

## Appendix 1

### RESEARCH MATRIX

Title	Problem	Variables	Indicator	Research Method	Hypothesis
<p>A Content Analysis of The English Textbook Used in second Grade of Senior High School Based On Education Standard Council (BSNP)</p>	<p>How Are Content Quality of the English Textbook Used in second Grade of senior high school Based On Education Standard Council (BSNP)?</p>	<p>1. Eleventh Grade English Textbook 2. BSNP standard 3. Content analysis</p>	<p>- Content Eligibility ; Conformity with KI KD, Accurate material, Supporting material (BSNP Standard)</p>	<p><b>1. Kind Of Research</b> Qualitative Research <b>2. Research Design</b> Descriptive Analysis <b>3. Data Resources</b> - English textbook - The 2013 English curriculum - Standard textbook based on Education National Standard Council (BSNP) <b>4. Data Collection</b> observation and document <b>5. Instrument</b> - observation - document checklist <b>6. data analysis</b> - Organizing - Coding and Reducing - Interpreting and Representing</p>	<p>The Contents Quality of the English textbook used in second grade of senior high school is good based on BSNP standards</p>

**Appendix 2**

**DATA ANALYSIS IN THE ASSESSMENT RUBRIC  
FOR SENIOR HIGH SCHOOL**

<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**A. The Data in English Textbook of Unit 1**

Components	Item of Componets	Quality (score)	Indicator	Prover Value Provided	Explanation
Relevancy textbook with SK KD	a. Material completeness	1	Textbooks include text commonly used in English (interpersonal, transactional, functional, etc.) which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and speaking) presented in standard interval of at least 25% of the material scope KI and KD.		"Building Blocks".  Transactional texts according to KD (offers and suggestions). and elements of language (should and can) Pa. 4 to 7  S: Reading and

		2	Textbooks include text commonly used in English (interpersonal, transactional, functional, etc.) which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and speaking) presented in standard interval 26-50% of the material scope KI and KD.		speaking skills on Pa. 2-3, ( Pre Activity)  Writing skills on Pa. 9-13 (Let's Practice) and 15,  Listening and speaking skills on Pa.14. (Active Conversation)
		3	Textbooks include text commonly used in English (interpersonal, transactional, functional, etc.) which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and speaking) presented in standard interval 51-75% of the material scope KI and KD.		
		4	Textbooks include text commonly used in English (interpersonal, transactional, functional, etc.) which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and speaking) presented in standard interval 76-100% of the material scope KI and KD.	V	

	b. Material In-Depth	1	Textbooks meet several points of depth, namely exposure (textbooks are expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of text), review texts (textbooks must guide students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide students in every step in producing spoken and written texts) presented in standard intervals of at least 25% of the material scope KI and KD.		<p>Teach the elements of language, text structure, social functions and in the text on pages 4-7.</p> <p>The types of text discussed are also relevant to daily life</p> <p>(able to receive, give, and refuse in terms of suggesting and offering).</p> <p>Exercise "let's practice, active conversation and writing connection" train how to produce text according to the context.</p>
		2	Textbooks meet several points of depth, namely exposure (textbooks are expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of text), review texts (textbooks must guide students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide students in every step in producing spoken and written texts) presented in standard interval 26-50% of the material scope KI and KD.		

		3	Textbooks meet several points of depth, namely exposure (textbooks are expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of text), review texts (textbooks must guide students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide students in every step in producing spoken and written texts) presented in standard interval 51-75% of the material scope KI and KD.		
		4	Textbooks meet several points of depth, namely exposure (textbooks are expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of text), review texts (textbooks must guide students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide students in every step in producing spoken and written texts) presented in standard interval 76-100% of the material scope KI and KD.	V	

Accuracy material	a. Social function	1	Text or exercises given from textbooks are in standard intervals of at least 25% having value in social functions in relation to students' daily life both interpersonal and interactional.		Exercises on Pa.12-13 trains students to love writing and interacting with others through dialogue.
		2	Text or exercises given from textbooks are in standard intervals of 26-50% have a value in social function in relation to students' daily life both interpersonal and interactional.		"Active Conversation" Pa.14 Problem solve by discussing each other with the "think pair share" technique.
		3	Text or exercises given from textbooks are in standard intervals of 51-75% have a value in social function in relation to students' daily life both interpersonal and interactional.		"Let's Create" on Pa. 16 Students are asked to create and contribute to the exercise.
		4	Text or exercises given from textbooks are in standard intervals of 76-100% have a value in social function in relation to students' daily life both interpersonal and interactional.	V	Social function to facilitate interpersonal communication between different people. (Pa. 4 and 6)

	b. Generic Structure	1	Text or exercises given by textbooks are at least 25% standard intervals having a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life.		"Building Blocks" on Pa. 4-7  The general structure and systematics of how to make the correct transactional text related to offers and suggestions.
		2	Text or exercises given by textbooks are at standard intervals of 26-50% have a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life		"Active Conversation", "Writing Conversation", "Let's Create" on Pa. 14-16 give students the opportunity to write down ideas for transactional texts.
		3	Text or exercises given by textbooks are at standard intervals of 51-75% have a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life		Exercise Pa.12-13  Require students to fill in the blanks with the actual words.
		4	Text or exercises given by textbooks are at standard intervals of 76-100% have a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life	V	

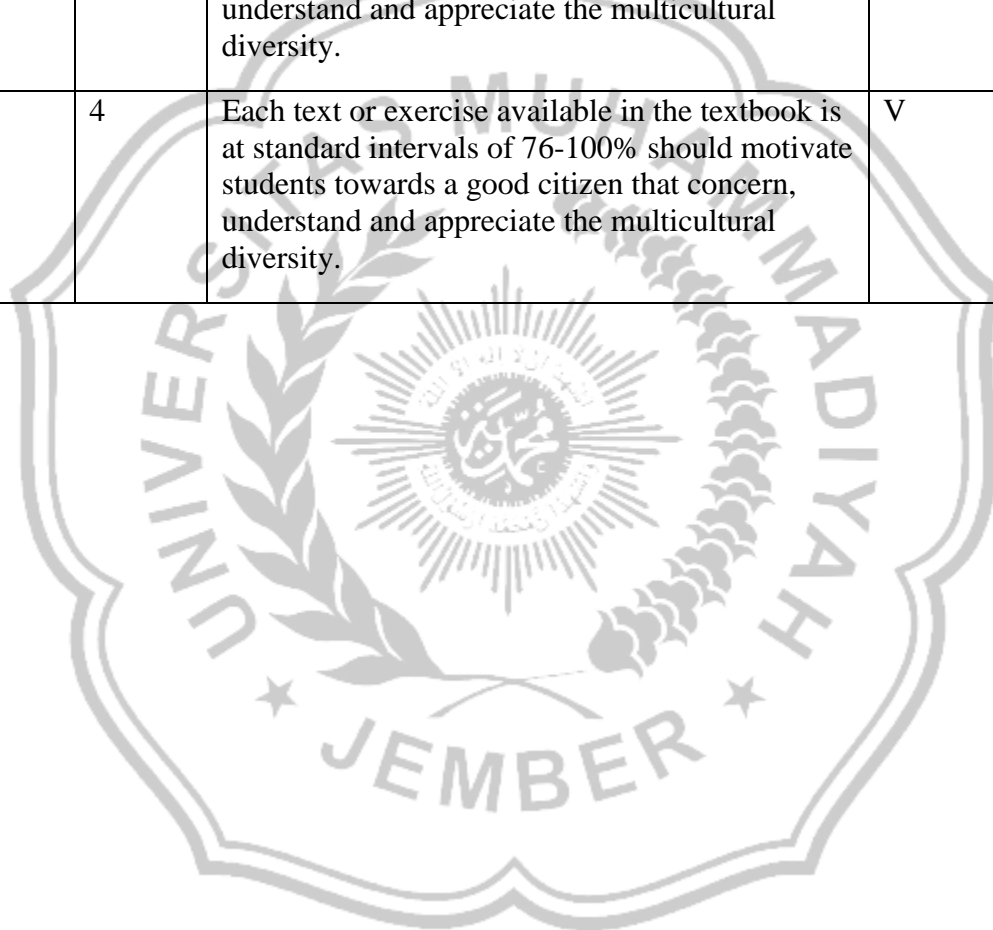
	c. Language features	1	Text or exercises given by textbooks are at standard intervals of at least 25% which can be understood and meet the norm values or characteristics of good communication in daily life.		Table responding to suggestion and responding to the offer on Pa. 6 and 7
		2	Text or exercises given textbooks are at standard intervals of 26-50% can be understood and meet the norm values or characteristics of good communication in daily life.		Show a good pattern of how the language is used. Technical writing on Pa. 5-7
		3	Text or exercises given textbooks are at standard intervals of 51-75% can be understood and meet the norm values or characteristics of good communication in daily life.		Delivered in acceptable and polite language. Exercises on Pa. 9-13
		4	Text or exercises given textbooks are at standard intervals of 76-100% can be understood and meet the norm values or characteristics of good communication in daily life.	V	Show a great example of how language is used.
Supporting Material	a. Relevance	1	Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) is at a standard interval of at least 25% must be relevant to the material and real life conditions as well as the latest available sources.		The table on Pa. 5-7 is relevant to the offers and suggestions material. Image supporting



