
- You make a strong case for changing all the rules, but I think you might have overlooked the fact that it is not possible.
- This is the most distasteful book I have ever read.
- To my mind, this is the truth and I believe it.
- The food here is absolutely inedible.
- I understand where you are coming from, but you have to look at it from our perspective as well.
- We have a picnic, but have you ever thought how poor people on the street feel?
- This opinion is absolutely useless. Please get out of here.

**D Active Conversation**

Complete the following transactional conversations. Using the role-play approach, reconstruct the conversation with your classmates.

**Buying a New Car**  
 I think we should buy a new car.  
 Why? Our old car is fine and functional.

**Banning of Cigarettes**  
 I believe that smoking should be banned.  
 I don't think I agree with you.

**Songs**  
 What kind of music do you like?  
 I like rock and roll.  
 How can you like rock and roll? It is so loud.

**E Writing Connection**

Choose one of the topics given below. Create a dialogue of your opinion about your chosen topic. Follow the opinion giving technique you have learnt in the building blocks.

- Do you think education is a right or a privilege? Support your opinion with reasons and examples.
- Do you think conservation of wildlife is important? Support your opinion with reasons and examples.
- Time is more important than money. Support your opinion with reasons and examples.
- Exploitation of natural resources is a major problem in Indonesia. Support your opinion with reasons and examples.
- Do you think gaming affects the life of teenagers? Support your opinion with reasons and examples.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**G Formative Assessment**

- I can do this.
- Complete these statements.
- The most interesting thing I learned in this chapter was \_\_\_\_\_.
  - The part I enjoyed most was \_\_\_\_\_.
  - I would like to find more about \_\_\_\_\_.
  - The hardest part in this chapter was \_\_\_\_\_.
  - I tried to work harder at \_\_\_\_\_.

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Might	No	Not at all
The conversation was easy to understand.					
I know how to express opinions.					
I could debate with my classmates.					
I can write an opinion article.					
I could write a dialogue.					

**My plan to overcome the difficulties of this chapter**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Based on Data 5 above, it was seen that the contents of textbook were arranged based on relevant principle. In this case, the book contents were displayed by presenting firstly the material then followed by example. The next pattern was to present question exercises in each sub-chapter. At the end of the chapter, a reflection, summary and evaluation of the improvement were presented as students' understanding. So, this pattern or scheme was consistently presented in subsequent chapter. So, this material involved the material accuracy.

The third sub-indicator was used to store whether the procedure was accurately formulated or not. It was supported by following the data.

Data 6

**B Building Blocks**

Personal letter

Types of Letters

Informed letter also known as personal letter

**Personal Letters**

**Social Function**

Personal letters are letters that are written to people we know such as friends, parents, siblings, and cousins. Letters are not only written to inform but to strengthen the bond between two people writing to each other.

**Linguistic Features**

Sentence structure	Style
<ul style="list-style-type: none"> <li>Accuracy of grammar is important.</li> <li>Complete sentences are expected.</li> <li>Stap can be used.</li> <li>Use the contractions such as "I'm", "we're", "he's".</li> <li>Use personal pronouns such as "I", "we", "you".</li> <li>Use active voice.</li> </ul>	<ul style="list-style-type: none"> <li>Language use may be personal like first and second person pronouns.</li> <li>Be warm.</li> <li>Use the person's name you are writing to.</li> <li>Very sentence length.</li> <li>Write in a natural, conversational style.</li> <li>Let your personality show through in your writing.</li> </ul>

**Structure of Personal Letter**

State: Date (Date where the letter is written (top left))

Address: (Date where you are writing from (top right))

Salutation & Name: (Greeting and the person's name you are writing to)

Introduction: (The opening of the letter usually starts with how are you or refers to previous letter)

Body: (The main part of the letter. It includes what you want to write to the other person)

Closing: (The part indicates the letter is going to end)

Complimentary close: (Short expressions like "Love you", "Sincerely", "Yours", "Yours truly")

Signature: (Signature or initials of the writer)

Postscript P.S.: (After thought in a letter. You begin with P.S. and end it with your initials.)

Table 5.2 Structure of personal letter

**DID YOU KNOW**

World's longest letter  
In 1952, a lady in Brooklyn, USA wrote a letter using a normal type. She used 3,200 feet of the narrow tape. It took her one month to write the letter.

World's shortest letter  
In 1962, Victor Hugo wanted to know how his book "Les Misérables" was selling. He wrote to his publisher: "P". The publisher replied: "P".

**C Let's Practice**

A. Look at the expressions and match them with the purpose of the letter. The first one has been done for you.

Expressions	Purpose
I am so happy to share this with you.	To apologise
Thank you so much for remembering me.	To ask for reply
Did you know...	To ask a favor
I am so sorry.	Closing
I will be waiting for your letter eagerly.	To give advice
Can I ask you for this favor?	To give bad news
Love always.	Cheering steps
I think you should think it over before.	To share some information
I am so sorry but I have to tell you.	To thank the person
That reminds me of...	To share good news

B. There are several mistakes (grammatical as well as in the format of the letter) in the letter given below. Highlight the mistakes and then rewrite the letter properly in the space provided.

Example Rays 31<sup>st</sup> March 2014

Capital - Tansheng Seltion

My dearest Lann,

Hey sweetie

I hope all is well with you. It's been a while since you moved to the new city for college. It is so cool that you are not five houses away anymore. I hope your new life is going well. It must be exciting being on your own in the hooded college. Everything is fine here. You know nothing much happens here. Have you already settled in? When is your college starting? Do you like the place you are living in? How is the neighborhood? I can't believe you live on boarding. I will be starting college soon so well but my parents insisted that I live at home.

From Data 6, it was shown that the procedure of accuracy was formulated accurately so that the students did not make systematic mistakes. In this term, procedure was a series of sequential steps in the subject matter that students had to do. The first step that students took was understanding what a personal letter was described in chapter 5, the next thing was knowing the structure and rules of

personal letter language, and the final step was to write a personal letter. Such sequences of materials achieved the material accuracy.

Data 7

**35 Senggigi Raya  
Lombok  
75009 Nusa Tenggara Timur**

12<sup>th</sup> January 2014  
My Dear Lovely Siti,  
Hello!

How are you, sweetie? I know you are angry with me because I am writing to you after a long time. I am so sorry, please forgive me. You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on the Senggigi beach. As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee.

You know, yesterday we went to Gili Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere. We went for snorkeling and we saw the most amazing fish ever. I wish you were here; it would have been much more fun.

Mum was making sure that we didn't miss any sight of the whole city, so we had practically been everywhere.

I have to go, mum is here. I will see you soon.

Lots of love  
XOXO  
Lana

P.S. I'm bringing you lots of souvenirs and pictures!!

**B Building Blocks**

Personal Letters

<b>Social Function</b>	Personal letters are letters that are written to people we know such as friends, parents, siblings, and cousins. Letters are not only written to inform but to strengthen the bond between two people writing to each other.
<b>Linguistic Features</b>	Accuracy of grammar is important Concise sentences are expected. -Slang can be used. -Use the contractions such as "I'm", "it's", "we're". -Use the personal pronouns such as "I", "we", "you". -Use the active voice.
<b>Sentence structure</b>	-Language use may be personal for first and second person pronouns. -Be warm. -Use the person's name you are writing to. -Very sentence length. -Write in a natural, conversational style. -Let your personality show through by your writing. (Big, 2004).
<b>Style</b>	

Table 3.3 Linguistic features of personal letter

**Structure of Personal Letter**

<b>Date</b>	Date when the letter is written (top left).
<b>Address</b>	Place where you are writing from (top right).
<b>Salutation &amp; Name</b>	Greeting and the person's name you are writing to.
<b>Introduction</b>	how are you or refers to previous letter. The opening of the letter usually starts with
<b>Body</b>	what you want to write to the other person. The main part of the letter. It includes what you
<b>Closure</b>	The part indicates the letter is going to end.
<b>Complimentary close</b>	Short expressions like "love you", "sincerely yours", "love".
<b>Signature</b>	Signature or initials of the writer.
<b>Postscript P.S.</b>	After thought in a letter. You begin with P.S. and end it with your initials.

