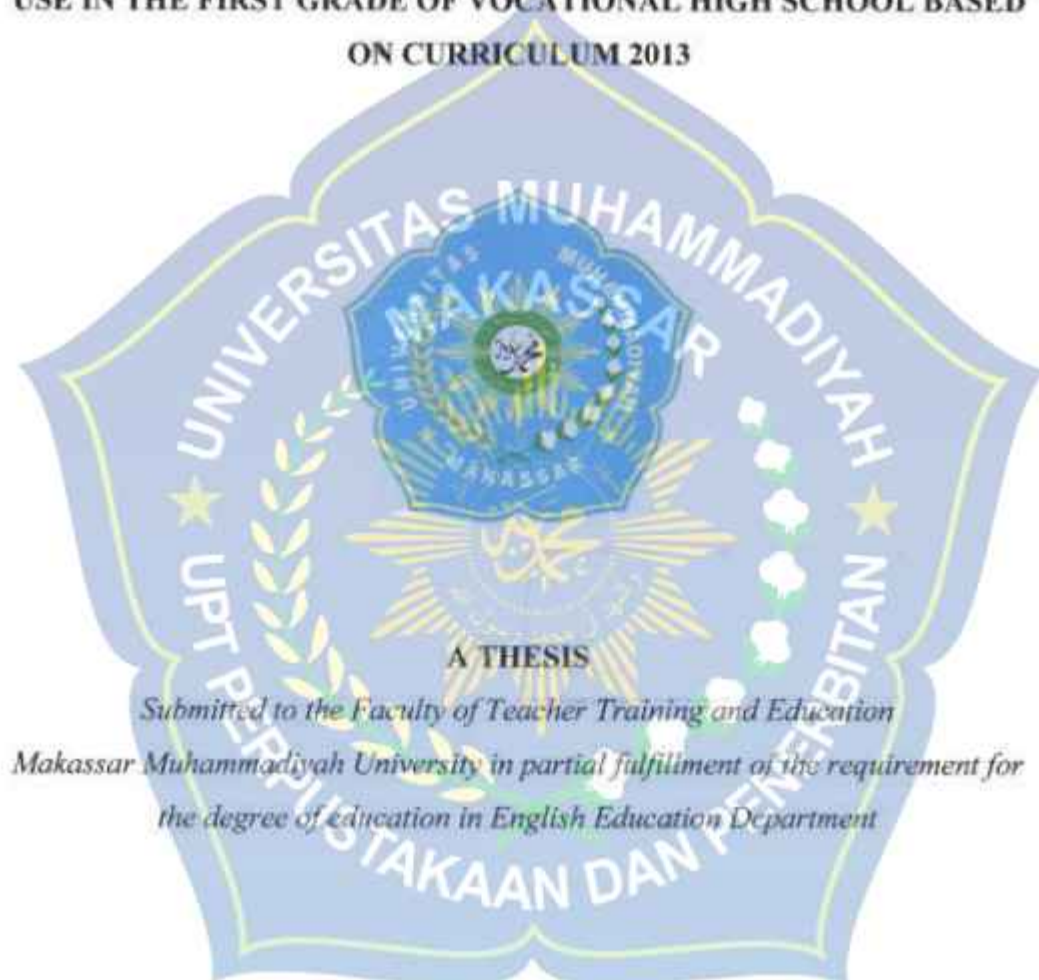


**THE ANALYSIS OF ENGLISH TEXTBOOK  
"FORWARD AN ENGLISH"  
USE IN THE FIRST GRADE OF VOCATIONAL HIGH SCHOOL BASED  
ON CURRICULUM 2013**



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**2021**

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Recc.		Local wisdom material why < /	

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Demikian perjanjian ini saya buat dengan penuh kesadaran.

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## ABSTRACT

**RAMADHAN. 2021.** The Analysis of English Textbook "Forward An English" Use In The First Grade of Vocational High School Based On Curriculum 2013. A thesis of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by Eny Satriana and Maharida Manindar

This study aims to determine whether the "Forward An English" textbook used in SMK 8 Makassar is in accordance with the 2013 curriculum based on the feasibility of the content and the feasibility of presentation by BNSP. This study uses a descriptive method that takes one month to collect data with an assessment rubric by BNSP. The results of this assessment indicate that the book "Forward An English" used at SMKN 8 Makassar is in accordance with the 2013 curriculum which was obtained from an assessment of the feasibility of the content of 85.57% and the value of presenting the feasibility of 80%. Based on the data obtained, the research concludes that the book "Forward An English" used at SMKN 8 Makassar is compatible with curriculum 2013, although this book is still lacking in the insight into diversity. Lack of insight into diversity can make students less appreciative of democratic values in accordance with the local cultural context and lead to misunderstandings about national insight to develop a sense of love for the homeland, nation and state. Therefore, as a researcher, I propose that this book can further enrich the repertoire of examples of this book with various local cultures in Indonesia, and not only take examples from western culture. As Harmer (2007) said



in his proposal about the criteria for selecting appropriate textbooks for students, one of which is cultural suitability.

**Keywords:** Feasibility of Contents, Feasibility of Presentation, Textbooks, BSNP.



## ABSTRAK

**RAMADHAN, 2021.** Analisis Buku Ajar Bahasa Inggris "Forward An English" Pada Kelas I Sekolah Menengah Kejuruan Berdasarkan Kurikulum 2013. Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Eny Satriana dan Maharida Manindar. Penelitian ini bertujuan untuk mengetahui apakah buku teks "Forward An English" yang digunakan di SMK 8 Makassar sudah sesuai dengan kurikulum 2013 berdasarkan kelengkapan isi dan kelayakan penyajian oleh BNSP. Penelitian ini menggunakan metode deskriptif yang membutuhkan waktu satu bulan untuk mengumpulkan data dengan rubrik penilaian oleh BNSP.

Hasil penilaian ini menunjukkan bahwa buku "Forward An English" yang digunakan di SMKN 8 Makassar sudah sesuai dengan kurikulum 2013 yang diperoleh dari penilaian kelayakan isi sebesar 85,57% dan nilai kelayakan penyajian sebesar 80%.

Berdasarkan data yang diperoleh, peneliti menyimpulkan bahwa buku "Forward An English" yang digunakan di SMKN 8 Makassar sesuai dengan kurikulum 2013 meskipun dalam buku ini masih sangat kurang pada bagian wawasan kebhinekaan. Kurangnya wawasan kebhinekaan dapat membuat siswa kurang menghargai nilai-nilai demokrasi yang sesuai dengan konteks budaya lokal dan menimbulkan kesalahpahaman tentang wawasan kebangsaan untuk mengembangkan rasa cinta tanah air, bangsa dan negara. Oleh karena itu, sebagai peneliti, saya mengusulkan agar buku ini dapat lebih memperkaya khasanah contoh buku ini dengan berbagai budaya lokal di Indonesia, dan tidak hanya mengambil contoh dari budaya barat.

Seperti yang dikatakan Harmer (2007) dalam proposalnya tentang kriteria pemilihan buku teks yang sesuai untuk siswa, salah satunya adalah kesesuaian budaya.

**Kata kunci:** Kelayakan Isi, Kelayakan Penyajian, Buku Teks, BSNP.





## MOTTO AND DEDICATION



For my father

For my mother in the heaven

For my Brother and Sister

And the last for everyone who knows me

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Makassar, July 2021

The Reseacher



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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

In the process of learning English at school, the teacher's role is very important. There are many tasks that must be done by a teacher in the success of the teaching and learning process. One of them is preparing teaching materials. The teaching material most often used by teachers is a textbook. This is one of the easiest sources of knowledge and is one of the many aids to help students acquire clear subject matter concepts. This fact occurs for several reasons. First, textbooks are relatively easy to find. Second, textbooks help teachers to prepare lessons (Brown, 2000). Third, they can also be flexible syllabi for the teaching and learning process where teachers can easily modify based on student needs. Fourth, this provides guidance or roadmap for students who offer the expected behavior they must do (Crawford in Richards and Renandya, 2002).

The instance of the English textbook at present utilized in Vietnamese secondary schools by Nguyen Thi Thuy Minh said the viability of course books in overseeing objectives and targets, and planning instructing materials is a decent thought prior to choosing to utilize reading material in class. Improper course books may make the class brimming with practices that are not appealing or excessively costly for understudies or don't accommodate understudies' privileges in accomplishing their adapting needs. These reasons make the determination of reading material utilized by educators moderately significant. Reading material should be as per the current educational plan, the school

schedule alongside the necessities of understudies and furthermore the objectives and goals of instructing. In this way, the instructor should pick the proper textbook that is ideal for understudies and educators as best as could really be expected. However, on specific events, the requirements of understudies at times become the pinnacle point for the instructor to decide the textbook.

In Indonesia, after the new educational program is actualized, various course books are distributed, either by neighborhood distributors or unfamiliar distributors. Educators likewise really like to utilize reading material with new educational plans on the grounds that the exploration destinations will be founded on the new educational plan too. There are numerous distributors who have distributed English course readings for second year secondary school understudies. The course book should hold the principle instrument for doing the pre-masterminded educational program. In any case, now and then some of them are not as per educational plan principles. Indeed, it is very hard to get English course books that have great material and as per the educational plan. Albeit numerous secondary school English language reading material are professed to be distributed and composed dependent on essential abilities in the 2013 Curriculum English Language prospectus, yet not every one of them are truly in accordance with the 2013 educational program or K-13.

The K-13 for professional schools in Indonesia started to be applied beginning in class X or in the 10th grade of professional school. The K-13 itself is altogether different from KTSP. The motivation behind the K-13 examination



in the homeroom isn't just founded on what understudies gain from the educational program, yet additionally the desire for accomplishing certain qualities. Strict qualities and some trademark building esteems in the personality of understudies are additionally instructed in class. Instructing and learning strategies additionally exhaustively change to be understudy focused. Request that they examine and afterward produce it with what they have noticed, open them to comprehend what they have realized themselves, and urge them to be socially mindful of their companions, encompassing regions, and stylish variables as a feature of the change technique (Badan Standar Nasional Pendidikan, 2011). That focuses on English language abilities in instructing English to understudies in K-13 since exercises in the K-13 are required to make understudies presented to utilizing English as regularly as conceivable with different subjects, settings, and themes.

Concerning the above clarification, the essayist is propelled to lead a reading material analysis analyzing the suitability of a few business course books for the 10th grade understudies of professional school. The author is interest in analysis the activities give in the course book, as it is worried about open reasons for Curriculum 2013. The author pick a reading material with the title "Forward An English", at that point the essayist investigation the activities inclusion in giving the students' necessities as recommended by the educational program. As per the past clarification, the specialist attempt to dissect and decipher it with the title **The Analysis Of English Textbook "Forward An English" Use In The First Grade Of Vocational School Based On Curriculum 2013.**

## B. Problem Statement

Along with the background study that has been state so far, the writer will try to analyze the feasibility of content and feasibility of presentation in the textbook "Forward An English". The research questions as follow:

"Are the materials presentation in the textbook Forward An English published by *PT. Penerbit Erlangga* compatible with Curriculum 2013 based on feasibility of content and feasibility of presentation in rubric assessment from National Education Standards Agency (*Badan Standar Nasional Pendidikan*)?"

## C. Objective of Research

The objective of research of analyzing the English textbook used in Vocational School as follow:

"To know the feasibility of content and feasibility of presentation the materials in textbook *Forward An English* by *PT. Penerbit Erlangga* compatible or not with curriculum 2013."

## D. Significance of Study

The significance of the study is classifies into Theoretically and Practically. Theoretically, the results of the study can be in the form of research documents and give awareness to educational institutions to be better able to analyze the content of English textbooks that are suitable as guidelines for teaching English. Practically, it can be used as a basic consideration for future researchers who are interest in developing similar studies.

#### E. Scope of the Research

To guarantee the exact information assortment and furthermore to evade ambiguous and over expansive examination, the essayist restricted a few pointers of this exploration, and the constraints are the author breaks down the substance and activities introduction of English reading material "Forward An English" use at Makassar State Vocational High School 8 utilize the Feasibility of Content (Kelayakan Isi) and Feasibility of Presentation (Kelayakan Presentasi) in rubric evaluation from National Education Standards Agency.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Previous of Related Research Findings

This research has been reviewed some previous research such as journals which relevant to the study. The first one comes from Kanina (2016) with her journal *An Evaluation of Reading Materials in "English in Focus" Textbook for Seventh Grade Students in One of Junior High School in Bandung*. Her study use the checklist method by McGrath to evaluate the reading materials on the English textbook entitled "English in Focus". The result of her study show that reading material in english in focus textbook is fulfilled the criteria of good reading materials, although there are some aspects that are less appropriate in the textbook, the aspects do not influence the teaching and learning activities significant in the context.

The subsequent pertinence study comes from Kartini (2015) with her examination *A Content Analysis on Speaking Materials and Activities Written on "English Alive I" Textbook (An Analytical Study on English Textbook for First Year of Vocational School)*. Her examination is an investigation the information of talking materials and talking exercises in English Alive I course reading utilizing the rubric evaluation distributed by National Education Standards Agency (*Badan Standar Nasional Pendidikan*). Thus, English Alive I course book is useful for educators to show representing first year secondary school understudies, in light of the fact that the vast majority of talking material or exercises in the reading material are pertinent to understudies' every day life.

Nonetheless, the essayist locate that a portion of the material in this course book isn't reasonable with standard ability and essential fitness.

The third pertinence study comes from Prasjo (2014) with the title of his examination The Analysis of English Textbook "Pathway to English" Used in The First Grade of Vocational School Based on Curriculum 2013 (An Analytical Study on English Textbook for First Year of Vocational School). The possibility of his examination is to investigate and recognize the English course book materials and exercise if it is pertinence with the English Curriculum utilized. The consequences of his investigation, the "Pathway to English" course reading is a great idea to be use for 1st grade of professional schools that have begun utilizing educational program 2013.

The other importance study comes from Lathif (2015) with the title of his investigation An Evaluation of English Textbook for The Eight Graders of Junior High School. His investigation assesses two English course readings for the eighth graders of Junior High School entitle Let's Talk and English on Sky 2 by utilizing a substance examination strategy. The consequences of the investigation show that Let's Talk and English on Sky 2 are reasonable for use in the educating and learning measure dependent on standards integrated from Pusat Perbukuan and other ELT specialists. By the by, his found that a few models are not satisfied as well.

With the description of those previous studies above, it will be the references for the researcher in this research to have more detailed study of the analyzed textbooks and the fulfillment towards criteria of good textbooks.

## **B. Some Pertinent Ideas**

The accompanying definitions are given with the goal that perusers have similar arrangement or insight for certain terms utilized in this examination. They are likewise intended to stay away from vagueness or error. They are as per the following:

### **1. The Concept of Textbook**

#### **a. Defenition of Textbook**

Course books fill in as a significant job in instructing and learning exercises, utilizing reading material in the study hall to help educators in conveying material. In accordance with the above assertion, Mudzakir (2014) expressed that the course book is furnished with understudy work. As he specifies in his diary, course books alongside numerous different names are generally utilized by instructive establishments or schools and are typically supplemented by activities and educating materials.

As indicated by examination and training, in Indonesia there are two kinds of textbooks. There are course readings and non-reading material. Reading material or course books are guidance manuals in each part of study. Course books are created as per the requests of instructive organizations. Reading material, in view of the standards of good learning, are efficient, which can decrease understudy nervousness and further upgrade learning. Albeit most reading material are not just distributed on paper, they are presently generally accessible as digital books on the web. Non-reading material are the authority term utilized by the public authority



to allude to instructive books outside of course readings. This is expressed in Law Number 3 of 2017 concerning Bookkeeping. Non-course readings are general in nature as knowledge advancement for perusers, strategies for youngsters, SD, SMP and SMA/SMK, to instructors (educators).

In light of the guidelines of the service of culture and training, it is expressed that:

Textbooks are the main reference for use in schools which contain learning material in the context of increasing faith and piety, character and physical and spiritual personality which are arranged based on educational standards.

