

**WRITING STANDARD IN ENGLISH TEXTBOOK FOR SENIOR HIGH  
SCHOOL GRADE X**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

**NOVITA SARI SURBAKTI**

**NPM. 1602050123**



**UMSU**  
Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

**MEDAN**

**2020**



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website : ww.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

#### BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata-1  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 07 November 2020, pada pukul 08:30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama : Novita Sari Surbakti  
NPM : 1602050123  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : **Writing Standard in English Textbook for Senior High School Grade X**

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : ( **A** ) Lulus Yudisium  
( ) Lulus Bersyarat  
( ) Memperbaiki Skripsi  
( ) Tidak Lulus

#### PANITIA PELAKSANA

Ketua

Sekretaris

  
Dr.H.Elfrianto Nasution,S.Pd.,M.Pd.

  
Dra.Hj. Samsuurnita,M.Pd.

#### ANGGOTA PENGUJI :

1. Dr. Dewi Kesuma Nst, M.Hum.
2. Habib Syukri Nst, S.Pd., M.Hum.
3. Yenni Hasnah, S.Pd., M.Hum.

1.

2.

3.




MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Novita Sari Surbakti  
NPM : 1602050123  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Writing Standard in English Textbook for Senior High School Grade X

sudah layak disidangkan.

Medan, 23 Oktober 2020

Disetujui oleh:  
Pembimbing

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

Diketahui oleh:

Dekan

Ketua Program Studi

  
Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

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



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website : [ww.fkip.umsu.ac.id](http://ww.fkip.umsu.ac.id) E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**PERNYATAAN KEASLIAN SKRIPSI**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini:

Nama : Novita Sari Surbakti  
NPM : 1602050123  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa skripsi saya yang berjudul "**Writing Standard in English Textbook for Senior High School Grade X**" adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bila mana dikemudian hari ditemukan ketidak sesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,



(NOVITA SARI SURBAKTI)

Unggul | Cerdas | Terpercaya

## ABSTRACT

**Novita Sari, Surbakti. 1602050123. Writing Standard in English Textbook for Senior High School Grade X. Skripsi. English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2020.**

This research dealt with the analysis of writing standard in English textbook for Senior High School grade X. It was intended to investigate the writing standard realized within the English textbook. The method used in this study was descriptive qualitative method. The data involved the contents of English textbook taken from the materials written in English textbook entitles "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*" published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud* in 2017. The data collected were analyzed based on Miles and Hubermann (2014) analysis model including data reduction, data display and conclusion. The research findings from the analysis showed that the textbook "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*" published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud* in 2017 did not fulfill all of the textbook writing standard criteria (textbook evaluation) as proposed by Cunningsworth (1995). The eight criteria with forty-five detail criteria of textbook writing standard criteria (textbook evaluation), there were only twenty-nine detail criteria were fully completed by the textbook, while fifteen others were not fully fulfilled, and one was unfulfilled. So, it was concluded that the English textbook of *Bahasa Inggris SMA/MA/SMK/MAK Kelas X*" published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud* in 2017 had not been included into very good standard of textbook writing.

**Keywords:** writing standard, English textbook, senior high school

## ACKNOWLEDGEMENTS



In the name of Allah, The Beneficent, The Merciful.

*Alhamdulillah* *robbil 'alamin*, all praises were given to Allah SWT, the Almighty, for all the blessing. Without his interference, the researcher had never completed this final project. Shallawat and Salam to our Greatest Prophet Muhammad SAW, who had brought us from the darkness into the brightness.

The aim of this study which entitled “Writing Standard in English Textbook for Senior High School Grade X” was to submit the partial fulfillment as the requirement for the Degree of *Sarjana Pendidikan (S.Pd)* of English Education Program at Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.

In arranging this thesis, a lot of people had provided motivation, advice, and support for the researcher. In this valuable chance, the reseracher intended to express her gratitude and appreciation to all of them. The researcher’s deepest appreciation goes to her beloved parents, her mother, Siti Aminah for the endless love, pray, and support, and her father, Supiono for the inspiration, support in moral and material, and encouragement to keep going and never giving up. Also, the researcher would like to express her sincere thanks for her academic guidance and moral support during the completion of this study.

1. Dr. Agussani, M.AP., as the rector of University of Muhammadiyah Sumatera Utara.

2. Dr. H. Elfrianto Nst, S.Pd., M.Pd., as the Dean of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.
3. Mandra Saragih, S.Pd., M.Hum., and Priman Ginting, S.Pd., M.Hum., as the Head and the secretary of English Education Department of FKIP UMSU as who had allowed and facilitated the researcher to carry out the research.
4. Yenni Hasnah, S.Pd., M.Hum., as her beloved supervisor who had given her guidance and valuable suggestions and advice to complete the ideas of this study.
5. All of lecturers, especially those of the English Education Department who had given knowledge in English lectures during the years of her study at FKIP UMSU.
6. Muhammad Arifin, S.Pd., M. Pd., as head of the library of UMSU who had allowed her to perform the research in the library.
7. The employees in English department administration of FKIP UMSU, who had given help in administrative system services of completing necessary requirements, so that all of the administrative system could be reloved easily.
8. Her beloved friends; Winda Sari, Ayu Maya Safitri, and Nur Iman for the suggestion, love and spirit in finishing this study.
9. Everybody who always accompanied, supported, and helped researcher to solve her problems during the process of writing this final project. Let her say thank you so much.
10. Her classmates at A-Afternoon of 2016/2017 intake.

Finally, the researcher realized that this final project was far from being perfect. However, The researcher hoped that this study could give some contributions to the selection of textbook as one of learning sources. The researcher admitted that there were still many weaknesses and shortcomings. Thus, the researcher would be gratefully to accept any constructive comments and suggestions for the betterment of this final project and may be useful for all of us. Aamiin.

Medan, November 2020

The Researcher,

**NOVITA SARI SURBAKTI**

**NPM: 1602050123**

## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>v</b>
<b>LIST OF TABLES</b> .....	<b>vii</b>
<b>LIST OF APPENDICES</b> .....	<b>viii</b>
<b>CHAPTER I. INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study .....	1
B. Focus of the Study .....	4
C. Formulation of the Problem .....	5
D. Objective of the Study .....	5
E. Significance of the Study .....	5
<b>CHAPTER II. REVIEW OF LITERATURE</b> .....	<b>7</b>
A. Theoretical Framework .....	7
1. Textbook.....	7
2. Function of Textbook .....	8
3. The Role of Textbook.....	9
4. English Textbook.....	10
5. Textbook of <i>Bahasa Inggris SMA/MA/SMK/MAK Kelas X</i> .....	11
6. The Criteria of Textbook Writing Standard.....	12
7. Textbook Evaluation.....	15
B. Relevant Study .....	16

<b>CHAPTER III. METHOD OF RESEARCH.....</b>	<b>19</b>
A. Research Design .....	19
B. Data and Data Source .....	19
C. Instrument of the Research.....	20
D. Technique of Collecting Data.....	20
E. Technique of Analyzing Data.....	21
F. Trustworthiness of the Study.....	22
<b>CHAPTER IV. RESEARCH FINDINGS AND DISCUSSIONS.....</b>	<b>25</b>
A. Research Findings .....	25
B. Discussions .....	68
<b>CHAPTER V. CONCLUSION AND SUGGESTION .....</b>	<b>77</b>
A. Conclusion.....	77
B. Suggestion .....	77
<b>REFERENCES .....</b>	<b>79</b>
<b>APPENDICES</b>	

## **LIST OF TABLES**

Table 2.1 Criteria of Textbook Evaluation .....	12
Table 4.1 The Completion of Textbook Writing Standard Criteria .....	26

## **LIST OF APPENDICES**

Appendix 1	Writing Standard Criteria of the Textbook
Appendix 2	Form K-1
Appendix 3	Form K-2
Appendix 4	Form K-3
Appendix 5	Lembar Pengesahan Hasil Seminar Proposal
Appendix 6	Berita Acara Hasil Seminar
Appendix 7	Surat Pernyataan Bukan Plagiat
Appendix 8	Surat Permohonan Izin Riset
Appendix 9	Surat Keterangan Selesai Riset
Appendix 10	Berita Acara Bimbingan Proposal
Appendix 11	Berita Acara Bimbingan Skripsi
Appendix 12	Surat Pengesahan Skripsi
Appendix 13	Curriculum Vitae

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Textbooks are considered as the main components of the curriculum in Indonesian's educational system. They determined the content, the methods, and the procedures for teaching and learning in the classroom. They also provided a systematic syllabus for teachers to follow in teaching a certain subject. The textbooks were designed by the authorized publishers based on the latest curriculum. Once a newly invented curriculum was launched by National Education Department of Indonesia, a number of competitive publishers would involve professional instructional material writers to design or develop new textbooks which are in line with the curriculum. In addition, teachers must also apply new approaches, methods, and techniques to suit the new curriculum.

Teaching and learning activities between teachers and students can not be separated from teaching materials. Teaching material is one important part in the implementation of teaching and learning activities in class. Teaching materials have to be made based on its requisite of making. However, *Mendiknas* (2008) states that "*bahan ajar merupakan bahan pembelajaran yang digunakan untuk membantu siswa belajar. Bahan yang dimaksud bisa berupa bahan tertulis maupun bahan tidak tertulis*". (Teaching materials are learning materials used to help student learning. The material can be in the form of written material or Unwritten materials). Teaching materials can be developed from many learning

sources, the material can be written or unwritten material likes student worksheet, visual, audio- visual, CD, VCD, and internet. One of them it is from textbook. Then it needs special attention regarding its changes toward recent applied curriculum.

The need for textbooks at this time is still a top priority in carrying out teaching and learning activities. Textbooks not only be a main reference for students in learning, but also a reference for teachers in the learning process. For teachers who have not been able or not ready to make teaching materials based on applicable criteria, textbooks become short solutions to obtain teaching material.

Cunningsworth (1995) states that textbook is best seen as a source in achieving aims and objectives that have already been set in terms of learner needs. Textbook also can be defined as a book prepared for school's students in teaching learning process. It is used as a main component to deliver the material framework designed in the curriculum. Textbook can adapt the curriculum, the teacher needs, and also the students' needs. That is why, we can find a different textbook used in a different schools. Therefore, teachers have to choose the appropriate and ideal textbook as beneficial for both students and teacher as possible.

Greene and Petty (1985) in Tarigan (2009) explain the criteria of good textbook. Such as: a textbook must be interesting and attractive toward the learners for instance the news information, newness material. Thus, they will be interested in using textbook. Textbooks are truly expected to have quality contents in accordance with the applicable curriculum, both in terms of content standards and in terms of easy or not teaching materials understood by teachers and

students, and presented interestingly. A textbook must be able to motivate the learners. One of the factors determining the success of students in using textbooks are the quality of textbooks itself. Besides, high quality textbooks can provide optimal results in the learning process.

Some recent curriculum which had been launched by Education National Standardization Board (*Badan Standar Nasional Pendidikan/BSNP*) and implemented in Indonesian's English Language Teaching (ELT) are Competency-based Curriculum (*Kurikulum Berbasis Kompetensi/KBK*), School-based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*), and the most current one, 2013 Curriculum (*Kurikulum 2013*). Along with the continuous changing in the curriculum, consequently English textbooks must be developed, adapted, or revised based on the prevailing curriculum.

Nowadays, Curriculum 2013 for senior high school in Indonesian had been implemented from grade X or first year of senior high school. Related to this explanation, there are several changes in some parts of education. According to Richards (2001) curriculum changes are of many different kinds likes content, methods and assessment in learning teaching process. Related to explanation above curriculum may affect teachers' pedagogical values and beliefs, teachers' understanding of the nature of language or second language learning, or their classroom practices and the use of teaching and learning materials. The selection of textbook used by teachers become relatively crucial because the textbook has to fit with the current curriculum, schools syllabus along with student's needs and also the aims and goals of teaching. Teachers were also responsible for selecting

good materials and needed to be able to make judgment about the textbook. In other words, English teachers must be able to evaluate textbooks in order to find out if they were still worth using or need replacing.

Good English textbooks are usually not only visually appealing and attractively presented, but also met the criteria of good English textbooks. There are many criteria proposed by several experts that can be used for evaluating course books. Those criteria are introduced by many experts of English as a Foreign Language (EFL) textbook evaluation, for instance, Sheldon (1988), Grant (1987), Cunningsworth (1995), Jahangard (2007), and the last but not least Harmer (2007). Additionally, Indonesia also has an Education National Standardization Board (*Badan Standar Nasional Pendidikan/BSNP*) one of the tasks of which is to analyze textbooks and to evaluate the quality of textbooks used. BSNP has some criteria to grade the appropriateness of textbook. Those are: content appropriateness, presentation appropriateness, linguistic appropriateness, and graphic appropriateness.

Based on the description above, the researcher was interested in conducting a research under the title “Writing Standard in English Textbook for Senior High School Grade X”.

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

This study focused on the content analysis of English textbook entitles “*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*” published by *Kemendikbud* in

2017. It concerned on the writing standard of good textbook based on textbook evaluation criteria writing standard by Cunningsworth (1995).

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

In line with the focus of the study above, the research problem was formulated as follow: How was the writing standard of English textbook for senior high school grade X?

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

Referring to the research problem, the objective of this study was to narrate the writing standard of English textbook for senior high school grade X.

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

The findings of the study were expected to be useful theoretically and practically.

1. Theoretically, the findings of this research were expected to be useful in extending the knowledge on writing standard in English textbook based on EFL textbook evaluation criteria writing standard.
2. Practically, the results of this study were beneficial for:
  - a. English teachers; to be aware in choosing and selecting English textbooks which were appropriate to be used in their classrooms.

- b. English textbook writers and publishers; to help them to be more careful in writing and developing English textbook for students, in order to create a good textbook based on EFL textbook evaluation criteria writing standard.
- c. Students, to help them in getting good learning source.
- d. Other researchers, to be used as a referential contribution for those who want to conduct a further in depth research in analyzing the textbook and interest in doing the related.

## **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 had to be made clearly to avoid confusing the readers. The researcher presented some theories related to the study in order to get the points clearly.

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

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. Also, textbook is one of the important aspect for teachers use to explain to the students based on content of the textbook as sources of learning (Harmer, 2007). Hence, textbook was one of the crucial aspect as teaching source to support learning in order to make students have progression in studying.

Textbook in teaching-learning process was needed between teachers and students. Textbook was as a tool, thing, or media that had function for measuring the students comprehension about the material that was presented by a textbook. Akhyar and Mustain (1991) describes that textbook is the thing that make students easier to study and that famous material for students. This explanation gave meaning that textbook was thing, tool, or media which was important for teaching and learning process to give knowledge and ability to the students

Based on the explanations above, it was acknowledged that textbook was a source, thing, tool, or media the teachers or students used that could give knowledge and ability to students and could help them easier in the teaching and learning process.

## **2. Function of Textbook**

Textbook helps students make connections among English strands, develops problem-solving and modeling skills, and makes content more accessible through the use of realistic contexts (House, 2003; NCTM, 2000; Reys&Reys, 2009).

According to the center of books (2005) the function of textbooks for teacher are as follows : Teachers, certainly, have freedom in selecting, developing, and presenting material. All of it is the duty and professional obligation. He has knowledge of the structure of knowledge with regard to the material to be taught. He also has skills in process and presents the materials. Nevertheless, all presented in textbook still useful to him, such as material to choose from, and arranged together with material from other sources. Also the way the presentation in the textbooks can be used as an example to present the material in the learning activities of the student.

It was clear that textbooks had great functionality. From textbooks, students could develop problem-solving and modeling skills, they could also acquire knowledge and information systematically. Textbooks provided opportunity for students to refresh their memories. In addition, teachers got most benefit from the existence of textbooks. Teachers were able to make interaction

much more to develop a range of competencies of students and convey the subject matter was more of fixed in accordance with the demands of the curriculum.

Thus, by studying textbooks, science could be transferred continuously and repeatedly, so that the knowledge gained could be longer stored in the students memories, that was the purpose of a writing textbook. Textbook made both of teachers and students easy to teaching and learning without must spent much time to write. Students could read at home anymore to prepare themselves.

### **3. The Role of Textbook**

Cunningsworth (1995) states the role of materials, particularly course books in language teaching as a resource for presentation materials (spoken and written), a source of activities for learner practice and communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation, and so forth, a source of stimulation and ideas for classroom activities, a syllabus where it reflects learning objectives that have already been determined, and support for less experienced teachers who have yet to gain in confidence

It is also supported by Richards (2001) who outlines the role of materials as follows: (1) the materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice which students take part in, (2) materials serve primarily to supplement the teacher's instruction, and (3) for learners, materials may provide the major source of contact they have with the language apart from the teacher.

Based on the statement from both of experts above, it was clear that many significant roles could be found in materials of textbook, textbook could help and easier teacher in teaching-learning process and improve learners' skills.

#### **4. English Textbook**

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 (Dormolen, 1986). Accordingly, textbooks embody conceptions of English and English learning that are communicated through the specific features and organization of a textbook.

Additionally, in favor of integrated curricula, proponents argue that textbook helps students make connections among English strands, develops problem-solving and modeling skills, and makes content more accessible through the use of realistic contexts (House, 2003; NCTM, 2000; Reys&Reys,2009).

Furthermore, English textbooks encouraged the teachers to provide various materials creatively to encourage their learning students need a textbook. There were many publishers that tried to provide textbook in various style and setting which were compiled based on the curriculum. Many textbooks were published; teachers must select which one was the most suitable textbook to be used. Thus, English textbook provided materials creatively in order to develop learner's English skills based on their need.

## **5. Textbook of *Bahasa Inggris SMA/MA/SMK/MAK Kelas X***

The textbook of “*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*” was an English textbook published by Ministry of Education and Culture of Indonesia (*Kemendikbud*). *Kemendikbud* served two kinds of book of “*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*”, for student and teacher. Both of textbooks were compiled using scientific approach by one team. They were published by Book keeping and Curriculum Center of Ministry Education and Culture of Indonesia (*Kemendikbud*).

The teacher book had procedures of using the student book completely from how to use up to how to assess the students` ability. In the student book, it was provided based on themes, and it was begun by showing the aims of studying each chapter based on the basic competences. Each material was compiled based on scientific approach that consists of some steps, observing and questioning, collecting information, associating, and communicating.

The student book was developed based on 2013 Curriculum. It was used by the first grade of Senior High School students. This textbook was written by Utami Widiati, Zuliati Rohmah, and Furaidah. This book consisted of 15 chapters with 224 pages. The chapters involved the topics as follows: Talking about Self, Congratulating and Complimenting Others, What are You Going to Do Today, Which one is Your Best Getaway?, Let`s Visit Niagara Falls, Giving Announcement, The Wright Brothers, My Idol, The Battle of Surabaya, B.J. Habibie, Cut Nyak Dien, Issumboshi, Malin Kundang, Strong Wind, and You`ve Got a Friend.

## 6. The Criteria of Textbook Writing Standard

Analyzing the specified criteria from the textbook was one of the ways to determine and evaluate textbook to be specific whether the book was suitable for use or not in a teaching and learning activity. Cunningsworth (1995) proposes eight major criteria in evaluating textbooks. The criteria suggested include: 1) aims and approaches, 2) design and organization, 3) language content, 4) skills, 5) topic, 6) methodology, 7) teachers' books, and 8) practical considerations. In addition, there were forty-five detail criteria in the quick reference checklist of textbook evaluation as follow:

**Table 2.1**

**Criteria of Textbook Evaluation**

No	Criteria	Detail Criteria
1	Aims and approaches	a. Do the aims of the course book correspond closely with the aims of the teaching program and with the needs of the learners? b. Is the course book suited to the learning/teaching situation? c. How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a good resource for students and teachers? d. Is the course book flexible? Does it allow different teaching and learning styles?
2	Design and organization	a. What components make up the total course package (e.g., students' books, teachers' books, workbooks, cassettes, etc.)? b. How is the content organized (e.g., according to structures, functions, topics, skills, etc.)? c. How is the content sequenced (e.g., based on the basis of complexity, learn ability, usefulness, etc.)? d. Is the grading and progression are suitable

		for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?
		e. Is there adequate recycling and revision?
		f. Are there reference sections for grammar etc.? Is some of the material suitable for individual study?
		g. Is it easy to find your way around the course book? is the layout clear?
3	Language content	a. Does the course book cover the grammar items appropriate to the each level and taking learners' need into account?
		b. Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development and strategies for individual learning?
		c. Does the course book include material for pronunciation work? If so, what is covered: (individual sounds, word, sentence stress, intonation?)
		d. Does the course book deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels).
		e. Are style and appropriacy dealt with? If so, is language style matched to social situation?
4	Skills	a. Are four skills adequately covered, bearing in mind the lesson objectives and syllabus requirements?
		b. Is there material for integrated skills work?
		c. Are reading passages and associated activities are suitable for the students' levels, interests, etc? Is there sufficient reading material?
		d. Is the listening material well recorded, as authentic as possible, and accompanied by background information, questions, also activities which help comprehension?
		e. Is material for spoken English (e.g.:

		<p>dialogues, role-plays, etc.) well designed to equip learners for real-life interactions?</p> <p>f. Are writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg. paragraphing) and use of appropriate styles?</p>
5	Topic	<p>a. Is there sufficient material of genuine interest to learners?</p> <p>b. Is there enough variety and range of topic?</p> <p>c. Will the topic help expand students' awareness and enrich their experiences?</p> <p>d. Are the topics sophisticated enough in content, yet within the learners' language level?</p> <p>e. Will the students be able to relate to the social and cultural contexts presented in the course book?</p> <p>f. Are women portrayed and represent equally with men?</p> <p>g. Are the other groups represented, with reference to ethnic origin, occupation, disability, etc?</p>
6	Methodology	<p>a. What approaches to language learning are taken by the course book? Is it appropriate to the learning/teaching situation?</p> <p>b. What level of active learner involvement can be expected and whether this matches the students' learning styles and expectations?</p> <p>c. What techniques are used for presenting new language items and whether they are suitable for the learners?</p> <p>d. How are the different skills are taught?</p> <p>e. How are communicative abilities developed?</p> <p>f. Does the material include any advice/ help to students on study skills and leaning strategies?</p> <p>g. Are the students expected to take degree of responsibility for their own learning (e.g., by setting their own individual learning target)?</p>
7	Teacher's book	<p>a. Is there adequate guidance for the teachers who will be using the course book and its</p>

		supporting materials?
		b. Are the teachers' books comprehensive and supportive?
		c. Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?
		d. Do the writers set out and justify the basic premises and principles underlying the material?
		e. Are keys to exercises given?
8	Practical consideration	a. What the whole package costs and whether this represents good value for money?
		b. Are the books strong and long lasting? Are they attractive in appearance?
		c. Are they easy to obtain? Can further supplies be obtained at short notice?
		d. Do any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player? If so, do you have the equipment available for use and it is reliable?

In this research, the researcher involved the criteria of textbook writing standard that was proposed by Cunningsworth (1995) in analyzing the data for the detail description of each criterion and the appropriateness towards another checklist.

## 7. Textbook Evaluation

Evaluation played a major part in education all around the world. According to (Bloom, 1971), Evaluation is the systematic collection of evidence to determine whether in fact certain changes are taking place in the learners as well as to determine the amount or degree of change in individual students. From the definition above, it was revealed that in evaluation, evidence could be collected systematically. According to Riasati & Zare (2010), the potential to

supplement a textbook with certain materials based on their learners' learning styles and needs is a must for teachers.

Hence, in fact, there was no doubt that no textbook was perfect and every single one suffered from some shortcomings. However, it was very important to evaluate or analyze textbooks to be used in order to measure the fit textbook used by students and teachers in classroom. The problem whether the text book was suitable to use or not always appeared. Selecting textbooks should match the material with the context where the textbooks to be used. Although none of textbooks were really ideal with certain groups of students, it was better to choose them based on the most suitable criteria.

## **B. Relevant Study**

There were some previous related studies referred to this present study. The first was a study conducted by Luluk Anisa (2016) entitled "A Content Analysis of an English Textbook for Tenth Graders "Bahasa Inggris X" Published by Pusat Kurikulum dan Perbukuan". In this study, the researchers focused on the standard of good EFL textbook based on EFL textbook evaluation criteria by Cunningsworth (1995). Her finding showed that the textbook "*Bahasa Inggris Kelas X*" semester 1 was fulfilled the all evaluation criteria stated by Cunningsworth (1995). So that the textbook could be used as a reference to teach the tenth graders of senior high school, yet it needed many improvements to counter balance the weaknesses.

The second previous related study was conducted by Kinasih (2014) entitled “A Content Analysis on English Textbooks for the Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English For Senior High School Student Grade X”. This research focused on the criteria of book evaluation in English textbooks which were analyzed based on the criteria of good textbooks determined by *Pusat Perbukuan (Pusbuk)*. The findings were “*Look Ahead*” was not relevant to the 2013 Curriculum in terms of content due to the absence of presentational texts and activities and character building. “*Pathway to English*” was relevant to the 2013 Curriculum due to the presentational activities and for character building.

The third study related to the current research was done by Fatimah (2018) with the title was “A Content Analysis of “English Learning Material for SMK/MAK and SMA/MA XI A 2013 Curriculum” Published by LP2IP Yogyakarta”. The researcher focused on the English syllabus for the first semester of Eleventh Grader of Senior High School (*SMA/SMK/MA*) 2013 Curriculum 2017 revision and EFL textbook evaluation criteria by Jahangard (2007) supported by some criteria from Cunningsworth (1995). The result of this study showed that the thirteen criteria from Jahangard (2007) supported by criteria from Cunningsworth (1995) were fulfilled by the textbook.