Table 3.2 Structure of personal letter

**Example of a personal letter**

35 Senggigi Raya  
Lombok  
75009 Nusa Tenggara Timur

12<sup>th</sup> January 2014  
My Dear Lovely Siti,  
Hello!

How are you, sweetie? I know you are angry with me because I am writing to you after a long time. I am so sorry, please forgive me. You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on the Senggigi beach. As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee.

You know, yesterday we went to Gili Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere. We went for snorkeling and we saw the most amazing fish ever. I wish you were here; it would have been much more fun.

Mum was making sure that we didn't miss any sight in the whole city, so we had practically been everywhere.

I have to go, mum is here. I will see you soon.

Lots of love  
XOXO  
Lana

P.S. I'm bringing you lots of souvenirs and pictures!!

Based on Data 7 above, concepts, principles, procedures, or formulas had to be clarified by examples, facts, and illustrations that were presented accurately. Facts were a number of special information in material considered important, consisting of people and places, as well as events. In Data 7, it was explained in

the personal letter material that part of the personal letter has a person, namely as the sender / recipient, the place where the letter was sent, the content of the letter containing events or other statements, and the personal letter example. Then, it was stated that the data were significant and this material matched with the accuracy of the material.

## Data 8

**D. Complete the transactional conversations based on the suggestions and offers given below. The first one is done for you.**

**1. At the Airport**  
This is a conversation between an airline counter attendant and a customer.

A: Good morning. Can I have your ticket, please?  
Do you have any luggage?

B: Yes, one suitcase.

A: Please place it here.  
Would you like a window or an aisle seat?  
Ok, sure. Is there anything else I can do for you?  
You are welcome. Here is your boarding pass. Please be at gate B 30 minutes before boarding. Have a nice flight!

**2. At the Hotel**  
This conversation is between a concierge at a hotel and a customer:

Good evening. Can I help you?

Good evening. Yes, please.  
I would like a room for the night.

Thanks. Good night.

**3. What Movie Should We Watch?**  
This is a conversation between two friends.

Let's watch a movie.  
Romantic movie.

What kind of movie?

I don't like romantic movies;  
Let's watch something else.

**4. At a Store**  
This conversation is between a store attendant and a customer.

Hi there, how can I help you?

I would like to return this shirt for a refund.

What is the problem with the shirt?

Kelisa 21 SMA/MA/SMK/MIK

Bahasa Inggris 13

Based on the Data 8 above, student mastery of concepts, principles, procedures, built by questions that were presented accurately. Each question presented was appropriate and right on target based on basic competency indicators (4.1). On data above, the materials were Offer and Suggestion, expression offer and suggestion, example of offer and suggestion, and responding offer and suggestion. In basic competencies, students were asked to compile a transactional, oral and written, short and simple text that involved giving and asking for information related to suggestions and offers by paying attention to

social functions, text structure, and linguistic elements that are correct and in accordance with the context. Therefore, these materials matched with the accuracy of the material.

### **3. Learning Support Material**

There were ten sub-indicators in terms of the eligibility of the contents of the English textbook for class XI, namely: (a) Do the features, examples and references in the textbook reflect current events or conditions? (b) Does the material in the textbook contain descriptions, examples, assignments and practice questions that encourage students to make conclusions? (c) Does the material contained in the textbook contain various problem solving strategies and exercises? (D) Does the material in the textbook have relevance with other subjects, as well as daily life? (e) Does the material in the textbook contain examples or exercises that communicate ideas, both orally and in writing? (f) Does the material in the textbook contain descriptions, examples, or problems that explain a concept in everyday life? (g) Does the material in the textbook contain pictures, photos, sketches, examples, or interesting questions that can arouse students' interest in studying further? such as in choosing an illustration, a good image must be chosen in terms of shape and color in order to attract students' interest. (h) Does the material in the textbook contain descriptions, strategies, pictures, photos, sketches, historical stories, or questions that can arouse students' interest in learning? (i) Does the material in the textbook contain assignments that encourage students to obtain further information from other sources such as the internet, articles, books, and so on? (j) Does the material in the textbook contain

descriptions, examples, and enrichment questions related to the topic of discussion? In addition, from ten sub-indicators, there were only eight met.

In accordance with the first sub-indicator whether the Features, examples and references on the textbook reflect the current condition events are met or not, the following data represented it.

Data 9

### B Building Blocks

**Analytical Exposition Text**

An analytical exposition text evaluates a topic critically but focuses only on one side of an argument.

In your life if you have tried to persuade anyone on a certain issue or argued relentlessly about something with someone, then you have used an exposition.

The argument and point of view have to be supported by facts and relevant information. The thesis statement has to be reiterated in the conclusion.

**Social Function**  
The purpose of an exposition text is to persuade your audience to look at an issue with your perspective.

**Examples of exposition texts are:**

Legal Defenses

Speeches/Lectures

Editorials

Letters

Newspaper Articles

Political Leaflets

Essays

**Use persuasive techniques:**

- Use generalizations to support viewpoints or arguments. Generalizations are common beliefs, general statements.
- Use evidence and facts to back up the generalizations like using research, expert opinions, testimonies or quotes.
- Use exaggerations to make things or issues appear better or worse than they actually are.

(Simon & Schuster, 2002)

**Example of an exposition text**

Text Organization	Banning of motorbikes is necessary in housing areas.	Language Features
<b>Introduction (Thesis statement)</b>	Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.	<b>Mental verbs</b> I think I believe
<b>Argument 1 + elaboration</b>	First of all, I would like to point out that motorbikes are a major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for the environment. Consequently, long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).	<b>Conjunctive relations</b> First of all Secondly Causal conjunctions Consequently
<b>Argument 2 + elaboration</b>	Secondly, according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger	<b>Generic reference</b> Accidents

	of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).	
<b>Argument 3 + elaboration</b>	Furthermore, motorbikes create so much noise. There is "room noise" noise everywhere. It is extremely difficult to sleep. Parents with infants find it extremely challenging. The moment their babies fall asleep, one or another motorbike passes by and the baby wakes up. It is also <i>arduous</i> for children to concentrate on their homework. <i>Experts</i> are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adults (Fields, 1993).	Children Parents  Expert opinion Expert Research show
<b>Argument 4 + elaboration</b>	Finally, motorbikes are responsible for horrible accidents. In some cases, there are deaths. Motorbike riders go so fast that they are unable to stop on time that they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (Fields, 1993).	Present tense Are responsible Go so fast Are known
<b>Conclusion (Reiteration of thesis statement)</b>	In conclusion, from the arguments above, I <i>strongly believe</i> that motorbikes should be banned from housing areas.	

Table 4.3 The example and structure of an exposition text

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Data 9 revealed that the material (including examples and bibliography) contained in the textbook was in accordance with the development of science and technology. Examples of natural disasters were a lot of examples of natural disasters on the internet and social media. In the example of a natural disaster, the organizational text contains an introduction, arguments 1, 2, 3, 4, and a conclusion. But in this case, the bibliography contained in the textbook does not match the eligibility indicators because the most recent references used in the textbook used a maximum of the last five years. This was what makes this section not fulfilled. So, in chapter 4 the material did not support the learning.

Data 10

**B Building Blocks**

**Cause & Effect**

**Cause**

- The reason or motive, for an action
- Why something happens
- Happens first
- Example: It rained

**Effect**

- Result or conclusion of an action
- What happened
- Happens due to a cause
- Example: I got wet

**A Led To B**      **Cause Led To Effect**

- To find a cause, ask, why did this happen?
- To find an effect, ask, what happened?
- Example: It rained, so I got wet.