		2	Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) is at a standard interval of 26-50% must be relevant to the material and real life conditions as well as the latest available sources.		examples and exercises conversation Pa. 2-3 and 12-13. Exercises with supporting images Pa. 16
		3	Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) is at a standard interval of 51-75% must be relevant to the material and real life conditions as well as the latest available sources		Show an interesting and easy to understand illustration in the exercise.
		4	Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) is at a standard interval of 76-100% must be relevant to the material and real life conditions as well as the latest available sources	V	
	b. Development of Life Skills	1	Every text and exercise available in the textbook is at a standard interval of at least 25% should encourage students to develop self-potential and motivate students to good personalities who care about social and academic life.		The “Pre-Activity” exercise on Pa. 3  To know and understand social environment
		2	Every text or exercise available in the textbook is at standard intervals of 26-50% should encourage students to develop self-potential and		Exercise on Pa.12-13

			motivate students to good personalities who care about social and academic life.		Created student confident in public speaking.
		3	Every text or exercise available in the textbook is at standard intervals of 51-75% should encourage students to develop self-potential and motivate students to good personalities who care about social and academic life.		"Active Conversation" and "Writing Connection" on page 14-15
		4	Every text or exercise available in the textbook is at standard intervals of 76-100% should encourage students to develop self-potential and motivate students to good personalities who care about social and academic life.	V	Including HOTS (higher order thinking skills) exercises that train students' logic or thinking in producing texts.
	c. Diversity Insight	1	Each text or exercise available in the textbook is at standard intervals of at least 25% should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.		Exercise "Active Conversation" and "Writing Connection" on Pa. 14-15
		2	Each text or exercise available in the textbook is at standard intervals of 26-50% should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.		Asks the students to understand each other in pairs assignments.

		3	Each text or exercise available in the textbook is at standard intervals of 51-75% should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.		Picture on Pa. 16  Picture of places commonly found in indonesia.
		4	Each text or exercise available in the textbook is at standard intervals of 76-100% should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.	V	



### B. The Data in English Textbook of Unit 2

Components	Item of Componets	Quality (score)	Indicator	Prover Value Provided	Explanation
Relevancy textbook with SK KD	a. Material completeness	1	Textbooks include text commonly used in English (interpersonal, transactional, functional, etc.) which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and speaking) presented in standard interval of at least 25% of the material scope KI and KD.		"Building Blocks". Transactional texts according to KD (opinion and thoughts) and elements of language (I think, I suppose, and in my opinion) Pa. 20 to 24,
		2	Textbooks include text commonly used in English (interpersonal, transactional, functional, etc.) which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and speaking) presented in standard interval 26-50% of the material scope KI and KD.		Social functions are not clearly stated in this chapter. But material has a social function to encourage mutual understanding by exchanging ideas between different people.
		3	Textbooks include text commonly used in English (interpersonal, transactional, functional, etc.) which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and speaking) presented in standard interval 51-		S: Reading and speaking skills on Pa. 19-23, ( Pre Activity and Building Block)

			75% of the material scope KI and KD.		Writing skills on Pa. 27-28 (Active Conversation and Writing Connection)
		4	Textbooks include text commonly used in English (interpersonal, transactional, functional, etc.) which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and speaking) presented in standard interval 76-100% of the material scope KI and KD.	V	Listening and speaking skills on Pa. 19-20 (Pre Activity) and 27 (Active Conversation)
	b. Material In-Depth	1	Textbooks meet several points of depth, namely exposure (textbooks are expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of text), review texts (textbooks must guide students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide students in every step in producing spoken and written texts) presented in standard intervals of at least 25% of the material scope KI and KD.		Teach the elements of language and structure text on Pa.19-24.  The types of text discussed are also relevant to daily life.  (able to implement agree or disagree statement related opinions and thoughts).
		2	Textbooks meet several points of depth, namely exposure (textbooks are expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of text), review texts (textbooks must guide		Exercise "let's practice, active conversation and writing connection" train how to produce

			students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide students in every step in producing spoken and written texts) presented in standard interval 26-50% of the material scope KI and KD.		text according to the context.
		3	Textbooks meet several points of depth, namely exposure (textbooks are expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of text), review texts (textbooks must guide students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide students in every step in producing spoken and written texts) presented in standard interval 51-75% of the material scope KI and KD.		

		4	Textbooks meet several points of depth, namely exposure (textbooks are expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of text), review texts (textbooks must guide students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide students in every step in producing spoken and written texts) presented in standard interval 76-100% of the material scope KI and KD.	V	
Accuracy material	a. Social function	1	Text or exercises given from textbooks are in standard intervals of at least 25% having value in social functions in relation to students' daily life both interpersonal and interactional.		Exercises on Pa. 27 trains students to love writing and interacting with others through dialogue.
		2	Text or exercises given from textbooks are in standard intervals of 26-50% have a value in social function in relation to students' daily life both interpersonal and interactional.		Exercise on Pa. 28 and 30  Students are exposed to each other's thoughts and opinions.
		3	Text or exercises given from textbooks are in standard intervals of 51-75% have a value in social function in relation to students' daily life both interpersonal and interactional.	V	Social functions are not clearly stated but

		4	Text or exercises given from textbooks are in standard intervals of 76-100% have a value in social function in relation to students' daily life both interpersonal and interactional.		the material in the chapter still has a social function. (maintain interpersonal relationships with teachers, friends and others)
	b. Generic Structure	1	Text or exercises given by textbooks are at least 25% standard intervals having a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life.		"Building Blocks" on Pa. 20-24  The general structure and systematics of how to make the correct transactional text related to opinions and thoughts.
		2	Text or exercises given by textbooks are at standard intervals of 26-50% have a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life		"Writing Connection", "Let's Create" on Pa. 28 and 30 give students the opportunity to write down ideas for transactional texts.
		3	Text or exercises given by textbooks are at standard intervals of 51-75% have a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life		Exercise Pa. 25-27  Require students to fill



		4	Text or exercises given by textbooks are at standard intervals of 76-100% have a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life	V	in the blanks with the actual words.
	c. Language features	1	Text or exercises given by textbooks are at standard intervals of at least 25% which can be understood and meet the norm values or characteristics of good communication in daily life.		Table how to agree and disagree on Pa. 24  Show a good pattern of how the language is used.
		2	Text or exercises given textbooks are at standard intervals of 26-50% can be understood and meet the norm values or characteristics of good communication in daily life.		Technical writing on Pa. 21  Delivered in acceptable and polite language.
		3	Text or exercises given textbooks are at standard intervals of 51-75% can be understood and meet the norm values or characteristics of good communication in daily life.		Exercises on Pa. 25-27
		4	Text or exercises given textbooks are at standard intervals of 76-100% can be understood and meet the norm values or characteristics of good communication in daily life.	V	Show a great example of how language is used.

Supporting Material	a. Relevance	1	Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) is at a standard interval of at least 25% must be relevant to the material and real life conditions as well as the latest available sources.		The tables on Pa. 21 and 24 are relevant to material opinions and thoughts.  Image supporting examples and exercises conversation
		2	Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) is at a standard interval of 26-50% must be relevant to the material and real life conditions as well as the latest available sources.		Pa. 19-20 and 27.
		3	Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) is at a standard interval of 51-75% must be relevant to the material and real life conditions as well as the latest available sources		
		4	Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) is at a standard interval of 76-100% must be relevant to the material and real life conditions as well as the latest available sources	V	

	b. Development of Life Skills	1	Every text or exercise available in the textbook is at a standard interval of at least 25% should encourage students to develop self-potential and motivate students to good personalities who care about social and academic life.		The “Pre-Activity” exercise on Pa. 19  To know and understand social environment.
		2	Every text or exercise available in the textbook is at standard intervals of 26-50% should encourage students to develop self-potential and motivate students to good personalities who care about social and academic life.		Exercise on Pa. 27 and 30  Created student confident in public speaking.  “Let’s create“ on Pa.30
		3	Every text or exercise available in the textbook is at standard intervals of 51-75% should encourage students to develop self-potential and motivate students to good personalities who care about social and academic life.		trains students to learn creatively in presentations.  "Writing Connection" on page 28
		4	Every text or exercise available in the textbook is at standard intervals of 76-100% should encourage students to develop self-potential and motivate students to good personalities who care about social and academic life.	V	Including HOTS (higher order thinking skills) exercises that train students' logic or thinking in producing texts.

	c. Diversity Insight	1	Each text or exercise available in the textbook is at standard intervals of at least 25% should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.		Exercise "Active Conversation" on Pa. 27  Asks the students to understand each other in pairs assignments.
		2	Each text or exercise available in the textbook is at standard intervals of 26-50% should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.		Exercise on Pa. 28 and 30  Motivate students toward a good citizen.
		3	Each text or exercise available in the textbook is at standard intervals of 51-75% should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.		
		4	Each text or exercise available in the textbook is at standard intervals of 76-100% should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.	V	

### C. The Data in English Textbook of Unit 3

Components	Item of Componets	Quality (score)	Indicator	Prover Value Provided	Explanation
Relevancy textbook with SK KD	a. Material completeness	1	Textbooks include text commonly used in English (interpersonal, transactional, functional, etc.) which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and speaking) presented in standa interval of at least 25% of the material scope KI and KD.		"Building Blocks".  Functional texts according to KD (formal invitation) Pa. 34 to 38.  S: Reading, speaking and listening skills on Pa. 33 and 40-41), (Pre Activity and Active Conversation).
		2	Textbooks include text commonly used in English (interpersonal, transactional, functional, etc.) which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and speaking) presented in standard interval 26-50% of the material scope KI and KD.		Writing skills on Pa. 39-43 (Let's Practice, Active Conversation, Writing Connection and Let's Create).