Based on the above definition, the authors conclude that textbooks play an important role in the national education system because they reflect changes in the curriculum system in Indonesia.

#### **b. Criteria of Good Textbook**

Tomlinson (1998) recommends that great language instructing materials should have a few qualities, the clarification is as per the following:

- 1) The material should make it simpler for understudies to get information.
- 2) The material should help understudies increment their self-assurance.
- 3) Materials should be pertinent and valuable.
- 4) The material should show the understudy's local language.

- 5) The material should offer understudies the chance to utilize the objective language to accomplish open objectives
- 6) The material ought to consider that understudies have distinctive learning styles.
- 7) The material should consider that understudies have separation in full of feeling perspectives.
- 8) The material should boost the potential for learning by empowering scholarly, stylish, and enthusiastic contribution that invigorates both ways cerebrum action
- 9) The material should give a chance to criticism on the outcomes.

**c. Commercial Textbook**

The setting name for reading material created available is business course books. Fundamentally these are standard reading material or cap course books distributed in the market to meet study hall instructing needs. Normally business reading material are delivered by book distributors and are in accordance with the current educational plan principles in which they are distributed or for courses requiring explicit materials or activities intended for that course. Richards (1992) says that course books function as long as educators discover them valuable and simple to utilize. Frequently course books work since they are so natural to utilize and this, thusly, might be on the grounds that they have been assembled so cunningly. Effective course books are regularly flawlessly created. Then again, reading material that are less fruitful will in general

have a blemish regarding structure: if they are ordered excessively fast altered and tried appropriately in the field. Therefore they are viewed as hard to utilize, exhausting, etc.

In Indonesia itself, the public authority issues reading material to help educators and understudies in the study hall, notwithstanding, course readings given by the public authority are now and again not extremely effective in homeroom application or can't be utilized by English courses in Indonesia. This is the motivation behind why book distributors discharge business reading material to tackle this issue. In this way, basically, business course readings are reading material that are utilized for homeroom purposes, particularly to help educators or understudies in the instructing and learning measure itself.

#### **d. Function of Textbook**

Course readings are one of the language instructing materials that contain information to make it simpler for understudies to accomplish learning destinations as expressed by Kartini (2015). Aside from Kartini (2015), Chandran (2003) additionally expressed that the course book was planned to help instructors in giving educating materials. Course readings go about as a guide for unpracticed educators. It likewise gives unpracticed or experienced instructors direction on what understudies need to realize.

The assertion from Chandran (2003) is additionally in accordance with the assertion from Cunningsworth (1995). As per him, there are a few capacities and parts of course readings, there are:



- 1) Source of introduction material
- 2) Source of exercises for training and open connection
- 3) Reference books (punctuation, jargon, articulation)
- 4) Syllabus
- 5) Resources for self-study or free access
- 6) Support for less experienced educators

What's more, Jack C. Richard likewise referenced a few elements of reading material, there are:

- 1) Textbooks provide the structure and syllabus for a program

The material in the course reading is created dependent on the schedule in an educational program, making it feasible for instructors to instruct without taking a gander at the prospectus.

- 2) Textbooks help standardize instructions

Generally instructors in Indonesia show a few classes at a similar level. All understudies get a comparable clarification, so they can test their understudies similarly.

- 3) Textbooks provide a variety of learning resources

Textbooks are often accompanied by workbooks, CDs and cassettes, videos and CD-ROMs, etc.

- 4) Efficient Textbook

Textbooks can save educators time, since they don't occupy a lot of time to make materials. The teacher just needs to choose the type of material or assignment to be taught to students.

5) Textbooks can train teachers

Inexperienced teachers can study textbooks before teaching their students. Therefore, textbooks can help these teachers to practice their skills in teaching.

## 2. Curriculum

### a. Definition of Curriculum

In view of RI Law No. 20 of 2003 states that "the educational plan is a bunch of plans and courses of action with respect to the destinations, substance and instructing materials that are utilized as rules for executing learning to accomplish instructive objectives".

Seen comprehensively, educational program has various implications. It can mean substance, norms or objectives that consider understudies responsible. As such, it very well may be deciphered as a bunch of learning techniques that can be utilized by educators. From a more profound perspective of the educational plan, the educational program itself shares a few ideas for all intents and purpose as follows:

- 1) Scope and arrangement, the depiction of the educational program as a framework of goals allotted to consecutive review levels (i.e., Sequence) and assembled by basic subjects (i.e., Scope).
- 2) Syllabus, the arrangement for the whole course, which ordinarily incorporates the reasoning, subjects, assets and assessment.

- 3) The substance of the framework, a rundown of themes talked about are orchestrated in a layout structure.
- 4) Standards, arrangements of information and abilities needed by all understudies upon culmination.
- 5) Textbook training materials are utilized as rules for homeroom learning.
- 6) Courses, a progression of courses that should be finished by understudies.
- 7) Planned encounters, all encounters that understudies have that are arranged by the school, regardless of whether scholarly, athletic, passionate, or social.

All in all, an educational program is a bunch of plans intended to help educators track what understudies need to realize toward the finish of a course. This implies that the educational plan assists educators with encouraging them through the assortment of showing materials, showing techniques, and appraisal strategies that have been given in it. It is exclusively done to help understudies address their issues and significance to learning.

#### **b. Curriculum 2013**

The educational plan in Indonesia is right now creating to be further developed. During the most recent ten years, instructors in Indonesia have adjusted three sorts of educational program from the KBK (Competency-Based Curriculum), KTSP (School Level



Curriculum) and the most recent 2013 Curriculum which was at last delivered in July 2013.

The 2013 educational program embraces a logical methodology. As expressed in Permendikbud No. 81a of 2013, the logical methodology is a learning interaction planned with the goal that understudies effectively build ideas and standards through a few stages: (1) noticing; (2) addressing; (3) accumulate data and finish up, (4) partner, and (5) convey. Fundamentally the attributes of the 2013 Curriculum are as per the following:

- 1) Develop a harmony between creating otherworldly and social perspectives, interest, inventiveness, cooperation with scholarly and psychomotor capacities.
- 2) The school is important for the local area that gives an arranged learning experience where understudies apply what they realize in social schools and utilize the local area as a learning asset.
- 3) Develop mentalities, information and abilities and apply them in different circumstances in schools and networks.
- 4) Give adequate opportunity to create different mentalities, information and abilities.
- 5) Competence is expressed in the center abilities of the class which are additionally itemized in the fundamental capabilities of the subjects.
- 6) The center abilities of the class are the components of executing fundamental capabilities, where every essential competency and the

learning interaction are created to accomplish what is contained in the center skills.

- 7) Basic abilities are created dependent on collective standards, commonly fortifying and advancing among subjects and levels of training (authoritative skyline and vertical).

The principle perspective that has been streamlined in the 2013 Curriculum is that the substance isn't just founded on understudy accomplishment on pointers and guidelines, yet in addition understudy understanding in applying the estimations of trustworthiness, self-restraint, obligation, participation, resistance, civility, capable, and proactive. The possibility of the 2013 Curriculum is to give all pointers in Core Competencies (Basic Competencies) that have strict qualities, convictions, and social harmony and interface every one of these qualities into each exercise to be educated.

The relationship among's educational program and course books is close. The educational plan is an instrument to accomplish instructive objectives. Then, reading material are learning instruments utilized in schools to help a learning program. In this manner, the presence of an educational plan resembles a cooking formula and course readings are the fixings used to deal with these dishes.

### **3. Rubric Assessment for Textbook**

The National Education Standards Agency itself has delivered an assessment cycle at *Puskurbuk* as an evaluation rubric to survey the

achievability and appropriateness of course readings. The appraisal rubric from the National Education Standards Agency is intended to portray and evaluate subjectively related material and substance in a course reading at that point quantitatively coded. As indicated by Puskurbuk, this is a 2013 educational program reading material evaluation instrument:

**a. The Feasibility of Content**

Attainability of Content is an evaluation bunch about the substance of a course book. The plausibility of the material incorporates three measures, specifically the appropriateness of the material with the Core Competencies and Basic Competencies, the precision of the material, and the last supporting material.

**1) The Compatibility of materials with Core Competences and Basic Competences.**

In the qualification models, the substance of the rules is isolated into two sub-measures, to be specific culmination and profundity.

**a) Completeness (*Kelengkapan Materi*)**

In the fulfillment models, course readings are required to cause understudies to comprehend and deliver relational and interactional discussions both orally and recorded as a hard copy to assist them with communicating relevant and topical circumstances alongside numerous other strict qualities, attributes, and feel.

**b) In-Depth (*Kedalaman Materi*)**

Inside and out the course reading profundity models



(material profundity) has a few focuses. The first is openness or (openness), which implies that the course reading is required to open understudies to whatever number kinds of text as could be allowed that are applicable to understudies' every day lives so they can acclimate themselves with different sorts of writings. Text Retention (Text Message Retention) implies that course readings should control understudies in understanding social capacities, text structure, and etymological qualities. At long last, the (creation) course book ought to have the option to direct understudies in each progression of delivering composed and oral writings.

## **2) The Accuracy of Materials**

Regarding material exactness, the rules are partitioned into three sub-models, in particular Social Function, Generic Structure and Linguistic Characteristics.

- a) Social work (social capacity) In this basis, the content contained in the reading material or the activities given from the course books that have been completed by understudies are relied upon to have values in social capacities according to understudies' day by day lives both relational, or on the other hand interactional.
- b) Generic Structure (Elements and Meaning Structure) In this measure, the content contained in the course book or the activities given from the reading material that have been

finished by understudies are required to give experiences and thoughts to understudies to think efficiently in doing the activities. or on the other hand produce it in regular daily existence.

- c) Characteristics of Linguistics (Linguistic Features) In this model, the content contained in course books or activities given from reading material that understudies have clipped away at is required to be perceived and meet the standard qualities and attributes of good correspondence in understudies in day by day life - day.

### 3) Supporting Materials

In this measures of attainability of substance which is supporting materials, these rules are isolated into three sub-models, to be specific Up-to-Datedness, Development of Life Skills and Development of Diversity Insight

- a) Up-to-Datedness In this model, every thing on the side of the material and activities gave in the course book (Tables, Pictures, Texts, References) should be taken from significance and the most recent accessible sources.
- b) Development of Life Skills In this measure, any open messages and activities and tasks accessible in the reading material ought to rouse understudies towards great characters who care about social, scholarly and professional life.

- c) Diversity Insight In this standard, each informative content and exercise and task accessible in the course book should propel understudies towards productive members of society who care, comprehend and esteem multicultural variety.

**b. Feasibility of Language**

The feasibility of language is a gathering evaluation of the substance of the course reading. Language possibility incorporates three measures, in particular similarity with understudy improvement, open and cognizance and honesty of thoughts

**1) The Compatibility With Student's Development**

In the achievability of language rules as per understudy improvement, it is isolated into two sub-models, to be specific similarity with understudies' scholarly level and similarity with understudies' enthusiastic level.

- a) Compatibility with Intellectual degree of understudies. In this standard, a wide range of language utilized both in activities and portraying the idea of showing tables, dynamic pictures or delineations should be adjusted to the understudies' scholarly level (can be seen inventively by understudies).
- b) Compatibility with understudies' Emotional level. In this measure, a wide range of language utilized both in preparing and depicting the idea of showing tables, pictures or dynamic outlines should be adjusted to the enthusiastic degree of understudies from



nearby to worldwide settings.

## **2) Communicative**

In this Communicative language qualification standards, these measures are partitioned into two sub-models, to be specific Readability of message and The Accuracy of language use.

- a) Readability of messages In this measure, a wide range of language utilized both in activities and portraying encouraging ideas are utilized as adequately as could be expected and limit message equivocalness with the goal that understudies will be propelled to learn.
- b) Accuracy of Language Use In this measure, a wide range of language utilized both in activities and in depicting encouraging ideas are utilized as successfully and reliably in language utilize with the goal that understudies will be propelled in learning.

## **3) The Coherency and The Integrity of Idea**

In this language qualification standards, to be specific intelligibility and honesty of thoughts, these measures are separated into two sub-rules, in particular section intelligence and passage lucidness.

- a) Coherency of Paragraph, in this standard the language of conveyance of text, pictures and outlines of sections in course readings is shown in a perfect and orderly way to make rational and strong passages.

- b) Chapter cognizance, in this standard the language of conveyance of writings, pictures and representations between every section is firmly identified with each other. Accordingly, an intelligent and efficient course of action will be made.

**c. Feasibility of Presentation**

This achievability of introduction is a gathering of appraisal about the introduction of the course reading. The practicality introduction included three estimations are Technique of introduction, Learning Presentation and Completeness of Presentation.

**1) Technique of Presentation**

In this models of possibility of introduction which is method of introduction, the standards was separated into two sub rules which are Systematic and Chapter Equilibrium.

- a) Systematic, in this measures reading material are required to be methodical in conveying a part, beginning with presentation, body and after that shutting with the end goal for understudies to be energized in gaining from the book.
- b) Chapter Equilibrium, in this rules course reading are relied upon to convey the substance of a section as equivalent as conceivable began from the quantity of pages, practice produced inside each part and furthermore outline that equivalent inside each substance of part.

## 2) Learning Presentation

In this introduction qualification models, specifically introduction method, these standards are separated into four sub-measures, in particular Learner Center, Initiative Development, Creativity, and Critical Thinking of Students, Development of Student Independence and Lastly Development. Students' capacity to assess themselves

- a) Learner Center, in the course reading these measures are required to have the option to make understudies as learning subjects so that learning freedom happens. The materials and activities are relied upon to be drawing in and intuitive simultaneously.
- b) Developing Initiative, Creativity, and basic considering understudies, in this basis, course readings are required to make understudies roused and imaginative so when utilizing course readings they will be suspicious about "how, why, where, when and so on" This will make understudies thoroughly spurred to find out additional.
- c) The improvement of understudy autonomy, in this basis course books are relied upon to make understudies inquisitive and free about the thing they are picking up, anticipating that they should dissect what they are realizing so they are roused to find new things and information.
- d) The advancement of understudies' capacities in self-assessment,



on this basis, course books are relied upon to urge understudies to assess themselves, see the degree of taking in acquired from a section, and audit gaining from a part. This will urge them to build up their comprehension of the pertinence of each activity or text in the reading material.

### **3) Completeness of Presentation**

In this introduction qualification standards, specifically Presentation Completeness, these models are separated into three sub-rules, in particular the Introduction, the Contents and the Closing Section.

#### **a) Introduction Part**

In this measure, the course reading is relied upon to create adequate early on segments of the course book comprising of an introduction and a rundown of course book substance.

#### **b) Content part**

In this criterion, it is hoped that the textbook will develop sufficient content sections consisting of an introduction, illustrations (tables, pictures, etc.), a summary and self-reflection, and finally a practice question.

#### **c) Closing part**

In this criterion, it is hoped that the textbook will develop an adequate closing section consisting of a Glossary, Reference and Index.

The rubric appraisal of the National Education Standards Agency is an entire book investigation. This rubric appraisal evaluates the precision and propriety of course reading substance in the conveyance of showing materials, introduction strategies, the significance of every part, and the social advantages of reading material.

#### 4. How to Analyze Textbook

With the high number of reading material utilized in pretty much every school and language course in Indonesia, the utilization of course books in homeroom learning is generally significant. As recently expressed, the part of reading material aides the unpracticed educator. It gives assets to showing materials, and numerous different jobs. Course books ought to be chosen and assessed to discover appropriate reading material. The issue of course book reasonableness was once called attention to by Cummingsworth that no single reading material or reading material delivered to the market would be genuinely ideal for a specific gathering of students. Rather than searching for the ideal which is somewhat hard to track down, we should search for the most reasonable one that fits the potential in adjusting and supplements which one is deficient or not.