**Signal words**  
When we talk about cause, we use the following signal words:

- Because
- The reason for
- On account of
- Bring about
- Give rise to
- Created by
- Contributed to
- Led to
- Due to
- For this reason
- Unless

**Signal words**  
When we talk about an effect resulting from a certain cause, we use the following signal words:

- As a result
- Then
- Hence
- For this reason
- Therefore
- Outcome
- So
- Consequently
- Finally
- Therefore
- In order to

**Some examples of Cause and Effect relationships**

Sentence	Cause & Effect Relationship
Sunation tigers are almost extinct because people killed too many of them.	Cause - People killed too many of them. Effect - Sunation tigers almost became extinct.
Heat is caused by massive forest burning.	Cause - massive forest burning Effect - heat
Since they are in love, they forgive each other's mistakes.	Cause - they are in love Effect - They forgive each other's mistakes
Early man learnt to grow food, and as a result, their lives became easier.	Cause - Early man learnt to grow food Effect - their lives became easier

Let's take a look at the sentence structure of cause and effect.

**a. Due to, because of, owing to and thanks to are followed by a noun.**

Due to \_\_\_\_\_  
Because of \_\_\_\_\_  
Owing to \_\_\_\_\_  
Thanks to \_\_\_\_\_

**b. Because, since, as, for are followed by a verb.**

Because \_\_\_\_\_  
Since \_\_\_\_\_  
As \_\_\_\_\_  
For \_\_\_\_\_  
(As a result of \_\_\_\_\_)

**Examples:**

- Owing to her hard work and intelligence, we won the trophy.
- Thanks to his and sister's effective planning, we were well off.
- Because of his hard work, he managed to get the best student award.
- I have a stomachache because I ate too much food.
- There was a lot of homework and tests, as a result most of the students were unhappy and couldn't go anywhere during the weekend.

**A Pre-Activity**

With a partner, read the conversation given below.

**Jane:** Hi Ray! What are you doing?

**Ray:** Smoking! Why?

**Jane:** For presentation in Science class.

**Ray:** So tell me what you learnt about smoking.

**Jane:** Did you know that smoking is one of the main causes of sickness in smokers? For example:

- Smoking weakens the lungs due to which there is a build up of poisonous substances.
- Smoking causes heart attacks, strokes, ulcers.

**Ray:** Really? It sounds scary.

**Jane:** It is! If we do not educate people about the effects of smoking, there will be a lot of people suffering from these diseases.

**Ray:** You are right. We have to do it.

**Discuss with your partner**

What do you think is happening in the above conversation?  
Do you think smoking is dangerous?  
Do you think it should be banned?

Based on the explanation above, Data 10 was declared fulfilled because the cause and effect material in the textbook in chapter 6 contained explanations and practice questions that encouraged students to make conclusions. Material contained the meaning of cause and effect, examples of cause and effect and exercises about cause and effect. The material contained open questions, namely questions that required students to provide various answers or solving strategies. For example, to provide material to students about cause and effect, firstly an example of text was presented so that students had an overview of the cause and effect form. Then, the students were asked what kind of induction question the cause and effect would look like. Thus, in this section, it supports the achievement of learning support material.

#### Data 11

**F Let's Create/Contribute**

Choose one of the activities given below.

Write a letter to your parents, thanking them for everything they have done for you.

With a partner, create a postage stamp and a letter-writing pad. You can frame your postage stamp and display it in your class or, if you want to, you can take it to the local post office and show it to the staff of the post office.

Example of postage stamp and letter pad

Table 5.3 Postage stamp & letter pad

**DID YOU KNOW**

The first postage stamp was invented by a British teacher in 1840. The first two stamps were called penny Black and Tenpence Blue.

**G Formative Assessment**

I can do this.

Complete these statements.

- The most interesting thing I learnt in this chapter was \_\_\_\_\_
- The part I enjoyed most was \_\_\_\_\_
- I would like to find more about \_\_\_\_\_
- The hardest part in this chapter was \_\_\_\_\_
- I need to work harder at \_\_\_\_\_

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The story was easy to understand.					
I can tell the difference between formal and personal letters.					
I can write personal letters.					
I like writing reflections.					
I will continue writing reflections.					

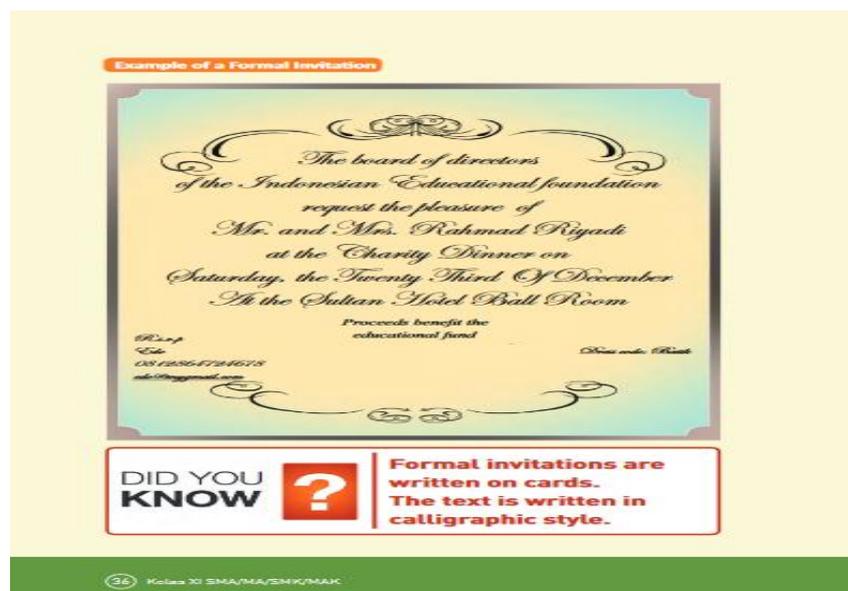
My plan to overcome the difficulties of this chapter

Kidoo Ki SMA/MA/DAK/MAK Bahasa Inggris

From Data 11 that the material presented in the textbook contained a variety of problem solving strategies and exercises. Students were asked to make letter writing stamps, then frame the stamps and act out in front of the class or

take them to the post office to be seen by the staff there. At the end of the material, it presented evaluation questions so that students got conclusions from the material being studied. Students were asked to complete statements that contain the most interesting part of the material they were studying, the part that they enjoyed the most, would like to find more information about, the most difficult parts of the material, which parts require hard work. So, this material supports the achievement of supporting learning materials.

Data 12



Data 12 contained material about Party Time. The interrelationship between concepts was intended to be related to other lessons and to relate to everyday life. It was ntended to assist students in building a complete knowledge network. The material in the textbook was related to other subjects such as Indonesian language lessons. In Indonesian language lesson, there was material about making invitations and also daily life so that students realized the benefits

of the material. So, this material supported the achievement of supporting learning materials.

### Data 13

**D. Complete the cause and effect transactional conversation given below. Use signal words like because, due to, as, therefore, the reason for, then, etc.**

**A. This conversation between two friends is about the effects of exercise on our body.**  
 Siti: How? Why are you sweating your sports wear?  
 Rani: I am going for exercise.  
 Siti: Why? I have never seen you exercising before.  
 Siti: ...  
 Siti: ...  
 Siti: ...

**B. Write a cause and effect conversation on forest fires in Sumatra.**  
 P: ...  
 P: ...

**F. Let's Create/Contribute**

**Cause and Effect Tree**

Choose one of the following topics for your project.

- Effects of smoking
- Effects of global warming
- Extreme weather due to global warming

With your partner, explore the consequences of your topic by writing the cause on the roots of the tree and the effects on the branches.

Once you are done, you can present your work in class using one of the following forms: video, comic strip, PowerPoint presentation, or a slide.

The diagram shows a tree with a trunk labeled 'Cause' and several branches labeled 'Effect'.

Based on the Data 13 above, the material in the textbook contained examples or exercises that communicate ideas, both orally and in writing to clarify the situation or problem being studied. As stated in the basic competency (4.7) students were expected to be able to compile oral and written transactional interaction texts that involve the act of giving and requesting information related to cause and effect relationships, by paying attention to social functions, text structure, and correct language elements. Written communication was conveyed in various forms such as symbols, tables, diagrams, or other media. Oral communication was carried out individually, in pairs and in groups. So, this material supported the achievement of supporting learning materials.