The three previous relevant studies above had the similarity and the difference with what the researcher did in her research. All of them focused on the same point, content analysis of English Textbook. However, they were certainly different in any case. The difference was in term of the research data source that

the first previous study took the textbook of tenth graders “Bahasa Inggris X” semester 1 published by *Pusat Kurikulum dan Perbukuan* in 2014. The second study took English Textbooks for the tenth graders “Look Ahead an English Course for Senior High School Students Year X and “Pathway to English For Senior High School Student Grade X” both of these textbooks published by Erlangga. The third dealt with the EFL textbook of “English Learning Material for SMK/MAK and SMA/MA XI A 2013 Curriculum” Published by LP2IP Yogyakarta. However, in this study the researcher analyzed the English textbook “*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*” published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud* in 2017.

## **CHAPTER III**

### **METHOD OF RESEARCH**

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

The classification of this study was a content analysis or document analysis. It was one of the kinds of descriptive qualitative research. According to Bogdan and Biklen (2003), descriptive is the characteristic of data in qualitative research because it is taken from documents, audio-video recordings, transcripts, words, pictures, etc. This study was categorized as qualitative research design because this study aimed to identify the textbook through the writing standard criteria of good textbook determined by Cunningsworth (1995).

Anderson (2007) defines a descriptive presentation of qualitative data as content analysis. Content analysis is also a method used in analysing qualitative data. Content analysis is applicable to various studies including language studies, which concern with analyzing content of certain matter through classification, tabulation, and evaluation.

In hence, this research was a descriptive qualitative designed through content analysis since it was intended to analyze any material that had been given or reported, composing efforts in the English textbook.

#### **B. Data and Data Source**

The data of this research involved the content of English textbook taken from the materials written in English textbook entitles "*Bahasa Inggris*

*SMA/MA/SMK/MAK Kelas X*” published by Ministry of Education and Culture of Indonesia (*Kemendikbud*) in 2017. This book included fifteen chapters with 224 pages.

### **C. Instrument of the Research**

Human instrument was used by the researcher as the primer instrument. Human instrument meant the researcher herself who was being the instrument. Here, in this qualitative research, the researcher took position as a planner, implementer, data collector, and analyst, interprets the data, and reported the findings of research. In brief, the researcher became the key-instrument in this research.

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

In collecting the data of this research, the researcher used documentation method in which the researcher as the key instrument of the research. Winona (2018) describes that documentation method is kind of technique of collecting the data by categorizing and classifying the written document that has relation with the problem discussed, whether from document or books, newspaper, magazine, etc. Therefore, regarding the data collection method applied, the detail procedures were sequenced as follows:

1. Reading the materials in the textbook.
2. Identifying the materials in the textbook.
3. Coding the identified materials in textbook to be easier to classify.

4. Classifying the coded materials in the textbook to make them easier to analyze.

### **E. Technique of Analyzing Data**

After collecting the data, then the data were analyzed by using Miles & Hubermann (2014) model that involves (a) data reduction, (b) data display, and (3) conclusion. Those were explained briefly as follows:

#### **a. Data Reduction**

As the first step of data analysis, data reduction was elaborated as the process of reducing the data occurring repeatedly. Reducing the data meant summarizing, choosing the main thing, focusing on the important things, finding the topic and the form. In this stage, the researcher gained the data from content analysis documents about materials found in English textbook. Additionally, the researcher only focused on materials. The irrelevant data reduced and the useful data were included.

#### **b. Data Display**

Data display was the second step of data analysis. It was acknowledged as a process of displaying data in the form of table and used the checklist mark to analyze the data so that more to understanding. Looking at displays was able to help us to understand what was happening and to do something. In displaying the data of this study, the researcher used table and checklist mark, because it was most common data display used in qualitative research.

### **c. Conclusion**

Conclusion was the last step of data analysis. Here, the researcher began to see what the data were. Then, she classified the data with the same code, merged the categories and found the kind among the categories. Then, it continued to give the explanation and description. Finally, the researcher got the result and conclusion of the research.

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

In case to improve the validity of qualitative research data, this study required several ways, so that it was able to be accounted for and verified. Moleong (2005) elaborates that in the qualitative study, there are four types of validity criteria, namely: (1) credibility, (2) dependability, (3) conformability, and (4) transferability. Those are explained briefly as follows:

#### **1. Credibility**

In this research, the credibility of the data was intended to cause the data collected according to the truth, in achieving credibility there were several techniques namely triangulation, source, member checking, the extension of the researcher's presence in the field, peer discussions, and checking for the adequacy of references. Then, in this study, member check was done by the researcher to achieve credibility of this research. Member check meant a strategy for the validity of the result. It could be achieved by doing affirmation and explanation of the research data.

## **2. Dependability**

Dependability was a criterion that was used to safeguard caution, especially if there was a possibility of errors in the collection and interpretation of data. So, the data could be accounted for scientifically. Errors were often carried out by humans themselves, especially research due to limited experience, time, and knowledge. In this study, researcher conducted a dependability test by conducting an audit of the entire research process. It was also carried out by an independent auditor or supervisor to audit the overall activities of researcher in conducting research.

## **3. Conformability**

Testing conformability was elaborated as testing the results of research, related to the process carried out. If the research results were function of the research process carried out, then the research met the conformability standards. Therefore, the researcher conducted the conformability test together with the dependability test by the supervisor.

## **4. Transferability**

Transferability was important as a question relating to the transfer value that could still be applied in other situations. For researchers the transfer value was very dependent on the user, so that when research could be used in different contexts in different social situations, the transfer value could still be justified. In addition, it was possible to apply the results of the research in order to make people could understand the results of this qualitative research. In conducting this

report the researcher gave a detailed, clear, systematic, and trustworthy description. Thus, the reader became clear about the results of this study, so they could decide whether to apply the results of this study elsewhere or not.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

#### A. Research Findings

This chapter presented the research findings of the study referring to the proposed research problems as written in the previous chapter. The findings related to the writing standard of EFL textbook “*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*” published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud* in 2017 based on EFL textbook evaluation criteria writing standard by Cunningsworth (1995).

Based on data analysis, it was found that the English textbook fulfilled the eight criteria of writing standard (textbook evaluation criteria) as proposed by Cunningsworth (1995). Those eight criteria suggested included: 1) aims and approaches, 2) design and organization, 3) language content, 4) skills, 5) topic, 6) methodology, 7) teachers’ books, and 8) practical considerations. Additionally, those eight criteria involved forty-five detail criteria of textbook writing standard (evaluation). However, not all of them were applied; twenty-nine detail criteria in the quick reference checklist of textbook evaluation were fulfilled/closely matched with the criteria, fifteen were partly matched to the criteria, and one did not match with the criteria. The completion of each textbook writing standard criteria and its detail criteria were displayed in the following table.

**Table 4.1 The Completion of Textbook Writing Standard Criteria**

No	Criteria	Detail Criteria	Completion		
			Fully Fulfilled	Not Fully Fulfilled	Not Fulfilled
1	Aims and approaches	The aims of the textbook are closely with the aims of teaching programs and students' need.	✓		
		The textbook is suitable with the teaching/learning situation.	✓		
		It covers what is needed.	✓		
		It is flexible to allow different teaching/ learning style.	✓		
2	Design and Organization	The total course package of the textbook consists of students' book, teachers' book, workbook, and cassettes.		✓	
		The content of the textbook is organized based on the structures, functions, topics and skills.	✓		
		The content is sequenced based on the basis complexity.	✓		
		The grading and progression is sufficient for the students. Also it allows them to complete the work needed to meet any external syllabus requirements.		✓	
		There is adequate recycling and revision.	✓		
		There is reference section for grammar, also the textbook allows the students to take a part in individual study.		✓	
		The textbook is easy to be found and readable. The	✓		

		layout is clear.			
3	Language Content	The textbook covers the main grammar items appropriate to each level.	✓		
		The material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on the vocabulary development, strategies for individual learning.	✓		
		The textbook include the material for pronunciation work; include individual sound, word stress, sentence, stress, intonation.		✓	
		The textbook deals with the learners' discourse competence.	✓		
		Style and approach are dealt with.		✓	
4	Skill	All four skills are adequately covered, bearing in mind your course aims, syllabus requirement.	✓		
		There is material for integrated skill work.	✓		
		The reading passages and associated activities are suitable for the students' level and interest.	✓		
		Listening material is well recorded, as authentic as possible, and accompanied by background information, questions, also activities which help comprehension.		✓	
		The material for spoken English is well-designed to equip the learners for real-life interaction.	✓		
		The writing activities are		✓	

		suitable in term of amount of guidance/ control, degree of accuracy, organization of longer pieces of writing, and use of appropriate styles.			
5	Topic	There is sufficient material of genuine interest to learn.	✓		
		There is enough variety and range of topic.	✓		
		The topic will help expand the students' awareness and enrich their experience.	✓		
		The topics are sophisticated enough in content, yet within the learners' language level.	✓		
		The students will be able to relate to the social and cultural contexts presented in the textbook.	✓		
		Woman are portrayed and represented equally with the man.		✓	
		The other groups are represented with reference to ethnic origin, occupation, disability, etc.	✓		
6	Methodology	The approach that taken by the textbook is appropriate to the learning/teaching.		✓	
		The level of active learner involvement can be expected and match with the students' learning styles and expectation.	✓		
		There are techniques used for presenting/practicing new language items. It is suitable for the learners.		✓	
		The different skills are taught.	✓		
		The communicative abilities are developed.	✓		

		The material includes any advice/help to students on study skills and learning strategies.		✓	
		The students are expected to take a degree of responsibility for their own learning.	✓		
7	Teacher's book	There is adequate guidance for the teachers who will be using the textbook and its supporting materials.	✓		
		The teachers' books are comprehensive and supportive.	✓		
		Teachers' books adequately cover teaching techniques, language items such as grammar rules, and culture- specific information.		✓	
		The writers set out and justify the basic premises and principles underlying the material.		✓	
		The keys to exercises are given.		✓	
8	Practical Consideration	The whole package cost represents good value for money.	✓		
		The textbook are strong, long-lasting and attractive in appearance.		✓	
		The textbook are easy to obtain.	✓		
		Any parts of package require particular equipment, such as a language laboratory, listening centre, or video player.			✓
<b>Total</b>		<b>45</b>	<b>29</b>	<b>15</b>	<b>1</b>

Based on the table above, it was shown that there were eight criteria of textbook writing standard (evaluation) followed by forty-five detail criteria for the

whole. The table also indicated that there were twenty-nine detail criteria were already fulfilled by the EFL textbook of “*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*” Published by *Kemendikbud* in 2017. Yet, fifteen detail criteria were categorized not fully fulfilled and one detail criterion was unfulfilled at all.

## 1. Aims and Approaches

In this first criterion of textbook writing standard, there are four detail criteria, namely (a) Do the aims of the course book correspond closely with the aims of the teaching program and with the needs of the learners? (b) Is the course book suited to the learning/teaching situation? (c) How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a good resource for students and teachers? and (d) Is the course book flexible? Does it allow different teaching and learning styles? In this term, all detail criteria were fulfilled. Referring to the first detail criterion, investigating whether the aims of the textbook corresponded closely with the aims of the teaching program and the learners’ needs was fulfilled or not, the following data were relevant to.

Data 1 (C1. DC1. TB)

**Chapter 1**

**TALKING ABOUT SELF**

**Kompetensi Dasar:**

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *pronoun, subjective, objective, possessive*).

4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**Tujuan Pembelajaran:**  
Setelah mempelajari Bab 1, siswa diharapkan mampu:

1. Mengidentifikasi makna, tujuan komunikasi, struktur teks, dan unsur bahasa yang terdapat dalam teks interaksi transaksional lisan dan tulis yang terkait dengan jati diri, dan hubungan keluarga sesuai dengan konteks penggunaan.
2. Meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks yang tepat sesuai konteks penggunaan.
3. Meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan unsur bahasa (*pronoun, subjective, objective, possessive*) yang tepat sesuai konteks penggunaan.

Based on Data 1 above, it was shown that the aims of the textbook correspond closely with the aims of the teaching program and the learners' need. It was indicated by the comparison between the learning objective stated in Chapter 1 in the teacher's book and the learning objectives in the syllabus were closely related. For example, the third learning objective stated on the textbook (*Tujuan Pembelajaran 3*) corresponded to learning objective in the syllabus (*Kompetensi Dasar 4.1*). In this case, the students were expected to be able to write the text talking about self contextually. Hence, the first detail criterion was fulfilled by the textbook.

The second detail criterion was about whether the textbook was suited to the learning/teaching situation was fulfilled or not. This criterion was fulfilled. The criterion was in line with Data 1. In term of teaching learning situation, it was suitable with the status and role of the English as the Foreign Language in Indonesia. It could be seen from the learning objective stated in Data 1. In teachers' perspective, the textbook included the role of teacher in this educational system. In addition, the textbook used national standard. It was made as the part of curriculum, especially 2013 curriculum. The textbook related to one of the curriculum componets; curriculum content. This book was directly touched with Indonesian culture. It could be seen from the textbook chapters. For instance; The Battle of Surabaya in Chapter 9, B.J. Habibie in Chapter 10, Cut Nyak Dien in Chapter 11, and Malin Kundang in Chapter 13. It was revealed that this textbook was designed based for the Indonesian students, so the social and cultural context should explore about social life and culture in Indonesia that close to the student.

Moreover, related to the learners' perspective was match to the students' age, level and expectation. It included their language-learning experience, their preferred learning also their interest. It could be seen from the comparison on the learning objective in the textbook and the syllabus. Yet, the teacher should so be creative in inviting the students to do activity so that the teacher could act as the facilitator in the implementation of 2013 Curriculum.

The third detail criterion was about the comprehensible of the textbook. Whether the textbook covered most of what was needed and whether it was a good resource for students and teachers was fulfilled or not. The criterion was relevant with the data below.

Data 2 (C1. DC3. TB)

CONTENT MAPPING	
Language Feature	Skill Focus
<ul style="list-style-type: none"> <li>- Vocabulary: name, family relationship, jobs, friends.</li> <li>- Grammar: Pronouns</li> </ul>	Listening, Reading Speaking Writing

Data 2 above indicated that the textbook covered most of what was needed and it was a good resource for students and teachers. It could be seen from the activity and the comparison between the learning objective in the syllabus and the content mapping especially in the parts of language feature and skill focus that the

textbook was categorized as comprehensible and covered what the students should be achieved. Language feature consists of vocabulary and grammar. In vocabulary students learned about name, family, relationship, jobs, and friends. Meanwhile, in grammar students could learn pronouns. While skill focus consists of some skills that students should achieve namely listening, reading, speaking and writing. Yet, the textbook provided the vocabulary section, pronunciation practice, skill works as the requirement in the basic competence and basic material as the requirement in the syllabus.

The last detail criterion was to investigate whether the textbook was flexible and allows different teaching and learning style was fulfilled or not. The criterion was in line with the data below.

Data 3 (C1. DC4. SB)

**WARMER: CHINESE WHISPER**

Your teacher will ask you to make groups of 4 students and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.

Source: <http://cache.media.education.gouv.fr>  
Picture 1.2

Discuss with your classmates what characters your group needs in order to do the activity successfully and to become the winner.

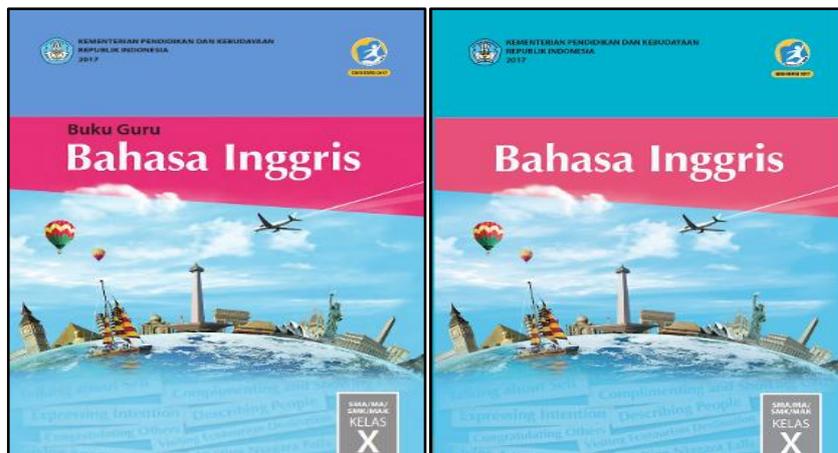
Data 3 above had a meaning that the textbook was flexible and allowed different teaching and learning style. Based on the syllabus, the learning activities are observing, questioning, exploring, associating, and communicating. This might give the chance for teacher to direct the students in doing some interesting

activity and students could gain the information from many sources. There were some activities in the textbook could lead to different teaching and learning style for example warmer activity: Chinese Whisper.

## **2. Design and Organization**

Design and organization as the second criterion of the textbook writing standard has seven detail criteria, namely (a) What components make up the total course package (e.g., students' books, teachers' books, workbooks, cassettes, etc)? (b) How is the content organized (e.g., according to structures, functions, topics, skills, etc.)? (c) How is the content sequenced (e.g., based on the basis of complexity, learn ability, usefulness, etc.)? (d) Is the grading and progression are suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements? (e) Is there adequate recycling and revision? (f) Are there reference sections for grammar etc.? Is some of the material suitable for individual study? (g) Is it easy to find your way around the course book? is the layout clear? In this case, four detail criterion were completely fulfilled, while three were not. Regarding to the first detail criteria, clarifying whether the textbook had the total course package (e.g., students' books, teachers' books, workbooks, cassettes) was fulfilled or not. It was in line with the data below.

## Data 4 (C2. DC1. TB. SB)



It was acknowledged from Data 4 that the textbook was categorized to relevant course package. Yet, the book was not complete enough, because there were no workbooks and cassettes. There were only teachers' books and students' books. On the other hand, the teachers' books follow the students' book. So, the detail criterion was not fully fulfilled.

The next detail criterion content was to identify whether the textbook organized based e.g., according to structures, functions, topics, skills, etc. was fulfilled or not. The data below was related to.

## Data 5 (C2. DC2. SB)

CONTENT MAPPING						
Chapter	KD	Social Function	Text Structure	Language Feature	Topic-Related Activites	Skill Focus
1 Talking about Self	3.1 4.1	Introducing and mentioning identity to develop interactional communication with others	Transactional text: Opening; exchange (talking about identity); closing	- Vocabulary: name, family relationship, jobs, friends. - Grammar: Pronouns	- Introducing oneself, parents, friends - Writing an e-mail	Listening, Reading, Speaking, Writing

Data 5 revealed that the textbook organized based e.g., according to structures, functions, topics, skills, etc. It was indicated by the content mapping of the textbook. This detail criterion was fulfilled because the textbook was organized based on the social function, text structure, language feature, topic-related activities and skill focus. Yet, the topic was in line with the topic stated in the syllabus.

The third detail criterion was used to observe whether the content was sequenced was fulfilled or not. The criterion was supported by following the data.

Data 6 (C2. DC3. SB)

**WARMER: CHINESE WHISPER**

Your teacher will ask you to make groups of 4 students and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.



Discuss with your classmates what characters your group needs in order to do the activity successfully and to become the winner.

**VOCABULARY BUILDER**

Match the words with their Indonesian equivalents. Compare your work with your classmate's. The first one has been done for you.

pen pal (noun)	kereta komuter
sound (noun)	sangat menyukai
run (transitive verb)	jaruh
(be) into (preposition)	memakainya
attend (school, college) (verb)	salah satu
distant (adjective)	bahasa pertama
commuter train (noun)	bersekolah/jualah
magnificent (adjective)	har biasa
mother tongue (noun)	mengobrol
half sister/brother (noun)	saudara tiri

2 Solo X SMA/MA/SMK/MAK

**PRONUNCIATION PRACTICE**

Listen to your teacher reading aloud these words. Repeat after him/her.

pen pal	: / pen pəl /
sound	: / saʊnd /
run	: / rʌn /
(be) into	: / ɪntu /
attend	: / ətend /
distant	: / dɪstənt /
commuter train	: / kəmju:tə trem /
magnificent	: / mæɡnɪfɪsnt /
mother tongue	: / mʌðər tʌŋ /
half sister/brother	: / hʌf sɪstər / brʌðər /

**READING**

**Task 1: Jigsaw**  
Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read Text 1; students identified as B, read Text 2.



Picture 1.3

Bahasa Inggris

**Text 1: An email from Hannah**



Hello, Alai! Let me introduce myself. My name is Hannah. I know your name from my friend, Caroline. She told me that you sent her an email telling her that you would like to have more **pen pals** from the US. It really like to be your **EPal**. You **send really cool** I guess! My brother tell you something about myself first. I'm 16 years old and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two **half sisters** and I'm the middle child. My father died a few years ago so my mother **runs** the house and the family business. My father was a **barista**.

I have lots of hobbies. I like music - mostly classical music and folk music - but I don't play an instrument. I like sports, especially tennis and basketball. At school I'm in the basketball team and I spend most of my extra-curricular time playing basketball. I'm **into** animals very much. My sister and I have three dogs. They need lots of attention as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate, perhaps work for the National Parks Service.

I don't like reading, but I love drawing and painting. How about you? Please drop me a line, Alai! Can't wait to hear from you!

Hannah

3 Solo X SMA/MA/SMK/MAK

**Text 2:**  
A letter from Saidah

Assalamu'alaikum Alia,

It was very interesting to read your letter about yourself and your hometown. I would really like to be your pen friend.

I'm a sixteen-year-old school student from Johor Bahru in Malaysia. Actually I attend an Islamic boarding school just outside the city but my family lives in Kuala Lumpur. My eldest sister is a medical doctor. My younger brother is an elementary school student.

My favorite subjects are social sciences. I like history very much. It helps me know more from different countries existed in the past. At school we are supposed to use English at all times, so we have become quite fluent although sometimes we slip back into Malay, which is our **mother tongue**.

My favorite subjects are social sciences. I like history very much. It helps me know more from different countries existed in the past. At school we are supposed to use English at all times, so we have become quite fluent although sometimes we slip back into Malay, which is our **mother tongue**.

As for hobbies, I'm really into songs and music. My favorite boy band is One Direction. My favorite Malay singer is, of course, Siti Nurhaliza. I also like watching movies, especially comedies. The actor I like best is Tom Cruise.

I'm really into books. I like reading novels and short stories. I like some writers in English, like JK Rowling, and Indonesian writers too, like Andrea Hirata and Ahmad Puadi. My dream, when I'm older, is to be a writer of science fiction books.

I'd really love to come to Indonesia some day, especially to the magnificent Raja Ampat in Papua. What about you, do you want to visit my country?

Wassalam.

Cheers,  
Saidah

Bahasa Inggris 5

**Task 2:**  
After reading the text, in the chart below identify the main idea of each paragraph, and then write the most important details in your own words. Students identified as A, refer to Text 1; students identified as B, refer to Text 2.

**Text 1**

Paragraph	Main Idea	Details
1	Hannah introduces herself.	Hannah knew Alia from Caroline. Caroline told Hannah that Alia wanted to have pen pals from USA.
2		
3		
4		
5		

Bahasa Inggris 6

**Text 2**

Paragraph	Main Idea	Details
1	Saidah was happy to receive Alia's letter.	Saidah wants to be Alia's pen friend.
2		
3		
4		
5		
6		



Bahasa Inggris 7

**Task 3:**  
Work in pairs. If you have read Text 1, refer to Questions II; if you have read Text 2, refer to Questions I. Read the questions for your partner to answer.

**COMPREHENSION QUESTIONS I**

Answer the following questions briefly.

- How does Hannah contact Alia? Is there anybody introducing Hannah to Alia?
- Does Hannah want to be Alia's friend?
- Where does Hannah study?
- Tell me about Hannah's family.
- What are Hannah's hobbies?
- Does she like animals? What animals does she like?
- What profession would she like to have after graduating from her school?
- Have you ever written an email to a penpal? When?

**COMPREHENSION QUESTIONS II**

Answer the following questions briefly.

- Does Saidah want to be Alia's friend?
- Where is she from?
- Where does Saidah study?
- Tell me about Saidah's family.
- What are Saidah's hobbies?
- Does she have favorite singers? If yes, who are they?
- Does she like reading books? Which authors does she like?
- What profession would she like to have later?
- Is she interested in visiting Indonesia? How does she know Indonesia?
- Have you ever written a letter to get a pen pal? When?

Bahasa Inggris 8

**VOCABULARY EXERCISES**

Complete the following sentences using the words in the box. Remember to use the correct forms of verbs.

E-pal	sound
half sister	(be) into
mother tongue	attend
slip back	magnificent
run	

- Saidah has many favorite writers and books. She frequently saves her pocket money to buy best seller books. She really \_\_\_\_\_ reading.
- In the next letter to Caroline, Alia wrote: "I like scuba diving. So if some day you visit Indonesia, I will take you to go scuba diving in Bunaken National Marine Park. The place is amazingly beautiful. Doesn't that \_\_\_\_\_ cool?"
- Hannah and her brothers learn how to manage their store every day. Later they want to \_\_\_\_\_ their own business.
- In her letter, Alia often introduces the beauty of Indonesia to her \_\_\_\_\_. In her emails, she describes many magnificent cultural events and amazing nature that can only be found in Indonesia.
- Alia in her letter wrote that her \_\_\_\_\_ is Batakese, but she also speak other languages, like Madurese, Indonesian, and English.
- Unlike Saidah who \_\_\_\_\_ books, Hannah are more \_\_\_\_\_ animals. She has 3 dogs that need a lot of attention.
- Alia, Hanna, and Saidah become good friends. They hope that someday they can \_\_\_\_\_ a traditional or modern music concert together.
- Hannah told Alia that she was very happy when she got a \_\_\_\_\_, a baby girl from her mother's second marriage.
- Alia has many \_\_\_\_\_, those with whom she makes friends by writing them emails. They live in other countries, so she never meets them.
- Alia likes to try to speak in English with her classmates, but just like Saidah, she also sometimes \_\_\_\_\_ into Indonesian.