This assertion is valid. With the huge number of business reading material in Indonesia or the ones that are at present the most generally utilized are BSE (Electronic School Books) or E-Books, the

quantity of reading material accessible available is getting higher and keeps on expanding. Nonetheless, high amount can't ensure his high caliber. That is the reason the nature of a course book should be dissected. Cummingsworth proposes a few rules for assessing reading material or course books that will be dictated by the requirements of the instructor or gathering of students as follows:

- 1) They should coordinate the requirements of the student. They should coordinate the points and destinations of the language learning program. The points and targets can mirror the necessities of understudies as far as language content and informative abilities. Course readings ought to be chosen to help accomplish this objective. The points and destinations of the learning or instructing program should figure out which address materials are utilized, and not the reverse way around. This mirrors the rule that reading material are preferable workers over bosses. It is basic that course readings encourage the advancement of students and convey them forward as viably as conceivable towards their objectives. Thus, the substance of the material should coordinate what understudies need to realize, as far as language materials, open abilities and procedures.
- 2) They should ponder the utilization (present and future) that students will make of language viably for their own motivations. The learning or training program should have an establishment or



an away from of what understudies need to figure out how to utilize language in close to home, proficient, scholastic or any pertinent circumstances. The course reading that is most appropriate for your student will intently mirror the necessary language content, language abilities and utilization designs. This includes us looking past class limits and concentrating on the utilization that every understudy will make of what they have realized.

- 3) They should consider the requirements of understudies as students and should encourage their learning interaction, without stubbornly forcing inflexible 'techniques'. The learning approach embraced by the reading material ought not be excessively forcing on learning styles as it addresses the issues of understudies by empowering them to utilize learning styles that suit them, if conceivable empowering the utilization of various styles in order to offer understudies a few choices in that manner. they study.
- 4) They should have an unmistakable part as supporting learning, similar to educators, they intercede between the objective dialects. Course books encourage learning, they bring the student and target language together, however in a controlled way. Reading material help understudies in an assortment of ways, however mostly by giving models of English that can be learned at the understudy capability level. They likewise give activities and exercises intended to build familiarity with the utilization of English and they

regularly give relevant clarifications or models that assist students with seeing how the language functions.

In view of the assessment in dissecting great and fitting reading material, the best approach to investigate course books is mostly by discovering course books that attention on the requirements of understudies and their suggestions for utilizing them in encouraging their requirements for both current and future necessities. Furthermore, it appears to be that the appraisal rubric from the National Education Standards Agency and *Puskurbuk* in the course book assessment above is extremely clear, its attention is on breaking down the reasonableness of reading material that actualize the current 2013 educational program and the most recent. Where at different purposes of advancement, the 2013 educational plan zeros in additional on the requirements of understudies, understudies focus on the instructing and learning measure.

### C. Conceptual Frame Work

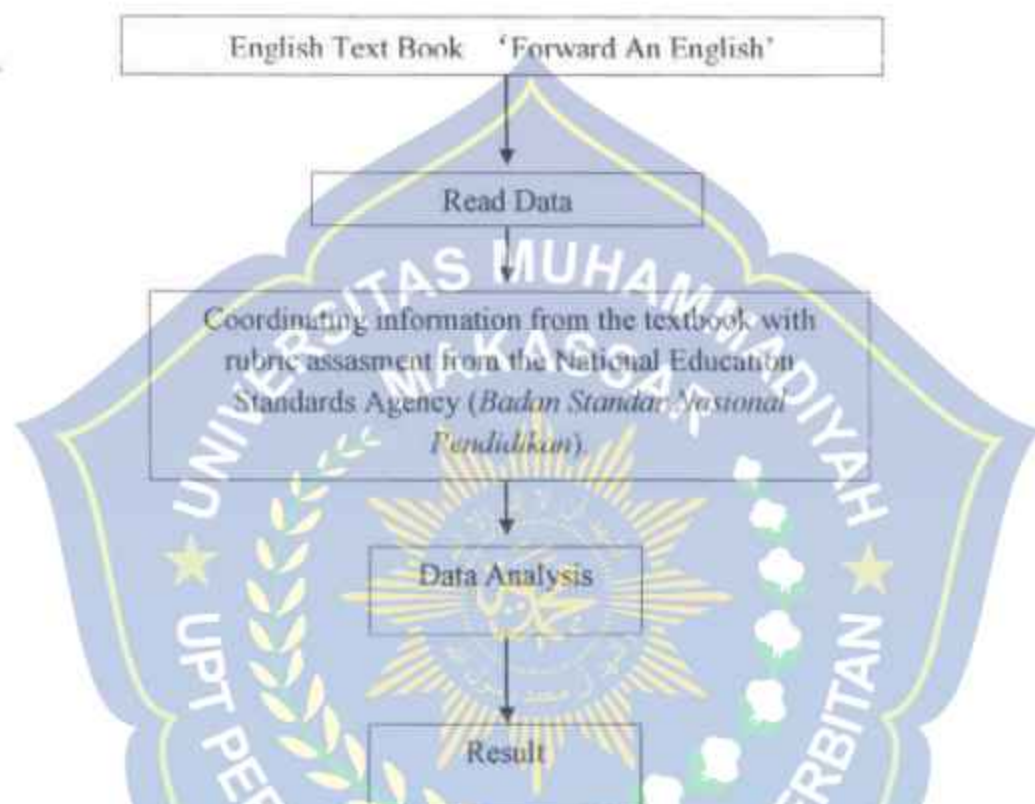


Figure 2.1 Conceptual Framework

In light of the applied structure above, analysts need to discover Forward An English distributed by PT. Penerbit Erlangga satisfy the materials and activities introduction in the Textbook "Forward An English" viable with Core Competence (*Kompetensi Inti*) and Basic Competence (*Kompetensi Dasar*) in Curriculum 2013 or not. There were two stages to discover the materials and activities introduction in the Textbook "Forward An English" viable with Core Competence (*Kompetensi Inti*) and Basic Competence (*Kompetensi Dasar*) in Curriculum 2013 or not, first understood information and the second was coordinated the information utilizing the rubric evaluation from the National Education Standards Agency. Through these means the scientist can discover that the materials and activities introduction



in the Textbook "Forward An English" viable with Core Competences (*Kompetensi Inti*) and Basic Competences (*Kompetensi Dasar*) in Curriculum 2013 or not.



### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. Research Design

In this research the author utilized a descriptive method utilized document analysis. Substance or archive investigation was a technique applied to composed or visual information with the point of distinguishing the qualities of a specific material. Material can be taken from course readings, papers, website pages, discourses, TV programs, promotions, melodic synthesis, or different sorts of records (Donald Ary, 2010). In this subjective exploration, the scientist means to look at Forward An English course readings.

Subsequent to breaking down information from read material, researcher utilized subjective enlightened techniques in dissected, deciphered, and revealed the information portrayed in the course books. This investigation expected to portray and examine English course books dependent on the rubric appraisal of the National Education Standards Agency.

##### B. Procedure of Data Collection

In the information assortment system, the principal strategy of this examination was to discovered information from the National Education Standards Agency (K-13) and K-13 with respect to English learned in evaluation I of SMK which utilized as a guide.

The subsequent method was to search for English course books, at that point the researcher notices the substance of the course book to locate the material in the course reading and plays out an examination of the materials taken from Forward An English. Then, the researchers searched for any

references that could be identified with this examination subject and the analyst contrasted the material and the topics recommended by K-13. The information was then ordered and coordinated into itemized data about information sources and related data in the educational program. After that the interaction was proceeded into information examination which plans to dissect and assessed the information found in Forward An English. At last, the researcher deciphered the information got from the assessment cycle of the Forward An English course book.

### **C. Instrument of the Study**

To acquire precise information assortment, information investigation, and information understand, researcher utilized documentation in information assortment sourced from K-13 for class X SMK and appraisal rubrics from the National Education Standards Agency. Researcher additionally utilized an English reading material for grade I SMK "Forward An English" composed by Shyla K. Lande and Eka Mulya Asuti as a guide in examined and deciphered the information.

In this investigation the creators utilized two instruments, feasibility of content and feasibility of presentation the National Education Standards Agency to answer the problem statement in the main section.

### **D. Technique of Data Analysis**

In this examination, researchers investigated information from read material with an evaluation rubric from the National Education Standards Agency.



This examination was expected to assess material that meets K-13. In this investigation, the analyst makes the accompanied strides:

1. Checked the introduction of material and activities in the course reading with an appraisal rubric
2. Evaluated the material and introduction practices in course books
3. Interpreted information from the reading material assessment measure
4. Summed up the appropriateness of the course reading substance in quantitative yield to showed the outcomes in numbers. The creator utilizes an appraisal score from the National Education Standards Agency to help with introduced information as numbers.

Score Guided Rubric Assessment for English Textbook:

**Table 3.1 Score Guided Feasibility of Content**

No	Feasibility of Content					
	Sub-component	Items	Scoring Frequency			
			1	2	3	4
1	The compability of materials with KI and KD	Completeness				
		Indepth				
2	Accuracy of the Materials	Social Functions				
		Element and structure of meaning				
		Linguistic feature				
3	Supporting Materials	Relevance				
		Development of life skills				
		Development of diversity insight				
Total						

Table 3.2 Score Guided Feasibility of Presentation

No	Feasibility of Presentation					
	Sub-component	Items	Scoring Frequency			
			1	2	3	4
1	Techniques Presentation	Systematics				
		Balances Between Chapters				
2	Presentation Of Learning	Centeration On Students				
		Focusing On Scientific Approaches and Learning Models of Discovery Learning, and Project-Based Learning				
		Developing Initiative, Creativity, and Critical Thinking of Students				
		Developing The Learning Independence of Students				
		Develop Students' Abilities for Self-Reflection/Evaluation				
3	Completeness Of The Presentation	Introduction				
		Content				
		End Of Section				
Total						

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSIONS

In this chapter, the researchers describe the research findings based on the data collected. The presentation will be in line with the research question in the first chapter that is English textbook entitled "Forward An English" published by Penerbit Erlangga for Vocational School Students Grade X feasibility with the requirements of school-based curriculum.

The researchers will present and interpret the data as research findings which are whole chapters is 13 from the textbook analyzed and evaluated. In the other words, the finding presented for 1 and 2 semester from the textbook taught. The researcher uses a range of scoring that BSNP provided. Additionally, the researchers also uses percentage as the representation for the conclusion feasibility of content.

#### A. Findings

##### 1. Feasibility of content

There are 13 unit in this textbook and the research finding based on the textbook entitled Forward An English published by Penerbit Erlangga used for vocational school students grade X are:



### 1.1. Unit 1 "Hello, Everyone!"

**Table 4.1 Feasibility of Content in Unit 1**

Hello, Everyone!

No	Sub-component	Items	Scoring Frequency			
			1	2	3	4
			1	The compability of materials with KI and KD	Completeness	
Indepth			V			
2	Accuracy of the Materials	Social Functions				V
Element and structure of meaning					V	
Linguistic feature					V	
3	Supporting Materials	Relevance				V
Development of life skills					V	
Development of diversity insight				V		
		<b>Total</b>			2	6

This unit talking about introducing yourself and others. Greeting someone and responses, pronouns, verb 'to be', and simple present tense.

a. The compatibility materials with KI and KD

1) Completeness

In chapter 1 is match with KI and KD in the 2013 curriculum. On the KD and KI, apply the social function of the text structure, and the linguistic elements of oral and written oral and written interactions involving the act of giving and asking for information related to identity and family relationships, according to the context of use (Pay attention to the linguistic elements of pronoun, subjective, objective, possessive).

First, it could be seen on page 2 task 1 there is a task for students to look around and try to greet their friends and introduce their self. The

second, it could be seen on the page 10 there is a topic about information personal, that topic relate with the K1 and KD about students identity, and then it could be seen on page 14 task 19 about family, for the students tenth grade all of this material suitable for them as new students at senior high school.

In this chapter also can build the students character. For example the character building from this chapter on the page 9 brain teasers, that invite students to be a good personality. Therefore, researchers gives a score 4 or very good for completeness in this chapter.

2) Indepth

This chapter has a good developed the criteria for Indepth. This could be seen from the completeness criteria of chapter 1 that this book has developed exercise that expose students to express expressions greeting and their personal information. Grammatical insert from this chapter is on the page 12 about simple present tense. Then task 19 in page 14 its clear about family. But unfortunately, this chapter does not meet the element of adequate spiritual attitude, therefore the researcher gives a score of 3 or good.

b. The accuracy of materials

1) Social function

The implementation of social function in this chapter has already fulfilled the requirements in curriculum 2013. The interpersonal communication is taught on page 9 equipped with some exercise that

stimulate students to interact to the other students. For transactional communication can be seen on page 11. It taught students to discuss with their friends. Therefor, the researcher gives very good score is 4 for this criteria.

2) Element and structure of meaning

The elements and meaning structures needed in the feasibility of the content were successfully implemented. Systematic thinking for students in this chapter has been successfully developed. As on pages 2, 4, 5 and 9, students are taught how to introduce themselves and others, say hello, farewell. On page 12 insert grammar that is taught is simple present tense. Therefore, this consideration makes the elements and structures of meaning get 4 or very good for their implementation.

3) Linguistic feature

The language used in chapter 1 is acceptable and polite. The topics taken also make it easier for students to understand the lesson and make it easier for students to use introduction, greeting, and pronunciation. This can be seen from the text of assignment 14 page 9 which uses polite and easy-to-understand language. This is a text that talks about self-introduction. So, the explanation above gives a linguistic feature score of 4 or very good.



### c. Supporting Materials

#### 1) Relevance

The teaching materials in this chapter are very relevant to the topics discussed, namely self-introduction, introducing other people, and introducing family members. This can be seen from the pictures of assignments 2, 5, 12, 15 and 19 which are in accordance with the existing narrative, as well as the existence of a bar code to hone students' listening skills that are relevant to the topic of self-introduction on page 3 for task 1 and 2, as well as on page 3, 5 and 13 for task 6, 7 and 18. Therefore, the researcher gave a score of 4 or very good in the category of relevance of learning material to the topic of discussion.

#### 2) Development of life skills

The fulfillment for development of life skills is successfully implemented. It can be seen on task 1, 10 and 13 the students required how to communicate with the other students and solve the problem from exercise. This chapter also provides the students to know more about their own ability and also in task 19 page 14 the students analyze about the family tree that help students understood about their family in English. So, based on this consideration, score 4 or very good for its development of life skills.

#### 3) Development of diversity insight

In this chapter, aspects of developing diversity insight have not been successfully implemented. Aspects of developing the insight into diversity are only found on page 2 task 2 about barista from Philippines and page 6

of task 8 of the task of making questions about greetings in western culture. Therefore, the researcher gives a score of 3 or good for the development of diversity insight in this chapter.

## 1.2 Unit 2 "Congratulations!"

**Table 4.2 Feasibility of Content in Unit 2**

Congratulations!

		Feasibility of Content				
No	Sub-component	Items	Scoring Frequency			
			1	2	3	4
1	The compability of materials with KI and KD	Completeness				V
		Indepth				V
2	Accuracy of the Materials	Social Functions				V
		Element and structure of meaning				V
		Linguistic feature				V
3	Supporting Materials	Relevance				V
		Development of life skills				V
		Development of diversity insight				V
		Total				8

This unit talking about expressing congratulations, responding to congratulations and pronunciation, stress and intonation.

### a. The compatibility materials with KI and KD

#### 1) Completeness

In unit 2 is match with KI and KD in the 2013 curriculum. On the KD and KI, analyzing social functions, text structures, and linguistic elements

of spoken and written interpersonal interaction texts involving the act of congratulating, and responding, according to the context of its use.

First, it could be seen on page 18 there are many example about congratulation card. The second, page 23 in interlude 1 about congratulation and task 6 about how to congratulate someone. The third on page 28, about improve written english congratulation. Therefore, researchers gives a score 4 or very good for completeness in this chapter.