Data 14



Data 14 presented that the material in the textbook which explained a learning concept that had a connection with everyday life so that students applied in real life every concept being learned. For example, the materials for making invitations were very numerous and important in everyday life, therefore examples of invitation texts that were often encountered in people's lives were presented. So, this material supported the achievement of supporting learning materials.

Data 15

**A Pre-Activity**  
 With a partner, read the conversation given below.  
 Jane: Hi Ray! What are you doing?  
 Ray: Hey Jane! I am reading an article on smoking.  
 Jane: Smoking! Why?  
 Ray: For presentation in Science class.  
 Jane: So tell me what you learnt about smoking.  
 Ray: Did you know that smoking is one of the main causes of sickness in smokers? For example:  
 1. Smoking weakens the lungs due to which there is a build up of poisonous substances.  
 2. Smoking causes heart attacks, strokes, ulcers.  
 Jane: Really? It sounds scary.  
 Ray: It is! If we do not educate people about the effects of smoking, there will be a lot of people suffering from these diseases.  
 Jane: You are right. We have to do it.  
 Discuss with your partner  
 What do you think is happening in the above conversation?  
 Do you think smoking is dangerous?  
 Do you think it should be banned?

**B Building Blocks**  
**Cause & Effect**  
**Cause**  
 - The reason or motive, for an action  
 - Why something happens  
 - Happens first  
 Example: It rained.  
**Effect**  
 - Result or conclusion of an action  
 - What happened  
 - Happens due to a cause  
 Example: I got wet.

**A Led To B** → **Cause Led To Effect**

To find a cause, ask, why did this happen?  
 To find an effect, ask, what happened?  
 Example: It rained, so I got wet.

**Signal words**  
 When we talk about cause, we use the following signal words:

- Because
- The reason for
- On account of
- Being about
- Gave rise to
- Created by
- Contributed to
- Led to
- Due to
- For this reason
- Unless

**Signal words**  
 When we talk about an effect resulting from a certain cause, we use the following signal words:

- As a result
- Then
- Hence
- For this reason
- Therefore
- Consequently
- Finally
- Thus
- As a result of

**Some examples of Cause and Effect relationships**

Sentence	Cause & Effect Relationship
Sumatran tigers are almost extinct because people killed too many of them.	Cause - People killed too many of them. Effect - Sumatran tigers almost became extinct.
Haze is caused by massive forest burning.	Cause - massive forest burning Effect - haze
Since they are in love, they forgive each other's mistakes.	Cause - they are in love Effect - They forgive each other's mistakes
Early man learnt to grow food, and as a result, their lives became easier.	Cause - Early man learnt to grow food Effect - their lives became easier

**Let's take a look at the sentence structure of cause and effect.**

a. Due to, because of, owing to and thanks to are followed by a noun.

Due to	+ Noun
Because of	
Owing to	
Thanks to	

b. Because, since, as, for are followed by a verb.

Because	Subject + verb
Since	
As	
For	
As a result of	

**Examples:**

1. Owing to her hard work and intelligence, we won the trophy.
2. Thanks to Siti and John's effective planning, the event went well.
3. Because of his hard work, he managed to get the best student award.
4. I have a stomachache because I ate too much food.
5. There was a lot of homework and tests, as a result most of the students were unhappy and couldn't go anywhere during the weekend.

From Data 15, it was seen the textbook was easy to find and read, and has a clear layout. This was indicated by the contents of the textbook were designed with a unique appearance, there were cartoons in every conversation, in the explanation of the definition given a flowchart display with different color variations, there were yellow, green, brown, pink, blue, and orange colors.

Data 16

**A Pre-Activity**

Read the text below.

### Global Warming

Is it an end to our world?

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee—the staples of Western society (Greenpeace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorms. This has started to affect the economy as well.

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been a lot of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

**Discussion**

1. What is global warming?
2. Is it a serious problem? Why?
3. What kind of text is given above?

**B Building Blocks**

**Analytical Exposition Text**

- An analytical exposition text **evaluates a topic critically but focuses only on one side of an argument.**
- In your life if you have tried to persuade someone on a certain issue or argued **reiteratively** about something with someone, then you have used an exposition.
- The argument and point of view have to be supported by facts and relevant information. The thesis statement has to be reiterated in the conclusion.

**Social Function**  
 The purpose of an exposition text is to persuade your audience to look at an issue with your perspective.

**Examples of exposition texts are:**

- Legal Defenses
- Speeches/Lectures
- Editorials
- Letters
- Political Leaflets
- Essays
- Newspaper Articles

**An exposition text needs to:**

- clearly state the point of view,
- use valid research findings to support your viewpoint,
- defend your viewpoint,
- support the viewpoint with factual data like graphs, pictures, charts.

**Structure of Exposition Text:**

- Title:** Tells about the topic.
- Introduction:** States the thesis statement of your text.
- Body:** Support the viewpoint with factual data like graphs, pictures, charts.
- Conclusion:** Restatement of the thesis statement.

**Title:**

- Tells about the topic of the essay.

**Introduction:**

- This is the starting point of an exposition essay.
- Here you state the topic and establish the point of view (thesis statement).
- Introductory statement should be an emotional statement or a question that is an attention grabber.
- A preview of the points you plan to make to support your thesis [argument].

**Body:**

- A series of arguments to convince the audience.
- Each paragraph starts with a new argument.
- Each paragraph has a main point, reason for the main point and evidence to support the main point.

**Let's Create/Contribute**

Choose one of the activities given below.

- You have been chosen as the project officer for showcasing an exciting wildlife art exhibition on the fauna and flora of Indonesia. The purpose of this wildlife showcase is to raise money to support conservation of nearly extinct animals in Indonesia. You have to write an exposition text on conservation of animals and use this exposition text as your speech for the opening of the event. You will also make posters to depict the plight of innocent creatures that are killed or captured by poachers.
- Create a pamphlet or a movie to educate people in your school on "Dangers of drug abuse and cigarette smoking."

Make sure to put lots of pictures in your pamphlet.

**Examples of pamphlet**

Figure 4.2 Pamphlet (Source: Adaptation of)

Based on the explanation above, Data 16 displayed the materials of the textbook containing description, pictures, sketches, historical stories, examples, or interesting questions that arouse students' interest in studying further. The students were interested in the material being studied, so that they were stimulated to study it further. In choosing an illustration, a good picture was also chosen in terms of shape and color to make it more attractive to students. In color selection, there were several color combinations such as black, blue, green, orange. Unfortunately in this section, there was no historical story contained in it.

Data 17

**Discussion Questions for Hero**

- What is the song "Hero" about?
- According to the song "Hero", what makes a hero?
- Who is your hero? Why?
- How does the song make you feel?

**Discussion Notes:**

**Active Conversation**

In groups of five, discuss each other's favourite songs, poems, singers and poets. You can ask each other questions like these:

- Who are your favourite singers and poets?
- Which is your favourite song? Why do you like it?
- Are lyrics and music equally important to a song or not?
- What do you think is important for a song? Lyrics or music?
- Do you think music can help bring peace?
- Does music make you cheerful?
- Do you like listening to music in Bahasa Indonesia or English?
- If you could be any musician, who would you want to be and why?
- Do you think songs with offensive lyrics should be banned?
- Should songs and poems have moral values?
- Do you think songs and poems play an important role in spreading important messages in our life?
- Do you think songs or poems can change people?





Based on the explanation above, Data 18 on the material in the textbook presented examples or enrichment questions related to the topic being discussed, namely offers and suggestions so that the material presentation was wider or deeper than the material required. With this enrichment, students had broader and richer competencies. At the end of the chapter, evaluation questions were presented to determine the level of student understanding.