Bahasa Inggris 9

**TEXT STRUCTURE**

**THINK PAIR SHARE**

**Task 1:**  
Individually, complete the following chart to find out the structure of the email or the letter on page 4 and 5, depending on which text you have read.

Parts of the Letter/Email	Purposes	Details
Opening	To start the communication	
Contents		
Closing		

**Task 2:**  
Work in pairs (Students A and B) to discuss the text structure, and then share this with the class. Use the following prompts to help.

Identify the structure of the organisation of the letter.

- What details can you find in the opening?
- What's the purpose of telling the contents?
- What details can you find in the contents?
- What's the purpose of writing the closing?
- What details can you find in the closing?

Bahasa Inggris 10

**GRAMMAR REVIEW**

**Pronouns**

In self introduction and also in other communication activities, pronouns are frequently used to prevent unimportant repetition. Pronoun is a word that takes the place of a noun, such as: I, you, me, it, they, we, she, he, him, us.

**Read the following sentences:**

Alia wants to have many pen pals because Alia likes making friends. Alia's pen pals come from many parts of the world. Caroline introduces Alia to Hannah. Now, Hannah becomes Alia's pen pals. Hannah likes Alia a lot.

The word Alia is repeated too often and that makes the sentences not interesting. To make the sentences better we can replace Alia with pronouns:

Alia wants to have many pen pals because **she** likes making friends. **Her** pen pals come from many parts of the world. Caroline introduces **her** to Hannah. Now Hannah becomes Alia's pen pals. Hannah likes **her** a lot.

There are several types of pronouns: subjective, objective, possessive adjectives, and possessive pronouns. Read the following table and the following explanation.

Subjective	Objective	Possessive adjective	Possessive pronoun
I	Me	my	mine
you	You	your	yours
he	Him	his	his
she	Her	her	hers
we	Us	our	ours
they	Them	their	theirs
it	It	its	its

Bahasa Inggris 11

**1. Subjective pronouns** are the subjects of a sentence:

I	You	He	She
It	We	They	

Read the following sentences. Pay attention to the underlined words as examples of subjective pronouns.

- I have three dogs.
- You like to have many pen pals.
- He studies in an elementary school.
- She will get married.
- We love Indonesia.
- They need attention.
- It barks when it is happy.

**2. Objective pronouns** are the objects of a sentence:

me	him	her	it
us	them	you	

Read the following sentences. Pay attention to the underlined words as examples of objective pronouns.

- I know Caroline. She introduced me to you via e-mail.
- My brother is an elementary school student. Sometimes I accompany him to go to school.
- My sister is a good student. Her campus gave her scholarship.
- We love animals. Last week our neighbour gave us a funny kitten.
- They run the family business seriously. Customers like them very much.
- The fur of the cat is soft. We like to stroke it.

Bahasa Inggris 12

**3. Possessive adjectives** are words that indicate possession. Possessive adjectives are used with nouns.

my	} + noun
your	
her	
his	
our	
their	
its	

Read the following sentences. Pay attention to the underlined words as examples of possessive adjectives. The possessive adjectives modify the nouns to show possession. The words in italics are the nouns.

- I have a pen pal. My pen pal is very kind.
- You have three dogs. Your dogs need a lot of attention.
- He studies in an elementary school. His school is not far.
- She loves reading books. Her books are in their cupboard.
- We run the business together. Our business is good.
- They frequently come here. This park is their favorite place.
- The kitten is funny. Its tail moves fast when it's happy.

**4. Possessive pronouns** also show possession but possessive pronouns are not followed by nouns.

Read the following sentences. Pay attention to the underlined words

mine	ours	his
her	ours	their

as examples of possessive pronouns.

- This is my book. This book is mine.
- These are your dogs. These dogs are yours.
- His school is far from here. His is far.
- Her book is interesting. Her is interesting.
- Their family business is good. Theirs is good.
- Our plan has many alternatives. Ours has many alternatives.

Bahasa Inggris 13

**EXERCISES**

**I. Read the emails in the reading section again. Underline all pronouns that you can find.**

**II. Fill in the blanks with the right words.**

**A. Subjective Pronouns:**

1. \_\_\_ (Me/I) come to Yogyakarta every month.
2. \_\_\_ (His/He) spends the weekend playing guitar.
3. \_\_\_ (They/Them) told me that they sent e-mail to each other every day.
4. \_\_\_ (we/ours) plan to visit Thailand next year.
5. \_\_\_ (We/It) can climb Bromo Mountain together on July.

**B. Objective Pronouns:**

1. I am going to introduce \_\_\_ (she/her) to one of my pen pals in Malaysia.
2. Lolita told \_\_\_ (we/me) that she wanted to send a birthday gift to her pen pal in Papua.
3. My friends and I have regular meetings with pen pal seeker group. You can join \_\_\_ (it/its) anytime.
4. He told me that he had many e-pals but he is no longer keep in touch with \_\_\_ (their/hers).
5. It is obvious that Marina desperately wants to visit Malang very soon. She talked about \_\_\_ (them/it) frequently these days.

**C. Possessive Adjectives:**

1. I am going to wash \_\_\_ hand. (my/me)
2. Do you like \_\_\_ pen pals? (you/your)
3. \_\_\_ hobby is reading the biography of famous people. (He / His).
4. She is sixteen and \_\_\_ school is in Minneapolis. (her/hers)
5. They run their family business themselves because \_\_\_ father died last year. (they/their)

14 Kelas X SMA/MA/SMK/MAK

**D. Possessive Pronouns:**

1. He is very diligent and loves reading. He always brings book in \_\_\_ (he/his) bag.
2. \_\_\_ (Mine/My) little brother studies in a state vocational school in my region.
3. Alice told her pen pal that she admired JK. Rowling and collected \_\_\_ (her/his) novels.
4. My pen pals have the same interest with me, which is about writing. We sometimes send \_\_\_ (their/our) piece of writings and I often give comments on \_\_\_ (it/theirs).
5. He told me about his family and I told \_\_\_ (my/mine) too.

**E. Mixed (Pronouns and Possesive Adjectives):**

1. Sofia told \_\_\_ (I/me) that you would like to have more pen pals from Netherlands.
2. I have several pen pals from UK. I write to \_\_\_ (they/them) via email every week.
3. Alia often tells Hannah about her rehearsal. \_\_\_ (She/Her) joins a choir club in her school.
4. As for hobbies, we are really into sport and music. So, we can share \_\_\_ (my/our) experience about football players and songs.
5. My friends and I often spend long holiday in our hometowns. \_\_\_ (They/We) keep in touch via e-mail and WhatsApp.
6. The cat licks \_\_\_ (its/it) fur many times, and it seems to enjoy doing \_\_\_ (its, it).
7. Hannah said, "This is my favorite book and I want to give it to \_\_\_ (yours/you). Now it's \_\_\_ (yours/you)."
 

Can you tell me what your profession is? Or, What do you do?  
What're your hobbies?  
Do you like painting?  
Do you like music?
8. Alia was sobbing when \_\_\_ (she/her) read this line in the novel \_\_\_ (she/her) got from Saidah: They know the land is not \_\_\_ (they/theirs) anymore. The landlord told \_\_\_ (they/them) to leave the land. The two brothers said to themselves, "We will work very hard to collect money. Someday \_\_\_ (we/us) will return to buy his land, and it (its/it) will become \_\_\_ (our/ours) forever."
9. The teacher tells \_\_\_ (we/us) to make friends with students

Rahasa Inggrib 15

from English speaking countries so that \_\_\_ (we/us) can improve our English.

10. Alia's brother wanted to have pen pals too. Alia introduced \_\_\_ (he/him/his) to Hannah's and Saidah's brothers. Now, they have become good friends. Sometimes Alia writes about \_\_\_ (their/them) in \_\_\_ (hers/her) letter to Hannah and Saidah.

**READING**

**Task 1: Guessing Games - Who Am I?**

You'll play a kind of guessing game "Who Am I". Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.

**Questions to ask:**

- Does it relate to a family relationship?	- Does it relate to a profession?	- Does it relate to a hobby?
- Am I female?	- Do I work in a hospital?	- Am I an outdoor activity?
- Am I a mother?	- Am I a medical doctor?	- Am I related to music? etc.

**Words to be written on post-it:**

brother, sister, father, mother, teacher, medical doctor, barista, engineer, footballer, author, computer programmer, police officer, musician, painting, reading, singing, hiking, going shopping, outdoor guide

16 Kelas X SMA/MA/SMK/MAK

**Task 2: Introduction Game - Party Time**

**A. Look at the picture.**



• What do you think they are doing?  
• Where does it take place?  
• Why do you think so?

Check your answer with your friends.

The following is an example of a conversation between Edo and Slamet who meet for the first time in a party like in picture 1.5. They introduce themselves to each other to know their acquaintance better. Read the dialog silently first. Pay attention to how to introduce self. Discuss the expressions used with your classmate sitting next to you. Then act out pretending to be Edo and Slamet who introduce themselves to each other.

1. Edo: Hello, I'm Edo. How do you name your (what place)?

2. Slam: Hello, Slamet. I'm Slam. Slamet, what about you?

3. Edo: I'm from Balikpapan. I work in a business company.

4. Slam: I work for a hardware company. How do you like about Balikpapan?

5. Edo: Yes, and I want to have more about that.

6. Slam: A specific company, maybe in Balikpapan.

**B. Imagine that you and your classmates are all invited to a party and become the guests there. Think about and use new identities. For instance, you can pretend to become**

Rahasa Inggrib 17

**your favorite football player, singer, or scientist, etc. The new identities make you unfamiliar with each other because that is the first time you meet. Talk to each other and introduce yourself: tell about your family, your profession, and your hobbies. You can use the following questions:**

May I know your name please?  
Can you tell me what your profession is? Or, What do you do?  
What're your hobbies?  
Do you like painting?  
Do you like music?

**C. Think of other questions. You may also introduce your friends who also use new identities to other guests. Introduce yourself or your friends to at least two people.**

**WRITING**

**Responding to an email/a letter**

Imagine that you've Alia. Write an email or a letter responding to the email or letter you've read and discussed. Use the following questions to guide you.

1. What do you write to start your response to an email/a letter?
2. What details do you write in your email/letter? (How old are you? Where do you attend senior high school? What are your hobbies? How many siblings do you have? Etc.)
3. What do you write to end your letter/email?
4. Before you send your email/letter, read through your email/letter to find any content, grammar, vocabulary, grammar, spelling, or punctuation errors and correct them if any.

18 Kelas X SMA/MA/SMK/MAK

**REFLECTION**

**At the end of this chapter, ask yourself the following questions to identify how effective your learning process is.**

1. Can you write a letter?
2. Do you know how to describe yourself or an email?
3. Can you write or talk about yourself?

If your answer is 'no' to one of the questions, see your teacher and discuss with him/her to help you understand and to write or talk about yourself better.

Accept responsibility for your life. Know that it is you who will get you where you want to go, no one else.

Les Brown

Rahasa Inggrib 19

Data 6 above displayed that the content was sequent. It was clarified based on the complexity as explained in the following example. In this case, Chapter 1 as the selected example of the textbook consisted of:

- a) *Warmer*, "Chinese Whisper", gave an opportunity to the students to work in-group based on the teacher's explanation
- b) *Vocabulary builder* was an activity to fill the vocabulary that had been provided the Indonesian words and the part of speech.

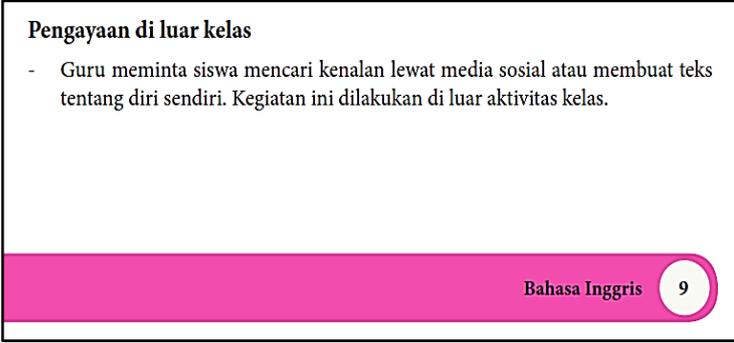
- c) Pronunciation practice provided listening and practicing to pronounce the vocabulary in this chapter. It was on page 3.
- d) Reading section provided two texts “Talking about Self”. There were three tasks. Task 1 was Jigsaw. This activity was on page 3. The teacher will divide the students who read the text 1 and who read text 2. Moreover, this allowing the chance to share what they had got from the texts. In task 2 the students were demanded to identify the main idea of each paragraph. In task 3 the students work in pair to answer the comprehension questions.
- e) Vocabulary exercises provided the activity to complete the sentences by using the correct words from the box.
- f) Text structure provided the activity for students to be done individually in completing the chart of the text structure in task 1 and in task 2 provided the activity to work in pairs to discuss the text structure and share it with the class.
- g) Grammar review about pronouns.
- h) Speaking activity about games “Guessing Games: Who am I?” in task 1 and “Introduction Game: Party Time” in task 2.
- i) Writing section gave the occasion to write a responding email/letter about the introduction.
- j) Reflection was the part that the students could do self-assessment what they had learn and their understanding.

The order of contents in first chapter of textbook above indicated that the criterion of content sequence was fulfilled well as arranged from the *Warmer* to build up and invited the students’ interest and prior knowledge about the topic and

end in *Writing Section* as the complex activity. It was also in line with the learning activity in the syllabus.

The fourth detail criterion was to clarify whether the textbook had the grading and progression was suitable for the learners also whether it allowed them to complete the work needed to meet any external syllabus requirement or not. The criterion was relevant with the data below.

Data 7 (C2. DC4. TB)



Pengayaan di luar kelas

- Guru meminta siswa mencari kenalan lewat media sosial atau membuat teks tentang diri sendiri. Kegiatan ini dilakukan di luar aktivitas kelas.

Bahasa Inggris 9

Based on Data 7 displayed above, it was presented that the textbook had the grading and progression was suitable for the learners, also it allowed them to complete the work needed to meet any external syllabus requirement. The grading and progression was suitable based on the student ability. It was arranged from the easiest as shown in Data 6. But, the grading was not stated clearly. Based on Data 7, it provided a meaning that the criterion of complete any external syllabus was fulfilled for the different activity. The teacher asked students to search new friends by using social media or made a text talking about self. This activity was done out of class activity.

The fifth detail criterion was to discover whether the textbook had adequate recycling and revision. This criterion was related to the following data.

Data 8 (C2. DC5. SB)

Cetakan Ke-1, 2014 ISBN 978-602-282-480-0 (Jilid 1a)  
 ISBN 978-602-282-481-7 (Jilid 1b)  
 Cetakan Ke-2, 2016 (Edisi Revisi)  
 Cetakan Ke-3, 2017 (Edisi Revisi)  
 Disusun dengan huruf Myriad Pro, 12 pt.

Data 8 indicated that the textbook had adequate recycling and revision. The textbook had been revised three times, first revision was in 2014, the second was in 2016, and the last/new revision was in 2017.

The next detail criteria was to know whether there were reference sections for grammar etc., and whether the textbook allowed students in individual learning or not. This criterion was supported by the data below.

Data 9 (C2. DC6. SB)

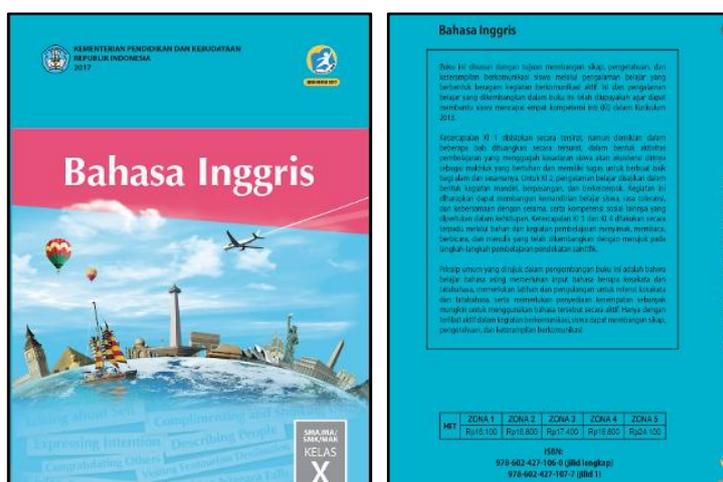
<div style="text-align: center; background-color: #FFD700; border-radius: 10px; padding: 5px; display: inline-block;"> <b>VOCABULARY BUILDER</b> </div> <p style="text-align: center; font-weight: bold; margin-top: 10px;">Write down the English words for the following Indonesian words. Compare your work to your classmate's.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">ce _ _ _ _ _ (verb)</td><td style="padding: 2px;">= merayakan</td></tr> <tr><td style="padding: 2px;">_ _ _ _ _ ve _ _ _ (noun)</td><td style="padding: 2px;">= prestasi / pencapaian</td></tr> <tr><td style="padding: 2px;">_ _ _ _ _ t (noun)</td><td style="padding: 2px;">= rok</td></tr> <tr><td style="padding: 2px;">_ _ _ _ _ u _ _ (noun)</td><td style="padding: 2px;">= blus, kemeja wanita</td></tr> <tr><td style="padding: 2px;">_ er _ _ _ _ (adjective)</td><td style="padding: 2px;">= [informal] sangat bagus</td></tr> <tr><td style="padding: 2px;">_ _ nt _ _ _ (noun)</td><td style="padding: 2px;">= isi</td></tr> <tr><td style="padding: 2px;">en _ _ _ _ _ nt (noun)</td><td style="padding: 2px;">= penyemangat</td></tr> <tr><td style="padding: 2px;">_ pp _ _ _ _ _ (noun)</td><td style="padding: 2px;">= penampakan, penampilan</td></tr> <tr><td style="padding: 2px;">app _ _ _ _ _ (noun)</td><td style="padding: 2px;">= penghargaan</td></tr> <tr><td style="padding: 2px;">_ _ _ _ _ us (adjective)</td><td style="padding: 2px;">= [informal] indah, atraktif</td></tr> </table>	ce _ _ _ _ _ (verb)	= merayakan	_ _ _ _ _ ve _ _ _ (noun)	= prestasi / pencapaian	_ _ _ _ _ t (noun)	= rok	_ _ _ _ _ u _ _ (noun)	= blus, kemeja wanita	_ er _ _ _ _ (adjective)	= [informal] sangat bagus	_ _ nt _ _ _ (noun)	= isi	en _ _ _ _ _ nt (noun)	= penyemangat	_ pp _ _ _ _ _ (noun)	= penampakan, penampilan	app _ _ _ _ _ (noun)	= penghargaan	_ _ _ _ _ us (adjective)	= [informal] indah, atraktif	<div style="text-align: center; background-color: #800080; color: white; border-radius: 10px; padding: 5px; display: inline-block;"> <b>PRONUNCIATION PRACTICE</b> </div> <p style="text-align: center; font-weight: bold; margin-top: 10px;">Listen to your teacher reading these words. Repeat after him/her.</p> <table style="width: 100%; border-collapse: collapse; background-color: #008080; color: white;"> <tr><td style="padding: 2px;">skirt</td><td style="padding: 2px;">: /skɜːrt /</td></tr> <tr><td style="padding: 2px;">celebrate</td><td style="padding: 2px;">: /ˈseləbreɪt /</td></tr> <tr><td style="padding: 2px;">achievement</td><td style="padding: 2px;">: /əˈtʃiːvmənt /</td></tr> <tr><td style="padding: 2px;">blouse</td><td style="padding: 2px;">: /blaʊs /</td></tr> <tr><td style="padding: 2px;">terrific</td><td style="padding: 2px;">: /təˈrɪfɪk /</td></tr> <tr><td style="padding: 2px;">content</td><td style="padding: 2px;">: /ˈkɒntent /</td></tr> <tr><td style="padding: 2px;">encouragement</td><td style="padding: 2px;">: /ɪnˈkʌrɪdʒmənt /</td></tr> <tr><td style="padding: 2px;">appearance</td><td style="padding: 2px;">: /əˈpiərəns /</td></tr> <tr><td style="padding: 2px;">appreciation</td><td style="padding: 2px;">: /əˈpriːʃiəl ə n /</td></tr> <tr><td style="padding: 2px;">gorgeous</td><td style="padding: 2px;">: /ˈɡɔːdʒəs /</td></tr> </table>	skirt	: /skɜːrt /	celebrate	: /ˈseləbreɪt /	achievement	: /əˈtʃiːvmənt /	blouse	: /blaʊs /	terrific	: /təˈrɪfɪk /	content	: /ˈkɒntent /	encouragement	: /ɪnˈkʌrɪdʒmənt /	appearance	: /əˈpiərəns /	appreciation	: /əˈpriːʃiəl ə n /	gorgeous	: /ˈɡɔːdʒəs /
ce _ _ _ _ _ (verb)	= merayakan																																								
_ _ _ _ _ ve _ _ _ (noun)	= prestasi / pencapaian																																								
_ _ _ _ _ t (noun)	= rok																																								
_ _ _ _ _ u _ _ (noun)	= blus, kemeja wanita																																								
_ er _ _ _ _ (adjective)	= [informal] sangat bagus																																								
_ _ nt _ _ _ (noun)	= isi																																								
en _ _ _ _ _ nt (noun)	= penyemangat																																								
_ pp _ _ _ _ _ (noun)	= penampakan, penampilan																																								
app _ _ _ _ _ (noun)	= penghargaan																																								
_ _ _ _ _ us (adjective)	= [informal] indah, atraktif																																								
skirt	: /skɜːrt /																																								
celebrate	: /ˈseləbreɪt /																																								
achievement	: /əˈtʃiːvmənt /																																								
blouse	: /blaʊs /																																								
terrific	: /təˈrɪfɪk /																																								
content	: /ˈkɒntent /																																								
encouragement	: /ɪnˈkʌrɪdʒmənt /																																								
appearance	: /əˈpiərəns /																																								
appreciation	: /əˈpriːʃiəl ə n /																																								
gorgeous	: /ˈɡɔːdʒəs /																																								

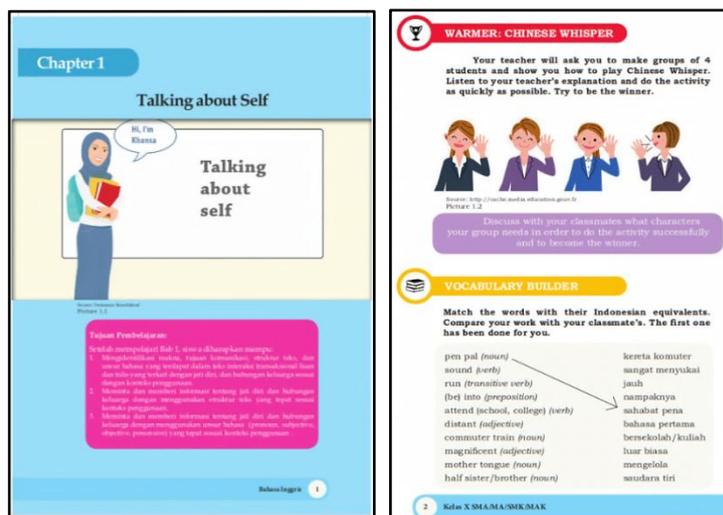
It was shown from Data 9 that the textbook allowed students in individual learning. This detail criteria was fulfilled by the textbook, it was indicated by the

example in understanding the vocabulary and pronunciation in the chapter 2 on page 21 & 22. It was in line with the core competence 4 in which the students could explore, associate, and communicate the abstract and concrete domain that they had learned individually in a good manner. Yet, the reference sections for grammar did not stated in the textbook.

The last detail criterion was to identify whether the textbook was easy to be found and readable and whether the layout was clear or not. This criterion was related to the data below.

Data 10 (C2. DC7. SB)





It was known from Data 10 that the textbook was easy to be found and readable, also the layout was clear. It was indicated by the content of textbook was written in font style Myriad Pro and font size 12. Moreover, the criteria of clear lay out was also fulfilled. The cover of the textbook showed the wide world and national knowledge by the picture of landmark in Indonesia and some countries in the world. Some of them were (National Monument) Monas , Sydney Opera House, Liberty, Pyramid, Sphinx, Leaning Tower of Pisa, Big Ben, Taj Mahal, Eiffel Tower, moreover it showed the modern and traditional transportation like, plane, zeppelin, and boat. The layout was dominated by the colors of blue, pink, and grey.

### 3. Language Content

There are five detail criteria in term of language content of the EFL textbook evaluation criteria writing standard, namely (a) Does the course book cover the grammar items appropriate to the each level and taking learners' need into account? (b) Is material for vocabulary teaching adequate in terms of quantity

and range of vocabulary, emphasis placed on vocabulary development and strategies for individual learning? (c) Does the course book include material for pronunciation work? If so, what is covered: (individual sounds, word, sentence stress, intonation? (d) Does the course book deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels) (e) Are style and appropriacy dealt with? If so, is language style matched to social situation? Additionally, three detail criterion were fulfilled and two were not fully fulfilled. In line with the first detail criterion whether the textbook covered the grammar items appropriate to the each level and took learners' needs was fulfilled or not. It was appropriate to the following data.

Data 11 (C3. DC1. SB)

Subjective	Objective	Possessive adjective	Possessive pronoun
I	Me	my	mine
you	You	your	yours
he	Him	his	his
she	Her	her	hers
we	Us	our	ours
they	Them	their	theirs
it	It	its	its

1. **Subjective pronouns** are the subjects of a sentence:

I You He She  
It We They

Read the following sentences. Pay attention to the underlined words as examples of subjective pronouns.

- I have three dogs.
- You like to have many pen pals.
- He studies in an elementary school.
- She will get married.
- We love Indonesia.
- They need attention.
- It barks when it is happy.

2. **Objective pronouns** are the objects of a sentence:

me him her it  
us them you

Read the following sentences. Pay attention to the underlined words as examples of objective pronouns.