2) Indepth

This chapter has developed the Indepth criteria well. It can be seen from the criteria for completeness in chapter 2 that this book has developed exercises that expose students to expressing congratulations and their responses. The grammatical insert of this chapter is on page 30, 31 and 32. Then page 35 explains about adverbs. That way, the researcher gives a value of 4 to the depth of the material in this chapter.

d. The accuracy of materials

1) Social function

The implementation of social function in this chapter has already fulfilled the requirements in curriculum 2013. The transactional communication can be seen on page 23 task 6. It taught students to discuss with their friends. For interpersonal communication is taught on page 28 task 13 equipped with some exercise that stimulate students to interact to the other students. Therefor, the researcer gives very good score or 4 for this criteria.



## 2) Element and structure of meaning

The elements and structures of meaning needed in the feasibility of the content were successfully implemented. Learning related to opening expressions, expressions of exchanging information about congratulation as on pages 20, 23, and 29. And on pages 30, 31, 32 and 35 the essential grammar taught are adjectives, forming adjectives, exclamations, and adverbs. Therefore, these considerations make the meaning elements and structures get 4 or very good for their implementation.

## 3) Linguistic feature

The language used in chapter 2 is acceptable and polite. The topics taken also make it easier for students to understand the lesson and make it easier for students to use congratulations, and respond to them. This can be seen from the text of assignment 2 page 19 which uses polite and easy-to-understand language. In addition, learning related to adjectives on pages 30 and 31 was also taken into consideration in giving this assessment. So, the explanation above gives a linguistic feature score of 4 or very good.

## c. Supporting Materials

### 1) Relevance

This chapter deals with the students. In this chapter focusing on expressing congratulation, responding to congratulations and pronunciation, stress and intonation. First, it could be seen on page 18 in kick off there are several example for congratulation card that must be discussed by the students. The second, in task 2 on page 19 there is a task

for students to match the pictures with the expressions. The third is about the learning section that make students easier to hear it by scanning the barcode, the barcode can be seen on page 20, 21, 22, 25, and 26. Therefore, the researcher gives score 4 or very good for its relevance.

2) Development of life skills

The fulfillment of life skills development has been successfully implemented. This can be seen on page 24 of the brain teasers. The students were asked to fill in the blanks with their own words. It can also be seen on page 28 of assignment 13 that students need to work in pairs to create a dialogue based on the given situation. This chapter also gives students the opportunity to know more about their own abilities. This can be seen on page 33 where students are asked to make exclamations based on the pictures. So, based on these considerations, a score of 4 or very good for life skills development.

3) Development of diversity insight

In this chapter, the aspect of developing diversity insight has been successfully implemented. Appreciation for cultural diversity and community pluralism, which includes various cultural values and wisdom both locally, nationally and globally, can be seen from the examples of congratulations on pages 18 and 19, and on page 33 there is a picture of the Taj Mahal.

b. The accuracy of materials

1) Social function

The implementation of social functions in this chapter has met the requirements in the 2013 curriculum. The social function in this chapter is to ask and tell activities that started and finished in the past the effect which still continues. Interpersonal communication taught on pages 94 and 98 is complemented by several tasks that simulate students to interact with other students. This teaches students to give and ask for information related to past events that they have done. Therefore, the researcher gave a very good score of 4 for this criteria.

2) Element and structure of meaning

The elements and structures of meaning required for content feasibility are successfully implemented in this chapter. This can be seen from the use of special terms related to experiences, the use of the present perfect tense, and the simple past tense as well as relevant images, such as the use of images on task 3 page 97, and the use of the present perfect tense and past tense on page 101. For this reason, the researcher gave a value very good or 4 for these criteria.

3) Linguistic feature

The researcher gave a score of 4 or very good linguistic features for this chapter. That is because all the linguistic features in this chapter have been successfully applied such as the use of vocabulary related to the topic, the use of correct grammar such as present perfect tense, and simple past



tense. This can be seen in essential grammar 1 on page 96, essential grammar 2 on page 99 and essential grammar 3 on page 103.

c. Supporting Materials

1) Relevance

This chapter focuses on discussing past activities and experiences. On page 94 students are immediately given the task of digging up information related to past activities or friends' experiences. In addition, on page 104 there are pictures of the Prambanan temple that are relevant to the existing discussion. Therefore, the researcher gave a score of 4 or very good for relevance.

2) Development of life skills

The fulfillment of life skills development has been successfully implemented. It can be seen in the pronunciation center on page 95 that students are given material related to how to pronounce past verbs that are relevant to the discussion. On page 100 students are given assignments that aim to communicate with other students and solve problems from existing assignments. In addition, on page 101 students are also given an understanding to improve skills in writing past experiences. Based on these considerations, a score of 4 or very good for life skills development.

3) Development of diversity insight

In this chapter, all aspects of diversity insight development were successfully implemented. This can be seen from the balanced portion of awareness of the potential and wealth of the region to advance local and

national wealth by respecting cultural diversity and the plurality of global society. This balance can be seen from the sampling on pages 94 and 104. Therefore, the author gives a score 4 or good for developing insight into diversity in this chapter.

#### 1.7 Unit 7 "Stories to Share"

Table 4.7 Feasibility of Content in unit 7

Stories to Share

No	Sub-component	Feasibility of Content				
		Items	Scoring Frequency			
			1	2	3	4
1	The compability of materials with KI and KD	Completeness				V
		Indepth				V
2	Accuracy of the Materials	Social Functions				V
		Element and structure of meaning				V
		Linguistic feature				V
3	Supporting Materials	Relevance				V
		Development of life skills				V
		Development of diversity insight				V
Total						8

This unit talking about understanding recount text, telling about personal experiences, and composing a short recount text.

#### a. The compatibility materials with KI and KD

##### 1) Completeness

In unit 7 is match with KI and KD in the 2013 curriculum. On the KD and KI, analyzing social functions, text structures, and linguistic elements

of several oral and written recount texts by giving and asking for information related to events/experiences according to the context of their use. As well as compiling oral and written recount texts, short and simple, related to events/experiences, taking into account social functions, text structure, and linguistic elements, correctly and in context.

First, it could be seen from the page 109 task 2 in this task the students should read the short story then after that in task 3 the students make their own stories. The second, on page 110 task 1 the students analyze the pictures and make a sentence about what are they doing on that pictures. The third it could be seen on page 119 in precise exercise that students need to correct underlined errors in the biography of Emma Watson. Therefore, researchers gives a score 4 or very good for completeness in this chapter.

## 2) In-depth

This chapter has successfully developed all the criteria for In-Dept. This can be seen from the completeness criteria for chapter 7 that this book has developed more than 2 tasks that expose students to discussions regarding what someone does according to the picture. And also in terms of production, tasks that develop skills in analyzing texts are on pages 111 and 112 and developing listening skills on pages 115. Therefore, the researcher gives a score of 4 or very good for this chapter.



b. The accuracy of materials

1) Social function

The implementation of social functions in this chapter has met the requirements in the 2013 curriculum. The social function in this chapter is to inform life stories of famous people and tell about personal experiences. Interpersonal communication taught on pages 108 is complemented by several tasks that stimulate students to discuss with other students. On page 111 the interpersonal communication has been fully-fied it can be seen in task 3 the students need to talk with their friends about the question in there. Therefore, the researcher gave a very good score of 4 for this criteria.

2) Element and structure of meaning

The elements and meaning structures required for content feasibility are successfully implemented in this chapter. This can be seen from the use of special terms related to recount text and relevant images, such as the example of the recount text on page 109 that meets the criteria, which at least includes orientation and a series of activities/events delivered chronologically with appropriate pictures. In addition, task 4 page 111 also meets the criteria for good and correct recount text. For this reason, the researcher gave a very good score or 4 for these criteria.

3) Linguistic feature

The linguistic features in this chapter have been successfully implemented such as the use of vocabulary related to the topic, the use of correct grammar such as simple past tense, past continuous tense, and past

perfect tense as well as regular and irregular verbs. This can be seen in interlude 1 on page 114, interlude 2 on page 117, and essential grammar on the same page. The last can be seen on page 122 interlude 3. Thus the researcher gives a score of 4 or a very good linguistic feature for this chapter.

c. Supporting Materials

1) Relevance

This chapter focuses on understanding recount text, telling personal experiences, and compiling short recount texts. On page 109 students are immediately given the task of reading a short story and then students are asked to write down their own memorable story. In addition, on pages 122 and 123 there are stories about Indonesian heroes and the bombings that occurred in Bali which are very relevant and close to students' lives. Therefore, the researcher gave a score of 4 or very good for relevance.

2) Development of life skills

The fulfillment of life skills development has been successfully implemented. It can be seen in the pronunciation center section on page 109 that students are given material related to how to pronounce -ed endings that are relevant to the discussion. On page 111 students are given assignments that aim to communicate with other students and solve problems from existing assignments. In addition, on page 114 students are also given an understanding of what recount text is. Based on these considerations, a score of 4 or very good for the development of life skills.

### 3) Development of diversity insight

In this chapter, all aspects of diversity insight development were successfully implemented. This can be seen from the balanced portion of awareness of the potential and wealth of the region to advance local and national wealth by respecting cultural diversity and the plurality of the global community, as well as an understanding of national insight to develop a sense of love for the homeland, nation and state. This balance can be seen from the sampling on pages 111 and 112. And the example on page 119 which tells the life of Emma Watson and 122 tells of R.A Kartini. Therefore, the author gives a score of 4 or a good value for developing diversity insight in this chapter.

#### 1.8 Unit 8 "Once Upon a Time"

Table 4.8 Feasibility of Content in unit 8

Once Upon a Time

No	Feasibility of Content					
	Sub-component	Items	Scoring Frequency			
			1	2	3	4
1	The compability of materials with KI and KD	Completeness				V
		Indepth				V
2	Accuracy of the Materials	Social Functions				V
		Element and structure of meaning				V
		Linguistic feature				V
3	Supporting Materials	Relevance				V
		Development of life skills				V
		Development of diversity insight				V
Total						8



This unit talking about understanding narative genre, understanding sub-genre: legends, and pronunciation, stress and intonation.

a. The compatibility materials with KI and KD

1) Completeness

In unit 8 is match with KI and KD in the 2013 curriculum. On the KD and KI, analyzing social functions, text structures, and linguistic elements of several oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use. Also, presenting short and simple narrative texts related to folk legends orally and in writing by paying attention to social functions, text structures and linguistic elements correctly and in context.

This can be seen from pages 134, 135, 137, 139 and 141 where examples of Indonesian legends are presented, and on pages 129, 132 and 133 narrative texts are presented. Therefore, the researcher gave a score of 4 or very good for the completeness of this chapter.

2) Indepth

This chapter has successfully developed all the criteria for in-dept. This can be seen from the completeness criteria of Chapter 8 that this book has developed more than 2 texts and tasks that describe students to analyze the Stories of Genre. In terms of exposure it is on page 132 and 133, as well as for example legends on page 134 and 135 and discussion related to Grammar on page 142. Therefore, researchers gave a score of 4 or very good for this in-depth chapter.

b. The accuracy of materials

1) Social function

The researcher gave a very good score of 4 for this criteria, because the implementation of social functions in this chapter has met the requirements in the 2013 curriculum. The social function in this chapter are to use moral values in the stories, love our homeland, and appreciate other culture. It can be seen on page 129 task 1 text 1 and 2, page 134 task 8, page 135 task 9.

2) Element and structure of meaning

The elements and structures of meaning required for content feasibility are successfully applied in this chapter. It can be seen that there is an appropriate narrative text that includes at least orientation, complications, sequence of events and resolution, such as the example of narrative text on page 134, 135, 137 and 141 that meets the criterion. In addition, the use of terms that are in accordance with the topic of discussion, namely narrative text, is presented well in this chapter. For this reason, the researcher gave a very good score or 4 for these criteria.

3) Linguistic feature

The linguistic features in this chapter have been successfully implemented such as the use of vocabulary related to the topic, the use of correct grammar such as simple past tense, past continuous tense, and past perfect tense. The texts given in this book direct the development of students' communication skills with accurate and acceptable linguistic

quality. This can be seen from the provision of teaching materials related to intonation in the pronunciation center section on page 129. Thus, the researchers gave a score of 4 or excellent linguistic features for this chapter.

c. Supporting Materials

1) Relevance

The researcher gave a score of 4 or very good for the relevance of this chapter. Because this chapter focuses on understanding the narrative genre, understanding the sub-genre legends, pronunciation, stress and intonation. In the pronunciation center section on page 129 students are given an understanding of intonation. On page 132 of the interlude 1 section students are given an understanding of legends, and on page 133 of the interlude 2 section there is material related to narrative text. In addition, on page 130 the use of images of *Surat* and *Baya*, as well as the adoption of legends that are very close and familiar to students' lives, are of particular concern in the relevance aspect of this chapter.

2) Development of life skills

The fulfillment of life skills development in this chapter gets a score of 4 or very good. This score is given after carrying out various considerations, including on page 129 students are taught related to intonation, on pages 130 and 131 students are given listening assignments that can increase students' listening skills, and on page 136 students are given assignments in pairs to complete.



### 3) Development of diversity insight

In this chapter, all aspects of developing diversity insight were successfully implemented. This can be seen from the balanced portion of awareness of the potential and wealth of the region to advance local and national wealth by respecting cultural diversity and the plurality of global society, as well as understanding national insight to develop a sense of love, for the homeland, nation and state. This balance can be seen from the sampling on pages 134, 135, 137, 139, 141 and 143. Therefore, the author gives a score of 4 or a good score to develop insight into diversity in this chapter.

#### 1.9 Unit 9 "Look At The Sign, Please!"

**Table 4.9 Feasibility of Content in unit 9**

Look At The Sign, Please!

No	Feasibility of Content					
	Sub-component	Items	Scoring Frequency			
			1	2	3	4
1	The compability of materials with KI and KD	Completeness				V
		Indepth				V
2	Accuracy of the Materials	Social Functions				V
		Element and structure of meaning				V
		Linguistic feature				V
3	Supporting Materials	Relevance				V
		Development of life skills				V
		Development of diversity insight		V		
		Total		1		7

This unit talking about memos, menus, schedules and signs.

a. The compatibility materials with KI and KD

1) Completeness

In unit 9 is match with KI and KD in the 2013 curriculum. On the KD and KI, analyze social functions, text structures and linguistic elements of several special texts in the form of memos, menus, schedules and signs by giving and asking for information related to school or work activities, according to the context of their use in the world of work. As well as compiling special texts in the form of memos, menus, schedules and verbal and written signs, short and simple, taking into account social functions, text structures and linguistic elements correctly and in context.

This can be seen on page 148 where students are asked to analyze existing memos, signs, menus and schedules and look for memos, signs, menus and schedules that are around them. In addition, on pages 151, 153, 156, 161, and 164 there is material related to the topic being discussed in this chapter. Based on this, the researchers gave a value of 4 or very good.

2) Indepth

The researcher gave a score of 4 or very good in this chapter. This can be seen from the completeness criteria for chapter 9 that this book has developed more than 2 texts and assignments that expose students to analyze and create memos, menus, schedules and/or signs. In addition to listening tasks, pair and individual tasks are presented in detail in this chapter, as on pages 148, 150, and 167.

b. The accuracy of materials

1) Social function

The researcher gave a very good score or 4 for this criterion, because the implementation of the social function in this chapter has met the requirements in the 2013 curriculum. The social function in this chapter is to understand the social function, text structure, and linguistic elements of memos, menus, schedules, and signs. It can be seen on page 148 task 1 and 2, page 151 task 4, page 152 task 5.

2) Element and structure of meaning

The elements and structures of meaning required for content feasibility are successfully applied in this chapter. One of the text structures in question is the memo text structure which contains the opening, body and closing sections. This has been achieved, seen from page 151 regarding the discussion of memos and on page 152 of task 5, related to matching the memo section with the numbers contained in the memo itself. For this reason, the researcher gave a very good score or 4 for these criteria.