## B. Discussion

Referring to the research findings that the English textbook "English SMA / MA / SMK / MAK Class XI" published by the Center for Curriculum and Books, Balitbang, Kemendikbud in 2017 met the three indicators for the feasibility standard of book content as proposed by Muslich (2010). The three indicators were (a) conformity of material with competency standards and basic competence, (b) accuracy of the material, and (c) learning support material. In addition, the three indicators involved eighteen sub-indicators for the feasibility standards for textbook content which were not totally applied in this study. Each of these indicators was discussed below.

First, the completeness of the material as the first indicator, it had three sub-indicators. All three detailed indicators had been met. The completeness of the material from this textbook was closely related to the teaching program and student needs and was included in the official syllabus. It met the basic competencies of the 2013 Curriculum (See Data 1). It covered what students need because it was in accordance with the syllabus that had been designed by the government, namely the syllabus that helped students understand English. Thus, students can practice and use English contextually. Apart from that, it was flexible to allow for different teaching and learning styles. In accordance with the learning activities in the syllabus; observe, question, explore, associate, and communicate.

The second indicator, Material Accuracy involved five sub-indicators, the five indicators have met the detailed indicators. The contents of the textbook were arranged according to the topic according to the syllabus. Then the contents were sorted by basic complexity. The assessment and progress were sufficient for students because the organization started from warming up, then ends with the reflection section.

The third indicator, learning support material had ten sub-indicators but not all of them fully fulfilled. The sub-indicators for the reference section was not met because it did not provide a reference section in every chapter. Then, in the winning section the material was not fully fulfilled because the textbook did not present historical stories as part of the eligibility requirements for the content of the book.

This finding was nothing in common with the findings of other people's research because as long as researcher read and looked for other people's research findings, researcher had not found anything similar. So, these findings are purely from the researcher's herself.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the content feasibility of the English textbook published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud* in 2017 allowed the researcher to draw the conclusion that the textbook was not very good in term of its feasibility but it was still worthy enough to use. It was indicated by the results of the analysis that from eighteen sub-indicators for the content feasibility of textbook as proposed by Muslich (2010), there were only sixteen were completed by the textbook, while another one was not fully fulfilled, and one more was unfulfilled.

#### B. Suggestion

Based on the conclusion, the researcher suggested some points as presented below:

1. It was suggested for the English teachers to be selective in choosing a textbook so that the students are able to achieve educational goals in accordance with the applicable curriculum.
2. It was suggested for publisher to involve the feasibility indicators totally so that the textbook published is worthy to use.
3. It was suggested for further researcher who wants to conduct the relevant research to investigate more on the development of English textbooks.

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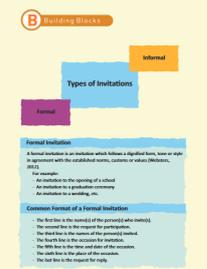
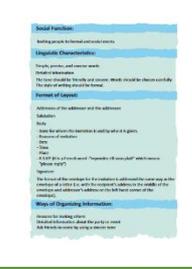
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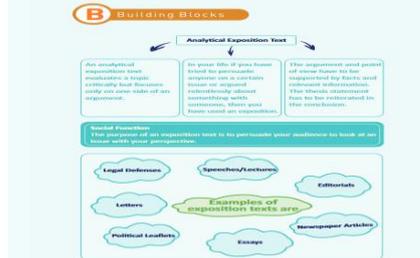
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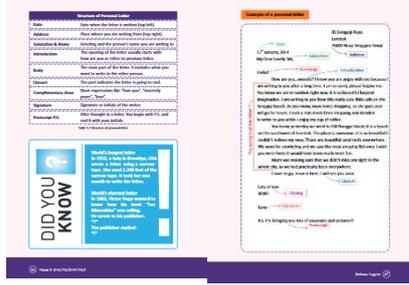
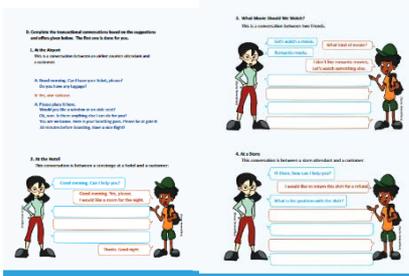
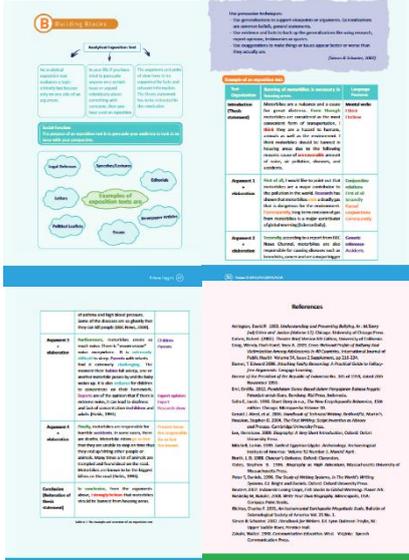
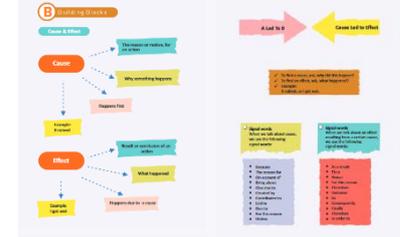
APPENDIX

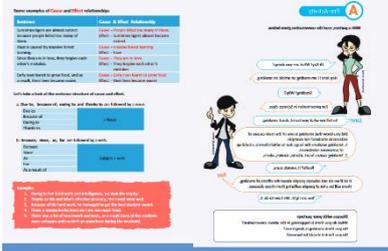
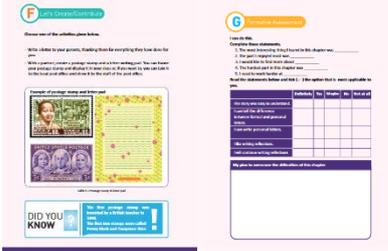
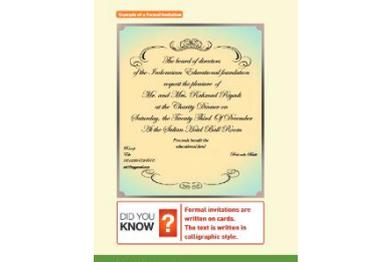
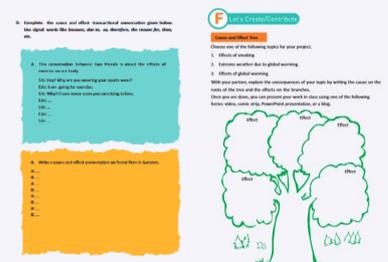
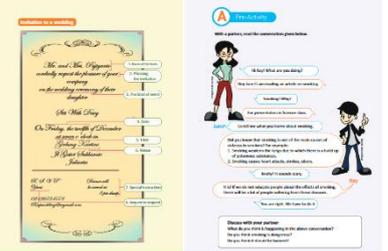
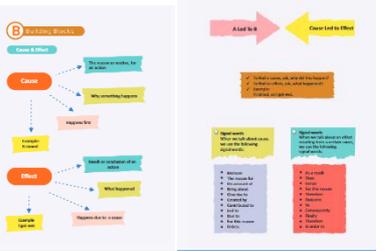
CONTENT FEASIBILITY INDICATORS IN ENGLISH TEXTBOOK FOR  
SENIOR HIGH SCHOOL GRADE XI

No	Indicators	Sub-Indicators	Supporting Data	Code
1	Conformity of Material with Competency Standards and Basic Competence	Completeness		II. SI1
		Extent of Material	     	II. SI2

		<p>Material Depth</p>		<p>I1. SI3</p>
<p>2</p>	<p>Accuracy of the Material</p>	<p>Accuracy of Concept &amp; Definition</p>		<p>I2. SI1</p>
		<p>Principle Accuracy</p>		<p>I2. SI2</p>