		3	Textbooks include text commonly used in English (interpersonal, transactional, functional, etc.) which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and speaking) presented in standard interval 51-75% of the material scope KI and KD.		
		4	Textbooks include text commonly used in English (interpersonal, transactional, functional, etc.) which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and speaking) presented in standard interval 76-100% of the material scope KI and KD.	V	
	b. Material In-Depth	1	Textbooks meet several points of depth, namely exposure (textbooks are expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of text), review texts (textbooks must guide students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide students in every step in producing spoken and written texts) presented in standard intervals of		Teach the elements of language, text structure, social functions and in the text on Pa. 33-38.  The types of text discussed are also relevant to daily life.  (able to give and ask

			at least 25% of the material scope KI and KD.		for information from formal messages).
		2	Textbooks meet several points of depth, namely exposure (textbooks are expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of text), review texts (textbooks must guide students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide students in every step in producing spoken and written texts) presented in standard interval 26-50% of the material scope KI and KD.		Exercise "let's practice, active conversation and writing connection" train how to produce text according to the context
		3	Textbooks meet several points of depth, namely exposure (textbooks are expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of text), review texts (textbooks must guide students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide students in every step in producing spoken and written texts) presented in standard interval 51-75% of the material scope KI and KD.		

		4	Textbooks meet several points of depth, namely exposure (textbooks are expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of text), review texts (textbooks must guide students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide students in every step in producing spoken and written texts) presented in standard interval 76-100% of the material scope KI and KD.	V	
Accuracy material	a. Social function	1	Text or exercises given from textbooks are in standard intervals of at least 25% having value in social functions in relation to students' daily life both interpersonal and interactional.		"Lets Practice" on Pa. 39 trains students to love writing and interacting with others through letters.
		2	Text or exercises given from textbooks are in standard intervals of 26-50% have a value in social function in relation to students' daily life both interpersonal and interactional.		Exercise Pa. 42-43 Students are trained to formally compose text messages.
		3	Text or exercises given from textbooks are in standard intervals of 51-75% have a value in social function in relation to students' daily life both interpersonal and interactional.		Social function mentioned for inviting



		4	Text or exercises given from textbooks are in standard intervals of 76-100% have a value in social function in relation to students' daily life both interpersonal and interactional.	V	people to formal and social events. (Pa. 35)
	b. Generic Structure	1	Text or exercises given by textbooks are at least 25% standard intervals having a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life.		"Building Blocks" on Pa. 34-38  The general structure and systematics of appropriate formal invitations related to school or work activities.
		2	Text or exercises given by textbooks are at standard intervals of 26-50% have a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life		"Let's practice", "Writing Connection", and "Let's Create" on Pa. 39-40 and 42-43 give students the opportunity to write down ideas for a formal invitation.
		3	Text or exercises given by textbooks are at standard intervals of 51-75% have a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life		Exercise Pa. 41  Require students to fill

		4	Text or exercises given by textbooks are at standard intervals of 76-100% have a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life	V	in the blanks with the correct words in accepting and rejecting invitations.
	c. Language features	1	Text or exercises given by textbooks are at standard intervals of at least 25% which can be understood and meet the norm values or characteristics of good communication in daily life.		Linguistic characteristics of formal invitation is also described on Pa. 35.
		2	Text or exercises given textbooks are at standard intervals of 26-50% can be understood and meet the norm values or characteristics of good communication in daily life.		Example of how to accept, declining/ regretting an invitation in Pa. 38
		3	Text or exercises given textbooks are at standard intervals of 51-75% can be understood and meet the norm values or characteristics of good communication in daily life.		Show a good pattern of how the language is used  Exercises on pages 42-43
		4	Text or exercises given textbooks are at standard intervals of 76-100% can be understood and meet the norm values or characteristics of good communication in daily life.	V	Show a great example of how language is used.  “Pre-Activity” On

				<p>page 33 there is a sentence that shows bad behavior in response.</p> <p>(She tosses the invitation on the table)</p>
Supporting Material	a. Relevance	1	Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) is at a standard interval of at least 25% must be relevant to the material and real life conditions as well as the latest available sources.	<p>Examples of letter images supporting the material on Pa. 36-37</p> <p>The exercise on Pa. 39-40</p>
		2	Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) is at a standard interval of 26-50% must be relevant to the material and real life conditions as well as the latest available sources	<p>Tries to make the students feel like they are sending real invitation cards.</p> <p>Image supporting examples and exercises conversation</p>
		3	Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) is at a standard interval of 51-75% must be relevant to the material and real life conditions as well as the latest available sources.	<p>Pa. 41.</p> <p>“Formative Assesment” on Pa. 44</p> <p>There are sentences</p>

		4	Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) is at a standard interval of 76-100% must be relevant to the material and real life conditions as well as the latest available sources.	V	that are less relevant to the material that only conveys formal invitations.
	b. Development of Life Skills	1	Every text or exercise available in the textbook is at a standard interval of at least 25% should encourage students to develop self-potential and motivate students to good personalities who care about social and academic life.		Exercise on Pa. 40-41  Created student confident in public speaking.
		2	Every text or exercise available in the textbook is at standard intervals of 26-50% should encourage students to develop self-potential and motivate students to good personalities who care about social and academic life.		"Writing Connection" and "Let's Create" on page 42-43  Including HOTS (higher order thinking skills) exercises that train students' logic or thinking in producing texts.
		3	Every text or exercise available in the textbook is at standard intervals of 51-75% should encourage students to develop self-potential and motivate students to good personalities who care about social and academic life.		

		4	Every text or exercise available in the textbook is at standard intervals of 76-100% should encourage students to develop self-potential and motivate students to good personalities who care about social and academic life.	V	
	c. Diversity Insight	1	Each text or exercise available in the textbook is at standard intervals of at least 25% should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.		Exercise "Active Conversation" on Pa. 40-41  Asks the students to understand each other in pairs assignments. (regarding accepting and rejecting an invitation)
		2	Each text or exercise available in the textbook is at standard intervals of 26-50% should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.		Exercise on Pa. 43
		3	Each text or exercise available in the textbook is at standard intervals of 51-75% should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.		Trains students to socialize with the school environment or local area.
		4	Each text or exercise available in the textbook is at standard intervals of 76-100% should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.	V	

#### D. The Data in English Textbook of Unit 4

Components	Item of Componets	Quality (score)	Indicator	Prover Value Provided	Explanation
Relevancy textbook with SK KD	a. Material completeness	1	Textbooks include text commonly used in English (interpersonal, transactional, functional, etc.) which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and speaking) presented in standa interval of at least 25% of the material scope KI and KD.		"Building Blocks".  Analitical exposition texts according to KD (actual issue) Pa. 47-51  S: Reading and on Pa. 46 (Pre Activity).
		2	Textbooks include text commonly used in English (interpersonal, transactional, functional, etc.) which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and speaking) presented in standard interval 26-50% of the material scope KI and KD.		Writing skills on Pa. 52-56 (Let's Practice, Active Conversation, Writing Connection )  Speaking and listening skills on Pa. 55 (Active Conversation)
		3	Textbooks include text commonly used in English (interpersonal, transactional, functional, etc.) which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and		

			speaking) presented in standard interval 51-75% of the material scope KI and KD.		
		4	Textbooks include text commonly used in English (interpersonal, transactional, functional, etc.) which educates to understand and produce it either orally or in writing according to the context and includes 4 language skills (reading, writing, listening, and speaking) presented in standard interval 76-100% of the material scope KI and KD.	V	
	b. Material In-Depth	1	Textbooks meet several points of depth, namely exposure (textbooks are expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of text), review texts (textbooks must guide students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide students in every step in producing spoken and written texts) presented in standard intervals of at least 25% of the material scope KI and KD.		<p>Teach the elements of language, text structure, social functions and in the text on Pa. 47-51.</p> <p>The types of text discussed are also relevant to daily life.</p> <p>(able to argue with clear statements and reasons).</p>
		2	Textbooks meet several points of depth, namely exposure (textbooks are expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of		Exercise "let's practice, active conversation and writing connection"

			text), review texts (textbooks must guide students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide students in every step in producing spoken and written texts) presented in standard interval 26-50% of the material scope KI and KD.		train how to produce text according to the context.
		3	Textbooks meet several points of depth, namely exposure (textbooks are expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of text), review texts (textbooks must guide students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide students in every step in producing spoken and written texts) presented in standard interval 51-75% of the material scope KI and KD.		
		4	Textbooks meet several points of depth, namely exposure (textbooks are expected to expose students to as many types of texts that are relevant to students' daily life in order to familiarize themselves with various types of text), review texts (textbooks must guide students in understanding social functions, text structure, and language characteristics), and production (textbook should be able to guide	V	



			students in every step in producing spoken and written texts) presented in standard interval 76-100% of the material scope KI and KD.		
Accuracy material	a. Social function	1	Text or exercises given from textbooks are in standard intervals of at least 25% having value in social functions in relation to students' daily life both interpersonal and interactional.		Exercises on Pa. 54-55 trains students to love writing and interacting with others through dialogue.
		2	Text or exercises given from textbooks are in standard intervals of 26-50% have a value in social function in relation to students' daily life both interpersonal and interactional.		Exercise "Let's Practice" on Pa. 52 and "Active Conversation" on Pa. 53 train students to act rationally.
		3	Text or exercises given from textbooks are in standard intervals of 51-75% have a value in social function in relation to students' daily life both interpersonal and interactional.		Social function
		4	Text or exercises given from textbooks are in standard intervals of 76-100% have a value in social function in relation to students' daily life both interpersonal and interactional.	V	mentioned to persuade your audience to look at an issue with your perspective. (Pa. 47)