- I know Caroline. She introduced me to you via e-mail.
- My brother is an elementary school student. Sometimes I accompany him to go to school.
- My sister is a good student. Her campus gave her scholarship.
- We love animals. Last week our neighbour gave us a funny kitten.
- They run the family business seriously. Customers like them very much.
- The fur of the cat is soft. We like to stroke it.

3. **Possessive adjectives** are words that indicate possession. Possessive adjectives are used with nouns.

my  
your  
her  
his  
our  
their  
its

+ noun

Read the following sentences. Pay attention to the underlined words as examples of possessive adjectives. The possessive adjectives modify the nouns to show possession. The words in italics are the noun.

- I have a pen pal. My pen pal is very kind.
- You have three dogs. Your dogs need a lot of attention.
- He studies in an elementary school. His school is not far.
- She loves reading books. Her books are in that cupboard.
- We run the business together. Our business is good.
- They frequently come here. This park is their favorite place.
- The kitten is funny. Its tail moves fast when it's happy.

4. **Possessive pronouns** also show possession but possessive pronouns are not followed by nouns.

mine yours his  
her ours their

Read the following sentences. Pay attention to the underlined words as examples of possessive pronouns.

- This is my book. This book is mine.
- These are your dog. These dogs are yours.
- His school is far from here. His is far.
- Her book is interesting. Hers is interesting.
- Their family business is good. Theirs is good.
- Our plan has many alternatives. Ours has many alternatives.

<p><b>EXERCISES</b></p> <p><b>I. Read the smalls in the reading section again. Underline all pronouns that you can find.</b></p> <p><b>II. Fill in the blanks with the right words.</b></p> <p><b>A. Subjective Pronouns:</b></p> <ol style="list-style-type: none"> <li>1. ____ (Me/I) come to Yogyakarta every month.</li> <li>2. ____ (His/He) spends the weekend playing guitar.</li> <li>3. ____ (They/Them) told me that they sent e-mail to each other every day.</li> <li>4. ____ (we/ours) plan to visit Thailand next year.</li> <li>5. ____ (We/It) can climb Bromo Mountain together on July.</li> </ol> <p><b>B. Objective Pronouns:</b></p> <ol style="list-style-type: none"> <li>1. I am going to introduce ____ (she/her) to one of my pen pals in Malaysia.</li> <li>2. Lolita told ____ (we/me) that she wanted to send a birthday gift to her pen pal in Papua.</li> <li>3. My friends and I have regular meetings with pen pal seeker group. You can join ____ (it/his) anytime.</li> <li>4. He told me that he had many e-pals but he is no longer keep in touch with ____ (theirs/them)</li> <li>5. It is obvious that Marina desperately wants to visit Malang very soon. She talked about ____ (them/it) frequently these days.</li> </ol> <p><b>C. Possessive Adjectives:</b></p> <ol style="list-style-type: none"> <li>1. I am going to wash ____ hand. (my/me)</li> <li>2. Do you like ____ pen pals? (yours/your)</li> <li>3. ____ hobby is reading the biography of famous people. (He / His)</li> <li>4. She is sixteen and ____ school is in Minneapolis (her/she)</li> <li>5. They run their family business themselves because ____ father died last year. (they/their)</li> </ol>	<p><b>D. Possessive Pronouns:</b></p> <ol style="list-style-type: none"> <li>1. He is very diligent and loves reading. He always brings book in ____ (be/his) bag.</li> <li>2. ____ (Mine/My) little brother studies in a state vocational school in my region.</li> <li>3. Alice told her pen pal that she admired JK. Rowling and collected ____ (her/his) novels.</li> <li>4. My pen pals have the same interest with me, which is about writing. We sometimes send ____ (their/our) piece of writings and I often give comments on ____ (it/theirs).</li> <li>5. He told me about his family and I told ____ (my/mine) too.</li> </ol> <p><b>E. Mixed (Pronouns and Possesive Adjectives):</b></p> <ol style="list-style-type: none"> <li>1. Sofia told ____ (I/me) that you would like to have more pen pals from Netherlands.</li> <li>2. I have several pen pals from UK. I write to ____ (they/them) via email every week.</li> <li>3. Alia often tells Hannah about her rehearsal. ____ (She/Her) joins a choir club in her school.</li> <li>4. As for hobbies, we are really into sport and music. So, we can share ____ (my/our) experience about football players and songs.</li> <li>5. My friends and I often spend long holiday in our hometowns. ____ (They/We) keep in touch via e-mail and WhatsApp.</li> <li>6. The cat licks ____ (its/it) fur many times, and it seems to enjoy doing ____ (its, it).</li> <li>7. Hannah said, "This is my favorite book and I want to give it to ____ (yours/you). Now it's ____ (yours/you)."</li> <li>8. Alia was sobbing when ____ (she/her) read this line in the novel ____ (she/her) got from Sadiyah: They know the land is not ____ (they/theirs) anymore. The landlord told ____ (they/ them) to leave the land. The two brothers said to themselves, "We will work very hard to collect money. Someday ____ (we/ us) will return to buy his land, and it (its/it) will become ____ (our/ours) forever."</li> <li>9. The teacher tells ____ (we/us) to make friends with students</li> </ol>
---	---

Based on Data 11 above, it was displayed that the textbook covered the grammar items appropriate to each level and took learners' need. It was indicated by the representation of grammar items about pronouns in chapter 1 on page 11-16. It explained pronouns by a table included the explanation in order to make students easy to comprehend. There were four types in pronouns, namely: Subjective Pronouns, Objective Pronouns, Possessive Adjectives, and Possessive Pronouns. Everytype were described briefly and were illustrated by examples. It related to the learning objective in the syllabus the basic competence 3.1 (*Kompetensi Dasar 3.1*) toward the language features in talking about self.

The grammar items here guided the students in understanding and comprehending the pronouns that mostly used in the Chapter 1 in talking about self. This material also explained in the basic material in syllabus. In addition, the good grammar used in the textbook would help students comprehend the language.

The next detail criterion was to identify whether the material for vocabulary teaching was adequate in terms of quantity and range of vocabulary

emphasis placed on vocabulary development, strategies for individual learning was fulfilled or not. This criterion was relevant with the data below.

Data 12 (C3. DC2. SB)

**VOCABULARY BUILDER**

**Match the words with their Indonesian equivalents. Compare your work with your classmate's. The first one has been done for you.**

pen pal ( <i>noun</i> ) sound ( <i>verb</i> ) run ( <i>transitive verb</i> ) (be) into ( <i>preposition</i> ) attend (school, college) ( <i>verb</i> ) distant ( <i>adjective</i> ) commuter train ( <i>noun</i> ) magnificent ( <i>adjective</i> ) mother tongue ( <i>noun</i> ) half sister/brother ( <i>noun</i> )	kereta komuter sangat menyukai jauh nampaknya sahabat pena bahasa pertama bersekolah/kuliah luar biasa mengelola saudara tiri
--	--

2
Kelas X SMA/MA/SMK/MAK

**VOCABULARY EXERCISES**

**Complete the following sentences using the words in the box. Remember to use the correct forms of verbs.**

E-pal                      sound  
half sister                (be) into  
mother tongue           attend  
slip back                 magnificent  
run

1. Saidah has many favorite writers and books. She frequently saves her pocket money to buy best seller books. She \_\_\_\_\_ really \_\_\_\_\_ reading.
2. In the next letter to Caroline, Alia wrote: "I like scuba diving. So if some day you visit Indonesia, I will take you to go scuba diving in Bunaken National Marine Park. The place is amazingly beautiful. Doesn't that \_\_\_\_\_ cool?"
3. Hannah and her brothers learn how to manage their store every day. Later they want to \_\_\_\_\_ their own business.
4. In her letter, Alia often introduces the beauty of Indonesia to her \_\_\_\_\_. In her emails, she describes many magnificent cultural events and amazing nature that can only be found in Indonesia.
5. Alia in her letter wrote that her \_\_\_\_\_ is Batakese, but she can also speak other languages, like Madurese, Indonesian, and English.

Data 12 informed that the material for vocabulary teaching was adequate in terms of quantity and range of vocabulary emphasis placed on vocabulary development, strategies for individual learning. The detail criterion was fulfilled. It was revealed by the existence of vocabulary builder and vocabulary exercises that giving direction to the student to know the new vocabulary as the guidance to do the next section or activity in each chapter. The *Vocabulary Exercise* here gave occasion for students to study again the vocabulary. Hence, the existence of the vocabulary was very essential as the language features as well as noted in the syllabus. Furthermore, the criterion of adequate quantity and range of vocabulary was fulfilled. It was indicated by the existence of vocabulary in this chapter led the students to know new knowledge to express "Talking about Self" with correct diction. Additionally, the vocabulary in this section could enrich the students'

knowledge. It was helpful for them to do the next step. The vocabulary was followed by *Part of Speech* and the meaning in Indonesia language. To identify whether the vocabulary was adequate the strategies for individual learning fulfilled or not. It was fulfilled. The material for teaching vocabulary could be categorized to the criteria. Although it didn't state the key answer in the students' book, but the students could identify it and answer it by themselves because there were the options in it.

The next detail criterion was to identify whether the textbook included material for pronunciation work and if so, what was covered: (individual sounds, word stress, sentence stress, intonation, and so on) was fulfilled or not. The following data was relevant to.

Data 13 (C3. DC3. SB)



PRONUNCIATION PRACTICE

**Listen to your teacher reading aloud these words. Repeat after him/her.**

pen pal	: / pen pæl /
sound	: / saʊnd /
run	: / rʌn /
(be) into	: / ɪntu /
attend	: / ətend /
distant	: / dɪstənt /
commuter train	: / kəmjuətə treɪn /
magnificent	: / məɡnɪfɪs ə nt /
mother tongue	: / mʌðər tʌŋ /
half sister/brother	: / hʌf sistər / brʌðər /

Data 13 above provided a meaning that the textbook included material for pronunciation work and covered: (individual sounds, word stress, sentence stress,

intonation, and so on). This detail criterion was fulfilled by the existence of pronunciation in Pronunciation Practice with the transcription. Yet, it was not fully fulfilled by the textbook as the syllabus requirement because there were no example of the sentence stress and intonation. So that, the teacher should give the example of it orally or by the media.

The detail criteria the textbook dealt with the learner's discourse competence was fulfilled, it was revealed by the material as noted in the learning activity through syllabus, yet the students could associate and explore the material. The textbook could take a part as the students both in conversation, extended reading and identify the reading passage in intermediate level. The students were demanded to practice more in the activity based on the textbook as stated learning objective and the learning activity in the syllabus. See Data 1.

The last detail criterion about the style and appropriacy of the textbook dealt with social situations fulfilled or not. It was not fully fulfilled. It was indicated by the textbook did not explain more about formal and informal expression whereas the students needed it to know the different expression for each situation.

#### **4. Skills**

There are six detail criteria in term of skill, namely (a) Are four skills adequately covered, bearing in mind the lesson objectives and syllabus requirements? (b) Is there material for integrated skills work? (c) Are reading passages and associated activities are suitable for the students' levels, interests, etc? Is there sufficient reading material? (d) Is the listening material well

recorded, as authentic as possible, and accompanied by background information, questions, also activities which help comprehension? (e) Is material for spoken English (e.g.: dialogues, role-plays, etc.) well designed to equip learners for real-life interactions? (f) Are writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg. paragraphing) and use of appropriate styles? In this part, there were four aspects indicated as completely fulfilled, while two were not fully fulfilled. Referring to the first detail criterion, identifying whether the relevance of skills aspect toward textbook were covered, bearing in mind the lesson objectives and syllabus requirements as well as noted in Data 1. There were some relevancies between the lesson objective in the textbook and the syllabus.

The second detail criterion whether there was material for integrated skills work or not. This detail criteria was supported by the data below.

Data 14 (C4. DC2. SB)


READING

**Task 1: Jigsaw**  
 Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read Text 1; students identified as B, read Text 2.



Source: [www.123imggr.com/siswa-sma-perpustakaan.jpg](http://www.123imggr.com/siswa-sma-perpustakaan.jpg)  
 Picture 1.3

Bahasa Inggris
3

Based on Data 14 above, it was shown that there was material for integrated skills work. It was clarified by the *Jigsaw of Two Texts* activity in Chapter 1 on page 3. It could make the students having a fun learning and learner center. Hence, in term of reading section there was material for integrated skills work. Yet, the reading passages and the associated activities were both suitable for the students' levels and interests. So, both of second and third detail criterion were fulfilled.

The third detail criterion whether reading passages and associated activities were suitable for the students' levels and interests or not. Data 14 was relevant to. The data provided a meaning that the reading passages and the associated activities were suitable for the students' levels and interests. It was clarified by the *Jigsaw of Two Texts* activity in Chapter 1 on page 3. It could make the students having a fun learning and learner center. So, the detail criterion was fulfilled.

The detail criterion was to identify whether reading material was sufficient or not. The criterion related to the following data.

## Data 15 (C4. DC3. SB)

**Text 1: An email from Hannah**



**Text 1:**  
An email from Hannah

Hello, Alia! Let me introduce myself. My name is Hannah. I know your name from my friend, Caroline. She told me that you sent her an email telling her that you would like to have more **pen pals** from the US. I'd really like to be your E-pal. You **sound really cool!** I guess I'd better tell you something about myself first. I'm 16 years old and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two **half sisters** and I'm the middle child. My father died a few years ago so my mother **runs** the house and the family business. My father was a barista.

I have lots of hobbies. I like music - mostly classical music and folk music - but I don't play an instrument. I like sports, especially tennis and basketball. At school I'm in the basketball team and I spend most of my extra-curricular time playing basket ball. I'm **into** animals very much. My sister and I have three dogs. They need lots of attention as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate, perhaps work for the National Parks Service.

I don't like reading but I love drawing and painting. How about you? Please drop me a line, Alia! Can't wait to hear from you!

Hannah

**Text 2:**  
A letter from Saidah

Assalamu'alaikum Alia,

It was very interesting to read your letter about yourself and your hometown. I would really like to be your pen friend.

I'm a sixteen-year-old school student from Johor Bahru in Malaysia. Actually I **attend** an Islamic boarding school just outside the city but my family live in Kuala Lumpur. My eldest sister is a medical doctor. My younger brother is an elementary school student.

My favorite subjects are social sciences. I like history very much; it helps me know more how different countries existed in the past. At school we are supposed to use English at all times, so we have become quite fluent although sometimes we slip back into Malay, which is our **mother tongue**.

As for hobbies, I'm **really into** songs and music. My favorite boy band is One Direction. My favorite Malay singer is, of course, Siti Nurhaliza. I also like watching movies, especially comedies. The actor I like best is Tom Cruise.

I'm **really into** books. I like reading novels and short stories. I like some writers in English, like JK Rowling, and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I'm older, is to be a writer of science fiction books.

I'd really love to come to Indonesia some day, especially to the magnificent Raja Ampat in Papua. What about you, do you want to visit my country?

Wassalam.

Cheers,  
Saidah

Data 15 presented that the reading material was sufficient. It was proved by the real example in the daily life like in form of the letter and emails that talking about self showed in the reading passage. Additionally, it was as well as the basic competence 3.1 (*kompetensi dasar 3.1*) in the syllabus in term of students were able to analyze the social function and language features of *Talking about Self* toward the context.

In term of listening skill, the detail criterion was to investigate whether listening material was well recorded, as authentic as possible, and accompanied by background information, questions, also activities which helped comprehension was fulfilled or not. The data were relevant to.

Data 16 (C4. DC4. SB)

PRONUNCIATION PRACTICE

**Listen to your teacher reading aloud these words. Repeat after him/her.**

pen pal	: / pen pæl /
sound	: / saʊnd /
run	: / rʌn /
(be) into	: / ɪntu /
attend	: / ətend /
distant	: / dɪstənt /
commuter train	: / kəmjuətə treɪn /
magnificent	: / məɡnɪfɪs ə nt /
mother tongue	: / mʌðər tʌŋ /
half sister/brother	: / hɑf sistər / brʌðər /

It was known from Data 16 that the detail criteria of the listening material was well recorded, as authentic as possible, and accompanied by background information, questions, also activities which helped comprehension was not fully fulfilled. The listening was based on teacher's reading. It was not in line with the basic competence 3.1 in analyzing the topic of *Talking about Self* contextually. The listening was about the pronunciation of new vocabulary in this chapter. Furthermore, the detail criterion was to investigate whether the material was accompanied by background information, questions, also activities which help comprehension was not fully fulfilled, because the listening was about the pronunciation of new vocabulary. Yet, there was no questions, there was only the activity of some vocabulary and how to pronounce it which could help students' comprehension. However, the students could do the instruction well. The instruction was very clear and understandable.

In speaking skill, the detail criterion was to investigate whether the material was well-designed to equip the learners for real-life interaction was fulfilled or not. It was in line with the following data.

Data 17 (C4. DC5. SB)

SPEAKING

**Task 1: Guessing Games - Who Am I?**  
 You'll play a kind of guessing game 'Who Am I?'. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.

**Questions to ask:**

- Does it relate to a family relationship?
- Am I female?
- Am I a mother?

- Does it relate to a profession?
- Do I work in a hospital?
- Am I a medical doctor?

- Does it relate to a hobby?
- Am I an outdoor activity?
- Am I related to music? etc.

**Words to be written on post-it:**

brother, sister, father, mother, teacher, medical doctor, barista, engineer, footballer, author, computer programmer, police officer, musician, painting, reading, singing, hiking, going shopping, outdoor guide

**your favorite football player, singer, or scientist, etc. The new identities make you unfamiliar with each other because that is the first time you meet. Talk to each other and introduce yourself: tell about your family, your profession, and your hobbies. You can use the following questions:**

May I know your name please?  
 Can you tell me what your profession is? Or,  
 What do you do?  
 What're your hobbies?  
 Do you like painting?  
 Do you like music?

**C. Think of other questions. You may also introduce your friends who also use new identities to other guests. Introduce yourself or your friends to at least two people.**

**Task 2: Introduction Game - Party Time**

**A. Look at the picture.**



- What do you think they are doing?
- Where does it take place?
- Why do you think so?

Check your answer with your friends.

The following is an example of a conversation between Edo and Slamet who meet for the first time in a party like in picture 1.5. They introduce themselves to each other to know their acquaintance better. Read the dialog silently first. Pay attention to how to introduce self. Discuss the expressions used with your classmate sitting next to you. Then act out introducing to be Edo and Slamet who introduce themselves to each other.

1. Hello, I am Edo. May I know your name please?



2. Sure, I am Slamet. I am from Jepara. What about you?

3. I am from Raja Ampat. I work in a tourism resort

4. I work for a furniture company, have you heard about ulir Jepara?

5. Yes, and I want to know more about that

6. It's a specific carving pattern created in Jepara.

Source: Dokumen Kemdikbud Picture 1.5

**B. Imagine that you and your classmates are all invited to a party and become the guests there. Think about and use new identities. For instance, you can pretend to become**

Data 17 proved that the material was well-designed to equip the learners for real-life interaction. It was indicated by the guiding questions. The speaking material was accompanied by background information, questions, also activities which helped comprehension. In other hand, the students could do the instruction well. The instruction was very clear and understandable.

Moreover, in speaking: *Introduction Game/Party Time*, there was the certain situation that prepared. There were the direction for students to imagine

that they were invited to the party, met many people and talked to the other guests; introduce their selves then tell about family, profession; and hobbies. The illustration and instruction were suitable with the main material as stated in the syllabus that the social function of the topic was to make relationship with the teachers, friends, and the others and shows the language features.

The last detail criterion whether the writing activities were suitable in term of amount of guidance/control, degree of accuracy, organization of longer pieces of writing, and use of appropriate styles was fulfilled or not. The following data was related to.

Data 18 (C4. DC6. SB)



**WRITING**

**Responding to an email/a letter**

Imagine that you're Alia. Write an email or a letter responding to the email or letter you've read and discussed. Use the following questions to guide you.

1. What do you write to start your response to an email/a letter?
2. What details do you write in your email/letter? (How old are you? Where do you attend senior high school? What are your hobbies? How many siblings do you have? Etc.)
3. What do you write to end your letter/email?
4. Before you send your email/letter, read through your email/letter to find any content, grammar, vocabulary, grammar, spelling, or punctuation errors and correct them if any.

Data 18 figured that the writing activities were suitable in term of amount of guidance/control, degree of accuracy, organization of longer pieces of writing, and use of appropriate styles was not fully fulfilled. It was indicated by the writing activity was set up as real life. It was in line with the basic competence 4.1 (*Kompetensi Dasar 4.1*). There were the opening, the detail, and the end on the

letter/email of the writing activity. In term of guidance control, degree of accuracy, organization of longer pieces of writing did not explained. However, it served several questions to guide students in doing the task responding to an email/a letter. In case to avoid confusion on students, the existence of the teacher in explaining the activity was very important.

## 5. Topic

In this topic criterion, It needs seven detail criteria to be identified, they are (a) Is there sufficient material of genuine interest to learners? (b) Is there enough variety and range of topic? (c) Will the topic help expand students' awareness and enrich their experiences? (d) Are the topics sophisticated enough in content, yet within the learners' language level? (e) Will the students be able to relate to the social and cultural contexts presented in the course book? (f) Are women portrayed and represent equally with men? (g) Are the other groups represented, with reference to ethnic origin, occupation, disability, etc? In addition, six topic were acknowledged as fully fulfilled, and only one detail criteria was fully unfulfilled. Relating to the first detail criterion, it was to observe whether there was sufficient material of genuine interest to learner or not. This criterion was relevant with Data 15 and 17. This criterion was fulfilled. There were some sufficient materials of genuine interest to learners as stated in Chapter 1 "*Guessing Game*", *Introduction Game "Party Time"* see Data 17. Moreover, the passage in reading was related to the real life. For instance, see Data 15. In text 1 Hannah introduced herself to Alia by via email. She told about her, her study, family, hobby, interest, and a little bit about commuter train. In text 2,

Saidah told Alia about herself, her family, hobby, favorite subject, singers, her ambition to be writer and to come to Indonesia. It can challenge the student to be more enthusiastic while they are learning the interesting topic. It also shows the main material in the syllabus that it can give the model of respecting the differences and conciliation.

The second detail criterion was to know whether there was enough variety and range of topic was fulfilled or not. This criterion was in line with the data below.

#### Data 19 (C5. DC2. SB)

CONTENTS	
Preface.....	iii
Contents .....	iv
Content Mapping.....	v
<b>CHAPTER 1:</b>	
Talking about Self.....	1
<b>CHAPTER 2:</b>	
Congratulating and Complimenting Others .....	20
<b>CHAPTER 3:</b>	
What are You Going to Do Today .....	38
<b>CHAPTER 4:</b>	
Which One is Your Best Getaway?.....	50
<b>CHAPTER 5:</b>	
Let's Visit Niagara Falls.....	69
<b>CHAPTER 6:</b>	
Giving Announcement .....	81
<b>CHAPTER 7:</b>	
The Wright Brothers.....	94
<b>CHAPTER 8:</b>	
My Idol.....	108
<b>CHAPTER 9:</b>	
The Battle of Surabaya.....	120
<b>CHAPTER 10:</b>	
B.J. Habibie.....	132
<b>CHAPTER 11:</b>	
Cut Nyak Dhien.....	143
<b>CHAPTER 12:</b>	
Issumboshi.....	155
<b>CHAPTER 13:</b>	
Malin Kundang.....	169
<b>CHAPTER 14:</b>	
Strong Wind.....	181
<b>CHAPTER 15:</b>	
You've Got a Friend.....	193
Glossary .....	205
Index .....	209
References .....	211
Profil Penulis .....	212
Profil Penelaah .....	216
Profil Editor .....	220

It was shown from Data 19 that there was enough variety and range of topic. So, the detail criteria was fulfilled. This was indicated by the various topics that could influence the students' interest in learning. There were fifteen chapters in the textbook with the various topics, some of them were Talking about Self, Congratulating and Complimenting Others, Expressing Intention, Which One is

Your Best Gateway and Let's Visit Niagara Falls. Yet, there was trouble in some vocabulary, for instance: *congrulating* must be *congratulating* and *getaway* must be *gateway*. However, the students were expected to be more active and attracted with the topics.

The third detail criterion was to observe whether the topics helped expand awareness and enrich their experience or not. This was relevant with the following data.

Data 20 (C5. DC3. SB)

<p> <b>WRITING</b></p> <p><b>Task 1:</b> The following announcement about regional games is not written properly. Edit the announcement so that it makes sense.</p> <p style="text-align: center;"><b>ANNOUNCEMENT</b></p> <p>To All Members of Riza's Club Please be informed that Riza Regional Games 2013 will be on May 5 - 12, 2013 at Malang City.</p> <p>Please pay your 2nd semester contributions on or before April 30, 2013.</p> <p>All checks will be payed to the order of Rizas Club with account # 02051527.</p> <p>Thank you for your attention. Managemen of Riza's Club</p>	<p><b>Task 2:</b> Use the following questions to help you re-write the above announcement.</p> <ol style="list-style-type: none"> <li>1. Where is the announcement from?</li> <li>2. Who is the announcement for?</li> <li>3. What is the announcement about?</li> <li>4. When will the games be?</li> <li>5. Where will the games be?</li> <li>6. When do the members have to pay the contributions?</li> <li>7. What is the number of the account to pay checks?</li> </ol> <p>The announcement from The Management of Riza's Club informs _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	--

Data 20 displayed that the topics helped expand awareness and enrich their experience. It meant that the detail criterion was fulfilled. The data taken from chapter 6 (Giving Announcement). It was indicated by this textbook covered the information about Indonesian culture and custom, worldwide culture, recent issues, etc. that could attract the students and give an assist for them to enrich their knowledge.

The fourth detail criterion was to examine whether the topic sophisticated enough content, yet within the learners' language level. This criterion was

fulfilled. It was indicated as well as in the reading passage of Chapter 1. See Data 15. It gave the example of talking about self by media email and letter. Nowadays, it was commonly to use technology in daily activity.