			<p>2. I agree with you in a certain way but I would disagree if you had it in your own good of you.</p> <p>3. That's an interesting idea but I don't see how it's much better.</p> <p>4. It's a really nice idea.</p> <p>5. I really like the idea but I don't agree with you.</p> <p>6. I like your idea but I don't agree with you.</p> <p>7. I like your idea but I don't agree with you.</p> <p>8. I like your idea but I don't agree with you.</p> <p>9. I like your idea but I don't agree with you.</p> <p>10. I like your idea but I don't agree with you.</p> <p>11. I like your idea but I don't agree with you.</p> <p>12. I like your idea but I don't agree with you.</p> <p>13. I like your idea but I don't agree with you.</p> <p>14. I like your idea but I don't agree with you.</p> <p>15. I like your idea but I don't agree with you.</p> <p>16. I like your idea but I don't agree with you.</p> <p>17. I like your idea but I don't agree with you.</p> <p>18. I like your idea but I don't agree with you.</p> <p>19. I like your idea but I don't agree with you.</p> <p>20. I like your idea but I don't agree with you.</p> <p><b>D</b> <b>Write Comments</b></p> <p>Complete the following list of comments, using the notes you prepared. Insert the comments with your answers.</p> <p>1. I like your idea but I don't agree with you.</p> <p>2. I like your idea but I don't agree with you.</p> <p>3. I like your idea but I don't agree with you.</p> <p>4. I like your idea but I don't agree with you.</p> <p>5. I like your idea but I don't agree with you.</p> <p>6. I like your idea but I don't agree with you.</p> <p>7. I like your idea but I don't agree with you.</p> <p>8. I like your idea but I don't agree with you.</p> <p>9. I like your idea but I don't agree with you.</p> <p>10. I like your idea but I don't agree with you.</p> <p><b>E</b> <b>Writing Connection</b></p> <p>Choose one of the topics given below. Write a paragraph of your opinion about each topic. Write the opinion after thinking you have been in the situation.</p> <p>1. Do you think education is right or a punishment? Support your opinion with reasons and examples.</p> <p>2. Do you think computers are useful or important? Support your opinion with reasons and examples.</p> <p>3. Do you think it is important to support your opinion with reasons and examples?</p> <p>4. Do you think it is important to support your opinion with reasons and examples?</p> <p>5. Do you think it is important to support your opinion with reasons and examples?</p> <p>6. Do you think it is important to support your opinion with reasons and examples?</p> <p>7. Do you think it is important to support your opinion with reasons and examples?</p> <p>8. Do you think it is important to support your opinion with reasons and examples?</p> <p>9. Do you think it is important to support your opinion with reasons and examples?</p> <p>10. Do you think it is important to support your opinion with reasons and examples?</p> <p><b>F</b> <b>Graphic Organizer</b></p> <p>Use the following graphic organizer to write your opinion about the topic.</p> <p>1. The most interesting thing I learned in this chapter was _____.</p> <p>2. I learned that _____.</p> <p>3. I learned that _____.</p> <p>4. The hardest part of this chapter was _____.</p> <p>5. I learned that _____.</p> <p>6. I learned that _____.</p> <p>7. I learned that _____.</p> <p>8. I learned that _____.</p> <p>9. I learned that _____.</p> <p>10. I learned that _____.</p> <p>Read the statements below and mark (✓) if the option that is most applicable to you.</p> <table border="1"> <thead> <tr> <th></th> <th>Probably</th> <th>Yes</th> <th>Sometimes</th> <th>No</th> <th>Not at all</th> </tr> </thead> <tbody> <tr> <td>I understand the text.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>I can follow the text.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>I can follow the text.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>I can follow the text.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>I can follow the text.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>We also recommend the following activities:</p>		Probably	Yes	Sometimes	No	Not at all	I understand the text.						I can follow the text.						I can follow the text.						I can follow the text.						I can follow the text.						
	Probably	Yes	Sometimes	No	Not at all																																			
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	<p>Procedure Accuracy</p>		<p><b>B</b> <b>Reading Process</b></p> <p>Read the text and answer the questions.</p> <p><b>Text</b></p> <p>The first time I went to the beach, I was with my family. We went to a beach that was very beautiful. The water was clear and the sand was white. There were many people there, but it was not too crowded. We went to the beach every day for a week. I had a great time. I went to the beach every day for a week. I had a great time. I went to the beach every day for a week. I had a great time.</p> <p><b>Questions</b></p> <p>1. What is the main idea of the text?</p> <p>2. How did the author feel about the beach?</p> <p>3. How often did the author go to the beach?</p> <p>4. How did the author spend his time at the beach?</p> <p>5. How did the author feel about the beach?</p> <p>6. How did the author feel about the beach?</p> <p>7. How did the author feel about the beach?</p> <p>8. How did the author feel about the beach?</p> <p>9. How did the author feel about the beach?</p> <p>10. How did the author feel about the beach?</p> <p><b>C</b> <b>Info Practice</b></p> <p>A. Look at the expression and match them with the purpose of the letter. Write the letter in the space provided.</p> <table border="1"> <thead> <tr> <th>Expression</th> <th>Purpose</th> </tr> </thead> <tbody> <tr> <td>I hope all is well with you. It's been a while since you wrote to me.</td> <td>To apologize</td> </tr> <tr> <td>I'm sorry to hear that you're sick. I hope you get better soon.</td> <td>To express sympathy</td> </tr> <tr> <td>I'm glad to hear that you're happy. I hope you have a great time.</td> <td>To express happiness</td> </tr> <tr> <td>I'm sorry to hear that you're sad. I hope you feel better soon.</td> <td>To express sympathy</td> </tr> <tr> <td>I'm glad to hear that you're happy. I hope you have a great time.</td> <td>To express happiness</td> </tr> <tr> <td>I'm sorry to hear that you're sad. I hope you feel better soon.</td> <td>To express sympathy</td> </tr> <tr> <td>I'm glad to hear that you're happy. I hope you have a great time.</td> <td>To express happiness</td> </tr> <tr> <td>I'm sorry to hear that you're sad. I hope you feel better soon.</td> <td>To express sympathy</td> </tr> <tr> <td>I'm glad to hear that you're happy. I hope you have a great time.</td> <td>To express happiness</td> </tr> <tr> <td>I'm sorry to hear that you're sad. I hope you feel better soon.</td> <td>To express sympathy</td> </tr> </tbody> </table> <p>B. There are several mistakes (underlined) as well as in the format of the letter in the text given below. Highlight the mistakes and then rewrite the letter properly in the space provided.</p> <p>Dear Mr. Smith,</p> <p>I hope all is well with you. It's been a while since you wrote to me. I'm sorry to hear that you're sick. I hope you get better soon. I'm glad to hear that you're happy. I hope you have a great time. I'm sorry to hear that you're sad. I hope you feel better soon. I'm glad to hear that you're happy. I hope you have a great time. I'm sorry to hear that you're sad. I hope you feel better soon. I'm glad to hear that you're happy. I hope you have a great time.</p> <p>Yours truly,</p> <p>John Doe</p> <p>123 Main Street</p> <p>City, State, Zip</p> <p>My friend,</p> <p>I hope all is well with you. It's been a while since you wrote to me. I'm sorry to hear that you're sick. I hope you get better soon. I'm glad to hear that you're happy. I hope you have a great time. I'm sorry to hear that you're sad. I hope you feel better soon. I'm glad to hear that you're happy. I hope you have a great time. I'm sorry to hear that you're sad. I hope you feel better soon. I'm glad to hear that you're happy. I hope you have a great time.</p> <p>Yours truly,</p> <p>John Doe</p> <p>123 Main Street</p> <p>City, State, Zip</p>	Expression	Purpose	I hope all is well with you. It's been a while since you wrote to me.	To apologize	I'm sorry to hear that you're sick. I hope you get better soon.	To express sympathy	I'm glad to hear that you're happy. I hope you have a great time.	To express happiness	I'm sorry to hear that you're sad. I hope you feel better soon.	To express sympathy	I'm glad to hear that you're happy. I hope you have a great time.	To express happiness	I'm sorry to hear that you're sad. I hope you feel better soon.	To express sympathy	I'm glad to hear that you're happy. I hope you have a great time.	To express happiness	I'm sorry to hear that you're sad. I hope you feel better soon.	To express sympathy	I'm glad to hear that you're happy. I hope you have a great time.	To express happiness	I'm sorry to hear that you're sad. I hope you feel better soon.	To express sympathy	<p>I2. SI3</p>														
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	<p>Accuracy of Example, Facts and Illustration</p>		<p>35 Senggi Raya Lombok 75081 Nusa Tenggara Timur</p> <p>17 January 2014 My Dear Family,</p> <p>Hi!</p> <p>I hope you are well. I have just got my assignment and I'm writing to you after a long time. I am so sorry please forgive me. You know we are in Lombok right now. It is so beautiful. I had a great time. I went to the beach every day for a week. I had a great time. I went to the beach every day for a week. I had a great time.</p> <p><b>B</b> <b>Reading Process</b></p> <p>Read the text and answer the questions.</p> <p><b>Text</b></p> <p>The first time I went to the beach, I was with my family. We went to a beach that was very beautiful. The water was clear and the sand was white. There were many people there, but it was not too crowded. We went to the beach every day for a week. I had a great time. I went to the beach every day for a week. I had a great time. I went to the beach every day for a week. I had a great time.</p> <p><b>Questions</b></p> <p>1. What is the main idea of the text?</p> <p>2. How did the author feel about the beach?</p> <p>3. How often did the author go to the beach?</p> <p>4. How did the author spend his time at the beach?</p> <p>5. How did the author feel about the beach?</p> <p>6. How did the author feel about the beach?</p> <p>7. How did the author feel about the beach?</p> <p>8. How did the author feel about the beach?</p> <p>9. How did the author feel about the beach?</p> <p>10. How did the author feel about the beach?</p>	<p>I2. SI4</p>																																				