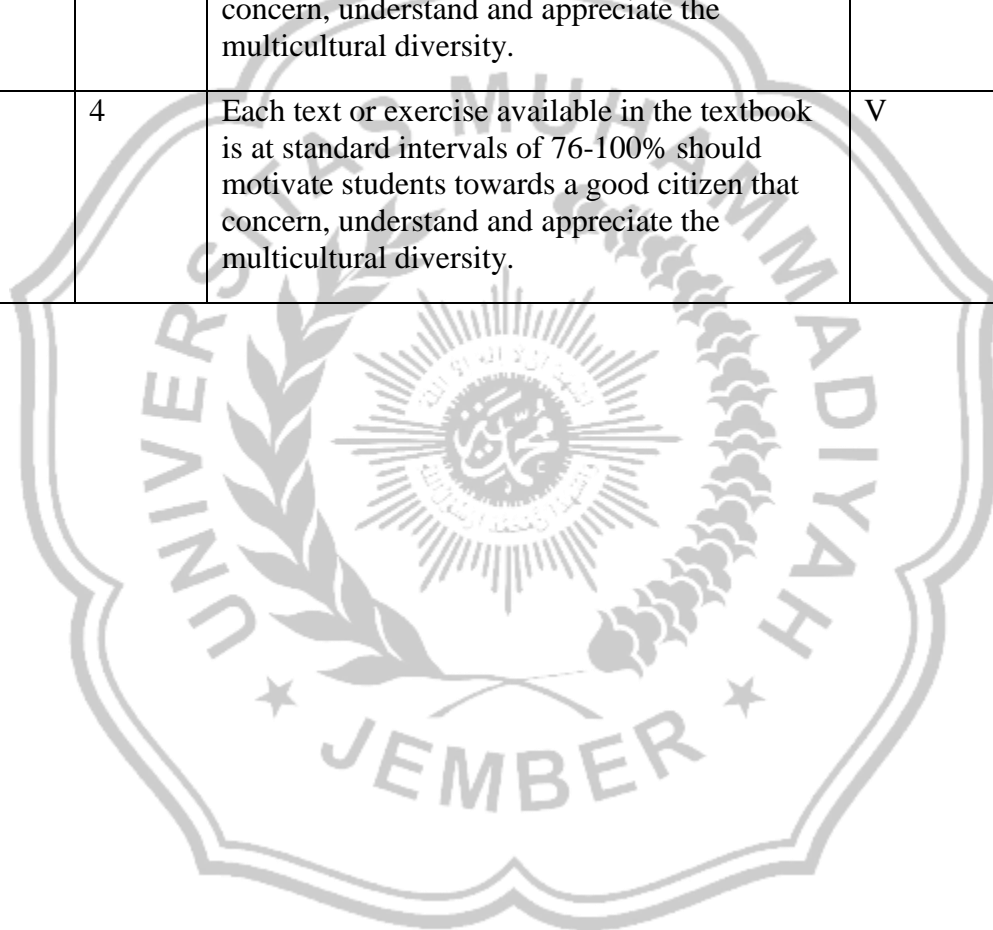
	b. Generic Structure	1	Text or exercises given by textbooks are at least 25% standard intervals having a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life.		"Building Blocks" on Pa. 47-51  The general structure and systematics of how to make the right analytical exposition text regarding the actual issue.
		2	Text or exercises given by textbooks are at standard intervals of 26-50% have a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life		"Let's Practice" and "Writing Connection", on Pa. 52 and 56 give students the opportunity to write down ideas for an analytical exposition text.
		3	Text or exercises given by textbooks are at standard intervals of 51-75% have a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life		exercise Pa. 54-55  Require students to fill in the blank conversations with correct sentences.
		4	Text or exercises given by textbooks are at standard intervals of 76-100% have a good generic structure in each word or sentence and can provide ideas / insights for students to think systematically in doing exercises or producing them in daily life	V	

	c. Language features	1	Text or exercises given by textbooks are at standard intervals of at least 25% which can be understood and meet the norm values or characteristics of good communication in daily life.		The language features on Pa. 49  Show a good pattern of how the language is used.
		2	Text or exercises given textbooks are at standard intervals of 26-50% can be understood and meet the norm values or characteristics of good communication in daily life.		Format of the analytical exposition on Pa. 50-51
		3	Text or exercises given textbooks are at standard intervals of 51-75% can be understood and meet the norm values or characteristics of good communication in daily life.		Delivered in acceptable and polite language.  exercises on Pa. 52 and 56
		4	Text or exercises given textbooks are at standard intervals of 76-100% can be understood and meet the norm values or characteristics of good communication in daily life.	V	Show a great example of how language is used in analytical exposition.
Supporting Material	a. Relevance	1	Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) is at a standard interval of at least 25% must be relevant to the material and real life conditions as well as the latest available sources.		The tables on Pa. 47 and 50-51 are relevant to material analytical exposition text.  Picture to motivate students in doing the

		2	Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) is at a standard interval of 26-50% must be relevant to the material and real life conditions as well as the latest available sources.		exercise, on Pa. 46 and 59
		3	Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) is at a standard interval of 51-75% must be relevant to the material and real life conditions as well as the latest available sources		
		4	Every item supporting material and exercises provided in the textbook (tables, pictures, text, references) is at a standard interval of 76-100% must be relevant to the material and real life conditions as well as the latest available sources	V	
	b. Development of Life Skills	1	Every text or exercise available in the textbook is at a standard interval of at least 25% should encourage students to develop self-potential and motivate students to good personalities who care about social and academic life.		The “Pre-Activity” exercise on Pa. 46  To understand and care about the environment.
		2	Every text or exercise available in the textbook is at standard intervals of 26-50% should		

			encourage students to develop self-potential and motivate students to good personalities who care about social and academic life.		Exercise on Pa. 54-55 Created student confident in public speaking.
		3	Every text or exercise available in the textbook is at standard intervals of 51-75% should encourage students to develop self-potential and motivate students to good personalities who care about social and academic life.		"Let's Praticce" and "Writing Connection" on Pa, 52 and 56
		4	Every text or exercise available in the textbook is at standard intervals of 76-100% should encourage students to develop self-potential and motivate students to good personalities who care about social and academic life.	V	Including HOTS (higher order thinking skills) exercises that train students' logic or thinking in producing texts.
	c. Diversity Insight	1	Each text or exercise available in the textbook is at standard intervals of at least 25% should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.		Exercise "Active Conversation" on Pa. 53-55 Asks the students to understand each other in pairs assignments.
		2	Each text or exercise available in the textbook is at standard intervals of 26-50% should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.		Exercise on Pa. 59 Discusses problems that occur in Indonesia

		3	Each text or exercise available in the textbook is at standard intervals of 51-75% should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.		to teach students to care about flora and fauna in the wild.
		4	Each text or exercise available in the textbook is at standard intervals of 76-100% should motivate students towards a good citizen that concern, understand and appreciate the multicultural diversity.	V	

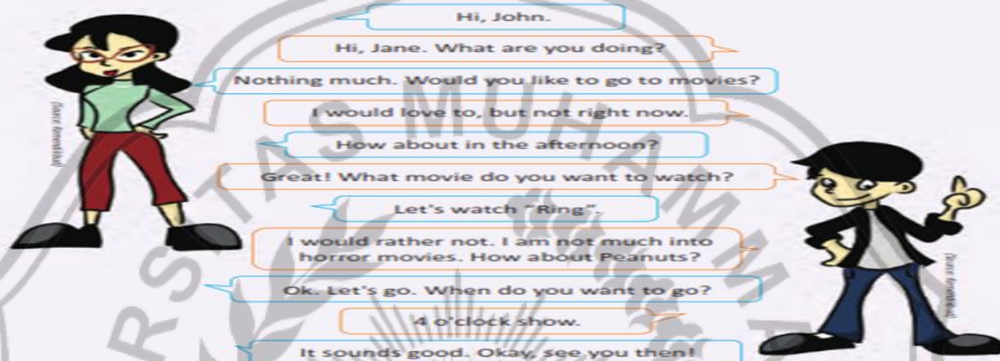


### Appendix 3

## PICTURES OF DOCUMENTATION RESULT IN CHAPTER 1

**A Pre-Activity**

**Conversation 1**  
With a partner, read the conversation given below.



Hi, John.