The fifth detail criterion whether the students were able to relate the social and cultural contexts presented in the course book or not. This criterion was supported by the data below.

Data 21 (C5. DC5. SB)



**SPEAKING**

Imagine that you are the captain of your class. You just had a meeting with OSIS. During the meeting, you took the following notes. Use your notes to make an announcement to your classmates.

- Trip to Borobudur Temple
- 3 days 4 nights (departing on 27 October)
- Contribution: IDR 150,000 including transportation, meals, and hotel
- Confirmation by 20 October to the organizing committee either by email to [osis@sma-ic.com](mailto:osis@sma-ic.com) or sms to 0850502134

It was seen from Data 21 that the students were able to relate the social and cultural contexts presented in the course book. It was indicated by the speaking activity in Chapter 6 (Giving Announcement). This textbook was designed based for the Indonesian students, so the social and cultural context should explore about social life and culture in Indonesia that close to the student. Additionally, the data showed one of the historical places in Indonesia. In *Vocabulary Exercise* of Chapter 1, see Data 12. We could find that the exercises showed one of the famous tourism destinations in Indonesia, Bunaken National

Marine Park. However, it needed the teachers' effort to help the students to understand it.

The sixth detail criterion was to identify whether women were portrayed and represented equally with men was fulfilled or not. This criterion was in line with the data below.

Data 22 (C5. DC6. SB)

 **READING**

**Task 1:**  
Read text 1 carefully. Pay attention to the expressions used to congratulate people (in this case, Alif). Pay attention also to the responses.

**Text 1**  
*After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.*

Samuel : Alif, congratulations. You deserved it, Man.  
Alif : Thank you very much. This is because you always help me.  
Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.  
Alif : *(replies with a happy tone)* Thank you. I cannot forget your collaboration with me, and I will still need your help.

*Other friends shake his hands and congratulate him too.*

Deni : That's wonderful, Alif.  
Alif : Oh, thanks.  
Santi : Good for you. Good luck.  
Alif : Thank you very much.  
Bejo : Well done.  
Alif : Thank you for saying so.  
Ivan : That was great. You must be very proud of your achievement.  
Alif : Thanks. I'm glad you think so. But I still have to learn a lot.

*His staff also congratulate him.*

Eny : Please accept my warmest congratulations, Sir.  
Alif : It's very kind of you to say so. Thank you.

Bintari : I must congratulate you on your success.  
Alif : Thank you very much for saying so.

*They all celebrate Alif's success by having lunch together in a simple food stall next to their office. Every body is happy.*

**Task 2:**  
Answer the following questions.

1. Why do all of those people congratulate Alif?
2. What expressions do they use to congratulate Ali?
3. How does Alif respond to their congratulating expressions?
4. What is the social purpose of congratulating people?
5. When do we congratulate people?
6. What are the expressions commonly used to congratulate people?

**Task 3:**  
Read the dialog silently. Pay attention to the expression used to congratulate people. Discuss the meaning with your classmate. After that read aloud the dialog in pairs. One of you become Cita, the other becomes Ditto. Then, discuss the answer to the questions.

**Text 2**  
*Cita has won the first winner of the story telling competition in her school. Her best friend congratulated her.*

Ditto : Cita, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well.  
Cita : Thanks, Ditto.  
Ditto : I heard that you will be the representative of our school in the story telling competition of our regency. Is it true?  
Cita : Yes, you're right.  
Ditto : I hope you will win as well in the next competition.  
Cita : I hope so. But I'm nervous.  
Ditto : Don't worry, you're a very good story teller. Good luck.  
Cita : Thanks. I'll do my best. Wish me luck.

Data 22 had a meaning that women were portrayed and represented equally with men. It was indicated by the example from Chapter 2, text 1 and text 2 showed that the men and women were represented equally. However, the proportion of men and women was not equally as well as in the all skill. On the other hand, the man was still dominating.

The last detail criterion was to know whether the other groups presented, with reference to ethnic origin, occupation, disability was fulfilled or not. Data 15

was relevant to this last detail criteria. Based on the data it was shown that the other groups presented, with reference to ethnic origin, occupation, disability. It was indicated by the reading section of both the text 1 and text 2 pages 4 and 5. It had informed the different ethnic origin of pen pal from America and Malaysia that had interest toward Indonesia. In speaking section “*Guessing Game*”, the example gave the woman and man image were equal also gave opportunity to guess the occupation. This activity then continued with the chapter 1. See Data 17 “*Introduction Game: Party Game*”. The example was the meeting between Edo and Slamet. Both of them were from different region and different occupation. It showed that Indonesia has many cultures. Yet, it also showed the image to respect the other. In the other hand, again, the representation of man and woman was still unequal. The man was still dominating.

## **6. Methodology**

In case of methodology seven detail criteria should be completed well, namely (a) What approaches to language learning are taken by the course book? Is it appropriate to the learning/teaching situation? (b) What level of active learner involvement can be expected and whether this matches the students’ learning styles and expectations? (c) What techniques are used for presenting new language items and whether they are suitable for the learners? (d) How are the different skills are taught? (e) How are communicative abilities developed? (f) Does the material include any advice/ help to students on study skills and learning strategies? (g) Are the students expected to take degree of responsibility for their own learning (e.g., by setting their own individual learning target)? In this term of

methodology criteria, it was found that four detail criteria were completed and three were not fully completed. In observing the first detail criterion whether the textbook had appropriate approach to the learning/teaching situation was fulfilled or not, this detail criterion was fully fulfilled as well as the textbook was started from the activity that could recognize their prior knowledge, build it up with the context and relate it to the material.

The second detail criterion was to investigate level of active learner involvement matched with the students' learning style and expectation was fulfilled or not. Based on Data 17 and 18 stated before, it was presented that level of active learner involvement matched with the students' learning style and expectation. It was indicated by several activities such as role-play in "*Party Game*" in Data 17 and responding the email/letter in Data 18.

The detail criterion about the technique of presenting new language items was suitable for the learner was partly fulfilled. The next detail criterion was different skills were taught or not. The data below related to.

Data 23 (C6. DC4. TB)

Skill Focus
Listening, Reading Speaking Writing

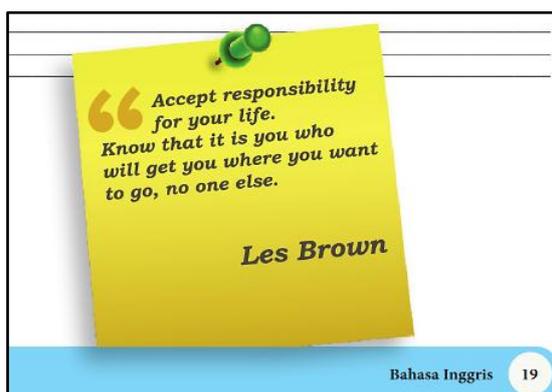
Based on Data 23 above, it was clarified that different skills were taught. It was proved by the existing of Skill Focus in the content mapping. In addition, the

data showed that different skills were taught in the textbook. There were four skills, namely; Listening, Reading, Speaking, and Writing.

The next detail criterion was to know whether the textbook develops communicative abilities or not. This detail criteria was relevant with Data 22. Based on the data, it was shown that the textbook developed communicative abilities. It was indicated by giving some expression used in daily conversation and communication stated in the material.

The next detail criterion was to know whether the material included any advice/help to students on study skills and learning strategies was fulfilled or not. The detail criterion was appropriate with the following data.

Data 24 (C6. DC6. SB)



Data 24 above displayed that the material included any advice/help to students on study skills and learning strategies was not fulfilled. However, the data above showed that there was a motivation to behave in Chapter 1 to motivate the students.

The last detail criterion was to investigate whether students were expected to take a degree of responsibility for their own learning as the core competence 3. This detail criterion was supported by Data 16 and 17. It was shown that students were expected to take a degree of responsibility for their own learning as the core competence 3. It was indicated by this textbook provided the activities that could help the students to be responsible with their own learning both individually for instance the material of Pronunciation Practice or in-group *Guessing Games* “Who Am I?”, Introduction Game “Party Time” in speaking passage, see Data 17. Moreover, they could reflect their learning in *Reflection Section* as the closing of each paragraph. See the following data.

Data 25 (C6. DC7. SB)



REFLECTION

**At the end of this chapter, ask yourself the following questions to identify how effective your learning process is.**

1. Can you write a letter?
2. Do you know how to describe yourself? or an email?
3. Can you write or talk about yourself?

If your answer is 'no' to one of the questions, see your teacher and discuss with him/her to help you understand and to write or talk about yourself better.

---

---

---

---

---

---

---

---

## 7. Teacher's Book

This seventh criterion of EFL textbook writing standard is to identify the teacher's book aspect. Five detail criteria should be achieved, namely (a) Is there adequate guidance for the teachers who will be using the course book and its

supporting materials? (b) Are the teachers' books comprehensive and supportive? (c) Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information? (d) Do the writers set out and justify the basic premises and principles underlying the material? (e) Are keys to exercises given? Exactly, from five items there were only two detail criteria were categorized as fully fulfilled, while three of them were not fully fulfilled. In case of identifying the first detail criterion, it was about adequate guidance for the teachers who would be using the course book and its supporting materials was fulfilled or not. This detail criterion was relevant with the data below.

Data 26 (C6. DC7. SB)

KEGIATAN PEMBELAJARAN			PROSEDUR	INSTRUKSI/ CATATAN	WAKTU
<b>WARMER</b>					
	<b>Chinese Whisper</b> - Siswa dibagi dalam dua kelompok. - Guru memberi instruksi dan menjelaskan cara melakukan aktivitas. - Guru mengecek pemahaman siswa dengan pertanyaan, "To whom will I show the sentences?" "What will the students in the front do?" "What will the students in the back do?" "Who will be the winner?"	<i>All right students (ss).            I'll show sentences to students in the front, one sentence at a time.</i>	15'		
			- Guru mengajak siswa mencoba melakukan <i>Chinese Whisper</i> satu kalimat saja. Setelah siswa mengerti dan dapat melakukan aktivitas, maka aktivitas adu cepat <i>Chinese Whisper</i> dimulai.  - Kalimat yang dibisikkan: 1. <i>I know your name from my friend, Caroline.</i> 2. <i>I guess I'd better tell you something about myself first.</i> 3. <i>My mother runs the family business.</i> 4. <i>I'm really into songs and music.</i> 5. <i>I'd really love to come to Indonesia some day.</i> 6. <i>Sometimes we slip back into Malay.</i>  - Setelah selesai aktivitas, guru mengecek kalimat yang ditulis siswa ( <i>spelling dan punctuation</i> ).  - Guru mengecek pemahaman siswa tentang kalimat yang ada ( <i>Id..., I guess..., I'm into ..., ... slip back into...</i> )	<i>Then, the students in the front will whisper the sentence to the students in their back. The second students then whisper to students in their back.</i>  <i>You do these until the last students in the back hear the sentences. After that, the last students write the sentences on the board. You do it as quickly as possible.</i>  <i>When the last students finished writing the sentences on the board, they come to me to listen to the next sentence. The process continues until the last sentence. The group that finishes first will be the winner.</i>	

It was clarified from Data 26 that there was adequate guidance for the teachers who would be using the course book and its supporting materials. This was shown by the learning procedure consisting of the procedure, instruction and

time allotment. Furthermore, the writer stated the basic competence that would be achieved, the learning goal, see Data 1.

The second detail criterion was to know whether the teacher's book was comprehensible and supportive or not. Data 26 was related to this detail criterion. It was seen from the teacher's book was comprehensible and supportive. It was indicated by the textbook gave the clear instruction of each activity.

The third detail criterion whether the teachers' book adequately covered teaching techniques, language items such as grammar rules and culture specific information was not completely fulfilled. In term of language items such as grammar rules, teacher should explain the material about pronouns as well. See Data 11 as an example. The activity was about identifying the use of pronouns which was stated in the teacher's book. In addition, it was as the part of language features as stated in the syllabus. Furthermore, the specific information about the specific culture didn't stated on the teacher's book. Yet, it provided the detail information about the way to use the textbook in teaching.

The next detail criterion was whether the writers set out and justified the basic premises and principles underlying the material or not. It was supported by Data 1 figured before. Based on the data, it was shown that the writers set out and justified the basic premises and principles underlying the material. It was indicated by the teacher's book actually showed the learning objective. But, it did not explain basic premises in each activity. The last detail criterion whether the keys to exercises were given or not. This criterion was relevant with the data below.

Data 27 (C7. DC5. TB)

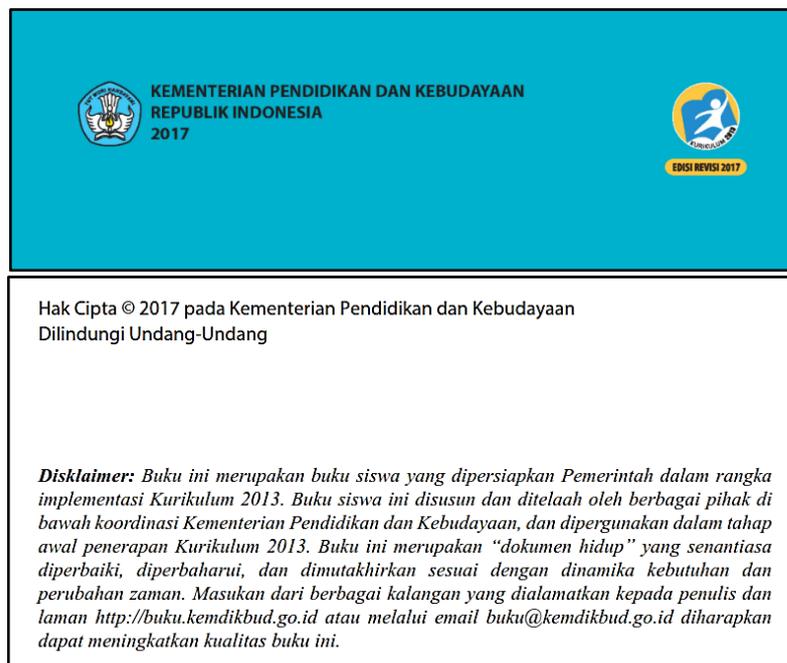
KUNCI JAWABAN	
<b>VOCABULARY BUILDER</b>	
pen-pal	= sahabat pena
sound	= nampaknya
run	= mengelola
(be) into	= sangat menyukai
attend school	= bersekolah
distant	= jauh
commuter train	= kereta komuter
magnificent	= luar biasa
mother tongue	= bahasa pertama
half (sister/brother)	= saudara tiri

Data 27 indicated that the keys to exercises were given. It was revealed by the answer key given based on the sequences of the tasks. Yet, the scoring rubric for speaking and writing section were not stated.

## 8. Practical Consideration

Practical consideration as the last criterion has four detail criterion, namely (a) What the whole package costs and whether this represents good value for money? (b) Are the books strong and long lasting? Are they attractive in appearance? (c) Are they easy to obtain? Can further supplies be obtained at short notice? (d) Do any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player? If so, do you have the equipment available for use and it is reliable? This criterion had two detail criteria were stated as fully fulfilled, one was not fully fulfilled, and one did not match with the textbook. In case of identifying the first detail criteria, it was to know the whole package cost represents good value for money was fulfilled or not. It was supported by this following data.

Data 28 (C8. DC1. SB)



It was known from Data 28 above that the whole package cost represented good value for money. It was indicated by those both of textbooks teacher and student were free, because government supplied them. Moreover, everyone could access the electronic book (E-Book) easily.

The next detail criterion was whether the textbook strong, long-lasting and attractive in appearance or not. Data 10 related to this detail criterion. Based on the data, it was figured that the textbook attractive in appearance. It had the good illustration of each activity. The illustration of the activity was clear and colorful. In case of the textbook was strong and long-lasting, it was not fully fulfilled, because the binding needed to be strengthen. Yet, it needed some improvements to encourage the students. It did not fully meet the proposed criterion.

The third detail criterion was to know whether the textbooks were easy to obtain and further supplies could be obtained at short notice or not. It was in line with Data 28 stated before. The data provided a meaning that the textbooks were easy to obtain and further supplies could be obtained at short notice. It was clarified by the government supplied it. In addition, the textbook was in form of electronic book and printed book. Yet, the electronic book could be downloaded freely in the website of *kemendikbud.org*.

The last detail criterion was about the use of any part of the package required particular equipment, such as a language laboratory, listening centre, or video player was fulfilled or not. This detail criterion was not fulfilled. It was indicated by the package requires particular equipment was not available to be used.

## **B. Discussions**

Referring to research finding that English textbook of “*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*” published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud* in 2017 fulfilled the eight criteria of writing standard (textbook evaluation criteria) as proposed by Cunningsworth (1995). Those eight criteria were 1) aims and approaches, 2) design and organization, 3) language content, 4) skills, 5) topic, 6) methodology, 7) teachers’ books, and 8) practical considerations. Additionally, those eight criteria involved forty five detail criteria of textbook writing standard (evaluation) which were not totally applied in this study. Each of those criteria was discussed in the following.

First, regarding Aims and approaches as the first criterion, it owned four detail criteria. All detail criteria were fulfilled in term of aims and approaches criteria. The aims of the textbook were closely with the aims of teaching programs and students need as well as stated in the official syllabus. It fulfilled the basic competence of 2013 Curriculum (See Data 1). For the second detail criterion met the suggested criterion fully, there were clearly information through the situation. It could be seen from the learning objective stated in Data 1 and the content of the textbook chapters. This textbook was designed based for national standard and Indonesian students, so the social and cultural context explored about social life and culture in Indonesia that close to the student.

Yet, it also covered what was needed because it was relevant with the syllabus in which the government had designed the syllabus that helped the students to comprehend the English as foreign language in both language skills and components. Thus, the students could practice and used English contextually. Furthermore, it was also flexible to allow different teaching learning style. It was appropriate to the learning activity in the syllabus; observing, questioning, exploring, associating, and communicating.

The second criterion, design and organization had seven detail criterion with it, four included as fulfilled detail criterion and three other were not fully fulfilled. The total course package component could be categorized as relevant for the existence of students' book and teacher's book. However, there was no existence of workbook and cassette. The content of the textbook organized based on the topic as refers to the syllabus. Then, the content was sequenced based on

the basis complexity. The grading and progression was sufficient for the students, because the organization started from warming up, and then end in reflection section. Nevertheless, the grading and progression of the skill did not arrange as the language sequence skill. Furthermore, the textbook had adequate recycling and revision. The textbook had been revised three times, firstly it was launched in 2014, then it was printed in 2016, and the new revision was in 2017. The textbook allowed the students to take a part in individual study in vocabulary that completed by the transcription as the core competence 3 and 4. Therefore, they could practice it either individually or with the teacher's instruction. The next detail criterion was partly fulfilled, in case of textbook was easy to be found, the layout was clear but still needed some improvement, and was readable. Additionally, the font size was 12 with font style Myriad Pro. The criterion of reference section was not fulfilled enough because it did not provide the reference section in each chapter.

Relating to third criterion, language content, it had five items as its detail criterion. Three detail criterion were fulfilled, while two other were not fully fulfilled. In term of the textbook covered the appropriate grammar items to the students' level, exactly for senior high school grade X as a teenagers and considering learners' need. Yet, it was in line with the main material in the syllabus. For example the Grammar Item in chapter 1 on page 11-16 was suitable with the basic competence 3.1 (*Kompetensi Dasar 3.1*). See Data 1. Then, material for vocabulary teaching was precisely in terms of quantity and range of vocabulary along with the transcription. It was in line with the main material

stated in the syllabus. Moreover, it allowed strategies for individual learning in certain activity. Furthermore, the textbook included material for pronunciation work in *Pronunciation Practice*. It was suitable with the core competence 3. Additionally, it proposed the material that helped the student in developing the discourse competence. Yet, there were many example that related to the context and commonly used in daily.

In term of detail criterion of good style and appropriacy was not closely related with the criteria. In written and spoken expression in the textbook did not state formal and informal expressions. For instance the writing activity in Chapter 1 was relevant with the basic competence 4.1 (*Kompetensi Dasar 4.1*). See Data 1. The passage was doing the task responding to an email or a letter by giving several questions to guide students, but there was no clear information to use formal and informal expression.

The fourth criterion was skill. There were six detail criteria in term of skills. Above all, four detail criterion were completely fulfilled, while two were not fully fulfilled. However, the criteria of four skills were covered as fulfilled by each chapter. It had complete skills as the syllabus requirement. Additionally, there was also material for integrated skills work. Thus, the students could explore and associate the skill. For instance reading skill was integrated with the writing skill. Yet, the reading passages also associated with the other activities and suitable for the students' levels, interests. For instance, reading section in Chapter 1 that was in line with the basic competence 3.1 and 4.1 (*Kompetensi Dasar 3.1*

*dan 4.1*). See Data 15. The activity was about having pen pal and sending email. Hence, the reading material was sufficient.

The material for spoken English was well designed to equip learners for real-life interactions. It related to the main material and learning activity as stated in the syllabus that the students could communicate what they had learned both in group or individually. For instance, the speaking activity in Chapter 1 equip as contextualize as noted in basic competence 4.1.

In case of the writing activities, they were suitable in amount of guidance/control, and use of appropriate styles. It was relevant with the core competence 4 and the learning activity in the syllabus in communicating that the students could write the text based on the social function, text structure, and the language features. In addition, the criterion of writing skill exactly on the organization of longer pieces of the writing did not fully fulfilled. Because there was only the length of giving instruction from teacher to students to do the task that was stated in the learning activity taken from teacher's book, but there was no instruction about the length of writing that students had to do. However, the writing activity actually was designed as authentic as possible. It gave students chance to write their idea according to the topic. Yet, the students needed some explanation about how longer they will write the text.

Referring to the detail criterion about listening skill was not completely fulfilled because there was no recorded material as stated in the core competence 3. Yet, it was not accompanied by background information, and questions.

However, there was activity which helped students' comprehension. Even though the listening was only about the vocabulary list based on the teacher's reading.

Fifth, the criterion of topic, included seven detail criteria. Six were fulfilled detail criteria and one was categorized as not fully fulfilled. Furthermore, the topic was sufficient and interest to learners because it gave the real example. See Data 19. Also, the textbook provided enough variety and range of topic. The topic could help expand students' awareness and enrich their experience. The topics were sophisticated enough for the learners' language level based on 2013 Curriculum. Yet, the textbook could help the students to relate it with the social function, text structure, and language feature presented as in the core competence 3. In addition, women and men were portrayed and represented equally. The textbook also gave the example of other groups with reference to ethnic origin, occupation, disability, etc. Yet, the men and women were described equally. However, the proportion of men was still dominating in the all skills.

Methodology as the sixth criterion owned seven detail criteria with it. Four detail criterion were indicated as fulfilled, while three detail criterion were not fully fulfilled. Furthermore, the instruction for practicing the next step of learning language used the suitable techniques. The textbook was suitable enough with teaching and learning situation with the majority heterogeneous learners, so it was needed for teacher to match with the class condition. The textbook allowed the active learner involvement as well as the core competence 3 and 4. In addition, it provided the activities that led the students to be active in the class such as doing role-play. Besides, the techniques were used for presenting/practicing new

language items were suitable for the learner and different skills were taught integrated with the other. For instance, writing activity connected to reading activity.

In term of the communicative abilities were developed based on the context in each topic. The textbook gave opportunities to the students to be responsible in their own learning in doing both individual and group task. Additionally, it was related to the learning activity in the syllabus to explore the material. Moreover, the textbook provided the reflection section. Yet, the material did not include any advice/help to students on study skills and learning strategies.

Seventh, in teachers' book there were five detail criteria, based on the evaluation of the textbook, two detail criteria were indicated as completely fulfilled, while the three other were not fully fulfilled. Furthermore there was adequate guidance for the teachers who would use the textbook. Yet, the textbook was comprehensive and supportive. It also provided the detail instruction of using the textbook. Writers set out and justify the basic premises and principles underlying the material as well as showing the learning objective that will be achieved. However, the teachers' book did not adequately cover teaching techniques, language items such as grammar rules and culture-specific information. In case of the key for each task and activity was given. The analytic nor holistic scoring rubric was not given. Furthermore, the writing and speaking activity needed the scoring rubric to help the teacher in assessing the students' performance. Actually, it was also stated in the syllabus about the scoring, but the scoring technique for each activity in the textbook was needed.

Lastly, in practical consideration criterion there were four detail criterion in it. It was indicated that two detail criterion classified as fully fulfilled, one was not fully fulfilled and one other was unfulfilled. Actually, the textbook was supplied by the government. The textbooks were strong enough, but needed to have the good binding. In addition, the textbooks were attractive enough in appearance in the activity. Yet, it needed more improvement to attract the students' interest. Furthermore, the textbook was easy to be obtained for, we could access on website *kemendikbud.org* . However, one of the weaknesses of the textbook was it did not require any parts of particular equipment, such as a language laboratory, listening centre, or video player.