				
		<p>Accuracy of question</p>		<p>I2. SI5</p>
<p>3</p>	<p>Learning Support Material</p>	<p>Recency of features, examples, and references</p>		<p>I3. SI1</p>
		<p>Reasoning</p>		<p>I3. SI2</p>

				
	<p>Problem solving</p>			<p>I3. SI3</p>
	<p>The interrelationship between concepts</p>			<p>I3. SI4</p>
	<p>Communication</p>			<p>I3. SI5</p>
	<p>Application</p>			<p>I3. SI6</p>
	<p>Attractiveness of material</p>			<p>I3. SI7</p>

		<p>Some examples of <b>Case</b> and <b>Effect</b> relationships:</p> <table border="1"> <thead> <tr> <th>Case</th> <th>Effect</th> </tr> </thead> <tbody> <tr> <td>1. A person who has a cold</td> <td>2. The person has a fever</td> </tr> <tr> <td>3. A person who has a fever</td> <td>4. The person has a headache</td> </tr> <tr> <td>5. A person who has a headache</td> <td>6. The person has a sore throat</td> </tr> <tr> <td>7. A person who has a sore throat</td> <td>8. The person has a cough</td> </tr> <tr> <td>9. A person who has a cough</td> <td>10. The person has a runny nose</td> </tr> <tr> <td>11. A person who has a runny nose</td> <td>12. The person has a sneeze</td> </tr> <tr> <td>13. A person who has a sneeze</td> <td>14. The person has a watery eye</td> </tr> <tr> <td>15. A person who has a watery eye</td> <td>16. The person has a red eye</td> </tr> <tr> <td>17. A person who has a red eye</td> <td>18. The person has a blurry vision</td> </tr> <tr> <td>19. 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Winning material		<p><b>A The Cause</b></p> <p><b>Global Warming</b></p> <p>Global warming is a phenomenon that is described as the gradual increase in the average temperature of the Earth's atmosphere and oceans over time. This is caused by the greenhouse effect, which is a process where certain gases in the atmosphere trap heat from the sun, preventing it from escaping back into space. This leads to a rise in the Earth's average temperature, which can have a variety of effects on the environment, including melting glaciers, rising sea levels, and more frequent and severe weather events.</p> <p>Some of the causes of global warming include:</p> <ul style="list-style-type: none"> <li>1. Burning of fossil fuels (coal, oil, and natural gas) for energy production.</li> <li>2. Deforestation, which reduces the number of trees that can absorb carbon dioxide.</li> <li>3. Industrial processes that release greenhouse gases.</li> <li>4. Agriculture, particularly the use of fertilizers and the raising of livestock.</li> <li>5. Landfills, which produce methane gas as they decompose organic waste.</li> </ul> <p>The effects of global warming include:</p> <ul style="list-style-type: none"> <li>1. Rising sea levels due to the melting of glaciers and ice sheets.</li> <li>2. More frequent and severe weather events, such as hurricanes, droughts, and heatwaves.</li> <li>3. Changes in the timing and amount of precipitation, leading to more frequent and severe droughts and floods.</li> <li>4. The loss of biodiversity as many species struggle to adapt to the changing environment.</li> <li>5. The acidification of the oceans, which can harm marine life.</li> </ul> <p>It is important to take action to reduce global warming, as it poses a significant threat to the planet and its inhabitants. This can be done by reducing our carbon footprint, conserving energy, and supporting policies that aim to reduce greenhouse gas emissions.</p>	<p><b>B Possible Solution</b></p> <p>Global warming is a complex problem that requires a multi-faceted approach to solve. There are many different solutions that can be implemented, and it is important to consider a variety of options in order to effectively address the issue. Some of the most promising solutions include:</p> <ul style="list-style-type: none"> <li>1. Transitioning to renewable energy sources, such as solar, wind, and hydroelectric power.</li> <li>2. Improving energy efficiency in buildings, homes, and businesses.</li> <li>3. Reducing our carbon footprint by driving less, using public transportation, and eating a plant-based diet.</li> <li>4. Protecting and restoring natural ecosystems, such as forests and wetlands.</li> <li>5. Investing in research and development of new technologies that can help reduce greenhouse gas emissions.</li> </ul> <p>It is important to note that these solutions are not mutually exclusive, and many of them can be implemented together to have a greater impact. Additionally, it is crucial to ensure that these solutions are implemented in a way that is equitable and just for all people, particularly those who are most vulnerable to the effects of climate change.</p>	13. SI8																																																																																																						
Encourage further information seeking		<p><b>Research Questions for You</b></p> <ol style="list-style-type: none"> <li>1. What is the "Greenhouse Effect"?</li> <li>2. How do greenhouse gases contribute to global warming?</li> <li>3. What are the major sources of greenhouse gases?</li> <li>4. How can we reduce our carbon footprint?</li> </ol> <p><b>Research Skills</b></p> <p>1. Identify the key terms and concepts in the text.</p> <p>2. Read the text carefully and take notes on the main points.</p> <p>3. Use a dictionary to look up any unfamiliar words.</p> <p>4. Summarize the text in your own words.</p> <p>5. Write a short paragraph explaining the greenhouse effect to a friend.</p>	<p><b>C More Questions</b></p> <p>1. How do you think global warming will affect the environment in the future?</p> <p>2. What are some ways that we can help reduce global warming?</p> <p>3. How do you think global warming will affect the economy?</p> <p>4. How do you think global warming will affect the world's population?</p> <p>5. How do you think global warming will affect the world's climate?</p> <p>6. How do you think global warming will affect the world's oceans?</p> <p>7. How do you think global warming will affect the world's forests?</p> <p>8. How do you think global warming will affect the world's animals?</p> <p>9. How do you think global warming will affect the world's plants?</p> <p>10. How do you think global warming will affect the world's weather?</p>	13. SI9																																																																																																						
Enrichment material		<p><b>Definition of Enrichment</b></p> <p>Enrichment is a process of adding value to a product or service. It can be done in many ways, such as by adding new features, improving the quality of the product, or providing better customer service. Enrichment is important because it helps to make a product or service more appealing to customers, which can lead to increased sales and loyalty.</p> <p>Some examples of enrichment include:</p> <ul style="list-style-type: none"> <li>1. Adding new features to a software program.</li> <li>2. Improving the quality of a product by using better materials.</li> <li>3. Providing better customer service by training staff to be more helpful and friendly.</li> <li>4. Adding more variety to a menu at a restaurant.</li> <li>5. Offering more options for shipping and delivery.</li> </ul> <p>Enrichment is a key part of many business strategies, and it is important to find ways to enrich your products and services in order to stay competitive in the market.</p>	<p><b>Enrichment Questions</b></p> <ol style="list-style-type: none"> <li>1. How do you think enrichment will affect the market?</li> <li>2. How do you think enrichment will affect the customer?</li> <li>3. How do you think enrichment will affect the company?</li> <li>4. How do you think enrichment will affect the industry?</li> <li>5. How do you think enrichment will affect the world?</li> </ol> <p><b>Enrichment Skills</b></p> <p>1. Identify the key terms and concepts in the text.</p> <p>2. Read the text carefully and take notes on the main points.</p> <p>3. Use a dictionary to look up any unfamiliar words.</p> <p>4. Summarize the text in your own words.</p> <p>5. Write a short paragraph explaining enrichment to a friend.</p>	13. SI10																																																																																																						