3) Linguistic feature

The researcher gives a score of 4 or very good linguistic features for this chapter. The linguistic features in this chapter have been successfully implemented such as the use of vocabulary related to the topic, the use of correct grammar such as common phrases in a memo and descriptive words and expressions in a menu. The texts given in this book direct the



development of students' communication skills with an accurate and acceptable linguistic quality.

c. Supporting Materials

1) Relevance

The researcher gave a score of 4 or very good for the relevance of this chapter. Because this chapter focuses on memos, menus, schedules, and signs. This can be seen from the provision of teaching materials related to pronunciation in the pronunciation center section on page 149. There are also discussions related to memos on pages 151, and 156. Discussions related to menus on page 156, schedule on page 161 and signs on page 164. In addition, the use of pictures and the provision of listening assignments are in accordance with the discussion.

2) Development of life skills

The fulfillment of life skills development in this chapter gets a score of 4 or very good. This score is given after carrying out various considerations, including on page 148 students are given the task of analyzing memos, menus, schedules, and signs. Then on page 149 students are taught about pronunciation, on page 150 students are given listening assignments that can improve students' listening skills.

3) Development of diversity insight

In this chapter, all aspects of developing diversity insight have not been successfully implemented. In this chapter there is an imbalance between the portion of awareness of the potential and wealth of the region

to promote local and national wealth by respecting cultural diversity and the plurality of global society. This can be seen from the many examples that highlight western culture, such as on pages 148, and 151. Examples that highlight local culture are only found on page 157. Therefore, the author gives a score of 2 or less to develop insight into diversity in this chapter.

#### 1.10 Unit 10 "It's More Expensive"

Table 4.10 Feasibility of Content in unit 10

It's More Expensive

No	Sub-component	Items	Feasibility of Content			
			Scoring Frequency			
			1	2	3	4
1	The compability of materials with KI and KD	Completeness				V
		Indepth				V
2	Accuracy of the Materials	Social Functions				V
		Element and structure of meaning				V
		Linguistic feature				V
3	Supporting Materials	Relevance				V
		Development of life skills				V
		Development of diversity insight				V
Total						8

This unit talking about understanding narative genre, understanding sub-genre: legends, and pronunciation, stress and intonation.

#### a. The compatibility materials with KI and KD

##### 1) Completeness

In unit 10 is match with KI and KD in the 2013 curriculum. On the KD and KI, apply social functions, text structures and linguistic elements

of spoken and written transactional interaction texts that involve the act of giving and asking for information related to comparisons of adjectives according to the field of expertise and the context of their use. As well as compiling spoken and written transactional interaction texts that involve the act of giving and asking for information related to comparisons of adjectives by paying attention to social functions, text structures and linguistic elements that are correct and in context.

This can be seen on page 170 where students are asked to compare an object with another object according to the image provided. In addition, on pages 171, 174, 175, 177, and 178 there is material related to the topic being discussed in this chapter. Based on this, the researcher gave a score of 4 or very good.

2) Indepth

The researcher gave a score of 4 or very good in this chapter. It can be seen from the completeness criteria for chapter 10 that this book has developed more than 2 texts and assignments that expose students to analyze and compare one object with another it can be seen on page 170. In addition, there is also a listening task to practice and improve students' listening skills on page 172 and 173.

b. The accuracy of materials

1) Social function

The researcher gave a very good score or 4 for this criterion, because the implementation of the social function in this chapter has met the



requirements in the 2013 curriculum. The social function in this chapter is to apply the social function, text structure, and language features of giving and asking for information about adjective comparisons. It can be seen on page 174 and page 182.

2) Element and structure of meaning

The researcher gave a very good score of 4 for the criteria of elements and structure of meaning. This is because in Chapter 10 it has fulfilled all the criteria for the elements and structure of meaning, this can be seen on page 174 section interlude 1, page 175 essential Grammar 1, page 177 and 173 essential grammar 2, and page 182 section improving written english.

3) Linguistic feature

The linguistic features in this chapter have been successfully applied such as the use of vocabulary related to the topic, the use of correct grammar such as the use of adjective comparison. The texts given in this book direct the development of students' communication skills with an accurate and acceptable linguistic quality. Thus, the researcher gives a score of 4 or excellent linguistic features for this chapter.

c. Supporting Materials

1) Relevance

The researcher gave a score of 4 or very good for the relevance of this chapter. Because this chapter focuses on asking for information, comparisons with as + adjective + as, comparative adjectives and superlative adjectives. This can be seen from the provision of teaching

materials related to pronunciation in the pronunciation center section on page 171. There is also a discussion related to asking information on page 174. Discussion regarding comparisons with as + adjective + as on page 175, and discussion of comparative adjectives on page 177. In addition, the use of pictures and giving listening assignments according to the discussion.

## 2) Development of life skills

The fulfillment of life skills development in this chapter gets a score of 4 or very good. This score is given after doing various considerations, including on page 170 students are given the task to analyze the comparison between one object and another. Then on pages 171, 172, 173, and 180 there are assignments that improve students' listening skills. And on pages 185, 186, and 187 students are given writing assignments that can improve students' writing skills.

## 3) Development of diversity insight

In this chapter, all aspects of developing diversity insight have been successfully implemented. In this chapter, respect for cultural diversity and community pluralism, which includes various cultural values and local, national and global wisdom is well fulfilled. This can be seen from the many examples that highlight various world cultures on page 170, besides taking samples and information from various world cultures can also be seen on pages 175 and 183. Therefore, the author gives a score of 4 or very good to develop insight into diversity in this chapter.

### 1.11 Unit 11 "Could You Tell Me the Way?"

**Table 4.11 Feasibility of Content in unit 11**

Could You Tell Me the Way?

No	Feasibility of Content					
	Sub-component	Items	Scoring Frequency			
			1	2	3	4
1	The compability of materials with KI and KD	Completeness				V
		Indepth				V
2	Accuracy of the Materials	Social Functions				V
		Element and structure of meaning				V
		Linguistic feature				V
3	Supporting Materials	Relevance				V
		Development of life skills				V
		Development of diversity insight				V
Total						8

This unit talking about understanding narative genre, understanding sub-genre: legends, and pronunciation, stress and intonation.

#### a. The compatibility materials with KI and KD

##### 1) Completeness

In unit 11 is match with KI and KD in the 2013 curriculum. On the KD and KI, analyzing social functions, text structures and linguistic elements of spoken and written transactional interaction texts involving the act of giving and asking for information about directions in accordance with the context of their use in the world of work. As well as compiling oral and written transactional interaction texts, short and simple, which involves the act of giving and asking for information about directions



(direction) by paying attention to social functions, text structures and linguistic elements that are correct and in context in the world of work.

This can be seen on page 190 where students are asked to analyze the whereabouts of a person through the text of the instructions. In addition, on pages 195 and 197 there is material related to the topic being discussed in this chapter, namely asking and giving direction. Based on this, the researcher gave a score of 4 or very good.

2) In-depth

The researcher gave a score of 4 or very good in this chapter. It can be seen from chapter 11 completeness criteria that this book has developed more than 2 texts and assignments that expose students to analyze the existence of a person. In addition, there are also listening assignments to practice and improve students' listening skills on pages 193, 195 and 197.

b. The accuracy of materials

1) Social function

The researcher gave a very good score or 4 for this criterion, because the implementation of the social function in this chapter has met the requirements in the 2013 curriculum. The social function in this chapter is to analyze the social function, text structure, and linguistic elements of giving and asking for directions. It can be seen on pages 190, 191 192 and pages 195.

2) Element and structure of meaning

The researcher gave a very good score or 4 for the criteria for elements and structure of meaning. This is because in Chapter 11 it has fulfilled all the criteria for elements and meaning structures, this can be seen on page 194 of task 4 and brain teaser, page 195 of task 5, and on page 197.

### 3) Linguistic feature

The linguistic features in this chapter have been successfully applied such as the use of vocabulary related to the topic, the use of correct grammar such as the use of prepositions of direction. The texts given in this book direct the development of students' communication skills with an accurate and acceptable linguistic quality. Thus, the researcher gives a score of 4 or excellent linguistic features for this chapter.

## c. Supporting Materials

### 1) Relevance

The researcher gave a score of 4 or very good for the relevance of this chapter. Because this chapter focuses on expressions asking for direction and expressions giving direction. This can be seen from the provision of teaching materials related to pronunciation in the pronunciation center section on page 191. There is also a discussion regarding asking and giving directions on pages 195 and 197. In addition, the use of pictures and giving listening assignments are in accordance with the discussion presented in this chapter.

### 2) Development of life skills

The fulfillment of life skills development in this chapter gets a score of 4 or very good. This score was given after doing various considerations, including on page 190 students were given the task of analyzing someone's whereabouts with a directive text. Then on pages 193, 195, 196, and 197 there are assignments that improve students' listening skills.

### 3) Development of diversity insight

In this chapter, the aspect of developing diversity insight is successfully implemented. In this chapter, the understanding of national insight to develop a sense of love for the homeland, nation and state has been successfully fulfilled. This can be seen from the examples that highlight things that are close to student life, such as those on pages 190, 196, 197 and 202. Therefore, the author gives a score of 4 or very good for developing insight into diversity in this chapter.

## 1.12 Unit 12 "What Do You Usually Eat?"

**Table 4.12 Feasibility of Content in unit 12**

What Do You Usually Eat?

No	Sub-component	Items	Feasibility of Content			
			Scoring Frequency			
			1	2	3	4
1	The compability of materials with KI and KD	Completeness				V
		Indepth				V
2	Accuracy of the Materials	Social Functions				V
		Element and structure of meaning				V
		Linguistic feature				V
3	Supporting Materials	Relevance				V
		Development of life skills				V



		Development of diversity insight		V		
<b>Total</b>				1		7

This unit talking about to ask about schedules, to ask about frequency of work activities and to talk about daily work schedules..

a. The compatibility materials with KI and KD

1) Completeness

In unit 12 is match with KI and KD in the 2013 curriculum. On the KD and KI, analyzing social functions, text structures and linguistic elements of transactional interaction texts that involve the act of giving and asking for information related to simple routine tasks/activities in accordance with the context of use in the world of work. As well as compiling short and simple oral and written transactional interaction texts involving the act of giving and asking for information related to simple routine tasks/activities by paying attention to social functions, text structures and linguistic elements that are correct and in accordance with the context of the world of work.

This can be seen on page 204 where students are asked to analyze how often they carry out their daily activities. In addition, on page 206 there is a discussion regarding the frequency adverbs. Based on this, the researcher gave a score of 4 or very good.

2) Indepth

The researcher gave a score of 4 or very good in this chapter. It can be seen from the chapter 12 completeness criteria that this book has

developed more than 2 texts and assignments that expose students to analyze their routine activities. In addition, there are writing assignments to train and improve students' writing skills on page 208.

b. The accuracy of materials

1) Social function

The researcher gave a very good score of 4 for this criterion, because the implementation of the social function in this chapter has met the requirements in the 2013 curriculum. The social function in this chapter is talking about daily routines. It can be seen on pages 204, 205 and 207.

2) Element and structure of meaning

The researcher gave a very good score of 4 for the criteria for elements and structure of meaning. This is because in Chapter 12 it has fulfilled all the criteria for elements and structures of meaning, this can be seen on page 206 interlude 1, page 208 interlude 2 and on page 211 task 8.

3) Linguistic feature

The linguistic features in this chapter have been successfully applied such as the use of vocabulary related to the topic, the use of correct grammar such as the use of frequency adverbs, this can be seen on page 206. The texts given in this book direct the development of students' communication skills with high linguistic quality, accurate and acceptable. Thus, the researcher gives a score of 4 or excellent linguistic features for this chapter.

c. Supporting Materials

### 1) Relevance

The researcher gave a score of 4 or very good for the relevance of this chapter. Because this chapter focuses on asking about the schedule, asking the frequency of work activities, and talking about the daily work schedule. This can be seen from the provision of teaching materials related to pronunciation in the pronunciation center section on page 205. There is also a discussion on frequency adverbs on page 206 and a discussion on spelling of verbs + -es on page 210. In addition, the use of pictures and assignments listen according to the discussion presented in this chapter.

### 2) Development of life skills

The fulfillment of life skills development in this chapter gets a score of 4 or very good. This score is given after doing various considerations, including on page 204 students are given the task of analyzing their routines. Then on pages 205, and 207 there are assignments that improve students' listening skills, then on page 209 students are given assignments to improve their writing skills.

### 3) Development of diversity insight

In this chapter, the aspect of developing diversity insight has not been successfully implemented. In this chapter the understanding of national insight to develop a sense of love for the homeland, nation and state has not been fulfilled. This can be seen from the examples that only highlight western culture and do not mention things around students. Therefore, the



author gives a score of 2 or less to develop the diversity insight in this chapter.

### 1.13 Unit 13 "You Should Get Some Rest"

**Table 4.13 Feasibility of Content in unit 13**

You Should Get Some Rest						
No	Feasibility of Content					
	Sub-component	Items	Scoring Frequency			
			1	2	3	4
1	The compability of materials with KI and KD	Completeness				V
		Indepth				V
2	Accuracy of the Materials	Social Functions				V
		Element and structure of meaning				V
		Linguistic feature				V
3	Supporting Materials	Relevance				V
		Development of life skills				V
		Development of diversity insight		V		
Total				1		7

This unit talking about giving some advice, making an offer, responding to advice and offer, pronunciation, and stress.

#### a. The compatibility materials with KI and KD

##### 1) Completeness

In unit 13 is matched with KI and KD in the 2013 curriculum. In KD and KI, at least books can require students to explore at least texts commonly used in communicating English to provide opportunities for students to understand and produce expressions in English. perform interpersonal communication functions.

This can be seen on page 216 where students are asked to respond to questions by providing appropriate and acceptable answers to the existing questions. In addition, on page 219 there are paired assignments that require students to communicate well. Based on this, the researcher gave a score of 4 or very good..

2) Indepth

The researcher gave a score of 4 or very good in this chapter. This can be seen from the criteria for completeness in chapter 13 that this book has developed more than 2 texts and assignments that expose students to respond well and acceptably to others. In addition, there are listening, pairing and material assignments on page 222.

b. The accuracy of materials

1) Social function

The researcher gave a very good score or 4 for this criterion, because the implementation of social functions in this chapter has met the requirements in the 2013 curriculum. The social functions in this chapter to sustain good social relationship in daily life. Can be seen on pages 216, 217, 219 and 222.

2) Element and structure of meaning

The researcher gave a very good score or 4 for the criteria for elements and structure of meaning. This is because in Chapter 13 it has fulfilled all the criteria for elements and meaning structures, this can be seen on page 222 interlude 1, page 228 essential grammar and on page 234.

### 3) Linguistic feature

The linguistic features in this chapter have been successfully applied such as the use of vocabulary related to the topic, the use of correct grammar such as the use of modal auxiliary, this can be seen on page 228. The texts given in this book direct the development of students' communication skills with high language quality, accurate and acceptable. Thus, the researcher gives a score of 4 or excellent linguistic features for this chapter.

#### c. Supporting Materials

##### 1) Relevance

The researcher gave a score of 4 or very good for the relevance of this chapter. Because this chapter focuses on giving some suggestions, making offers, responding to suggestions and offers, pronunciation, and pressure. This can be seen from the provision of teaching materials related to pronunciation in the pronunciation center section on page 217. There is also material about asking and giving advice on page 222. In addition, the use of pictures and listening assignments according to the discussion presented in this chapter.

##### 2) Development of life skills

The fulfillment of life skills development in this chapter gets a score of 4 or very good. This score is given after carrying out various considerations, including on page 216 students are given the task of responding to questions related to the existing situation. Then on page 217



there are materials to improve students' speaking skills, and on pages 217 and 218 there are assignments that improve students' listening skills, then on page 209 students are given an understanding to improve their writing skills related to advice and offering something.

### 3) Development of diversity insight

In this chapter, the aspect of developing diversity insight has not been successfully implemented. In this chapter the understanding of national insight to develop a sense of love for the homeland, nation and state has not been fulfilled. This can be seen from the examples that only highlight western culture and do not mention things around students. Therefore, the author gives a score of 2 or less to develop the diversity insight in this chapter.