Based on the explanation above, the “*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*” textbook was not fulfilled all of the forty-five EFL textbook detail criteria taken from EFL textbook evaluation criteria writing standard by Cunningsworth (1995). There were some irrelevant aspect, the finding was shown that there were twenty-nine detail criteria were completely/fully fulfilled, fifteen detail criterion were partly fulfilled, while one was not fulfilled by the textbook. However, the book was considered as relevant to the criteria and could be used as teaching material. From the irrelevant aspects, the teacher could choose the appropriate supportive teaching material. This finding was in line with the previous research finding done by Luluk Anisa (2016). In her research entitled “A Content Analysis of an English Textbook for Tenth Graders “*Bahasa Inggris X*” Published by Pusat Kurikulum dan Perbukuan” told about the content analysis of an EFL textbook entitled “*Bahasa Inggris X*”

Semester 1 published by *Pusat Kurikulum dan Perbukuan* in 2014. Additionally, the textbook was in first edition. In term of finding, it had the similarity and the difference. The similarity dealt with the twenty-nine detail criterion were realized as completely/fully fulfilled. However, they were certainly different in case of detail criterion categorized as not completely/fully fulfilled and unfulfilled. It was known that the previous relevant study had thirteen detail criterion were not completely/fully fulfilled, while two other detail criterion were unfulfilled. Whereas, the researcher in this study found that there were fifteen detail criteria indicated as not completely/fully fulfilled, meanwhile only one detail criterion was investigated as unfulfilled by the textbook. Furthermore, in the previous finding there were only 44 detail criterion which were evaluated/analyzed. The researcher of the previous study did not include the fifth detail criterion of the criterion design and organization. Whereas, all of 45 detail criterion were evaluated/analyzed by the researcher in this study.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

The research finding and discussion sections in the previous chapter enabled the researcher to draw the conclusion that the textbook “*Bahasa Inggris SMA/MA/SMK/MAK Kelas X*” published by *Kemendikbud* in 2017 had not been a very good standard of textbook writing. In this case, not all of EFL textbook evaluation criteria as proposed by Cunningsworth (1995) were fully fulfilled. However, the book was considered still relevant to be used as one of learning sources.

#### **B. Suggestion**

Referring to the conclusions above, the researcher offered some suggestions listed below:

1. For schools; it was suggested to be more aware in providing or selecting the textbook for students.
2. For English teachers; They should know which aspects of the textbook that must be improved, revised, or changed in order to meet the students’ competencies.
3. For textbook writers/publishers; they should consider some criteria that should be involved in writing/publishing a qualified textbook.

4. For other researchers; they were suggested to investigate the similar researches with the deeper analysis. Additionally, this study could be one of references in doing the further relevant researches.

## REFERENCES

- Akbar, R. (2016). An analysis of selected eleventh grade English textbooks. *Journal of English and Education*, 4(1), 109-126.
- Amrina, (2018). An Analysis of “Bahasa Inggris” Textbook Used in the Second Grade of Senior High School. Thesis. Ar-Raniry State Islamic University. Banda Aceh.
- Anisa, L. (2016). A Content Analysis of an English Textbook for Tenth Graders “Bahasa Inggris X” Published by Pusat Kurikulum dan Perbukuan. Thesis. State Islamic Institute (IAIN). Tulungagung.
- Arono, E. S. (2017). Features of English Textbooks for The First Year of Senior High School Implementing The 2013-Curriculum. *Journal of Applied Linguistics and Literature*, Vol. 2, No. 2, 1-13.
- Betri, R. (2018). Content Analysis of English Textbook Entitled “Talk Active” Used by The Senior High School (Students Book). Thesis. Sulthan Thaha Saifuddin State Islamic University. Jambi.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 146-166). Upper Saddle River, NJ: Prentice Hall.
- Fuyudloturromaniyyah, N. (2015). A Textbook Analysis : an In-Depth Analysis of Activities in Scientific Approach’s Perspective in an Efl Textbook For Seventh Grade. *Journal of English and Education*, 51-64.
- Kinasih A. K. (2014). A Content Analysis on English Textbooks for The Tenth Graders: *Look Ahead an English Course for Senior High School Students Year X And Pathway to English for Senior High School Student Grade X*. Thesis. Yogyakarta State University. Yogyakarta.
- Lambert, V. A., & Lambert, C. E. (2012). Qualitative descriptive research: An acceptable design. *Pacific Rim International Journal of Nursing Research*, 16(4), 255-256.
- Lunenburg, F. C. (2011). Theorizing about Curriculum: Conceptions and Definitions. *International Journal of Scholarly Academic Intellectual Diversity*, 1-6.
- Muniroh, (2018). A Content Analysis of The English Textbook Entitled “When English Rings a Bell” For Grade VII of Junior High School Published by

Ministry of Education and Culture of Indonesia in The Year of 2016. Thesis. Walisongo State Islamic University. Semarang.

- Muslikhati, A. (2015). Analysis of Reading Materials in *Bahasa Inggris by Utami Widiati* Textbook for The First Grade of Senior High School in The First Semester (A research on readability, level of comprehension and lexical density of reading text). Thesis. Syekh Nurjati State Islamic Institute. Cirebon.
- Mustofa, M. I., & Martina, F. (2019). The Analysis of Cultural Content In Two EFL Textbooks Used at SMA IT IQRA'And SMKN 1 Bengkulu City. *Journal of English Education and Teaching*, 3(4), 481-493.
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis.
- Rashidi, N., & Kehtarfard, R. (2014). A needs analysis approach to the evaluation of Iranian third-grade high school English textbook. *SAGE Open*, 4(3), 2158244014551709.
- Su, S.-W. (2012). The Various Concepts of Curriculum and the Factors Involved in Curricula-making . *Journal of Language Teaching and Research*, Vol. 3, No. 1, pp, 153-158.
- Sukmawijaya, A., Yunita, W., & Sofyan, D. (2020). ANALYSING HIGHER ORDER THINKING SKILLS ON THE COMPULSORY ENGLISH TEXTBOOK FOR TENTH GRADERS OF INDONESIAN SENIOR HIGH SCHOOLS. *JOALL (Journal of Applied Linguistics & Literature)*, 5(2), 137-148.
- Tracy, S. J. (2019). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. John Wiley & Sons.
- Yokie Prasetya Dharma, T. J. (2018). An Analysis of English Textbook Relevance to The 2013 English Curriculum. *Journal of English Educational Study Volume 1 Issue 1*, 24-33.
- Yulia Nur Ekawati, M. (2016). The Implementation of Curriculum 2013: A Case Study of English Teachers' Experience at Sma Lab School in Indonesia. *ELLD Journal Volume 7 Number 1*, 84-90.

## Novita Sari Surbakti - Pendd. B. Inggris

### ORIGINALITY REPORT

**12%**

SIMILARITY INDEX

**12%**

INTERNET SOURCES

**5%**

PUBLICATIONS

**5%**

STUDENT PAPERS

### PRIMARY SOURCES

1	<a href="http://repositori.umsu.ac.id">repositori.umsu.ac.id</a> Internet Source	3%
2	<a href="http://eprints.walisongo.ac.id">eprints.walisongo.ac.id</a> Internet Source	2%
3	<a href="http://ejournal.unib.ac.id">ejournal.unib.ac.id</a> Internet Source	1%
4	<a href="http://eprints.uny.ac.id">eprints.uny.ac.id</a> Internet Source	1%
5	<a href="http://eprints.iain-surakarta.ac.id">eprints.iain-surakarta.ac.id</a> Internet Source	<1%
6	<a href="http://eprints.umm.ac.id">eprints.umm.ac.id</a> Internet Source	<1%
7	<a href="http://www.neliti.com">www.neliti.com</a> Internet Source	<1%
8	Rezita Ayu Febriyani, Wisma Yunita, Indah Damayanti. "An Analysis on Higher Order Thinking Skill (HOTS) in Compulsory English Textbook for the Twelfth Grade of Indonesian	<1%

Senior High Schools", Journal of English  
Education and Teaching, 2020

Publication

9	<a href="https://repository.uinsu.ac.id">repository.uinsu.ac.id</a> Internet Source	<1 %
10	<a href="https://journal.unipdu.ac.id:8080">journal.unipdu.ac.id:8080</a> Internet Source	<1 %
11	Submitted to Coventry University Student Paper	<1 %
12	<a href="https://repo.iain-tulungagung.ac.id">repo.iain-tulungagung.ac.id</a> Internet Source	<1 %
13	<a href="https://media.neliti.com">media.neliti.com</a> Internet Source	<1 %
14	<a href="https://hdl.handle.net">hdl.handle.net</a> Internet Source	<1 %
15	<a href="https://ijeltal.org">ijeltal.org</a> Internet Source	<1 %
16	<a href="https://www.ab-conservation.com">www.ab-conservation.com</a> Internet Source	<1 %
17	<a href="https://repository.uin-suska.ac.id">repository.uin-suska.ac.id</a> Internet Source	<1 %
18	<a href="https://f.library.uny.ac.id">f.library.uny.ac.id</a> Internet Source	<1 %

Submitted to University of Sunderland

19	Student Paper	<1 %
20	es.scribd.com Internet Source	<1 %
21	repository.uinjambi.ac.id Internet Source	<1 %
22	jurnal.umt.ac.id Internet Source	<1 %
23	repository.usd.ac.id Internet Source	<1 %
24	digitalcommons.liu.edu Internet Source	<1 %
25	repository.umsu.ac.id Internet Source	<1 %
26	moam.info Internet Source	<1 %
27	openrepository.aut.ac.nz Internet Source	<1 %
28	Submitted to Republic of the Maldives Student Paper	<1 %
29	Submitted to University of Canterbury Student Paper	<1 %
30	giapjournals.com Internet Source	<1 %

31	Submitted to Sultan Agung Islamic University Student Paper	<1 %
32	Ditta Mustika Rakhmawati, Joko Priyana. "A Study on 21st Century Skills Integration in the English Textbook for Senior High School", JEES (Journal of English Educators Society), 2019 Publication	<1 %
33	id.123dok.com Internet Source	<1 %
34	Mega Safitri, Peptia Asrining Tyas. "An Analysis of English Textbook Entitled "Bahasa Inggris SMA/MA SMK/MAK Kelas X"", JEES (Journal of English Educators Society), 2019 Publication	<1 %
35	Yuni Wulandari, Indah Damayanti, Alamsyah Harahap. "THE ANALYSIS OF THE PROPORTION OF LANGUAGE SKILLS IN ENGLISH TEXTBOOK GRADE XI PUBLISHED BY KEMENDIKBUD 2014", Journal of English Education and Teaching, 2019 Publication	<1 %
36	etheses.whiterose.ac.uk Internet Source	<1 %
37	repositori.uin-alauddin.ac.id Internet Source	<1 %

38

digilib.iain-palangkaraya.ac.id

Internet Source

<1%

Exclude quotes  Off

Exclude matches  Off

Exclude bibliography  Off

## **CURRICULUM VITAE**

### **I. Personal Detail**

Name : Novita Sari Surbakti  
Place/Date of Birth : Medan/ November 17, 1998  
NPM : 1602050123  
Majoring : English Education  
Gender : Female  
Religion : Moslem  
Status : Single  
Address : Pasar VI Andan Sari Lingk. 16  
Phone/Number : 081534440282  
Email : [novitasarisurbakti17@gmail.com](mailto:novitasarisurbakti17@gmail.com)

### **II. Formal Education**

2004-2010 : SDN 064996 Pasar VI Andan Sari  
2010-2013 : SMP Swasta PGRI 3 Medan  
2013-2016 : SMK Yapim Taruna Marelan  
2016-2020 : Student of English Education Department of FKIP UMSU

### **III. Hobbies**

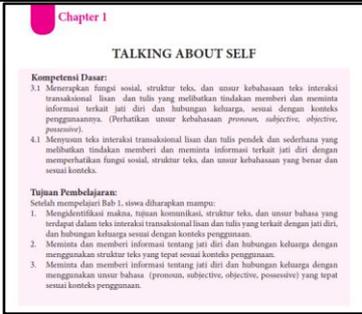
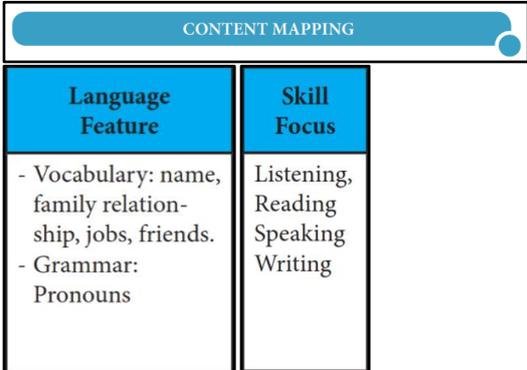
I have many hobbies, especially in the field of writing, travelling, and singing.

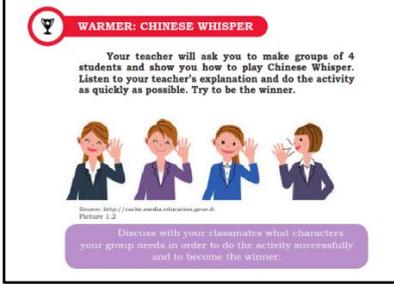
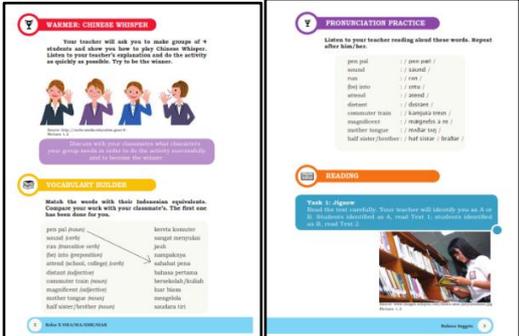
#### **IV. Personality**

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

## APPENDIX

**Writing Standard Criteria of the Textbook “Bahasa Inggris  
SMA/MA/SMK/MAK Kelas X” Published by Pusat Kurikulum dan Perbukuan,  
Balitbang, Kemendikbud in 2017**

No	Criteria	Detail Criteria	Supporting Data	Code		
1	Aims and approaches	The aims of the textbook are closely with the aims of teaching programs and students' need.		C1. DC1. TB		
		The textbook is suitable with the teaching/learning situation.		C1. DC2. TB		
		It covers what is needed.	 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #0070c0; color: white;">Language Feature</th> <th style="background-color: #0070c0; color: white;">Skill Focus</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">                     - Vocabulary: name, family relationship, jobs, friends.                      - Grammar: Pronouns                 </td> <td style="vertical-align: top;">                     Listening,                      Reading                      Speaking                      Writing                 </td> </tr> </tbody> </table>	Language Feature	Skill Focus	- Vocabulary: name, family relationship, jobs, friends. - Grammar: Pronouns
Language Feature	Skill Focus					
- Vocabulary: name, family relationship, jobs, friends. - Grammar: Pronouns	Listening, Reading Speaking Writing					

		<p>It is flexible to allow different teaching/ learning style.</p>	 <p><b>WARMER: CHINESE WHISPER</b></p> <p>Your teacher will ask you to make groups of 4 students and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.</p> <p>Discuss with your classmates what characters your group needs in order to do the activity successfully and to become the winner.</p>	<p>C1. DC4. SB</p>														
		<p>The total course package of the textbook consists of students' book, teachers' book, workbook, and cassettes.</p>	 <p>Buku Guru Bahasa Inggris and Bahasa Inggris student book covers.</p>	<p>C2. DC1. TB. SB</p>														
<p>2</p>	<p>Design and Organization</p>	<p>The content of the textbook is organized based on the structures, functions, topics and skills.</p>	<p><b>CONTENT MAPPING</b></p> <table border="1"> <thead> <tr> <th>Chapter</th> <th>KD</th> <th>Social Function</th> <th>Text Structure</th> <th>Language Feature</th> <th>Topic-Related Activities</th> <th>Skill Focus</th> </tr> </thead> <tbody> <tr> <td>1 Talking about Self</td> <td>3.1 4.1</td> <td>Introducing and mentioning identity to develop interactional communication with others</td> <td>Transactional text: Opening exchange (talking about identity); closing</td> <td>- Vocabulary: name, family relationship, friends. - Grammar: Pronouns</td> <td>- Introducing oneself, parents, friends - Writing an e-mail</td> <td>Listening, Reading, Speaking, Writing</td> </tr> </tbody> </table>	Chapter	KD	Social Function	Text Structure	Language Feature	Topic-Related Activities	Skill Focus	1 Talking about Self	3.1 4.1	Introducing and mentioning identity to develop interactional communication with others	Transactional text: Opening exchange (talking about identity); closing	- Vocabulary: name, family relationship, friends. - Grammar: Pronouns	- Introducing oneself, parents, friends - Writing an e-mail	Listening, Reading, Speaking, Writing	<p>C2. DC2. SB</p>
Chapter	KD	Social Function	Text Structure	Language Feature	Topic-Related Activities	Skill Focus												
1 Talking about Self	3.1 4.1	Introducing and mentioning identity to develop interactional communication with others	Transactional text: Opening exchange (talking about identity); closing	- Vocabulary: name, family relationship, friends. - Grammar: Pronouns	- Introducing oneself, parents, friends - Writing an e-mail	Listening, Reading, Speaking, Writing												
		<p>The content is sequenced based on the basis complexity.</p>	 <p>Warmer: Chinese Whisper, Vocabulary Exercise, and Pronunciation Practice pages.</p>	<p>C2. DC3. SB</p>														



1. **Subjective pronouns** are the subjects of a sentence.

I You He She  
It We They

Read the following sentences. Pay attention to the underlined words as examples of subjective pronouns.

- I have three dogs.
- Yazli likes to have many pen pals.
- He studies in an elementary school.
- She will get married.
- We love Indonesia.
- They need attention.
- It barks when it is happy.

2. **Objective pronouns** are the objects of a sentence.

me him her it  
us them you

Read the following sentences. Pay attention to the underlined words as examples of objective pronouns.

- I know Caroline. She introduced me to you via e-mail.
- My teacher is an elementary school student. Sometimes I accompany him to go to school.
- My sister is a good student. Her teacher gave her scholarship.
- We love animals. Last week our neighbor gave us a funny kitten.
- They run the family business seriously. Customers like their very much.
- The fur of the cat is soft. We like to stroke it.

3. **Possessive adjectives** are words that indicate possession. Possessive adjectives are used with nouns.

my  
your  
his  
her  
our  
their

+ NOUN

Read the following sentences. Pay attention to the underlined words as examples of possessive adjectives. The possessive adjectives modify the nouns to show possession. The words in *italics> are the nouns.*

- I have a pen pal. *My pen pal* is very kind.
- You have three dogs. *Your dogs* need a lot of attention.
- He studies in an elementary school. *His school* is not far.
- She loves reading books. *Her books* are in that cupboard.
- We run the business together. *Our business* is good.
- They frequently come here. *This park* is their favorite place.
- The kitten is funny. *Its tail* moves fast when it's happy.

4. **Possessive pronouns** also show possession but possessive pronouns are not followed by nouns.

mine yours his  
hers ours theirs

Read the following sentences. Pay attention to the underlined words as examples of possessive pronouns.

- This is *my* book. This book is *mine*.
- These are *your* dog. These dogs are *yours*.
- His school is far from here. *His* is far.
- Her book is interesting. *Her* is interesting.
- Their family business is good. *Theirs* is good.
- Our plan has many alternatives. *Ours* has many alternatives.

**EXERCISES**

I. Read the emails in the reading section again. Underline all pronouns that you can find.

II. Fill in the blanks with the right words.

A. Subjective Pronouns:

- \_\_\_\_\_ (He/It) comes to Yogyakarta every month.
- \_\_\_\_\_ (His/He) spends the weekend playing guitar.
- \_\_\_\_\_ (They/Them) told me that they sent e-mail to each other every day.
- \_\_\_\_\_ (we/ours) plan to visit Thailand next year.
- \_\_\_\_\_ (We/It) can climb Bromo Mountain together on July.

B. Objective Pronouns:

- I am going to introduce \_\_\_\_\_ (she/her) to one of my pen pals in Malaysia.
- Lolita told \_\_\_\_\_ (we/ies) that she wanted to send a birthday gift to her pen pal in Papua.
- My friends and I have regular meetings with pen pal teacher group. You can join \_\_\_\_\_ (it/its) anytime.
- He told me that he had many pen pals but he is no longer keep in touch with \_\_\_\_\_ (they/their).
- It is obvious that Marina desperately wants to visit Malang very soon. She talked about \_\_\_\_\_ (them/it) frequently these days.

C. Possessive Adjectives:

- I am going to write \_\_\_\_\_ (his/their) book. (my/you)
- Do you like \_\_\_\_\_ (pen pals/you/your)?
- \_\_\_\_\_ (his/their) hobby is reading the biography of famous people. (he/it/their)
- She is sisters and \_\_\_\_\_ (her) school is in Minneapolis. (she/their)
- They run their family business because \_\_\_\_\_ (father) died last year. (they/their)

D. Possessive Pronouns:

- He is very diligent and loves reading. He always brings book in \_\_\_\_\_ (his) bag.
- \_\_\_\_\_ (Mine/My) little brother studies in a state vocational school in my region.
- Alisa told her pen pal that she admired JK Rowling and collected \_\_\_\_\_ (her) his novels.
- My pen pals have the same interest with me, which is about writing. We sometimes send \_\_\_\_\_ (their/our) piece of writings and I often give comments on \_\_\_\_\_ (it/their).
- He told me about his family and I told \_\_\_\_\_ (my/mine) too.

E. Mixed Pronouns and Possesive Adjectives:

- Sofia told \_\_\_\_\_ (I) that you would like to have more pen pals from Netherlands.
- I have several pen pals from UK. I write to \_\_\_\_\_ (they/them) via email every week.
- Alisa often tells Hannah about her rehearsal. \_\_\_\_\_ (She/Her) joins a cheer club in her school.
- As for hobbies, we are really into sport and music. So, we can share \_\_\_\_\_ (my/our) experience about football players and songs.
- My friends and I often spend long holiday in our hometown. \_\_\_\_\_ (They/We) keep in touch via e-mail and WhatsApp.
- The cat likes \_\_\_\_\_ (its/it) far many times, and it seems to enjoy doing \_\_\_\_\_ (it/it).
- Hannah said, "This is my favorite book and I want to give it to \_\_\_\_\_ (youers/you). Now it's \_\_\_\_\_ (yours/you).
- Alisa was talking when \_\_\_\_\_ (she/her) read this line in the novel \_\_\_\_\_ (she/her) got from Eadard. They know the land is not \_\_\_\_\_ (they/their) anymore. The land had \_\_\_\_\_ (they/their) thing to leave the land. The two brothers said to themselves, "We will work very hard to collect money. Someday \_\_\_\_\_ (we/ us) will return to buy his land, and it (its/it) will become \_\_\_\_\_ (we/ours) forever."
- The teacher tells \_\_\_\_\_ (we/us) to make friends with students

10. Alisa's teacher wanted to have pen pals, but she introduced \_\_\_\_\_ (she/her) to Hannah's and Sarah's teachers. Now, she has two pen pals from Hawaii. \_\_\_\_\_ (she/her) letter to Hannah and Sarah.

11. My friends and I have regular meetings with pen pal teacher group. You can join \_\_\_\_\_ (it/its) anytime.

12. He told me that he had many pen pals but he is no longer keep in touch with \_\_\_\_\_ (they/their).

13. It is obvious that Marina desperately wants to visit Malang very soon. She talked about \_\_\_\_\_ (them/it) frequently these days.