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Ayu Lestari  
NPM : 1602050057  
Program Studi : Pendidikan Bahasa Inggris  
IPK Kumulatif : 135 SKS IPK = 3,52

Peretujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Content Feasibility in English Textbook for Senior High School Grade XI	
	The Implementation of Theme-Based Teaching in Reading Activities to Improve Students' Reading Skill	
	The Effect of Using Chain Writing Method on Students' Writing Performance of Descriptive	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 7 April 2020

Hormat Pemohon,

Ayu Lestari

- Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
  - Untuk Ketua/Sekretaris Prodi
  - Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 KULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kapten Mukhtar Basri No.3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.ummu.ac.id> E-mail: [fkip@ummu.ac.id](mailto:fkip@ummu.ac.id)

Kepada Yth: Bapak/Ibu Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Ayu Lestari  
 NPM : 1602050057  
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Applying Students' Personal Experience Method to Increase Students' Ability in Writing Narrative Text

Sekaligus saya mengemukakan/memunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Yenni Hasnah, S.Pd., M.Hum *rec. Yf*  
 Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 17 April 2020  
 Hormat Pemohon,

Ayu Lestari

- Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
  - Untuk Ketua/Sekretaris Prodi
  - Untuk Mahasiswa yang bersangkutan



BERITA ACARA BIMBINGAN PROPOSAL

Nama : Aya Lestari  
 NPM : 1602050057  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : *Content Analysis in YouTube Test Book for Senior High School Grade 10*

Tanggal	Deskripsi hasil Bimbingan Proposal	Tanda Tangan
06/03/2020	Consolidating research title	
17/04/2020	Adjusting the research title	
09/05/2020	Chapter I: Importance of research Chapter II: Theoretical Framework Research Method	
13/05/2020	Cover & Chapter III	
21/05/2020	Table of Contents, Chapter III, and References	
07/06/2020	Table of Contents, Chapter III, and References	
08/06/2020	Katifying research proposal to proceed on the seminar	

Diketahui/Diaetujui  
 Ketua Prodi Pendidikan Bahasa Inggris

Medan, 08 Juni 2020  
 Dosen Pembimbing

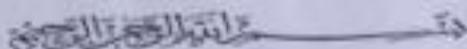
Mandra Saragih, S. Pd., M. Hum.

Yenni Hasnah, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Koptes Bukit Bara (Zona No. 3) Telp. (061) 8419931 Medan 20132  
Website : <http://www.fkip.umhu.ac.id> E-mail : [fkip@umhu.ac.id](mailto:fkip@umhu.ac.id)



**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Sabtu Tanggal 11 Bulan Juni Tahun 2020 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris mengenai hal-hal sebagai berikut :

Nama : Ayu Lestari  
NPM : 1602050057  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Content Feasibility in English Textbook for Senior High School Grade XI

No.	Uraian / Saran Perbaikan
1.	Chapter II Many references are not included in reference list
2.	Chapter III Theory supporting the research design related with the instrument of the research
3.	Write the reference list alphabetically

Medan, 11 Juni 2020

Dosen Pembahas

Dosen Pembimbing

Rini Ekayati SS, MA

Yenni Harahap, S.Pd., M.Hum.

PANITIA PELAKSANA

Ketua

Sekretaris

Mandra Saragih, S.Pd, M.Hum

Pirman Ginting, S.Pd, M.Hum



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama : Ayu Lestari  
N.P.M : 1602050057  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Content Feasibility in English Textbook for Senior High School Grade XI

Pada hari Kamis bulan Juni tahun 2020 sudah layak menjadi proposal skripsi

Medan, 11 Juni 2020

Disetujui oleh :

Dosen Pembahas

Rini Ekayuti SS,MA

Dosen Pembimbing

Yenni Hasnah, S.Pd, M.Hum.

Diketahui oleh  
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum





**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
UPT PERPUSTAKAAN**

Jl. Kapt. Mukhtar Basti No. 3 Telp. 6624567 - Ext. 113 Medan 20238  
Website: <http://perpustakaan.umstu.ac.id>

**SURAT KETERANGAN**

Nomor: *1677*/KET/IL10-AU/UMSU-P/M/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Ayu Lestari  
NPM : 1602050057  
Univ./Fakultas : UMSU/ Keguruan dan Ilmu Pendidikan  
Jurusan/P.Studi : Pendidikan Bahasa Inggris/ S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

*"Content Feasibility in English Textbook for Senior High School Grade XI"*

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 20 Safar 1442 H  
08 Oktober 2020 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.umh.ac.id> Email: [kap@umh.ac.id](mailto:kap@umh.ac.id)



### BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Ayu Lestari  
N.P.M : 1602050057  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Content Feasibility in English Textbook for Senior High School Grade XI

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
16-09-2020	Research Data	
03-10-2020	Research Data Display	
15-10-2020	Research Data Display	
22-10-2020	Chapter IV	
28-10-2020	Abstract, Acknowledgements, Table of Contents, Chapter I-V, Appendix	
30-10-2020	Abstract, Acknowledgements, Table of Contents, Chapter I-V, Appendix	
01-11-2020	Abstract, Table of Contents, Chapter IV-V	
02-11-2020	Ratifying thesis to proceed on the green table exam	

Diketahui oleh:  
Ketua Prodi

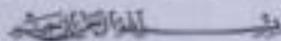
(Manda Saragih, S.Pd., M.Hum.)

Medan, 02 Nopember 2020  
Dosen Pembimbing

(Yenni Hasnah, S.Pd., M.Hum.)

Unggul | Cerdas | Terpercaya

## SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

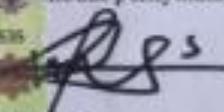
Nama Lengkap : Aya Lestari  
N.P.M : 1602050057  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Content Feasibility in English Textbook for Senior High School Grade XI

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempatkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Dengan surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, November 2020

Uraian saya  
buat pernyataan,  
  
6000  
Aya Lestari

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

## **CURRICULUM VITAE**

### **I. Personal Detail**

Name : Ayu Lestari  
Place/Date of Birth : Sawit Seberang/ September 24, 1998  
NPM : 1602050057  
Majoring : English Education  
Gender : Female  
Religion : Moslem  
Status : Single  
Address : Dusun Pondok XIII Kampung  
Phone/Number : 082365318588  
Email : [ayulestari24091998@gmail.com](mailto:ayulestari24091998@gmail.com)

### **II. Formal Education**

2004-2010 : SDN 050688Sawit Seberang  
2010-2013 : SMP Swasta Yapeksi Sawit Seberang  
2013-2016 : SMA Swasta YPP Sawit Seberang  
2016-2020 : Students of English, Department of FKIP UMSU

### **III. Hobbies**

I have many hobbies, especially in the business sector, traveling, and one of my favorite hobbies is watching Korean dramas.

#### **IV. Personality**

I'm Friendly, communicative, discipline, honest and responsible also good attitude.