Hi, Jane. What are you doing?

Nothing much. Would you like to go to movies?

I would love to, but not right now.

How about in the afternoon?

Great! What movie do you want to watch?

Let's watch "Ring".

I would rather not. I am not much into horror movies. How about Peanuts?

Ok. Let's go. When do you want to go?

4 o'clock show.

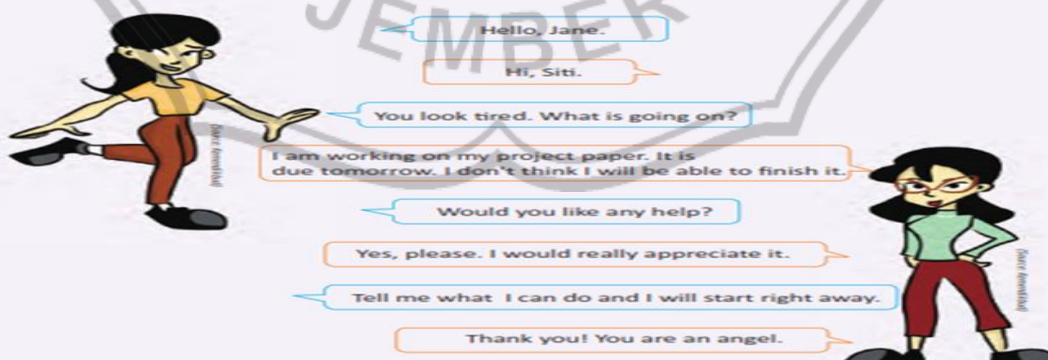
It sounds good. Okay, see you then!

Okay, see you!

What kind of interpersonal transaction is going on in the conversation given above?  
Write down your answer here.

2 Kelas XI SMA/MA/SMK/MAK

**Conversation 2**  
With a partner, read the conversation given below.



Hello, Jane.

Hi, Siti.

You look tired. What is going on?

I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it.

Would you like any help?

Yes, please. I would really appreciate it.

Tell me what I can do and I will start right away.

Thank you! You are an angel.

What kind of interpersonal transaction is going on in the conversation given above?  
Write down your answer here.

Bahasa Inggris 3

## B Building Blocks

### Suggesting and Offering

**Suggest** means to give a suggestion that is to introduce or propose an idea or a plan for someone's consideration.

**Suggestions** are abstract and can be in form of solutions, advice, plan, and idea. It can be accepted or refused.

**Social function:** to facilitate interpersonal communication between different people

#### For example:

- Let's finish our home work first.
- Let's go home.

#### Expressions / Gambits

When making suggestions, we often use the following expressions.

- Let's ...
- Why don't we ...?
- We could ...
- What about ...?
- How about ...?
- I suggest that ...
- You might want to change ...
- I think ...
- I don't think ...

Kelas XI SMA/MA/SMK/MAK

#### Examples of Suggestions

- Let's go to the library.
- Let's go to movies.
- Why don't you do your homework before going out?
- We could eat at home today.
- What about eating at the new place?
- How about going to Sam's place first?
- I suggest that we call it a day.
- You need to change your sleeping habits.
- I think you should go and meet her.
- I think we should do it this way.

Let's take a look at the sentence structure to suggest something.

Subject	Verb	That	Object
I	suggest	that	he clean his room.
We	recommend	that	she read "The Hunger Games".
I	propose	that	a report should be sent in.
I	put forward	that	we work together on this.
We	advise	that	he work hard.
I	advocate	that	we support them in every way possible.

Table 1.1 Sentence structure to suggest something



## Responding to Suggestions

Making Suggestions	Accepting Suggestions	Declining Suggestions
Let's go to movies.	Yes, let's go.	No, thank you. I do not feel like going.
Why don't you do your homework before going out?	Ok, I will.	Sorry, I think I will go out first and then do my homework.
How about going to Sam's place first and then to the supermarket?	Yes, let's go. It is a good idea.	No, Let's just go to the supermarket.
I think you should go and meet her.	Ok, if you say so.	Sorry, I can't. I have previous engagement.

Table 1.2 Responding to suggestions

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade.

Offer can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused.

Social function: to facilitate interpersonal communication between different people.

### For example:

- Shall I take you home?
- Do you want help with your homework?

### Expressions/Gambits

When making offers, we often use the following expressions.

- May I ...?
- Can I ...?
- Shall I ...?
- Would you ...?
- How about I ...?

6 Kelas XI SMA/MA/SMK/MAK

### Examples of Offers

- May I give you a hand?
- Can I help you?
- Shall I bring you some tea?
- Would you like another piece of cake?
- How about I help you with this?
- Can I clean the car for you?
- Shall I help you with your homework?
- I will do the washing, if you like.

### Responding to Offers

Making Offers	Accepting Offers	Declining Offers
Can I help you?	Yes, please. I really appreciate it.	It's okay, I can do it myself.
Shall I bring you some tea?	Thank you, it is very kind of you.	No, thank you.
Would you like another helping of cake?	Yes, please. That would be lovely.	No, thanks. I don't want another helping.
How about I help you with this?	Yes, please, that would be very kind of you.	Don't worry, I will do it myself.
Can I take you home?	Thank you, I appreciate your help.	That's alright, I will manage on my own.

Table 1.3 Responding to offers

Let's take a look at the sentence structure to offer something.

Modal Verb	Subject	Object
Would	you	care for another cup of tea?
Shall	we	take you there?
Could	I	offer you something?
Will	you	have tea with that?

Table 1.4 Sentence structure to offer something

Bahasa Inggris 7

**B. There are some grammatical errors in the sentences given below. Circle the mistakes in each sentence, then rewrite the sentence. If there aren't any mistakes, put a tick mark next to the sentence.**

1. Let's to go to the sushi of restaurant for lunch.

\_\_\_\_\_

2. Shall we do have a meeting on afternoon Saturday?

\_\_\_\_\_

3. Can I do get you a glass juice of?

\_\_\_\_\_

4. Let me take you home.

\_\_\_\_\_

5. If you want, I'll car the wash for you.

\_\_\_\_\_

Bahasa Inggris

9

6. Shall home we go now?

\_\_\_\_\_

7. Would like you another glass of juice?

\_\_\_\_\_

8. You should finish you work today.

\_\_\_\_\_

9. Can I take help you with something?

\_\_\_\_\_

10. Shall I bring your jacket?

\_\_\_\_\_

**C. Respond to the suggestions and offers given below.**

1. Can I help you?

\_\_\_\_\_

2. Why don't you go and get something to eat?

\_\_\_\_\_

3. Why don't you join us for lunch?

\_\_\_\_\_

4. Shall I bring a book to read?

\_\_\_\_\_

10

Kelas XI SMA/MA/SMK/MAK

5. Why don't we meet at the bookstore tomorrow at 5 p.m.?

\_\_\_\_\_

6. Let's all eat together.

\_\_\_\_\_

7. Would you like a glass of water?

\_\_\_\_\_

8. Would you like me to do the ironing for you?

\_\_\_\_\_

9. I will wash the car, if you like.

\_\_\_\_\_

10. I think we should go and pick your father up from the airport.

\_\_\_\_\_

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

**1. At the Airport**

This is a conversation between an airline counter attendant and a customer.

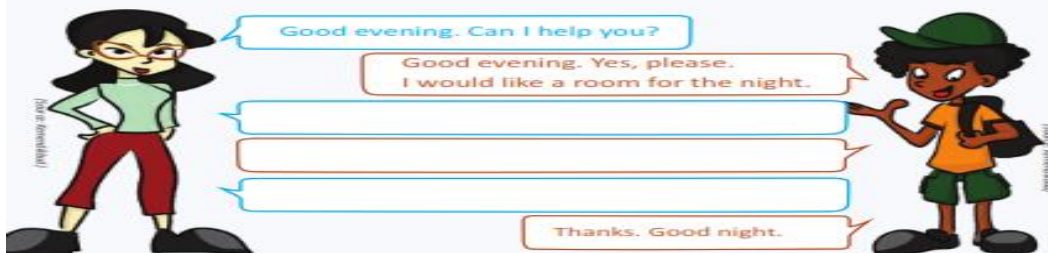
**A:** Good morning. Can I have your ticket, please?  
Do you have any luggage?