Task 1: Reading Comprehension - "The Am P"

1. What is the main idea of the text?

2. How did Alisa meet her pen pals?

3. What are the names of Alisa's pen pals?

4. How do Alisa and her pen pals communicate?

5. What are the hobbies of Alisa and her pen pals?

6. How do Alisa and her pen pals spend their free time?

7. How do Alisa and her pen pals help each other?

8. How do Alisa and her pen pals solve their problems?

9. How do Alisa and her pen pals celebrate their birthdays?

10. How do Alisa and her pen pals spend their holidays?

11. How do Alisa and her pen pals spend their weekends?

12. How do Alisa and her pen pals spend their weekdays?

13. How do Alisa and her pen pals spend their evenings?

14. How do Alisa and her pen pals spend their mornings?

15. How do Alisa and her pen pals spend their afternoons?

16. How do Alisa and her pen pals spend their Saturdays?

17. How do Alisa and her pen pals spend their Sundays?

18. How do Alisa and her pen pals spend their Mondays?

19. How do Alisa and her pen pals spend their Tuesdays?

20. How do Alisa and her pen pals spend their Wednesdays?

21. How do Alisa and her pen pals spend their Thursdays?

22. How do Alisa and her pen pals spend their Fridays?

23. How do Alisa and her pen pals spend their Saturdays?

24. How do Alisa and her pen pals spend their Sundays?

25. How do Alisa and her pen pals spend their Mondays?

26. How do Alisa and her pen pals spend their Tuesdays?

27. How do Alisa and her pen pals spend their Wednesdays?

28. How do Alisa and her pen pals spend their Thursdays?

29. How do Alisa and her pen pals spend their Fridays?

30. How do Alisa and her pen pals spend their Saturdays?

31. How do Alisa and her pen pals spend their Sundays?

32. How do Alisa and her pen pals spend their Mondays?

33. How do Alisa and her pen pals spend their Tuesdays?

34. How do Alisa and her pen pals spend their Wednesdays?

35. How do Alisa and her pen pals spend their Thursdays?

36. How do Alisa and her pen pals spend their Fridays?

37. How do Alisa and her pen pals spend their Saturdays?

38. How do Alisa and her pen pals spend their Sundays?

39. How do Alisa and her pen pals spend their Mondays?

40. How do Alisa and her pen pals spend their Tuesdays?

41. How do Alisa and her pen pals spend their Wednesdays?

42. How do Alisa and her pen pals spend their Thursdays?

43. How do Alisa and her pen pals spend their Fridays?

44. How do Alisa and her pen pals spend their Saturdays?

45. How do Alisa and her pen pals spend their Sundays?

46. How do Alisa and her pen pals spend their Mondays?

47. How do Alisa and her pen pals spend their Tuesdays?

48. How do Alisa and her pen pals spend their Wednesdays?

49. How do Alisa and her pen pals spend their Thursdays?

50. How do Alisa and her pen pals spend their Fridays?

51. How do Alisa and her pen pals spend their Saturdays?

52. How do Alisa and her pen pals spend their Sundays?

53. How do Alisa and her pen pals spend their Mondays?

54. How do Alisa and her pen pals spend their Tuesdays?

55. How do Alisa and her pen pals spend their Wednesdays?

56. How do Alisa and her pen pals spend their Thursdays?

57. How do Alisa and her pen pals spend their Fridays?

58. How do Alisa and her pen pals spend their Saturdays?

59. How do Alisa and her pen pals spend their Sundays?

60. How do Alisa and her pen pals spend their Mondays?

61. How do Alisa and her pen pals spend their Tuesdays?

62. How do Alisa and her pen pals spend their Wednesdays?

63. How do Alisa and her pen pals spend their Thursdays?

64. How do Alisa and her pen pals spend their Fridays?

65. How do Alisa and her pen pals spend their Saturdays?

66. How do Alisa and her pen pals spend their Sundays?

67. How do Alisa and her pen pals spend their Mondays?

68. How do Alisa and her pen pals spend their Tuesdays?

69. How do Alisa and her pen pals spend their Wednesdays?

70. How do Alisa and her pen pals spend their Thursdays?

71. How do Alisa and her pen pals spend their Fridays?

72. How do Alisa and her pen pals spend their Saturdays?

73. How do Alisa and her pen pals spend their Sundays?

74. How do Alisa and her pen pals spend their Mondays?

75. How do Alisa and her pen pals spend their Tuesdays?

76. How do Alisa and her pen pals spend their Wednesdays?

77. How do Alisa and her pen pals spend their Thursdays?

78. How do Alisa and her pen pals spend their Fridays?

79. How do Alisa and her pen pals spend their Saturdays?

80. How do Alisa and her pen pals spend their Sundays?

81. How do Alisa and her pen pals spend their Mondays?

82. How do Alisa and her pen pals spend their Tuesdays?

83. How do Alisa and her pen pals spend their Wednesdays?

84. How do Alisa and her pen pals spend their Thursdays?

85. How do Alisa and her pen pals spend their Fridays?

86. How do Alisa and her pen pals spend their Saturdays?

87. How do Alisa and her pen pals spend their Sundays?

88. How do Alisa and her pen pals spend their Mondays?

89. How do Alisa and her pen pals spend their Tuesdays?

90. How do Alisa and her pen pals spend their Wednesdays?

91. How do Alisa and her pen pals spend their Thursdays?

92. How do Alisa and her pen pals spend their Fridays?

93. How do Alisa and her pen pals spend their Saturdays?

94. How do Alisa and her pen pals spend their Sundays?

95. How do Alisa and her pen pals spend their Mondays?

96. How do Alisa and her pen pals spend their Tuesdays?

97. How do Alisa and her pen pals spend their Wednesdays?

98. How do Alisa and her pen pals spend their Thursdays?

99. How do Alisa and her pen pals spend their Fridays?

100. How do Alisa and her pen pals spend their Saturdays?

101. How do Alisa and her pen pals spend their Sundays?

102. How do Alisa and her pen pals spend their Mondays?

103. How do Alisa and her pen pals spend their Tuesdays?

104. How do Alisa and her pen pals spend their Wednesdays?

105. How do Alisa and her pen pals spend their Thursdays?

106. How do Alisa and her pen pals spend their Fridays?

107. How do Alisa and her pen pals spend their Saturdays?

108. How do Alisa and her pen pals spend their Sundays?

109. How do Alisa and her pen pals spend their Mondays?

110. How do Alisa and her pen pals spend their Tuesdays?

111. How do Alisa and her pen pals spend their Wednesdays?

112. How do Alisa and her pen pals spend their Thursdays?

113. How do Alisa and her pen pals spend their Fridays?

114. How do Alisa and her pen pals spend their Saturdays?

115. How do Alisa and her pen pals spend their Sundays?

116. How do Alisa and her pen pals spend their Mondays?

117. How do Alisa and her pen pals spend their Tuesdays?

118. How do Alisa and her pen pals spend their Wednesdays?

119. How do Alisa and her pen pals spend their Thursdays?

120. How do Alisa and her pen pals spend their Fridays?

121. How do Alisa and her pen pals spend their Saturdays?

122. How do Alisa and her pen pals spend their Sundays?

123. How do Alisa and her pen pals spend their Mondays?

124. How do Alisa and her pen pals spend their Tuesdays?

125. How do Alisa and her pen pals spend their Wednesdays?

126. How do Alisa and her pen pals spend their Thursdays?

127. How do Alisa and her pen pals spend their Fridays?

128. How do Alisa and her pen pals spend their Saturdays?

129. How do Alisa and her pen pals spend their Sundays?

130. How do Alisa and her pen pals spend their Mondays?

131. How do Alisa and her pen pals spend their Tuesdays?

132. How do Alisa and her pen pals spend their Wednesdays?

133. How do Alisa and her pen pals spend their Thursdays?

134. How do Alisa and her pen pals spend their Fridays?

135. How do Alisa and her pen pals spend their Saturdays?

136. How do Alisa and her pen pals spend their Sundays?

137. How do Alisa and her pen pals spend their Mondays?

138. How do Alisa and her pen pals spend their Tuesdays?

139. How do Alisa and her pen pals spend their Wednesdays?

140. How do Alisa and her pen pals spend their Thursdays?

141. How do Alisa and her pen pals spend their Fridays?

142. How do Alisa and her pen pals spend their Saturdays?

143. How do Alisa and her pen pals spend their Sundays?

144. How do Alisa and her pen pals spend their Mondays?

145. How do Alisa and her pen pals spend their Tuesdays?

146. How do Alisa and her pen pals spend their Wednesdays?

147. How do Alisa and her pen pals spend their Thursdays?

148. How do Alisa and her pen pals spend their Fridays?

149. How do Alisa and her pen pals spend their Saturdays?

150. How do Alisa and her pen pals spend their Sundays?

151. How do Alisa and her pen pals spend their Mondays?

152. How do Alisa and her pen pals spend their Tuesdays?

153. How do Alisa and her pen pals spend their Wednesdays?

154. How do Alisa and her pen pals spend their Thursdays?

155. How do Alisa and her pen pals spend their Fridays?

156. How do Alisa and her pen pals spend their Saturdays?

157. How do Alisa and her pen pals spend their Sundays?

158. How do Alisa and her pen pals spend their Mondays?

159. How do Alisa and her pen pals spend their Tuesdays?

160. How do Alisa and her pen pals spend their Wednesdays?

161. How do Alisa and her pen pals spend their Thursdays?

162. How do Alisa and her pen pals spend their Fridays?

163. How do Alisa and her pen pals spend their Saturdays?

164. How do Alisa and her pen pals spend their Sundays?

165. How do Alisa and her pen pals spend their Mondays?

166. How do Alisa and her pen pals spend their Tuesdays?

167. How do Alisa and her pen pals spend their Wednesdays?

168. How do Alisa and her pen pals spend their Thursdays?

169. How do Alisa and her pen pals spend their Fridays?

170. How do Alisa and her pen pals spend their Saturdays?

171. How do Alisa and her pen pals spend their Sundays?

172. How do Alisa and her pen pals spend their Mondays?

173. How do Alisa and her pen pals spend their Tuesdays?

174. How do Alisa and her pen pals spend their Wednesdays?

175. How do Alisa and her pen pals spend their Thursdays?

176. How do Alisa and her pen pals spend their Fridays?

177. How do Alisa and her pen pals spend their Saturdays?

178. How do Alisa and her pen pals spend their Sundays?

179. How do Alisa and her pen pals spend their Mondays?

180. How do Alisa and her pen pals spend their Tuesdays?

181. How do Alisa and her pen pals spend their Wednesdays?

182. How do Alisa and her pen pals spend their Thursdays?

183. How do Alisa and her pen pals spend their Fridays?

184. How do Alisa and her pen pals spend their Saturdays?

185. How do Alisa and her pen pals spend their Sundays?

186. How do Alisa and her pen pals spend their Mondays?

187. How do Alisa and her pen pals spend their Tuesdays?

188. How do Alisa and her pen pals spend their Wednesdays?

189. How do Alisa and her pen pals spend their Thursdays?

190. How do Alisa and her pen pals spend their Fridays?

191. How do Alisa and her pen pals spend their Saturdays?

192. How do Alisa and her pen pals spend their Sundays?

193. How do Alisa and her pen pals spend their Mondays?

194. How do Alisa and her pen pals spend their Tuesdays?

195. How do Alisa and her pen pals spend their Wednesdays?

196. How do Alisa and her pen pals spend their Thursdays?

197. How do Alisa and her pen pals spend their Fridays?

198. How do Alisa and her pen pals spend their Saturdays?

199. How do Alisa and her pen pals spend their Sundays?

200. How do Alisa and her pen pals spend their Mondays?

Task 2: Introduction Game - Party Time

A. Look at the pictures.

1. What do you think they are doing?  
2. Where does it take place?  
3. Why do you think so?

Check your answer with your friends.

The following is an example of a conversation between Edo and Hanna who meet for the first time in a party like in picture 1.5. They introduce themselves to each other to know their acquaintance better. Read the dialog slowly first. Pay attention to how to introduce self. Discuss the expression used with your classmates sitting next to you. Then act out pretending to be Edo and Hanna who introduced themselves to each other.

B. Imagine that you and your classmates are all invited to a party and become the guests there. Think about what you saw in picture 1.5. For instance, you can pretend to become

your favorite football player, singer, or scientist, etc. The new identities make you unfamiliar with each other because this is the first time you meet. Think to each other and introduce yourself to your family, your profession, and your hobbies. You can use the following questions:

May I know your name please?  
Can you tell me what your profession is? Or,  
What do you do?  
What is your hobby?  
Do you like painting?  
Do you like music?

C. Think of other questions. You may also introduce your friends who also use new identities to other guests. Introduce yourself or your friends to at least two people.

**WRITING**

Responding to an email/a letter

Imagine that you're Alisa. Write an email of a letter responding to the email or letter you've read and discussed. Use the following questions to guide you.

- What do you write to start your response to an email/a letter?
- What details do you write in your email/letter? (How old are you? Where do you attend senior high school? What are your hobbies? How many siblings do you have? Etc.)
- What do you write to end your letter/email?
- Before you send your email/letter, read through your email/letter to find any content, grammar, vocabulary, grammar, spelling, or punctuation errors and correct them if any.

**REFLECTION**

At the end of this chapter, ask yourself the following questions to identify how effective your learning process is.

- Can you write a letter?
- Do you know how to describe yourself or an email?
- Can you write or talk about yourself?

If your answer is 'no' to one of the questions, see your teacher and discuss with him/her to help you understand and to write or talk about yourself better.

Accept responsibility for your own life. Know that it is you who will get the most out of it, no one else.

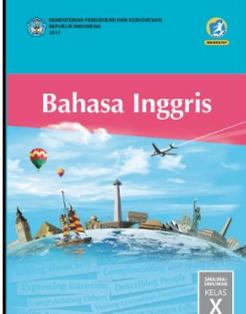
Leo Brusoni

10. Alisa's teacher wanted to have pen pals, but she introduced \_\_\_\_\_ (she/her) to Hannah's and Sarah's teachers. Now, she has two pen pals from Hawaii. \_\_\_\_\_ (she/her) letter to Hannah and Sarah.

11. My friends and I have regular meetings with pen pal teacher group. You can join \_\_\_\_\_ (it/its) anytime.

12. He told me that he had many pen pals but he is no longer keep in touch with \_\_\_\_\_ (they/their).

13. It is obvious that Marina desperately wants to visit Malang very soon. She talked about \_\_\_\_\_ (them/it) frequently these days.

	<p>The grading and progression is sufficient for the students. Also it allows them to complete the work needed to meet any external syllabus requirements.</p>	<p><b>Pengayaan di luar kelas</b></p> <ul style="list-style-type: none"> <li>- Guru meminta siswa mencari kenalan lewat media sosial atau membuat teks tentang diri sendiri. Kegiatan ini dilakukan di luar aktivitas kelas.</li> </ul> <p style="text-align: right;">Bahasa Inggris 9</p>	<p>C2. DC4. TB</p>																																																		
	<p>There is adequate recycling and revision.</p>	<p>Cetakan Ke-1, 2014 ISBN 978-602-282-480-0 (Jilid 1a) ISBN 978-602-282-481-7 (Jilid 1b) Cetakan Ke-2, 2016 (Edisi Revisi) Cetakan Ke-3, 2017 (Edisi Revisi) Disusun dengan huruf Myriad Pro, 12 pt.</p>	<p>C2. DC5. SB</p>																																																		
	<p>The textbook allows the students to take a part in individual study.</p>	<div style="border: 1px solid black; padding: 5px;"> <p><b>VOCABULARY BUILDER</b></p> <p>Write down the English words for the following Indonesian words. Compare your work to your classmate's.</p> <table border="0"> <tr><td>ce .....</td><td>(verb)</td><td>= merayakan</td></tr> <tr><td>... .. ve .....</td><td>(noun)</td><td>= prestasi / pencapaian</td></tr> <tr><td>... .. t</td><td>(noun)</td><td>= rok</td></tr> <tr><td>... .. ti ..</td><td>(noun)</td><td>= bus, kemeja wanita</td></tr> <tr><td>er .. ..</td><td>(adjective)</td><td>= [informal] sangat bagus</td></tr> <tr><td>... .. nt ..</td><td>(noun)</td><td>= isi</td></tr> <tr><td>en .. .. .. nt</td><td>(noun)</td><td>= penyemangat</td></tr> <tr><td>pp .. .. ..</td><td>(noun)</td><td>= penampakan, penampilan</td></tr> <tr><td>app .. .. ..</td><td>(noun)</td><td>= penghargaan</td></tr> <tr><td>... .. us</td><td>(adjective)</td><td>= [informal] indah, atraktif</td></tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>PRONUNCIATION PRACTICE</b></p> <p>Listen to your teacher reading these words. Repeat after him/her.</p> <table border="0"> <tr><td>skirt</td><td>: /skɜːrt/</td></tr> <tr><td>celebrate</td><td>: /ˈseləbreɪt/</td></tr> <tr><td>achievement</td><td>: /əˈtʃiːvmənt/</td></tr> <tr><td>blouse</td><td>: /blaʊs/</td></tr> <tr><td>terrific</td><td>: /təˈrɪfɪk/</td></tr> <tr><td>content</td><td>: /kənˈtɛnt/</td></tr> <tr><td>encouragement</td><td>: /ɪnˈkʌrɪdʒmənt/</td></tr> <tr><td>appearance</td><td>: /əˈpiːərəns/</td></tr> <tr><td>appreciation</td><td>: /əˈpriːʃiəʃən/</td></tr> <tr><td>gorgeous</td><td>: /ˈɡɔːdʒəs/</td></tr> </table> </div>	ce .....	(verb)	= merayakan	... .. ve .....	(noun)	= prestasi / pencapaian	... .. t	(noun)	= rok	... .. ti ..	(noun)	= bus, kemeja wanita	er .. ..	(adjective)	= [informal] sangat bagus	... .. nt ..	(noun)	= isi	en .. .. .. nt	(noun)	= penyemangat	pp .. .. ..	(noun)	= penampakan, penampilan	app .. .. ..	(noun)	= penghargaan	... .. us	(adjective)	= [informal] indah, atraktif	skirt	: /skɜːrt/	celebrate	: /ˈseləbreɪt/	achievement	: /əˈtʃiːvmənt/	blouse	: /blaʊs/	terrific	: /təˈrɪfɪk/	content	: /kənˈtɛnt/	encouragement	: /ɪnˈkʌrɪdʒmənt/	appearance	: /əˈpiːərəns/	appreciation	: /əˈpriːʃiəʃən/	gorgeous	: /ˈɡɔːdʒəs/	<p>C2. DC6. SB</p>
ce .....	(verb)	= merayakan																																																			
... .. ve .....	(noun)	= prestasi / pencapaian																																																			
... .. t	(noun)	= rok																																																			
... .. ti ..	(noun)	= bus, kemeja wanita																																																			
er .. ..	(adjective)	= [informal] sangat bagus																																																			
... .. nt ..	(noun)	= isi																																																			
en .. .. .. nt	(noun)	= penyemangat																																																			
pp .. .. ..	(noun)	= penampakan, penampilan																																																			
app .. .. ..	(noun)	= penghargaan																																																			
... .. us	(adjective)	= [informal] indah, atraktif																																																			
skirt	: /skɜːrt/																																																				
celebrate	: /ˈseləbreɪt/																																																				
achievement	: /əˈtʃiːvmənt/																																																				
blouse	: /blaʊs/																																																				
terrific	: /təˈrɪfɪk/																																																				
content	: /kənˈtɛnt/																																																				
encouragement	: /ɪnˈkʌrɪdʒmənt/																																																				
appearance	: /əˈpiːərəns/																																																				
appreciation	: /əˈpriːʃiəʃən/																																																				
gorgeous	: /ˈɡɔːdʒəs/																																																				
	<p>The textbook is easy to be found and readable. The layout is clear.</p>	 	<p>C2. DC7. SB</p>																																																		

3 Language Content

The textbook covers the main grammar items appropriate to each level.

The material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on the vocabulary development, strategies for individual learning.

**GRAMMAR REVIEW**

**Pronouns**

To use pronouns and like in other communication activities, students are frequently faced to replace someone's name. Pronoun is a word that takes the place of a noun, such as I, you, he, she, etc. like this:

**Read the following sentences:**

Alia wants to have many pen pals because Alia likes making friends. Alia's pen pals come from many parts of the world. Caroline introduces Alia to Hannah. Now, Hannah becomes Alia's pen pal. Hannah likes Alia a lot.

The word Alia is repeated too often and that makes the sentences not interesting. To make the sentences better we can replace Alia with pronouns:

Alia wants to have many pen pals because she likes making friends. Alia's pen pals come from many parts of the world. Caroline introduces her to Hannah. Now Hannah becomes Alia's pen pal. Hannah likes her a lot.

There are several types of pronouns: subjective, objective, possessive, reflexive, and possessive pronouns. Read the following table and the following explanation:

Subjective	Objective	Possessive Adjective	Possessive Pronoun
I	me	my	mine
you	you	your	yours
she	her	her	hers
he	him	his	his
we	us	our	ours
they	them	their	theirs
it	it	its	its

Bahasa Inggris 11

**3. Possessive adjectives** are words that indicate possession. Possessive adjectives are used with nouns.

mine yours his  
her ours their

**Read the following sentences. Pay attention to the underlined words as examples of possessive adjectives. The possessive adjectives modify the nouns to show possession. The words in *italics* are the nouns.**

- I have a pen pal. My pen pal is very kind.
- You have three dogs. Your dogs need a lot of attention.
- He studies in an elementary school. His school is not far.
- She loves reading books. Her books are in that cupboard.
- We run the business together. Our business is good.
- They frequently come here. This park is their favorite place.
- The kitten is hungry. It had never fed when it's happy.

**4. Possessive pronouns** also show possession but possessive pronouns are not followed by nouns.

**Read the following sentences. Pay attention to the underlined words as examples of possessive pronouns.**

- This is my book. This book is mine.
- These are your dog. These dogs are yours.
- His school is far from here. His is far.
- Her book is interesting. Her is interesting.
- Their family business is good. Theirs is good.
- Quiz plan has many alternatives. Quizzes has many alternatives.

Bahasa Inggris 11

**D. Possessive Pronouns:**

- He is very diligent and loves reading. He always brings book in his bag.
- My little brother studies in a state vocational school in my region.
- Alia told her pen pal that she admired JK Rowling and collected her novels.
- My pen pals have the same interest with me, which is about writing. We sometimes send each other piece of writings and letters give comments on it.
- He told me about his family and I told my mine's too.

**E. Mixed (Pronouns and Possessive Adjectives):**

- Alia told me that you would like to have more pen pals from Netherlands.
- I have several pen pals from UK. I write to them via email every week.
- Alia often tells Hannah about her rehearsal. She joins a choir club in her school.
- As for hobbies, we are really into sport and music. So, we can share our experience about football players and songs.
- My friends and I often spend long holiday in our hometown. They keep in touch via e-mail and WhatsApp.
- The cat likes to for many times, and it seems to enjoy doing it.
- Hannah said, "This is my favorite book and I want to give it to you." Now it's your.
- Alia was sobbing when she read this line in the novel she got from Salsabih. They know the land is not theirs anymore. The landlord told them to leave the land. The two brothers said to themselves, "We will work very hard to collect money. Someday we will return to buy his land, and it will become our forever."
- The teacher tells us to make friends with students

Bahasa Inggris 12

**1. Subjective pronouns** are the subjects of a sentence.

I You He She It We They

**Read the following sentences. Pay attention to the underlined words as examples of subjective pronouns.**

- I have three dogs.
- She likes to have many pen pals.
- He studies in an elementary school.
- She will get married.
- My love Indonesia.
- They need attention.
- It barks when it is happy.

**2. Objective pronouns** are the objects of a sentence:

me him her it us them you

**Read the following sentences. Pay attention to the underlined words as examples of objective pronouns.**

- I know Caroline. She introduced me to you via e-mail.
- My brother is an elementary school student. Sometimes I accompany him to go to school.
- My sister is a good student. Her progress gave her scholarship.
- We love animals. Last week, our neighbour gave us a funny kitten.
- They run the family business seriously. Customers like them very much.
- The fur of the cat is soft. We like to stroke it.

Kelas X SMA/MA/SMK/MAK

**EXERCISES**

**I. Read the emails in the reading section again. Underline all pronouns that you can find.**

**II. Fill in the blanks with the right words.**

**A. Subjective Pronoun:**

- She comes to Yogyakarta every month.
- His spends the weekend playing guitar.
- They told me that they sent e-mail to each other every day.
- We plan to visit Thailand next year.
- We can climb Bromo Mountain together on July.

**B. Objective Pronoun:**

- I am going to introduce her to one of my pen pals in Malaysia.
- Laila told me that she wanted to send a birthday gift to her pen pal in Papua.
- My friends and I have regular meetings with pen pal seeker group. You can join it anytime.
- He told me that he had many e-pals but he is no longer keep in touch with them.
- It is obvious that Marina desperately wants to visit Malang very soon. She talked about it frequently these days.

**C. Possessive Adjectives:**

- I am going to wash my hand.
- Do you like your pen pals?
- His hobby is reading the biography of famous people.
- She is sisters and his school is in Minneapolis.
- They run their family business themselves because their father died last year.

Kelas X SMA/MA/SMK/MAK

C3. DC1. SB

**VOCABULARY BUILDER**

Match the words with their Indonesian equivalents. Compare your work with your classmate's. The first one has been done for you.

pen pal (noun)	kereta komuter
sound (verb)	sangat menyukai
run (transitive verb)	juah
be into (preposition)	nampaknya
attend (school, college) (verb)	sahabat pena
distant (adjective)	bahasa pertama
commuter train (noun)	bersekolah/kuliah
magnificent (adjective)	luar biasa
mother tongue (noun)	mengelola
half sister/brother (noun)	saudara tiri

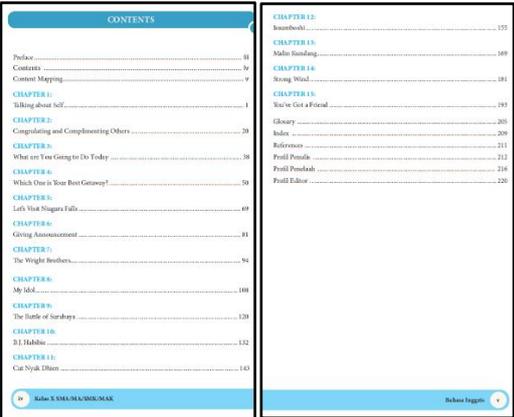
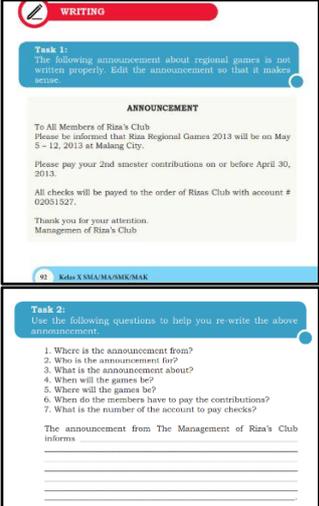
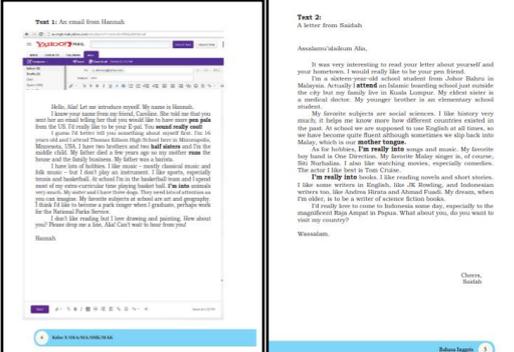
Kelas X SMA/MA/SMK/MAK