Table 4.14 Frequency Table of 13 Chapter

No	Feasibility of Content					
	Sub-component	Items	Scoring Frequency			
			1	2	3	4
1	The compability of materials with KI and KD	Completeness				13
		Indepth			1	12
2	Accuracy of the Materials	Social Functions				13
		Element and structure of meaning				13
		Linguistic feature				13
3	Supporting Materials	Relevance				13
		Development of life skills				13
		Development of diversity insight		2	4	7
		Total		2	5	82

Based on the table of content feasibility above, all chapters on completeness, social function, generic structure, linguistic features, relevance and development of life skills get a criterion score of 4. While for deepening there is one chapter that gets a score of 3 and the section on developing insight into diversity has two chapters that get score 2 and four chapters get a score of 3.

Then the total value of the overall feasibility of the content is 89 out of a maximum score of 104. Thus, the average value of the feasibility of the contents in this book can be calculated as follows:

$$\begin{aligned}
 P &: \text{Percentage} \\
 \text{Total Score} &: 89 \\
 \text{Total Score Max} &: 104 \\
 P &= \frac{89}{104} \times 100\% \\
 P &= 85,57\%
 \end{aligned}$$

Therefore, it can be concluded that 85,57% of the materials, task, and text developed in the textbook "Forward An English" are fulfilled the rubric assessment of feasibility of content from BSNP.

## 2. Feasibility of Presentation

Table 4.15 Feasibility of Presentation

No	Feasibility of Presentation					
	Sub-component	Items	Scoring Frequency			
			1	2	3	4
1	Techniques Presentation	Systematics				V
		Balances Between Chapters			V	
2	Presentation Of Learning	Centeration On Students				V
		Focusing On Scientific Approaches and Learning Models of Discovery Learning, and Project-Based Learning				V
		Developing Initiative, Creativity, and Critical Thinking of Students				V
		Developing The Learning Independence of Students				V
		Develop Students' Abilities for Self-Reflection/Evaluation			V	
3	Completeness Of The Presentation	Introduction			V	
		Content			V	
		End Of Section			V	
Total					5	5



#### **a. Techniques Presentation**

##### **1) Sytematics**

In this book, the presentation systematics have met the BSNP standard, this can be seen from the presentation of material and assignments given in the form of text, communicative acts, illustrations and symbols with regular patterns or sequences according to the characteristics of the material, which consist of introduction, content, and closing. Thus, the researcher gave a score of 4 to the systematics in this book.

##### **2) Balances Between Chapters**

In this book the balance between chapters does not occur as a whole, some chapters have more material and tasks than others, this can be seen from the uneven development of national insight in this book. Thus, the researcher gave a score of 3 for the balance between the chapters of this book.

#### **b. Presentation Of Learning**

##### **1) Centeration On Students**

In this book, the presentation of learning, especially student-centeredness, has met the qualifications so that researchers give a score of 4 or very good for student-centeredness. This can be seen from the presentation of material, learning experiences and existing assignments that encourage interaction in English between students, between students and teachers, as well as between students and the wider environment.

## 2) Focusing On Scientific Approaches and Learning Models of Discovery Learning, and Project-Based Learning

In this book, the focus is on the Scientific Approach and Discovery Learning Learning Model, and Project-Based Learning has been successfully implemented, this can be seen from the presentation of material, learning experiences and student assignments aimed at carrying out various activities to find answers to a problem with observational steps, problem formulation, data collection, analysis and drawing conclusions. Therefore, the researcher gave a value of 4 for this criterion.

## 3) Developing Initiative, Creativity, and Critical Thinking of Students

In this book, the presentation of material and learning experiences and tasks encourages students to carry out various oral and written communicative activities on their own creatively and critically. Therefore, the researcher gave a score of 4 or very good for the criteria for developing Student Initiative, Creativity, and Critical Thinking

## 4) Developing The Learning Independence of Students

In this book, the presentation of material and learning experiences as well as tasks encourages students to be responsible for their own learning process. Based on this, the researcher gave a score of 4 or very good for developing student learning independence.

## 5) Develop Students' Abilities for Self-Reflection/Evaluation

In this book, the presentation of material and learning experiences as well as assignments encourages students to recognize their successes and

shortcomings in carrying out learning and communicating activities. Based on this, the researcher gave a score of 4 or very good for developing self-reflection/evaluation abilities.

**c. Completeness Of The Presentation**

**1) Introduction**

The introduction to this book does not fully meet the criteria, this can be seen from the lack of inclusion of sub-chapters and topics in the book in the table of contents. Even so, the foreword in this book has met the existing criteria, therefore the researcher gives a score of 3 in the introduction to this book.

**2) Content**

The contents of this book do not fully meet the criteria, this can be seen from the lack of summaries and reflections for each chapter. Even so, each chapter has an initial introduction that contains the purpose of writing textbooks, book systematics, and how to learn. The existence of a learning load and reference sources in each table and figure makes the researcher give a score of 3 in the introduction to this book.

**3) End Of Section**

At the end of this book, it was quite good, unfortunately the absence of a glossary made the researcher give a score of 3 for the ending section. Even so, this book still has a good bibliography and good index writing.

Based on table feasibility of presentation above, in the systematics section, Centeration On Students, Focusing on Scientific Approach and Learning Model of Discovery Learning, and Project Based Learning, Developing Student Initiative,



Creativity, and Critical Thinking, and Developing Independent Learning Students scored criteria 4. As for the Balance Between Chapters, Developing Students' Ability for Self-Reflection/Evaluation, Introduction, Content, and Ending Sections which score 3.

Then the total value of the overall feasibility of presentation is 32 out of a maximum score of 40. Thus, the average value of presentation feasibility in this book can be calculated as follows:

$$\begin{aligned}
 P &: \text{Percentage} \\
 \text{Total Score} &: 32 \\
 \text{Total Score Max} &: 40 \\
 P &= \frac{32}{40} \times 100\% \\
 P &= 80\%
 \end{aligned}$$

Therefore, it can be concluded that 80% of the systematics section, Centeration On Students, Focusing on Scientific Approach and Learning Model of Discovery Learning, and Project Based Learning, Developing Student Initiative, Creativity, and Critical Thinking, and Developing Independent Learning Students, Balance Between Chapters, Developing Students' Ability for Self-Reflection/Evaluation, Introduction, Content, and Ending Sections developed in the textbook "Forward An English" are fulfilled the rubric assessment of feasibility of presentation from BSNP.

## B. Discussion

Textbooks are tools used by students and teachers in the teaching and learning process. Textbooks made by the author based on the curriculum used. Textbooks were generally books that contain certain subject matter that students must learn at school. It was used as the main component to deliver the material framework designed in the curriculum. It can also assist teachers in providing them with teaching. According to Husnita et al in Khamti (2017) textbooks or textbooks are handbooks used by teachers in teaching, besides that textbooks are also used by students to support learning activities both at school and outside school.

The analysis above shows that the textbook "Forward an English" meets the criteria for evaluating the textbook on the aspects of the suitability of the material with KI and KD, the accuracy of the material and the supporting material. Textbook have a curriculum development process that was based on an assessment of student needs and includes participation and input from other stakeholders. Curriculum and teaching materials were easily accessible, up to date, appropriate for students, culturally sensitive, oriented to the language and literacy needs of students, and suitable for various learning styles.

Based on the findings above, it can be concluded. In chapter 1, shows a good application of the criteria. This can be seen in the criteria for completeness, social function, meaning of elements and structures, linguistic features and the development of life skills and their relevance to get a score of 4. While the criteria for depth and the development of insight into diversity get a score of 3. This result related with Tomlinson (1998) criteria of good textbook

too. Tomlinson (1998) recommends that great language instruction materials should have a few qualities, the material should make it simpler for understudies to get information, and the material should help understudies increment their self-assurance.

In chapter 2, in the development of social functions, the completeness, depth, elements and structure of meaning, relevance, linguistic characteristics and the development of life skills as well as the development of insight into diversity have shown success to be implemented. So, they got a score of 4.

In chapter 3 shows the good application of all criteria except the development of insight into diversity, the criteria for completeness get a score of 4. This causes this chapter to only show 2 out of 3 texts that must be taught. For the development of insight into diversity, it gets a score of 3. Meanwhile, in depth, social functions, elements and structures of meaning, linguistic elements, relevance and development of life skills get a score of 4 because they were successfully implemented.

Chapter 4 shows good application of all criteria. For completeness, depth, social function, elements and structure of meaning, linguistic characteristics, development of life skills, and criteria for relevance and development of criteria for diversity insight, it gets a score of 4.

In chapter 5, the criteria for developing insight into diversity in this chapter get a score of 3. In addition, the criteria for completeness, depth, social function, elements and structures of meaning, linguistic features, relevance, and development of life skills get a score of 4 to be developed.



Chapter 6 shows the successful application of all criteria. Completeness, depth, social function, elements and structure of meaning, linguistic features, relevance and development of life skills as well as the development of insight into diversity got a score of 4.

Chapter 7 was no different from chapter 6. This shows the successful application of all criteria. Completeness, depth, social function, elements and structure of meaning, linguistic features, relevance and development of life skills as well as the development of insight into diversity got a score of 4.

In chapter 8 the success criteria can be seen in the completeness, depth, social function, elements and structure of meaning, linguistic characteristics, relevance, development of life skills and insight into diversity. They get a score of 4.

In chapter 9, shows good application of the criteria. This can be seen in the criteria for completeness, social function, meaning of elements and structures, linguistic features and the development of life skills and their relevance to get a score of 4. While the criteria for depth and the development of insight into diversity get a score of 3.

Chapter 10 shows good application of all criteria. For completeness, depth, social function, elements and structure of meaning, linguistic characteristics, development of life skills, and criteria for relevance and development of criteria for diversity insight, it gets a score of 4.

Chapter 11 shows good application of all criteria. For completeness, depth, social function, elements and structure of meaning, linguistic

characteristics, development of life skills, and criteria for relevance and development of criteria for insight into diversity, it gets a score of 4.

In chapter 12, shows good application of the criteria. This can be seen in the criteria for completeness, social function, meaning of elements and structures, linguistic features and the development of life skills and their relevance to get a score of 4. While the criteria for depth and the development of insight into diversity get a score of 3.

In chapter 13, shows a good application of the criteria. This can be seen in the criteria for completeness, social function, meaning of elements and structures, linguistic characteristics and the development of life skills and their relevance to get a score of 4. While the criteria for depth and the development of insight into diversity get a score of 2.

Based on the table of content feasibility, the results of this study can be concluded as follows. From the feasibility of the content, 85.57% of the materials, assignments and texts developed in the "Forward an English" textbook meet the BSNP criteria. This is also in accordance with Muslich (2010) that a good book is in accordance with the development of science and technology, current features, examples, and references, reasoning, problem solving, interrelationships between concepts, communication, applications, interests material, encouraging the search for further information, material enrichment.

In addition, the feasibility of presenting this book is Systematics, student-centered, centered on scientific approaches and discovery learning learning

models, and project-based learning, developing initiative, creativity and student critical thinking, and developing independent learning to get a score of 4. While the balance criteria between chapters, the development of self-reflection/evaluation skills, the introductory section, the content section and the final section get a score of 3. Thus it can be concluded that the feasibility of presenting the "Forward an English" textbook gets an average score of 80%

From the results of this study, the analysis of the English textbook "Forward an English" for class I SMK based on the 2013 curriculum, the researchers concluded that this textbook shows that this textbook is a good English textbook in Indonesia based on the BSNP rubric assessment. Unfortunately, almost all of the chapters in this textbook lack an insight into diversity.

Lack of insight into diversity, in this case local wisdom, is likely to make students less aware of the potential and wealth of the region to promote local and national potential/wealth. In addition, lack of insight into diversity can make students less appreciative of democratic values that are in accordance with the local cultural context and lead to misunderstandings about national insight to develop a sense of love for the homeland, nation and state. Therefore, as a researcher, I propose that this book can further enrich the repertoire of examples of this book with various local cultures in Indonesia, and not only take examples from western cultures. As Harmer (2007) said in his proposal on the criteria for selecting suitable textbooks for students, one of them is cultural suitability.



## CHAPTER V

### CONCLUSSION AND SUGGESTION

In this part, the exploration shuts the theory with ends, ideas and shutting.

#### A. Conclusion

In the wake of breaking down and examining the information, the writer can infer that the course readings are dissected dependent on the parts of the attainability of the material with KI and KD, the precision of the material, and the supporting materials proposed by the Book Community, Service of Public Schooling. The course reading "Forward An English" distributed by Penerbit Erlangga, is doable, or excellent in light of the fact that the complete worth of the assessment in this investigation for the feasibility of the content is 85.57% and the feasibility of presentation is 80%.

#### B. Suggestion

The creator gives some significant ideas to educators. The educator's job today is as a facilitator not a teacher any longer. As a facilitator, educators ought to work with their understudies by giving great material. As a material, this course reading likewise has shortcomings, particularly as far as the accessibility of materials dependent on parts of Content Principles, Association, and Culture. Considering the portrayal of the shortcomings contained in course readings, educators should overcome any barrier by giving materials that are not accessible which ought to be founded on the Substance Principles proposed by the public authority to advance and adjust understudies' diverse arrangement. In this way, instructors should be more basic and

inventive in beating the limits of the course books utilized by making educator made gifts containing extra material and activities. As well as meeting the material required by understudies, instructor made presents will likewise foster educator abilities.

The subsequent idea is for course book distributors and evaluators. In distributing course books, reading material distributors should comprehend the standards for great course readings in learning English. Thusly, distributors and evaluators ought to be more cautious in surveying and evaluating the nature of reading material by thinking about the standards of a few specialists. What's more, distributors and course reading evaluators should consider the adaptability of course books so the material in reading material is as per the specific situation and local area of book clients.

The third idea is for future specialists. Future course book assessment specialists are relied upon to have the option to make upgrades to past reading material assessment examines. A few rules of a decent EFL course reading from different specialists are given and are effectively available. Along these lines, improvement might be on cautious variation of a portion of the models of a decent EFL reading material which ought to be screened relying upon the Indonesian setting.

Course readings are vital in the educating and learning measure. Consequently, educators ought to settle on reading material specifically and cautiously. What's more, then again, instructors should know very well about reading material, in particular educators can show their understudies all the

more without any problem. Reading material modifications are needed to be applicable to the educational program or schedule. Despite the fact that the language is as of now coordinated, the instructor should clarify it successively from easy to complex, from simple to troublesome. Educators can likewise foster their own materials.

The creator has made an honest effort to finish this proposal. The essayist understands that this theory is a long way from great. Consequently, useful analysis and ideas are exceptionally expected for future analysts. Then, at that point, the essayist doesn't neglect to express profound gratitude to the presence of God-like for His endowments and effortlessness. So the creator can finish this postulation and all the guidance that comes from each side of the creator's life.



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# SILABUS

Nama Sekolah  
Bidang Keahlian  
Kompetensi Keahlian  
Mata Pelajaran  
Kelas/Semester

: SMK  
: Semua Bidang Keahlian  
: Semua Kompetensi Keahlian  
: BAHASA INGGRIS  
: X / 1-2

Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural

KI-4 (Keterampilan)

dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian *Bahasa Inggris* pada tingkat teknis, spesifik, detail, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian *Bahasa Inggris*.  
Memampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.  
Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.  
Memiliki sikap yang sesuai dengan standar kompetensi kerja.