**B:** Yes, one suitcase.

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

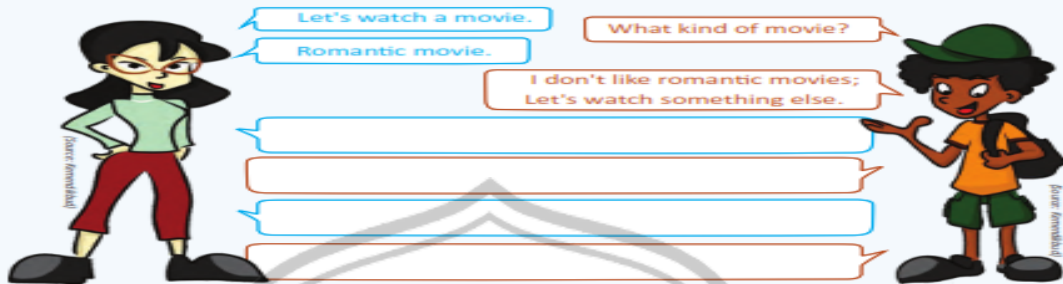
**2. At the Hotel**

This conversation is between a concierge at a hotel and a customer:



### 3. What Movie Should We Watch?

This is a conversation between two friends.



Let's watch a movie.

Romantic movie.

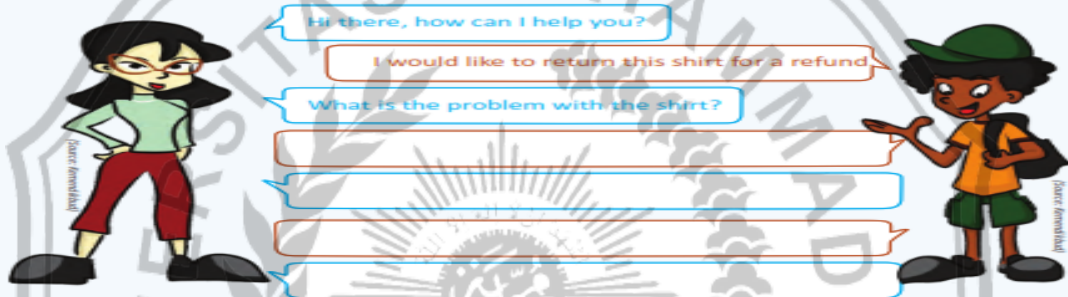
What kind of movie?

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

Blank speech bubbles for the conversation.

### 4. At a Store

This conversation is between a store attendant and a customer.



Hi there, how can I help you?

I would like to return this shirt for a refund.

What is the problem with the shirt?

Blank speech bubbles for the conversation.

## D Active Conversation

Use the thinking technique, "THINKPAIRSHARE" to offer and suggest a solution to the problem given below.  
You came to know that your friends had a fight. They are not on talking terms for some time now. Since you are a common friend, it is difficult for you because you want to hang out with both of them but they can't stand each other. You have to find a way to offer and suggest a solution so that the fight is over.

### THINK

About the suggestions and offers you can make to solve the problem.

### PAIR

In pairs, discuss the best suggestions and offers. Give at least four.

### SHARE

Then share the outcome of your discussion by acting it out in front of your teacher and classmates.

Blank lined area for writing the solution.

# E

## Writing Connection

With a partner, choose a topic of your choice. Write a dialogue using suggestions and offers.

Bahasa Inggris 15

# F

## Let's Create/Contribute

Choose one of the following activities for your project.

1. With a partner, come up with ideas and suggestions to improve the English environment in your school. Make a poster and put these ideas and suggestions on the poster and share them with your teacher and classmates.
2. With your partner, come up with offers to improve the English environment school. Make a poster and present it in class.
3. With a partner, create a dialogue using suggestions and offers on any topic. Act this dialogue in front of the class.
4. Assume you and your friend win an all-expense-paid trip to the fisherman's village. Design a postcard about the location to send to your friends in other classes.

For creating the postcard, consider the following aspects:

- you can consider the fact that there is an enchanted fish in the waters;
- you can consider suggesting them visit the place;
- you can offer them incentives if they visit the place.

### Example of poster



Figure 1.1 Poster

### Example of postcard



Figure 1.2 Postcard

**G** Formative Assessment

**I can do this.**

**Complete these statements.**

1. The most interesting thing I learned in this chapter was \_\_\_\_\_
2. The part I enjoyed most was \_\_\_\_\_
3. I would like to find more about \_\_\_\_\_
4. The hardest part in this chapter was \_\_\_\_\_
5. I need to work harder at \_\_\_\_\_

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

	Definitely	Yes	Maybe	No	Not at all
The story was easy to understand.					
I can tell the difference between offer and suggestion.					
I could write a dialogue between two people.					


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

## Appendix 4

### PICTURES OF DOCUMENTATION RESULT IN CHAPTER 2

A
Pre-Activity

With a partner, read the conversational text given.



**Siti**

Why are you looking so sad?

I was reading an opinion article on bullying. It made me extremely sad.

Ah! People like to exaggerate things, bullying as such is no big deal.


No, I don't think so. Bullying is prevalent in our society. It is important that everyone should be made aware of this social evil.

I don't agree with you. Little bit teasing here and there is acceptable.

I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.

Hey! Stop! You are getting too serious!

Yes! You should be serious about it as well. I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent.



**Jane**

**Discuss these questions with your partner.**

1. What is happening between Siti and Jane?
2. What kind of conversation are they having?
3. Whom do you agree with, Jane or Siti? Why?
4. Have you witnessed bullying? Describe how you felt.


Bahasa Inggris 19

B
Building Blocks

**Opinions**

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

**Some Opinions:**



I like Harry Potter movies because the magic seems so real.


I don't agree with you. Harry Potter movies are just overrated.

I like playing tag because it is so much fun.


I don't like playing tag because people end up fighting.

In my opinion, the government should provide means of sustenance for under privileged people instead of building tall towers.

I agree with what you are saying but have you ever thought that building tall towers provides work for unemployed people?



DID YOU KNOW



!

We can use collocations to express opinions, for example strong argument, strong criticism, strong denial, strong opinion, strong resistance, quite strongly.

Bahasa Inggris 20

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

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

Table 2.1 Sentence structure to express opinions

**Expressions**

Opinions can be expressed in the ways given below.

**Personal Point of View**

These expressions are used to show personal points of view.

What I mean is ....

In my opinion ....

In my humble opinion ....

I think ....

I would like to point out that ....

Personally, I think ....

To my mind ....

In my experience ....

By this I mean ....

I strongly believe that ....

I am compelled to say ....

As far as I am concerned ....

I reckon ....

From my point of view ....

As I see it ....

As I understand ....

**General Point of View**

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

Most people do not agree ....

Generally it is accepted ....

Almost everyone ....

The majority disagree with ....

Some people say that ....

The majority agree with ....

Some people believe ....

It is sometimes argued ....

Of course, many argue ....

It is considered ....

While some people believe ....



**DID YOU KNOW ?**



You can agree or disagree as long as you have a reason for your opinion.





### Agreeing with an Opinion

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



### Disagreeing with an opinion

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



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

### Examples of Opinions:

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

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

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

Table 2.2 Agreeing and disagreeing with opinions

**C** Let's Practice

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

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

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

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

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

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

**D** Active Conversation

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

**Buying a New Car**

Boy: I think we should buy a new car.

Girl: Why? Our old car is fine and functional.

Boy: \_\_\_\_\_

Girl: \_\_\_\_\_

Boy: \_\_\_\_\_

Girl: \_\_\_\_\_

**Banning of Cigarettes**

Boy: I believe that smoking should be banned.

Girl: I don't think I agree with you.

Boy: \_\_\_\_\_

Girl: \_\_\_\_\_

Boy: \_\_\_\_\_

Girl: \_\_\_\_\_

**Songs**

Girl: What kind of music do you like?

Boy: I like rock and roll.

Girl: How can you like rock and roll? It is so loud.

Boy: \_\_\_\_\_

Girl: \_\_\_\_\_

Boy: \_\_\_\_\_

Girl: \_\_\_\_\_

## E

### Writing Connection

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

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

A large yellow rectangular area with horizontal lines for writing, overlaid with a faint watermark of the Universitas Muhammadiyah logo.

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## F

### Let's Create/Contribute

Choose one of the activities given below.

1. The objective of this activity is to gather opinions of people by conducting an interview. With a partner, choose a topic, preferably a social issue, for example social media, smoking, corruption, global warming, pollution, poverty, drug abuse, etc. Write a series of interview questions of not more than 6 that will help you collect opinions of people on the issue you have chosen. After the interview, create a dialogue using the opinions you have collected. You can present your work in the form of a role play, a poster, a movie or a PowerPoint presentation. Make sure you share it in your class.

**Sample questions on the issue of corruption for the interview:**

- What is corruption (in your opinion)?
  - Do you think that corruption is prevalent in our society?
  - How would you define corruption?
  - Do you think corruption should be a punishable crime?
  - Do you think the government is making enough efforts to eradicate corruption from our society?
  - What are you doing to help eradicate corruption?
2. With a classmate, write an opinion conversation using the expressions you have learnt in the building blocks. Using the role-play approach, reenact it in front of the class.
  3. Find an editorial in any English newspaper or magazine. Use the Visible Thinking technique or "Reporter's Notebook" to identify and separate facts and opinions from this article. Work in groups of five.  
Focus on the following points:
    - Identify an issue or dilemma from the article.
    - Identify facts and opinions.
    - See if you understand them or you need more information.
    - After the discussion with your group members and teacher, express your opinion based on the information you have at hand.
  4. Smoking should be banned in public places. What is your opinion? What is the opinion of other people in your class on this issue? Do you agree or disagree with this opinion? Debate with your classmates on this issue. Work in groups of five or ten.