C3. DC2. SB

			<p><b>VOCABULARY EXERCISES</b></p> <p>Complete the following sentences using the words in the box. Remember to use the correct forms of verbs.</p> <table border="1"> <tr> <td>E-pal</td> <td>sound</td> </tr> <tr> <td>half sister</td> <td>(be) into</td> </tr> <tr> <td>mother tongue</td> <td>attend</td> </tr> <tr> <td>slip back</td> <td>magnificent</td> </tr> <tr> <td>run</td> <td></td> </tr> </table> <ol style="list-style-type: none"> <li>Saidah has many favorite writers and books. She frequently saves her pocket money to buy best seller books. She _____ really _____ reading.</li> <li>In the next letter to Caroline, Alia wrote: "I like scuba diving. So if some day you visit Indonesia, I will take you to go scuba diving in Bunaken National Marine Park. The place is amazingly beautiful. Doesn't that _____ cool?"</li> <li>Hannah and her brothers learn how to manage their store every day. Later they want to _____ their own business.</li> <li>In her letter, Alia often introduces the beauty of Indonesia to her _____. In her emails, she describes many magnificent cultural events and amazing nature that can only be found in Indonesia.</li> <li>Alia in her letter wrote that her _____ is Batakese, but she can also speak other languages, like Madurese, Indonesian, and English.</li> </ol>	E-pal	sound	half sister	(be) into	mother tongue	attend	slip back	magnificent	run												
E-pal	sound																							
half sister	(be) into																							
mother tongue	attend																							
slip back	magnificent																							
run																								
		The textbook include the material for pronunciation work; include individual sound, word stress, sentence, stress, intonation.	<p><b>PRONUNCIATION PRACTICE</b></p> <p>Listen to your teacher reading aloud these words. Repeat after him/her.</p> <table border="1"> <tr> <td>pen pal</td> <td>: / pen pæl /</td> </tr> <tr> <td>sound</td> <td>: / saʊnd /</td> </tr> <tr> <td>run</td> <td>: / rʌn /</td> </tr> <tr> <td>(be) into</td> <td>: / ɪntu /</td> </tr> <tr> <td>attend</td> <td>: / ətend /</td> </tr> <tr> <td>distant</td> <td>: / dɪstənt /</td> </tr> <tr> <td>commuter train</td> <td>: / kəmjuːtə treɪn /</td> </tr> <tr> <td>magnificent</td> <td>: / məɡnɪfɪs ə nt /</td> </tr> <tr> <td>mother tongue</td> <td>: / məðə ˈtʌŋ /</td> </tr> <tr> <td>half sister/brother</td> <td>: / hɑːf sɪstə / brəðə /</td> </tr> </table>	pen pal	: / pen pæl /	sound	: / saʊnd /	run	: / rʌn /	(be) into	: / ɪntu /	attend	: / ətend /	distant	: / dɪstənt /	commuter train	: / kəmjuːtə treɪn /	magnificent	: / məɡnɪfɪs ə nt /	mother tongue	: / məðə ˈtʌŋ /	half sister/brother	: / hɑːf sɪstə / brəðə /	C3. DC3. SB
pen pal	: / pen pæl /																							
sound	: / saʊnd /																							
run	: / rʌn /																							
(be) into	: / ɪntu /																							
attend	: / ətend /																							
distant	: / dɪstənt /																							
commuter train	: / kəmjuːtə treɪn /																							
magnificent	: / məɡnɪfɪs ə nt /																							
mother tongue	: / məðə ˈtʌŋ /																							
half sister/brother	: / hɑːf sɪstə / brəðə /																							
		The textbook deals with the learners' discourse competence.	<p><b>Chapter 1</b></p> <p><b>TALKING ABOUT SELF</b></p> <p><b>Kompetensi Dasar:</b></p> <ol style="list-style-type: none"> <li>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun, subjective, objective, possessive</i>).</li> <li>Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</li> </ol> <p><b>Tujuan Pembelajaran:</b> Setelah mempelajari Bab 1, siswa diharapkan mampu:</p> <ol style="list-style-type: none"> <li>Mengidentifikasi makna, tujuan komunikasi, struktur teks, dan unsur bahasa yang terdapat dalam teks interaksi transaksional lisan dan tulis yang terkait dengan jati diri, dan hubungan keluarga sesuai dengan konteks penggunaan.</li> <li>Meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks yang tepat sesuai konteks penggunaan.</li> <li>Meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan unsur bahasa (<i>pronoun, subjective, objective, possessive</i>) yang tepat sesuai konteks penggunaan.</li> </ol>	C3. DC4. TB																				
		Style and appropriacy are dealt with.	-	-																				
4	Skill	All four skills are adequately covered, bearing in mind your course aims, syllabus requirement.	<p><b>Chapter 1</b></p> <p><b>TALKING ABOUT SELF</b></p> <p><b>Kompetensi Dasar:</b></p> <ol style="list-style-type: none"> <li>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun, subjective, objective, possessive</i>).</li> <li>Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</li> </ol> <p><b>Tujuan Pembelajaran:</b> Setelah mempelajari Bab 1, siswa diharapkan mampu:</p> <ol style="list-style-type: none"> <li>Mengidentifikasi makna, tujuan komunikasi, struktur teks, dan unsur bahasa yang terdapat dalam teks interaksi transaksional lisan dan tulis yang terkait dengan jati diri, dan hubungan keluarga sesuai dengan konteks penggunaan.</li> <li>Meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks yang tepat sesuai konteks penggunaan.</li> <li>Meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan unsur bahasa (<i>pronoun, subjective, objective, possessive</i>) yang tepat sesuai konteks penggunaan.</li> </ol>	C4. DC1. TB																				





		<p>There is enough variety and range of topic.</p>		<p>C5. DC2. SB</p>
		<p>The topic will help expand the students' awareness and enrich their experience.</p>		<p>C5. DC3. SB</p>
		<p>The topics are sophisticated enough in content, yet within the learners' language level.</p>		<p>C5. DC4. SB</p>
		<p>The students will be able to relate to the social and cultural contexts presented in the textbook.</p>		<p>C5. DC5. SB</p>

Woman are portrayed and represented equally with the man.

**READING**

**Task 1:** Read text 1 carefully. Pay attention to the expressions used to congratulate people in this case. Also, pay attention also to the responses.

**Text 1:**  
After a long struggle and hard work, Alf is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.

Samuel : Alf, congratulations. You deserved it. Man.  
Alf : Thank you very much. This is because you always help me.  
Sista : I am very happy for you, Alf. Now, that you are the director of the company, I believe the company will develop even faster.  
Alf : (laughs with a happy tone) Thank you. I cannot forget your collaboration with me, and I will still need your help.

Other friends shake his hands and congratulate him too.

Deni : That's wonderful, Alf.  
Alf : Oh, thanks.  
Susi : Good for you. Good luck.  
Alf : Thank you very much.  
Igo : Well done.  
Alf : Thank you for saying so.  
Iwan : That was great. You must be very proud of your achievement.  
Alf : Thanks. I'm glad you think so. But I still have to learn a lot.

His staff also congratulate him.

Eny : Please accept my warmest congratulations, Sir.  
Alf : It's very kind of you to say so, thank you.

Restri : I must congratulate you on your success.  
Alf : Thank you very much for saying so.  
They all celebrate Alf's success by having lunch together in a simple food stall next to their office. Every body is happy.

**Task 2:** Answer the following questions.

- Why do all of these people congratulate Alf?
- What expressions do they use to congratulate Alf?
- How does Alf respond to their congratulating expressions?
- What is the social purpose of congratulating people?
- When do we congratulate people?
- What are the expressions commonly used to congratulate people?

**Task 3:** Read the dialog silently. Pay attention to the expression used to congratulate people. Discuss the meaning with your classmates. After that read about the dialog in pairs. One of you become Cita, the other becomes Dito. Then, discuss the answer to the questions.

**Text 2:**  
Cita has won the first winner of the story writing competition in her school. Her best friend congratulated her.

Dito : Cita, congratulations for being the first winner of the school story telling competition. Excellent. You really did it well.  
Cita : Thanks, Dito.  
Dito : I heard that you will be the representative of our school in the story telling competition of our region. Is it true?  
Cita : Yes, you're right.  
Dito : I hope you will win as well in the next competition.  
Cita : I hope so. But I'm nervous.  
Dito : Don't worry, you're a very good story teller. Good luck.  
Cita : Thanks. I'll do my best. Wish me luck.

C5. DC6. SB

The other groups are represented with reference to ethnic origin, occupation, disability, etc.

**Task 1:** An email from Hannah

**Task 2:** A letter from Hannah

Assalamu'alaikum Alfa,

It was very interesting to read your letter about yourself and your hometown. I would really like to be your pen friend.

You are a sixteen-year-old school student from Johor Bahru in Malaysia. Actually, I think it is quite interesting that you made the city but my family live in Kuala Lumpur. My eldest sister is a medical doctor. My younger brother is an elementary school student.

My favorite subjects are social sciences. I like history very much. It helps me know more how different countries existed in the past. At school we are supposed to use English at all times, so we have become quite fluent although sometimes we slip back into Malay, which is our mother tongue.

As for hobbies, I like reading novels and music. My favorite novel is *The Catcher in the Rye*. I also like watching movies, especially comedies. My friend is one of them. My friend likes singing and playing the guitar.

I'm really into books. I like reading novels and short stories. I like some movies in English, like *Shogun* and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I'm older, is to be a writer of science fiction books.

I'd really love to come to Indonesia some day, especially to the magnificent Bagan in Papua. What about you, do you want to visit my country?

Wassalam.

Hannah

**Task 2: Introduction Game - Party Time**

**A. Look at the picture.**

- What do you think they are doing?
- Where are they sitting?
- Why do you think so?

Check your answer with your friends.

The picture is an example of a welcome message between two people who meet for the first time in a party like in picture 1.5. They introduce themselves to each other to know their acquaintance better. Read the dialog silently first. Pay attention to how to introduce and discuss the expressions used with your classmates and give an idea. This act will contribute to be able and Hannah who introduced themselves to each other.

**1. How do you introduce yourself?**

**2. How do you introduce your friend?**

**3. How do you introduce your friend's friend?**

**4. How do you introduce your friend's friend's friend?**

**5. How do you introduce your friend's friend's friend's friend?**

**6. How do you introduce your friend's friend's friend's friend's friend?**

**7. How do you introduce your friend's friend's friend's friend's friend's friend?**

**8. How do you introduce your friend's friend's friend's friend's friend's friend's friend?**

**9. How do you introduce your friend's friend's friend's friend's friend's friend's friend's friend?**

**10. How do you introduce your friend's friend's friend's friend's friend's friend's friend's friend's friend?**

C5. DC7. SB

**SPEAKING**

**Task 1: Guessing Games - Who Am I?**

You'll play a kind of guessing game "Who Am I?". Your teacher will read a card to you and you will say if the words belong to your bank. You need to work in pairs and guess what the word on your bank is by asking questions. Your partner may only answer your questions with either "yes" or "no". Observe the following examples of the questions.

**Questions to ask:**

Does it relate to a family relationship?	Does it relate to a profession?	Does it relate to a hobby?
Am I female?	Do I work in a hospital?	Am I an outdoor activity?
Am I a mother?	Am I a medical doctor?	Am I related to music? etc.

**Words to be written on your:**  
Teacher, sister, father, mother, teacher, medical doctor, barista, engineer, florist, author, computer programmer, police officer, musician, painter, reading, singing, hiking, going shopping, outdoor guide.

**Task 2: Introduction Game - Party Time**

**A. Look at the picture.**

What do you think they are doing?  
Where are they sitting?  
Why do you think so?

Check your answer with your friends.

The picture is an example of a welcome message between two people who meet for the first time in a party like in picture 1.5. They introduce themselves to each other to know their acquaintance better. Read the dialog silently first. Pay attention to how to introduce and discuss the expressions used with your classmates and give an idea. This act will contribute to be able and Hannah who introduced themselves to each other.

**1. How do you introduce yourself?**

**2. How do you introduce your friend?**

**3. How do you introduce your friend's friend?**

**4. How do you introduce your friend's friend's friend?**

**5. How do you introduce your friend's friend's friend's friend?**

**6. How do you introduce your friend's friend's friend's friend's friend?**

**7. How do you introduce your friend's friend's friend's friend's friend's friend?**

**8. How do you introduce your friend's friend's friend's friend's friend's friend's friend?**

**9. How do you introduce your friend's friend's friend's friend's friend's friend's friend's friend?**

**10. How do you introduce your friend's friend's friend's friend's friend's friend's friend's friend's friend?**

**B. Imagine that you and your classmates are all invited to a party and become the guests there. Think about and use new identities. For instance, you can pretend to become**

Bahasa Inggris 17

**your favorite football player, singer, or scientist, etc. The new identities make you unfamiliar with each other because that is the first time you meet. Talk to each other and introduce yourself: tell about your family, your profession, and your hobbies. You can use the following questions:**

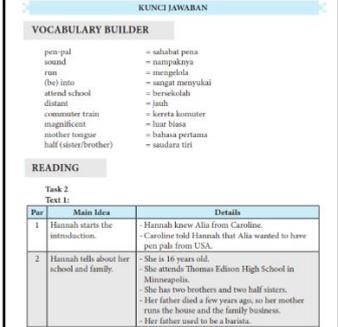
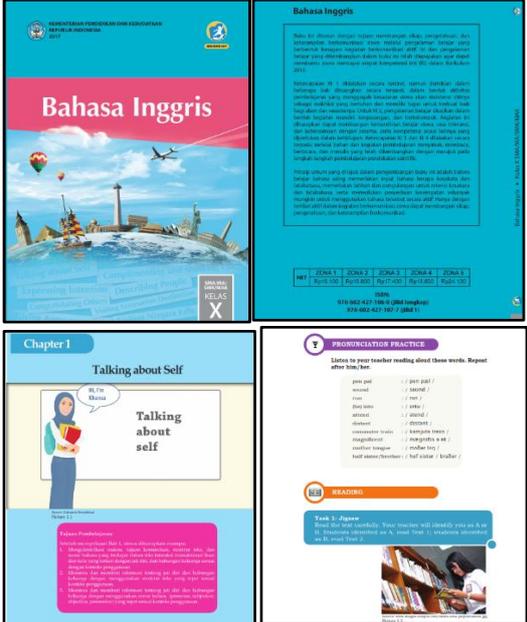
May I know your name please?  
Can you tell me what your profession is? Or,  
What do you do?  
What're your hobbies?  
Do you like painting?  
Do you like music?

**C. Think of other questions. You may also introduce your friends who also use new identities to other guests. Introduce yourself or your friends to at least two people.**

		<p>The approach that taken by the textbook is appropriate to the learning/teaching.</p>	<p><b>WARMER: CHINESE WHISPER</b></p> <p>Your teacher will ask you to make groups of 4 students and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.</p>  <p>Source: <a href="http://cacho.media.education.gov.au">http://cacho.media.education.gov.au</a> Picture 1.2</p> <p>Discuss with your classmates what characters your group needs in order to do the activity successfully and to become the winner.</p>	<p>C6. DC1. SB</p>									
<p>6</p>	<p>Methodology</p>	<p>The level of active learner involvement can be expected and match with the students' learning styles and expectation.</p>	<p><b>Task 1: Guessing Games - Who Am I?</b></p> <p>You'll play a kind of guessing game "Who Am I?". Your teacher will use a piece of paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with "yes", "no" or "Observe the following examples of the questions."</p> <p><b>Questions to ask:</b></p> <table border="1"> <tr> <td>Does it relate to a family relationship?</td> <td>Does it relate to a profession?</td> <td>Does it relate to a hobby?</td> </tr> <tr> <td>Am I female?</td> <td>Do I work in a hospital?</td> <td>Am I an outdoor activity?</td> </tr> <tr> <td>Am I a teacher?</td> <td>Am I a medical doctor?</td> <td>Am I related to music?</td> </tr> </table> <p><b>Words to be written on your:</b> Teacher, artist, farmer, mother, teacher, medical doctor, barista, engineer, footballer, author, computer programmer, police officer, musician, painter, reading, singing, hiking, going shopping, outdoor guide.</p> <p>16 <b>Kata SMA/MA/SMK/MA</b></p> <p><b>B. Imagine that you and your classmates are all invited to a party and become the guests there. Think about and use new identities. For instance, you can pretend to become</b></p> <p><b>your favorite football player, singer, or scientist, etc. The new identities make you unfamiliar with each other because that is the first time you meet. Talk to each other and introduce yourself; tell about your family, your profession, and your hobbies. You can use the following questions:</b></p> <p>May I know your name please? Can you tell me what your profession is? Or, What do you do? What're your hobbies? Do you like painting? Do you like music?</p> <p><b>C. Think of other questions. You may also introduce your friends who also use new identities to other guests. Introduce yourself or your friends to at least two people.</b></p> <p><b>Text 1: An email from Hannah</b></p> <p>Hi! Let me introduce myself. My name is Hannah. I have just moved from my friend, Cindy. She told me that you are not willing for the job you would like to have more job. From the US, it really hard to find a job. I am really happy to meet you. I hope to see you soon. I have just moved from my friend, Cindy. She told me that you are not willing for the job you would like to have more job. From the US, it really hard to find a job. I am really happy to meet you. I hope to see you soon. I have just moved from my friend, Cindy. She told me that you are not willing for the job you would like to have more job. From the US, it really hard to find a job. I am really happy to meet you. I hope to see you soon.</p> <p><b>Text 2: A letter from Sadiyah</b></p> <p>Assalamu'alaikum Abu,</p> <p>It was very interesting to read your letter about yourself and your hometown. I would really like to be your pen friend. This is a sixteen-year-old student from Sultan Iskandar in Malaysia. I really enjoyed my school life and I really like the city but my family live in Kuala Lumpur. My school there is a national school. My parents work in an elementary school.</p> <p>My favorite subjects are social sciences. I like history very much. It helps me know more how different countries existed on the past. As school we are required to use English at all times, so we have become quite fluent although sometimes we slip back into Malay, which is our mother tongue.</p> <p>As for hobbies, I'm really into singing and music. My favorite band is One Direction. My favorite Malay singer is, of course, the Belahad. I also like watching movies, especially comedies. The artist I like best is Tom Cruise.</p> <p><b>The really nice books:</b> I like reading novels and short stories. I like some writers in English, like JK Rowling and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I'm older, is to be a writer of science fiction books.</p> <p>It really nice to come to Indonesia every day, especially to the beautiful island of Sumatra. What about you, do you want to visit my country?</p> <p>Wassalam.</p> <p>Sadiyah</p> <p>Bahasa Inggris 17</p>	Does it relate to a family relationship?	Does it relate to a profession?	Does it relate to a hobby?	Am I female?	Do I work in a hospital?	Am I an outdoor activity?	Am I a teacher?	Am I a medical doctor?	Am I related to music?	<p>C6. DC2. SB</p>
Does it relate to a family relationship?	Does it relate to a profession?	Does it relate to a hobby?											
Am I female?	Do I work in a hospital?	Am I an outdoor activity?											
Am I a teacher?	Am I a medical doctor?	Am I related to music?											
		<p>There are techniques used for presenting/practicing new language items. It is suitable for the learners.</p>											

		<p>The different skills are taught.</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Skill Focus</b></p> <p style="text-align: center;"><b>Listening, Reading, Speaking, Writing</b></p> </div>	<p>C6. DC4. TB</p>																				
		<p>The communicative abilities are developed.</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>READING</b></p> <p><b>Task 1</b> Read text 1 carefully. Pay attention to the expressions used to congratulate people in this text. Also, pay attention also to the responses.</p> <p><b>Text 1</b> After a long struggle and hard work, Alf is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.</p> <p>Ramani : ABC congratulations. You deserved it. Man. Alf : Thank you very much. This is because you always help me. Sima : I am very happy for you, Alf. Now, that you are the director of the company, I believe the company will develop and prosper. Alf : People with a happy mind thank you, I cannot forget your collaboration with me, and will still need your help.</p> <p>Other friends shake his hands and congratulate him too.</p> <p>Dina : That's wonderful, Alf! Alf : Oh, thanks. Dina : Good for you. Good luck. Alf : Thank you very much. Dina : Well done. Alf : Thank you for saying so. Dina : That's great. You must be very proud of your achievement. Alf : Thanks. I'm glad you think so. That I still have to learn a lot.</p> <p>His staff also congratulate him.</p> <p>Ray : Please accept my warmest congratulations, Sir. Alf : It's very kind of you to say so. Thank you.</p> <p style="text-align: right;">Bahan Inggris 19</p> </div>	<p>C6. DC5. SB</p>																				
		<p>The material includes any advice/help to students on study skills and learning strategies.</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Accept responsibility for your life. Know that it is you who will get you where you want to go, no one else.</b></p> <p style="text-align: right;"><b>Les Brown</b></p> <p style="text-align: right;">Bahasa Inggris 19</p> </div>	<p>C6. DC6. SB</p>																				
		<p>The students are expected to take a degree of responsibility for their own learning.</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>PRONUNCIATION PRACTICE</b></p> <p>Listen to your teacher reading aloud these words. Repeat after him/her.</p> <table border="0"> <tr><td>pen pal</td><td>: / pen pæl /</td></tr> <tr><td>sound</td><td>: / saʊnd /</td></tr> <tr><td>run</td><td>: / rʌn /</td></tr> <tr><td>(be) late</td><td>: / leɪt /</td></tr> <tr><td>attend</td><td>: / ə'tend /</td></tr> <tr><td>distant</td><td>: / dɪ'stənt /</td></tr> <tr><td>commuter train</td><td>: / kəmju'teɪn t'reɪn /</td></tr> <tr><td>magnificent</td><td>: / mæg'nɪfɪk ə nt /</td></tr> <tr><td>mother tongue</td><td>: / mʌðə tɒŋ /</td></tr> <tr><td>half sister/brother</td><td>: / hɑf sɪstə / brʌðə /</td></tr> </table> <p><b>your favorite football player, singer, or scientist, etc. The new identities make you unfamiliar with each other because that is the first time you meet. Talk to each other and introduce yourself: tell about your family, your profession, and your hobbies. You can use the following questions:</b></p> <p>May I know your name please? Can you tell me what your profession is? Or, What do you do? What're your hobbies? Do you like painting? Do you like music?</p> <p><b>C. Think of other questions. You may also introduce your friends who also use new identities to other guests. Introduce yourself or your friends to at least two people.</b></p> </div>	pen pal	: / pen pæl /	sound	: / saʊnd /	run	: / rʌn /	(be) late	: / leɪt /	attend	: / ə'tend /	distant	: / dɪ'stənt /	commuter train	: / kəmju'teɪn t'reɪn /	magnificent	: / mæg'nɪfɪk ə nt /	mother tongue	: / mʌðə tɒŋ /	half sister/brother	: / hɑf sɪstə / brʌðə /	<p>C6. DC7. SB</p>
pen pal	: / pen pæl /																							
sound	: / saʊnd /																							
run	: / rʌn /																							
(be) late	: / leɪt /																							
attend	: / ə'tend /																							
distant	: / dɪ'stənt /																							
commuter train	: / kəmju'teɪn t'reɪn /																							
magnificent	: / mæg'nɪfɪk ə nt /																							
mother tongue	: / mʌðə tɒŋ /																							
half sister/brother	: / hɑf sɪstə / brʌðə /																							



		The keys to exercises are given.	 <p><b>KUNCI JAWABAN</b></p> <p><b>VOCABULARY BUILDER</b></p> <p>pen-pal = sahabat pena  sound = nampakarya  run = berangkat  into (be) into = sangat menyukai  attend school = bersekolah  distant = jauh  commuter train = kereta komuter  magnificent = luar biasa  mother tongue = bahasa pertama  half (sister/brother) = saudara tiri</p> <p><b>READING</b></p> <p>Task 2  Text 1:</p> <table border="1"> <thead> <tr> <th>Par</th> <th>Main Idea</th> <th>Details</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Hannah starts the introduction.</td> <td>- Hannah knew Alla from Caroline. - Caroline told Hannah that Alla wanted to have pen pals from USA.</td> </tr> <tr> <td>2</td> <td>Hannah tells about her school and family.</td> <td>- She is 16 years old. - She attends Thomas Edison High School in Minneapolis. - She has two brothers and two half sisters. - Her father died a few years ago, so her mother runs the house and the family business. - Her father used to be a barista.</td> </tr> </tbody> </table>	Par	Main Idea	Details	1	Hannah starts the introduction.	- Hannah knew Alla from Caroline. - Caroline told Hannah that Alla wanted to have pen pals from USA.	2	Hannah tells about her school and family.	- She is 16 years old. - She attends Thomas Edison High School in Minneapolis. - She has two brothers and two half sisters. - Her father died a few years ago, so her mother runs the house and the family business. - Her father used to be a barista.	C7. DC5. TB
Par	Main Idea	Details											
1	Hannah starts the introduction.	- Hannah knew Alla from Caroline. - Caroline told Hannah that Alla wanted to have pen pals from USA.											
2	Hannah tells about her school and family.	- She is 16 years old. - She attends Thomas Edison High School in Minneapolis. - She has two brothers and two half sisters. - Her father died a few years ago, so her mother runs the house and the family business. - Her father used to be a barista.											
		The whole package cost represents good value for money.	 <p><b>KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA 2017</b></p> <p>Hak Cipta © 2017 pada Kementerian Pendidikan dan Kebudayaan Dilindungi Undang-Undang</p> <p><i>Disclaimer: Buku ini merupakan buku siswa yang dipersiapkan Pemerintah dalam rangka implementasi Kurikulum 2013. Buku siswa ini disusun dan ditelaah oleh berbagai pihak di bawah koordinasi Kementerian Pendidikan dan Kebudayaan, dan dipergunakan dalam tahap awal penerapan Kurikulum 2013. Buku ini merupakan "dokumen hidup" yang senantiasa diperbaiki, diperbaharui, dan dimutakhirkan sesuai dengan dinamika kebutuhan dan perubahan zaman. Masukan dari berbagai kalangan yang dialamatkan kepada penulis dan laman <a href="http://buku.kemdikbud.go.id">http://buku.kemdikbud.go.id</a> atau melalui email <a href="mailto:buku@kemdikbud.go.id">buku@kemdikbud.go.id</a> diharapkan dapat meningkatkan kualitas buku ini.</i></p>	C8. DC1. SB									
8	Practical Consideration	The textbook are strong, long-lasting and attractive in appearance.	 <p><b>Bahasa Inggris</b></p> <p><b>Chapter 1 Talking about Self</b></p> <p><b>PRONUNCIATION PRACTICE</b></p> <p>Listen to your teacher reading aloud these words. Repeat after him/her.</p> <p>pen-pal / pen-pal /  sound / saund /  run / ran /  into / into /  attend / atend /  distant / distans /  commuter train / komuter train /  magnificent / megafits /  mother tongue / moter tun /  half sister/brother / haf siter / brader /</p> <p><b>READER</b></p> <p>Task 1. Answer  Read and find somebody. Then discuss with somebody you sit at the same table at the library.</p>	C8. DC2. SB									
		The textbook are easy to obtain.	The textbook is in form of electronic book and printed book. The electronic book can be downloaded freely in the website of <i>kemendikbud.org</i> .	-									
		Any parts of package require particular equipment, such as a language laboratory,	-	-									

		listening centre, or video player.		
--	--	---------------------------------------	--	--