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi	3.1.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks	Teks lisan dan tulis tentang menanyakan dan memaparkan jati diri dan hubungan keluarga a. Fungsi Sosial:	<ul style="list-style-type: none"> <li>• Mengamati teks tulis dan lisan tentang jati diri dan hubungan keluarga;</li> <li>• Menganalisis (mengidentifikasi dan membedakan) fungsi sosial, struktur teks</li> </ul>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>)</p>	<p>mengenal jati diri dan hubungan keluarga</p> <p>3.1.2. Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan meminta dan memberi informasi mengenai jati diri dan hubungan keluarga formal dan tidak formal</p>	<p>Untuk memperkenalkan dan menyebutkan identitas diri dan hubungan keluarga dan untuk mengembangkan komunikasi dan menuliskan hubungan interpersonal dengan yang lain</p> <p>b. Struktur Teks:</p> <ul style="list-style-type: none"> <li>- Ungkapan Pembuka</li> <li>- Ungkapan pertukaran informasi tentang jati diri: <ul style="list-style-type: none"> <li>✓ May I know your name, please?</li> <li>✓ What is your address?</li> <li>✓ My name is Ali.</li> <li>✓ I'm a worker.</li> <li>✓ I have two sisters and no brother</li> <li>✓ I like cooking and watching movies.</li> </ul> </li> <li>- Ungkapan Penutup</li> </ul> <p>c. Unsur kebahasaan:</p> <ul style="list-style-type: none"> <li>- Kosakata terkait jati diri dan hubungan keluarga: name, address, age, education, job, family, dll</li> <li>- Tata bahasa:</li> </ul>	<p>dan unsur kebahasaan yang terdapat dalam teks tentang jati diri dan keluarga;</p> <ul style="list-style-type: none"> <li>• Dalam kelompok, mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan meminta dan memberi informasi tentang jati diri dan hubungan keluarga;</li> <li>• Mendiskusikan, membedakan dan mengelompokkan fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai ungkapan tentang jati diri dan hubungan keluarga</li> <li>• Menერapkan penggunaan fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan jati diri dan hubungan keluarga ke dalam latihan lisan dan tulis dengan tepat sesuai dengan konteks penggunaan</li> <li>• Menyusun teks lisan dan tulis tentang meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan;</li> <li>• Mengkomunikasikan teks tulis dan lisan tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan</li> </ul>
<p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial,</p>	<p>4.1.1 Menyusun teks lisan dan tulis mengenai jati diri dan hubungan keluarga dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</p> <p>4.1.2 Meminta informasi mengenai jati diri</p>		



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.	dan hubungan keluarga dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan  4.1.3 Memberi informasi mengenai jati diri dan hubungan keluarga dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan	<ul style="list-style-type: none"> <li>✓ Pronouns (subjective, objective, possessive, adjectives)</li> <li>✓ Simple Present Tense</li> <li>✓ Linking verbs</li> <li>• Ejana dan tanda baca yang jelas, rapi dan tepat</li> <li>• Ucapan, tekanan kata &amp; intonasi yang jelas dan tepat ketika mempresentasikan secara lisan</li> </ul>	
3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan	3.2.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks tulis mengenai ungkapan memberikan selamat	<p><b>Teks lisan dan tulis tentang ucapan selamat</b></p> <p><b>a. Fungsi sosial:</b> Untuk memberi ucapan selamat dan untuk menjaga hubungan interpersonal dengan yang lain</p> <p><b>b. Struktur Teks:</b> - Ungkapan pembuka</p>	<ul style="list-style-type: none"> <li>• Mengamati teks tulis dan lisan tentang mengucapkan selamat dan responnya;</li> <li>• Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan memberikan selamat dan responnya;</li> <li>• Dalam kelompok, mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan memberikan ucapan selamat dan responnya;</li> </ul>



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
<p>ucapan selamat bersayap (extended), dan responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat bersayap (extended), dan responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>3.2.2 Membedakan ungkapan memberikan selamat yang formal dan tidak formal</p> <p>4.2.1 Menyusun teks lisan dan tertulis mengenai ungkapan mengucapkan selamat</p> <p>4.2.2 Memberi ucapan selamat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</p> <p>4.2.3 Merespon ucapan selamat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</p>	<p>- Ungkapan pertukaran informasi tentang ucapan selamat:</p> <ul style="list-style-type: none"> <li>✓ Excellent!</li> <li>✓ You really did it well!</li> <li>Aff!</li> <li>✓ I'm so proud of you.</li> <li>- Ungkapan merespon:</li> <li>✓ Thank you.</li> <li>✓ That's very kind of you.</li> </ul> <p>c. <b>Unsur Bahasa:</b></p> <ul style="list-style-type: none"> <li>- Kosakata yang terkait dengan topik</li> <li>- Grammar:</li> <li>✓ Adjective: great, fantastic, awesome</li> <li>✓ Simple Present Tense</li> <li>✓ Simple Past Tense</li> <li>- Ejaan dan tanda baca yang jelas, rapi dan tepat</li> <li>- Ucapan, tekanan kata &amp; intonasi yang jelas dan tepat ketika mempresentasikan secara lisan</li> </ul>	<ul style="list-style-type: none"> <li>• Mendiskusikan, membedakan dan mengelompokkan fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan-ungkapan tentang memberikan ucapan selamat dan responnya;</li> <li>• Menerapkan penggunaan ucapan selamat dan responnya dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan</li> <li>• Menyusun teks lisan dan tulis tentang mengucapkan selamat dan responnya;</li> <li>• Mengkomunikasikan teks tulis dan lisan tentang ucapan selamat dan responnya dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan</li> </ul>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
<p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait <b>niat melakukan suatu tindakan/kegiatan</b>, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p>	<p>3.3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks mengenai <b>niat melakukan sesuatu tindakan/kegiatan</b></p> <p>3.3.2 Membedakan makna, fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai ungkapan mengenai <b>niat melakukan sesuatu tindakan/kegiatan</b></p>	<p><b>Teks lisan dan tulis tentang niat melakukan sesuatu tindakan/kegiatan</b></p> <p><b>a. Fungsi sosial:</b></p> <p>Untuk menyatakan dan menyatakan <b>niat/rencana melakukan sesuatu tindakan/kegiatan</b> dan untuk mengembangkan komunikasi dan hubungan interpersonal dengan yang lain</p> <p><b>b. Struktur Teks:</b></p> <ul style="list-style-type: none"> <li>• Ungkapan pembuka</li> <li>• Ungkapan pertukaran informasi tentang <b>niat melakukan sesuatu</b>:  <i>I'm going to continue my study abroad.</i>  <i>I'd like to tell you my educational background.</i>  <i>I will tell you about my new job in Jakarta.</i></li> </ul> <p><b>c. Unsur Bahasa:</b></p> <ul style="list-style-type: none"> <li>- Ungkapan penutup</li> <li>- Kosakata yang terkait dengan topik</li> <li>- Tata Bahasa:</li> </ul>	<ul style="list-style-type: none"> <li>• Mengamati teks lisan dan tulis tentang <b>niat melakukan sesuatu tindakan/kegiatan</b></li> <li>• Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan tentang <b>niat melakukan sesuatu tindakan/kegiatan</b> yang terdapat dalam teks</li> <li>• Dalam kelompok, mengumpulkan data tentang fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan <b>niat melakukan sesuatu tindakan/kegiatan</b>.</li> <li>• Mendiskusikan, membandingkan dan mengelompokkan fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan <b>niat melakukan sesuatu tindakan/kegiatan</b>.</li> <li>• Menerapkan penggunaan fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan <b>niat melakukan sesuatu ke dalam latihan lisan dan tertulis</b> dengan tepat sesuai dengan konteks penggunaan.</li> <li>• Menyusun teks lisan dan tulis tentang <b>niat melakukan sesuatu tindakan/kegiatan</b> dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan.</li> <li>• Mengkomunikasikan ungkapan mengenai <b>niat melakukan sesuatu tindakan/kegiatan</b> dengan menggunakan struktur teks dan</li> </ul>
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi</p>	<p>4.3.1 Menyusun teks lisan dan tertulis mengenai <b>niat melakukan sesuatu tindakan/kegiatan</b> dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai</p>		



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
<p>terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.</p>	<p>4.3.2 Mengkomunikasikan secara lisan dan tulis niat melakukan sesuatu/tindakan/kegiatan dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</p>	<p><b>Future Tense</b>  ✓ <b>Modal</b>  (Would like to, will be going to)  - Ejaan dan tanda baca yang jelas, rapi dan tepat  - Ucapan, tekanan kata &amp; intonasi yang jelas dan tepat ketika mempresentasikan secara lisan</p>	<p>unsur bahasa yang tepat sesuai konteks penggunaan</p>
<p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <b>deskriptif</b> lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait <b>orang, benda dan tempat</b> sesuai dengan konteks penggunaannya.</p>	<p>3.4.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks deskriptif terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.  3.4.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan</p>	<p><b>Teks deskriptif lisan dan tulis tentang orang, benda dan tempat</b>  <b>a. Fungsi sosial:</b>  Untuk mendeskripsikan orang, benda dan tempat dan untuk mengembangkan komunikasi interpersonal dengan yang lain  <b>b. Struktur Teks:</b>  Descriptive text:  - Identification  - Description  <b>c. Unsur Kebahasaan:</b></p>	<ul style="list-style-type: none"> <li>• Mengamati teks lisan dan tulis tentang teks deskriptif terkait orang, benda dan tempat;</li> <li>• Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan yang terdapat dalam teks deskriptif terkait orang, benda dan tempat;</li> <li>• Mengumpulkan data mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskriptif terkait orang, benda dan tempat</li> <li>• Mendiskusikan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dalam teks deskriptif terkait orang, benda dan tempat;</li> </ul>



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
<p>4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dari berbagai teks deskriptif terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</p> <p>4.4.1 Menyusun teks tulis dan lisan mengenai deskriptif sederhana terkait orang, benda dan tempat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya.</p> <p>4.4.2 Mengkomunikasikan secara lisan dan tulis teks deskriptif terkait orang, bendadengan menggunakan struktur teks dan unsur kebahasaan</p>	<p>Kosakata yang terkait dengan topik</p> <ul style="list-style-type: none"> <li>- Grammar:             <ul style="list-style-type: none"> <li>✓ Noun phrase</li> <li>✓ Adjective</li> <li>✓ Simple Present Tenses</li> <li>✓ Linking verbs</li> </ul> </li> <li>- Ejalan dan lenda paca yang jelas dan rapi.</li> <li>- Ucapan, tekanan kata, intonasi yang tepat ketika mempresentasikan secara lisan</li> </ul>	<ul style="list-style-type: none"> <li>• Menerapkan penggunaan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks deskriptif terkait orang, bendadan tempat ke dalam latihan lisan dan tulis dengan tepat sesuai dengan konteks penggunaan;</li> <li>• Menyusun teks lisan dan tulis tentang teks deskriptif terkait orang, benda dan tempat dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan;</li> <li>• Mengkomunikasikan secara lisan dan tulis ungkapan mengenai teks deskriptif terkait orang, benda dan tempat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan</li> </ul>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
<p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <b>pemberitahuan (announcement)</b>, dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja, sesuai dengan konteks penggunaannya</p> <p>4.5 Menyusun teks khusus dalam bentuk <b>pemberitahuan (announcement)</b>, lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial,</p>	<p>3.5.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks mengenai <b>pemberitahuan (announcement)</b> sesuai dengan konteks penggunaannya</p> <p>3.5.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai ungkapan mengenai <b>pemberitahuan (announcement)</b> sesuai dengan konteks penggunaannya</p>	<p>Teks lisan dan tulis tentang <b>pengumuman</b></p> <p><b>a. Fungsi sosial:</b></p> <ul style="list-style-type: none"> <li>Untuk memberitahukan suatu informasi kepada publik</li> </ul> <p><b>b. Struktur Teks:</b></p> <ul style="list-style-type: none"> <li>Ungkapan Pembuka</li> <li>Isi pengumuman</li> <li>Ungkapan Penutup</li> </ul> <p><b>c. Unsur Bahasa:</b></p> <ul style="list-style-type: none"> <li>Kosakata yang terkait dengan topik</li> <li>Tata bahasa: <ul style="list-style-type: none"> <li>Simple Present tense</li> <li>Future tense</li> <li>Simple Past tense</li> <li>Passive Voice</li> <li>Gerund</li> </ul> </li> <li>Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</li> <li>Ucapan, tekanan kata, intonasi yang tepat ketika mempresentasikan secara lisan</li> </ul>	<ul style="list-style-type: none"> <li>Mengamati teks lisan dan tulis tentang pemberitahuan (announcement);</li> <li>Menganalisis fungsi sosial, struktur teks dan unsur bahasa yang terdapat dalam teks pemberitahuan(announcement);</li> <li>Mengumpulkan data mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh teks pemberitahuan (announcement);</li> <li>Mendiskusikan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks pemberitahuan (announcement);</li> <li>Menerapkan struktur teks, dan unsur kebahasaan dari teks pemberitahuan (announcement) ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaannya;</li> <li>Menyusun teks lisan dan tulis tentang teks pengumuman dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan;</li> <li>Mengkomunikasikan teks pemberitahuan (announcement) secara lisan dan tulis</li> </ul>



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.5.1 Menyusun teks lisan dan tertulis mengenai pengetahuan (announcement) sesuai dengan konteks 4.5.2 Mengkomunikasikan secara lisan dan tertulis pemberitahuan (announcement) dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks	Materi Pokok	dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan
3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan	3.6.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai meminta dan menerima informasi terkait kejadian di	Teks lisan dan tulis tentang keadaan/kejadian yang di waktu lampau (Past Simple dan Present Perfect Tense) a. Fungsi sosial: Untuk menanyakan dan menceritakan keadaan/kejadian di masa	<ul style="list-style-type: none"> <li>• Mengamati teks tulis dan lisan tentang meminta dan memberi informasi terkait kejadian di waktu lampau;</li> <li>• Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan tentang kejadian di waktu lampau yang terdapat dalam teks;</li> <li>• Mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan</li> </ul>



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
<p>meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</p> <p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan unsur dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang</p>	<p>waktu lampau sesuai dengan konteks penggunaannya.</p> <p>3.6.2 Membedakan fungsi sosial, struktur teks dan unsur bahasa dari berbagai ungkapan mengenai memberi dan meminta informasi terkait kejadian di waktu lampau sesuai dengan konteks penggunaannya.</p> <p>4.6.1 Menyusun teks lisan dan tertulis mengenai kejadian di waktu lampau dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya.</p>	<p>lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><b>b. Struktur Teks:</b></p> <ul style="list-style-type: none"> <li>✓ I left my dictionary at school this afternoon.</li> <li>✓ I have prepared everything for the examination.</li> </ul> <p><b>c. Unsur Kebahasaan:</b></p> <ul style="list-style-type: none"> <li>- Kosakata yang terkait dengan topik Grammar:</li> <li>✓ Simple Past Tense</li> <li>✓ Present Perfect Tense</li> <li>- Ejaan dan tanda baca yang jelas dan rapi</li> <li>- Ucapan, tekanan kata dan intonasi yang tepat ketika mempresentasikan secara lisan</li> </ul>	<p>dari berbagai ungkapan tentang kejadian di waktu lampau;</p> <ul style="list-style-type: none"> <li>• Mendiskusikan, membedakan dan mengelompokkan fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai teks tentang memberi dan meminta informasi terkait kejadian di waktu lampau</li> <li>• Menerapkan penggunaan ungkapan memberi dan meminta informasi terkait kejadian di waktu lampau ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan</li> <li>• Menyusun teks lisan dan tulis tentang memberi dan meminta informasi terkait kejadian di waktu lampau dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan;</li> <li>• Mengkomunikasikan ungkapan mengenai memberi dan meminta informasi terkait kejadian di waktu lampau dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan</li> </ul>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
<p>dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan mempertahankan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.6.2 Mengkomunikasikan secara lisan dan tulis ungkapan tentang kejadian di waktu lampau dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</p>	<p><b>Teks Recount</b>  <b>a. Fungsi sosial:</b>            Untuk menceritakan kejadian di masa lampau  <b>b. Struktur Teks:</b>            Teks Recount            - Pembuka            - Peristiwa            - Penutup  <b>c. Unsur Kebahasaan:</b>            - Kosakata: yang terkait dengan topik            - Grammar:            ✓ Simple Past Tense            ✓ Simple Past Continuous</p>	<ul style="list-style-type: none"> <li>• Mengamati teks recount lisan dan tulis;</li> <li>• Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan yang terdapat dalam teks recount;</li> <li>• Mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount</li> <li>• Mendiskusikan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai teks recount</li> <li>• Mengkomunikasikan informasi dan isi dari teks recount dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan</li> </ul>
<p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <b>recount</b> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya</p> <p>4.7 Menyusun teks <b>recount</b> lisan dan</p>	<p>3.7.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks <b>recount</b> sesuai dengan konteks penggunaannya</p> <p>3.7.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks <b>recount</b> sesuai dengan konteks penggunaannya</p>		