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**G** Formative Assessment

**I can do this.**

**Complete these statements.**

1. The most interesting thing I learned in this chapter was \_\_\_\_\_
2. The part I enjoyed most was \_\_\_\_\_
3. I would like to find more about \_\_\_\_\_
4. The hardest part in this chapter was \_\_\_\_\_
5. I need to work harder at \_\_\_\_\_

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

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

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

## Appendix 5

### PICTURES OF DOCUMENTATION RESULT IN CHAPTER 3

**A** Pre-Activity

Read an excerpt of the play given below.

MONSIEUR LOISEL: *Sweetheart, I have a surprise for you.*  
MADAME LOISEL : *Really, what is the surprise?*  
MONSIEUR LOISEL: *See for yourself.*

(He places the invitation on the table.)

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

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

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

**Discussion**

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**B** Building Blocks

Types of Invitations

Formal

Informal

**Formal Invitation**

A formal invitation is an invitation which follows a dignified form, tone or style in agreement with the established norms, customs or values (Websters, 2012).

For example:

- An invitation to the opening of a school
- An invitation to a graduation ceremony
- An invitation to a wedding, etc.

**Common Format of a Formal Invitation**

- The first line is the name(s) of the person(s) who invite(s).
- The second line is the request for participation.
- The third line is the names of the person(s) invited.
- The fourth line is the occasion for invitation.
- The fifth line is the time and date of the occasion.
- The sixth line is the place of the occasion.
- The last line is the request for reply.

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### Social Function:

Inviting people to formal and social events

### Linguistic Characteristics:

Simple, precise, and concise words

Detailed information

The tone should be friendly and sincere. Words should be chosen carefully. The style of writing should be formal.

### Format of Layout:

Addresses of the addresser and the addressee

Salutation

Body

- State for whom the invitation is and by who it is given.

- Reasons of invitation

- Date

- Time

- Place

- R.S.V.P. (It is a French word - "repondez s'il vous plait" which means

"please reply")

Signature

The format of the envelope for the invitation is addressed the same way as the envelope of a letter (i.e. with the recipient's address in the middle of the envelope and addresser's address on the left hand corner of the envelope).

### Ways of Organizing Information:

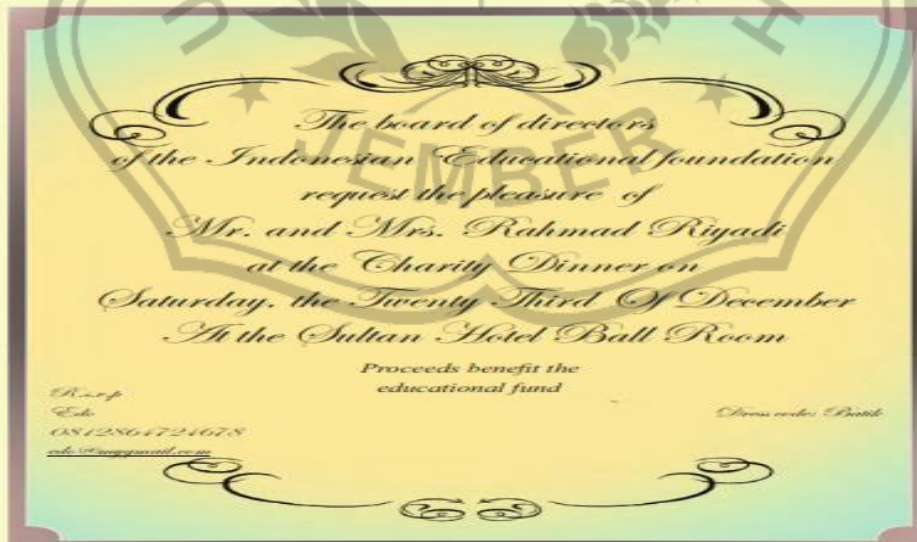
Reasons for inviting others

Detailed information about the party or event

Ask friends to come by using a sincere tone

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### Example of a Formal Invitation



**DID YOU  
KNOW**



**Formal invitations are  
written on cards.  
The text is written in  
calligraphic style.**

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**Invitation to a wedding**

*Mr. and Mrs. Pujiyanto*  
cordially request the pleasure of your  
company  
on the wedding ceremony of their  
daughter

*Siti With Davy*

On Friday, the twelfth of December  
at seven o'clock in  
Gedung Kartini  
Jl. Gatot Subbaroto  
Jakarta

R.S.V.P.  
Ajah  
02120734578  
Responediting@gmail.com

Dinner will  
be served at  
8 pm sharp.

1. Name of the hosts
2. Phrasing the invitation
3. The kind of event
4. Date
5. Time
6. Venue
7. Special instruction
8. Request to respond

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**Responding to formal invitations**

Formal invitations should be responded to within 3 days.  
Replies are written in third person.  
Replies have to be handwritten.  
Reason should be briefly stated for declining the invitation.

**Example:**

**1. Acceptance**

- Mr. and Mrs. Eri Utomo accept with pleasure the kind invitation of Mr. and Mrs. Pujiyanto to the wedding ceremony of their daughter on Friday, the twelfth of December at seven o'clock.
- Mr. and Mrs. Wibowo accept the invitation with pleasure.

**2. Declining/Regretting**

- Mr. and Mrs. Situmorang regret that they are unable to accept the kind invitation of Mr. and Mrs. Pujiyanto for Friday, the twelfth of December at seven o'clock due to prior engagement.
- Mr. and Mrs. Wibowo regret to decline the invitation due to health reasons.

**3. Responding card**

The responding card comes with the invitation card. This card should preferably be handwritten.

Reply is requested by First of December

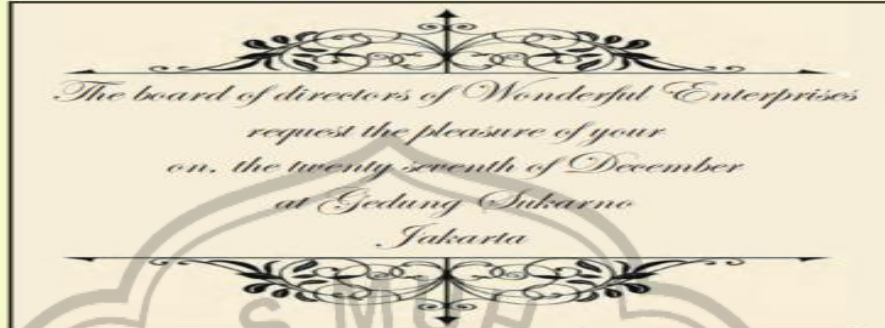
*Mr. & Mrs. Eri Utomo*

\_\_\_\_\_ attend

\_\_\_\_\_ unable to attend

**C** Let's Practice

A. In the invitation card below, find out what is missing.



Now rewrite the invitation properly in the space given below.



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Now respond to the invitation.



**D** Active Conversation

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

**Invitation to dinner**

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

**Invitation to the grand opening of ABC software company**

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



**Invitation to anniversary dinner**

Yanti : Mr. Suharto, my husband and I are celebrating our 3<sup>rd</sup> wedding anniversary. We would like you to join us.  
Mr. Suharto: Oh, thank you! I would be delighted to. When is it?  
Yanti : On Sunday at 8 p.m in the Balai Kartini.  
Mr. Suharto: OK, I will be there.  
Yanti : Thank you. See you then!  
Mr. Suharto: My pleasure. See you then!

**Accepting an invitation**

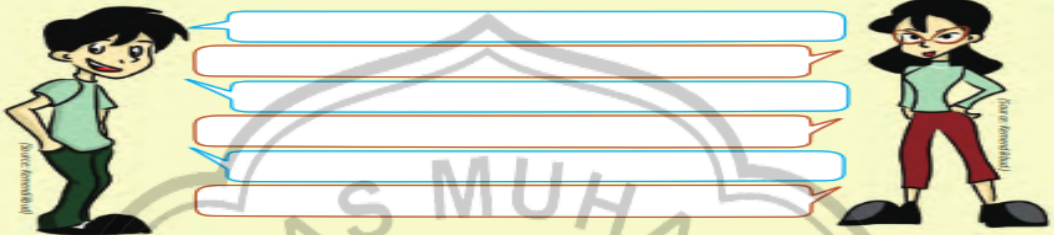


Illustration of a boy and a girl standing on either side of five empty speech bubbles, intended for a role-play activity. The boy is on the left and the girl is on the right.

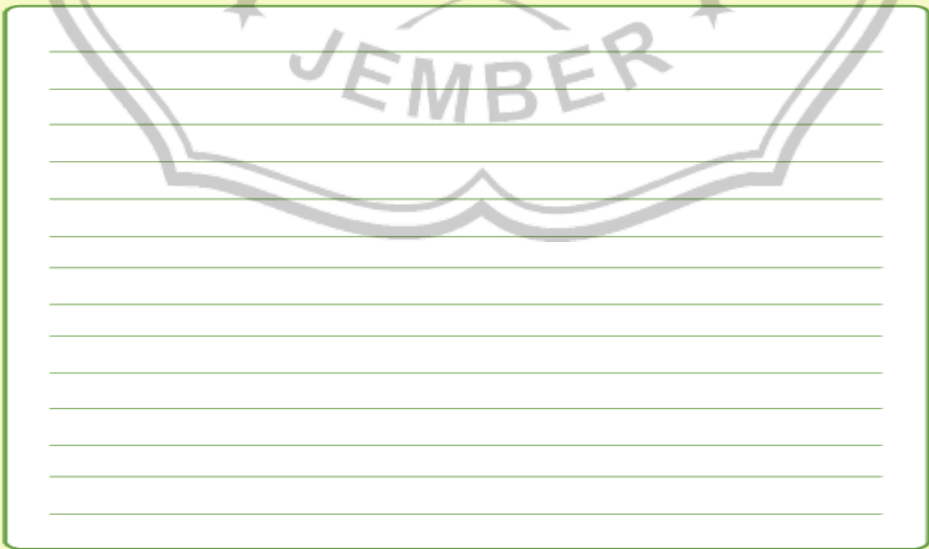
**Declining Invitation**



Illustration of a boy and a girl standing on either side of five empty speech bubbles, intended for a role-play activity. The boy is on the left and the girl is on the right.

**E Writing Connection**

Write a formal invitation for your brother's wedding.



A large rectangular area with horizontal lines for writing a formal invitation.

## F Let's Create/Contribute

Choose one of the activities given below.

- With a partner, create a formal invitation for the head of your school, inviting him/her to the graduation ceremony in your school. Use the format you have learnt in the building blocks.
- With a partner, create a formal invitation for the head of your district, inviting him/her to the ribbon-cutting ceremony to inaugurate the new science laboratory in your school. Use the format you have learnt in the building blocks.
- Design and create a formal invitation card template.

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## G Formative Assessment

I can do this.

Complete these statements.

1. The most interesting thing I learned in this chapter was \_\_\_\_\_
2. The part I enjoyed most was \_\_\_\_\_
3. I would like to find more about \_\_\_\_\_
4. The hardest part in this chapter was \_\_\_\_\_
5. I need to work harder at \_\_\_\_\_

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

	Definitely	Yes	Maybe	No	Not at all
The play was easy to understand.					
I can tell the difference between formal and informal invitations.					
I could write a dialogue between two people.					
I like creating and working with my classmates.					

My plan to overcome the difficulties of this chapter

## Appendix 6

### PICTURES OF DOCUMENTATION RESULT IN CHAPTER 4

A Pre-Activity

Read the text below.

## Global Warming

Is it an end to our world?

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

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

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




Figure 4.3 Global warming: the impact of global warming on the environment.

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

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

**Discussion**

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

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B Building Blocks

Analytical Exposition Text

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

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

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

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

Examples of exposition texts are

Legal Defenses

Speeches/Lectures

Editorials

Letters

Newspaper Articles

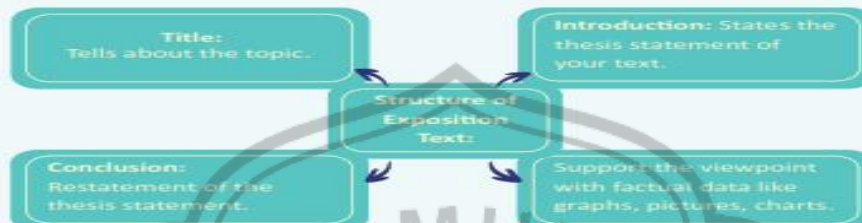
Political Leaflets

Essays

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### An exposition text needs to:

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



#### Title:

- Tells about the topic of the essay.

#### Introduction:

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

#### Body:

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

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- Use of emotive words, mental verbs, causal conjunctions to persuade the audience.
- Each paragraph has to be logically linked to the previous paragraph and to the thesis statement.

#### Conclusion:

- Reiterates or restates the thesis statement.
- Summarizes what has been stated.

(Emilia, 2012)

#### Language Features of an Exposition Text:

Use descriptive persuasive words with emotive connotations to emphasize your viewpoint. These words can either be positive or negative. **Use thesaurus to find an appropriate word.** For example:

- Instead of using "bad", **USE** *appalling, unfavorable, ghastly, terrible;*
- Instead of using "good", **USE** *fantastic, incredible, momentous, remarkable;*
- Instead of using "persuading", **USE** *convincing, urging, enticing, realistic;*
- Instead of using "persuasive", **USE** *credible, realistic, rational, sane, coherent.*

**Use the present tense** such as *lions live; I eat; cheetahs run.*

**Use mental verbs** such as *I believe; I prefer; I agree; I doubt; I disagree.*

**Use saying verbs** to support the argument such as *people say; it is said; research indicates, etc.*

**Use connecting words** to link to arguments so that the flow of the arguments is logical and fluent.

Some examples are:

additionally, furthermore, not only, also, in addition, moreover, likewise, firstly, secondly, etc.

**Use causal conjunctions** to indicate a cause or reason of what is being stated.

For example:

because, consequently, despite, due to, for that reason, in that case, eventhough, yet, otherwise, etc.

**Use words that express the author's attitude** - to qualify or confirm.

For example:

will, frequently, may, must, usually, typically, habitually, commonly, doubtless, characteristically, in all probability, etc.

**Use persuasive techniques:**

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

(Simon & Schuster, 2002)

**Example of an exposition text**

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

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

Table 4.1 The example and structure of an exposition text

**C****Let's Practice**

**A. The article given below is incomplete.**

**Complete it using the format of an exposition text and give it a suitable title.**

**Introduction (thesis statement)**

Television is the most popular form of entertainment in every household in Indonesia. However, I think watching television too much especially soap operas and dramas can have negative impacts on the viewers.

**Argument 1 + Elaboration****Argument 2 + Elaboration****Conclusion (restatement of thesis statement)**

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**D****Active Conversation**

**Choose one of the topics given below.**

A. Passive smoking is a silent killer.

B. Why is learning English important?

State your arguments or position on one of the above given issues and then discuss with your partner. For the arguments, you can use some expressions like these:

- I would like to remind you ....
- It is important for us to ....
- I believe that ....
- I am convinced that ....
- Let me tell you ....
- Try to remember ....

**A. Passive smoking is a silent killer**

You can use this example to start your conversation:

**Student A:** Do you know that passive smoking is more dangerous than active smoking?

**Student B:** I know, but I think it is not as dangerous as people say it is.

**Student A:**

**Student B:**

**Student A:**

**Student B:**

**Student A:**

**Student B:**

**Student A:**

**Student B:**

**B. Why is learning English important?**

State your arguments or position on this issue and then discuss with your partner. You can use this example to start your conversation:

**Student A:** Learning English is important because it is a means of communication with different people around the world.

**Student B:** I don't think it is important.

**Student A:** I do not agree with you ....

**Student B:**

**Student A:**

**Student B:**

**Student A:**

**Student B:**

**Student A:**

**Student B:**

## E

### Writing Connection

Write an analytical exposition text on any of the recent issues in the media. Give at least two (2) arguments plus an explanation to support your thesis statement. Follow the format of an exposition text given in the building blocks.

When you are done writing your first draft, consult your teacher to get a feedback on your writing.

**Draft 1:**

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## F

### Let's Create/Contribute

Choose one of the activities given below.

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

Make sure to put lots of pictures in your pamphlet.



Picture 4.2 Pamphlets (Source: designstore.ir)



**I can do this.**

**Complete these statements.**

1. The most interesting thing I learned in this chapter was .....
2. The part I enjoyed most was .....
3. I would like to find more about .....
4. The hardest part in this chapter was .....
5. I need to work harder at .....

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

	Definitely	Yes	Maybe	No	Not at all
The text was easy to understand.					
I know how to write an exposition text.					
I can write an exposition text.					
I know the format of an exposition text.					
I can create a pamphlet.					

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

## Appendix 7

### STATEMENT OF ORIGINALITY

The undersigned:

Name : Barik Yuzakki  
Student number : 1610231047  
Program : English Education  
Faculty : Teacher Training and Education

I state that this thesis is my own creation. It does not copy from other resource that I claim as my own creation.

If it proved tomorrow, or it could proved that the thesis is from only copy and paste, I will be ready to all of the consequences.

Jember, April 7<sup>th</sup> 2020

Writer



Barik Yuzakki  
NIM. 1610231047

## Appendix 8

### CURRICULUM VITAE

Barik Yuzakki is the second son of Moch.Hidayat and Dra. Hanifa. He was born on November 27th, 1996 in Jember. He has a two brothers.

He began his study at TK Al-Ihdaha Jember in 1999. Then he continued to study at elementary school at SDN Jember lor 2 in 2001. After that, he decided to study at SMP Negeri 7 Jember in 2011. For his senior high school, he learned at SMK Negeri 4 Jember in 2012. After graduating from Senior High School, he decided to continue to boarding school in 2015. Then he continued his study in Universitas Muhammadiyah Jember in 2016. He took English education because he likes to learn more about language.