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
<p>tulís, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.7.1 Menyusun teks lisan dan tertulis mengenai teks recount dengan menggunakan struktur teks dan unsur kebahasaan yang tepat, sesuai dengan konteks penggunaannya.</p> <p>4.7.2 Mengkomunikasikan secara lisan dan tulis teks recount dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</p>	<p>Present Perfect Tense</p> <ul style="list-style-type: none"> <li>- Ejaan dan lambang yang jelas, rapi dan tepat</li> <li>- Ucapan, tekanan kata &amp; intonasi yang jelas dan tepat ketika mempresentasikan secara lisan</li> </ul>	<ul style="list-style-type: none"> <li>• Menceritakan kembali isi dari teks recount secara lisan dan tulis dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan</li> <li>• Menyusun secara lisan dan tulis tentang teks recount dengan menggunakan struktur teks dan unsur kebahasaan dan unsur kebahasaan yang tepat sesuai konteks penggunaan</li> </ul>
<p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan</p>	<p>3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam beberapa teks naratif lisan dan tulis dengan</p>	<p><b>Teks Naratif</b></p> <p>a. Fungsi sosial:</p> <ul style="list-style-type: none"> <li>- Untuk menghibur</li> <li>- Untuk memperkenalkan nilai moral</li> <li>- Untuk memperkenalkan nilai budaya</li> </ul>	<ul style="list-style-type: none"> <li>• Mengamati teks naratif lisan dan tulis dalam bentuk legenda rakyat sederhana;</li> <li>• Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan tentang teks naratif dalam bentuk legenda rakyat sederhana</li> <li>• Mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan</li> </ul>



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
<p>meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks</p>	<p>memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya.</p> <p>3.8.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya.</p> <p>4.8.1 Menyusun teks lisan dan tertulis mengenai beberapa teks naratif dengan memberi dan meminta informasi</p>	<p><b>b. Struktur Teks:</b> Teks Naratif: - Orientasi - Komplikasi - Resolusi</p> <p><b>c. Unsur Bahasa:</b> - Kosakata: yang terkait dengan topik - Grammatik:   - Simple Past Tense   - Reported Speech - Ejaan dan tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata dan intonasi yang jelas dan tepat ketika mempresentasikan secara lisan</p>	<p>dari beberapa naratif lisan berupa legenda rakyat sederhana;</p> <ul style="list-style-type: none"> <li>• Mendiskusikan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dalam beberapa naratif berupa legenda rakyat sederhana</li> <li>• Menerapkan penggunaan struktur teks dan unsur kebahasaan dalam teks naratif berupa legenda rakyat ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan</li> <li>• Menceritakan kembali isi dari teks naratif dalam bentuk legenda secara lisan dan tulis dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan</li> <li>• Menyusun teks lisan dan tulis tentang teks naratif berupa legenda rakyat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan;</li> </ul>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
3.9 Menganalisis fungsi social, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>memo</i> , <i>menu</i> , <i>schedule</i> dan <i>signs</i> dengan memberi dan meminta informasi terkait kegiatan	3.9.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan dalam teks berupa <i>memo</i> , <i>menu</i> , <i>schedule</i> dan <i>signs</i> sesuai dengan konteks penggunaannya.  4.8.2 Mengkomunikasikan secara lisan dan tertulis teks naratif berupa legenda rakyat sederhana dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan	<ul style="list-style-type: none"> <li>• Teks <i>memo</i></li> <li>• Teks <i>menu</i></li> <li>• Teks <i>jadwal</i></li> <li>• Teks <i>Tanda/Rambu</i></li> <li>a. Fungsi sosial:               <ul style="list-style-type: none"> <li>- Untuk memberi arahan/ informasi mengenai sesuatu dalam bentuk <i>memo</i>, <i>menu</i>, <i>jadwal</i> dan <i>tanda/rambu</i> di tempat umum</li> </ul> </li> <li>b. Struktur Teks:</li> </ul>	<ul style="list-style-type: none"> <li>• Mengamati teks berupa <i>memo</i>, <i>menu</i>, <i>schedule</i> dan <i>signs</i></li> <li>• Menganalisis fungsi social, struktur teks dan unsur kebahasaan yang terdapat dalam teks berbentuk <i>memo</i>, <i>menu</i>, <i>schedule</i> dan <i>signs</i></li> <li>• Mengumpulkan data mengenai fungsi social, struktur teks dan unsur kebahasaan dari teks berupa <i>memo</i>, <i>menu</i>, <i>schedule</i> dan <i>signs</i></li> </ul>



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
<p>sekolah atau tempat kerja, sesuai dengan konteks penggunaannya di dunia kerja.</p>	<p>3.9.2. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks berupa <i>memo</i>, <i>menu</i>, <i>schedule</i> dan <i>signs</i> sesuai dengan konteks penggunaannya.</p>	<p>Memo:</p> <ul style="list-style-type: none"> <li>- Pembuka</li> <li>- Bagian isi</li> <li>- Penutup</li> </ul> <p>Unsur kebahasaan:</p> <ul style="list-style-type: none"> <li>- Kosakata yang terkait dengan topik</li> <li>- Tata Bahasa:             <ul style="list-style-type: none"> <li>✓ Simple Present Tense</li> <li>✓ Simple sentences</li> <li>✓ Imperative sentences</li> </ul> </li> <li>- Fajad dan tanda baca yang jelas, rapi dan tepat</li> <li>- Ucapan, tekanan kata, intonasi yang jelas dan tepat ketika mempresentasikan secara lisan</li> </ul>	<ul style="list-style-type: none"> <li>• Mendiskusikan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari teks berupa memo, menu, schedule dan signs</li> <li>• Menerapkan penggunaan struktur teks dan unsur kebahasaan dalam teks berupa memo, menu, schedule dan signs ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan</li> <li>• Menyusun teks lisan dan tulis tentang teks berupa memo, menu, schedule dan signs dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan;</li> <li>• Mengkomunikasikan teks berupa memo, menu, schedule dan signs dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan</li> </ul>
<p>4.9. Menyusun teks khusus dalam bentuk memo, menu, jadwal dan tanda-tanda (<i>signs</i>) lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.</p>	<p>4.9.1. Menyusun teks lisan dan tertulis mengenai teks berbentuk memo, menu, schedule dan signs dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaannya.</p> <p>4.9.2. Mengkomunikasikan secara lisan dan tulis teks berupa memo, menu, schedule dan signs dengan</p>		



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
<p>3.10 Menetapkan fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait <b>perbandingan kata sifat</b> sesuai dengan bidang keahlian dan konteks penggunaannya.</p> <p>4.10 Menyusun teks interaksi transaksional lisan dan tulis yang</p>	<p>3.10.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan dalam teks tentang perbandingan kata sifat sesuai dengan konteks penggunaannya.</p> <p>3.10.2 Membedakan fungsi social, struktur teks dan unsur kebahasaan dalam teks tentang perbandingan kata sifat sesuai dengan konteks penggunaannya.</p>	<p>Teks lisan dan tulis tentang <b>perbandingan kata sifat</b></p> <p><b>a. Fungsi social:</b> Membandingkan sifat tentang sesuatu atau seseorang untuk mengembangkan komunikasi interpersonal dengan yang lain</p> <p><b>b. Struktur Teks:</b></p> <ul style="list-style-type: none"> <li>- The Earth is larger in diameter than the moon.</li> <li>- Reading books is more interesting than listening to music.</li> <li>- Rain water is purer than any other water.</li> <li>- My deskmate's grade is better than mine.</li> </ul> <p><b>c. Unsur kebahasaan:</b></p> <ul style="list-style-type: none"> <li>- Kosakata yang terkait dengan topik</li> </ul>	<ul style="list-style-type: none"> <li>• Mengamati teks lisan dan tulis tentang ungkapan meminta dan memberi informasi terkait perbandingan kata sifat tentang sesuatu atau seseorang;</li> <li>• Menganalisis struktur teks dan unsur kebahasaan tentang memberi dan meminta informasi terkait perbandingan kata sifat tentang sesuatu atau seseorang yang terdapat dalam teks;</li> <li>• Mengumpulkan data mengenai struktur teks dan unsur kebahasaan dari ungkapan tentang perbandingan kata sifat tentang sesuatu/seseorang;</li> <li>• Mendiskusikan dan menganalisis struktur teks dan unsur kebahasaan dari ungkapan perbandingan kata sifat tentang sesuatu/seseorang;</li> <li>• Menetapkan fungsi social, struktur teks dan unsur kebahasaan dari ungkapan perbandingan kata sifat ke dalam latihan</li> </ul>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
<p>melibatkan tindakan member dan meminta informasi terkait perbandingan kata sifat dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.10.1 Menyusun teks lisan dan tertulis mengenai perbandingan kata sifat dengan menggunakan struktur teks dan unsur bahasa yang tepat, sesuai dengan konteks penggunaannya.</p> <p>4.10.2 Mengkomunikasikan secara lisan dan tertulis mengenai perbandingan kata sifat dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan</p>	<p>Grammur</p> <ul style="list-style-type: none"> <li>Adjective</li> <li>Linking verbs</li> </ul> <p>Ejaan dan tanda baca yang jelas, rapi dan tepat</p> <p>Elempun, tekamun kata, intonasi yang tepat ketika mempresentasikan secara lisan</p>	<p>lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan;</p> <ul style="list-style-type: none"> <li>Menyusun ungkapan mengenai perbandingan kata sifat tentang seseorang/seseorang dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan</li> <li>Mengkomunikasikan ungkapan mengenai perbandingan kata sifat tentang seseorang/seseorang dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan</li> </ul>
<p>3.11 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi</p>	<p>3.11.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks</p>	<p>Teks lisan dan tulis tentang meminta dan memberi petunjuk arah</p> <p>a. Fungsi sosial:</p>	<ul style="list-style-type: none"> <li>Mengamati teks lisan dan tulis tentang meminta dan memberi informasi petunjuk arah;</li> <li>Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan tentang</li> </ul>



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang <b>petunjuk arah (direction)</b> sesuai dengan konteks penggunaannya di dunia kerja.</p> <p>4.11 Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi tentang <b>petunjuk arah (direction)</b> dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan</p>	<p>mengenai meminta dan memberi informasi petunjuk arah sesuai dengan konteks penggunaannya.</p> <p>3.11.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai ungkapan mengenai meminta dan memberi informasi petunjuk arah sesuai dengan konteks penggunaannya.</p> <p>4.11.1 Menyusun teks lisan dan tertulis mengenai mengetahui meminta dan memberi informasi tentang petunjuk arah sesuai dengan konteks penggunaannya.</p>	<p>Utak memulai dan memberi informasi petunjuk arah dalam mengembangkannya komunikasi interpersonal dengan orang lain</p> <p><b>b. Struktur Teks:</b></p> <ul style="list-style-type: none"> <li>- Could you show me where the nearest ATM is?</li> <li>- Excuse me. How do I get to the railway station, please?</li> <li>- It's about a five-minute walk from here.</li> <li>- Just go across the roundabout and take the first turning. You can't miss it!</li> </ul> <p><b>c. Unsur kebahasaan:</b></p> <ul style="list-style-type: none"> <li>- Kosakata yang terkait dengan topik</li> <li>- Grammar:             <ul style="list-style-type: none"> <li>✓ Preposition of place</li> <li>✓ Modal auxiliary verbs</li> <li>✓ Imperative sentences</li> </ul> </li> <li>- Tanda baca yang jelas, rapi dan tepat</li> <li>- Ucapan, tekanan kata, intonasi yang tepat ketika mempresentasikan secara lisan</li> </ul>	<p>meminta dan memberi petunjuk arah yang terdapat dalam teks;</p> <ul style="list-style-type: none"> <li>• Mengumpulkan data mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh teks meminta dan memberi petunjuk arah;</li> <li>• Mendiskusikan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks meminta dan memberi petunjuk arah;</li> <li>• Menerapkan struktur teks, dan unsur kebahasaan dari teks meminta dan memberi petunjuk arah ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan;</li> <li>• Menyusun teks lisan dan tulis tentang ungkapan mengenai meminta dan memberi petunjuk arah dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan;</li> <li>• Mengkomunikasikan teks meminta dan memberi petunjuk arah secara lisan dan tulis dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan</li> </ul>



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
<p>sesuai konteks di dunia kerja.</p>	<p>4.11.2 Mengkomunikasikan secara lisan dan tertulis mengenai meminta dan memberi informasi tentang petunjuk arah dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</p>	<p>Teks lisan dan tulis tentang kegiatan rutin sederhana:</p> <p>a) Fungsi sosial: Untuk meminta dan memberi informasi petunjuk arah dalam mengembangkan komunikasi interpersonal dengan orang lain</p> <p>b) Struktur Teks:</p> <p>• Could you show me where the nearest ATM is?</p>	<ul style="list-style-type: none"> <li>• Mengamati teks lisan dan tulis tentang kegiatan rutin sederhana;</li> <li>• Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan tentang kegiatan rutin sederhana yang terdapat dalam teks;</li> <li>• Mengumpulkan data mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh teks kegiatan rutin sederhana;</li> <li>• Mendiskusikan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari kegiatan rutin sederhana;</li> </ul>
<p>3.12 Menganalisis fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks)</p>	<p>3.12.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan dalam teks terkait kegiatan rutin sederhana sesuai dengan konteks penggunaannya</p> <p>3.12.2 Membedakan fungsi social, struktur teks dan unsur bahasa dari berbagai ungkapan</p>	<p>Teks lisan dan tulis tentang kegiatan rutin sederhana:</p> <p>a) Fungsi sosial: Untuk meminta dan memberi informasi petunjuk arah dalam mengembangkan komunikasi interpersonal dengan orang lain</p> <p>b) Struktur Teks:</p> <p>• Could you show me where the nearest ATM is?</p>	<ul style="list-style-type: none"> <li>• Mengamati teks lisan dan tulis tentang kegiatan rutin sederhana;</li> <li>• Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan tentang kegiatan rutin sederhana yang terdapat dalam teks;</li> <li>• Mengumpulkan data mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh teks kegiatan rutin sederhana;</li> <li>• Mendiskusikan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari kegiatan rutin sederhana;</li> </ul>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran
<p>sesuai dengan konteks penggunaan di dunia kerja.</p> <p>4.12 Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dunia kerja.</p>	<p>mengenai kegiatan rutin sederhana sesuai dengan konteks penggunaannya.</p> <p>4.12.1 Menyusun teks lisan dan tulis mengenai kegiatan rutin sederhana dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks</p> <p>4.12.2 Mengkomunikasikan secara lisan dan tertulis tentang kegiatan rutin sederhana dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan</p>	<p>• Excuse me, How do I get to the railway station, please?</p> <p>• It's about a five-minute walk from here.</p> <p>• Just go across the roundabout and take the first turning. You can't miss it!</p> <p>c) <b>Unsur kebahasaan:</b></p> <ul style="list-style-type: none"> <li>• Kosakata yang terkait dengan topik</li> <li>• Grammar:             <ul style="list-style-type: none"> <li>• Preposition of place</li> <li>• Modal auxiliary verbs</li> <li>• Imperative sentences</li> </ul> </li> <li>• Ejaan dan tanda baca yang jelas, rapi dan tepat</li> <li>• Ucapan, tekanan kata, intonasi yang tepat ketika mempresentasikan secara lisan</li> </ul>	<ul style="list-style-type: none"> <li>• Menerapkan struktur teks, dan unsur kebahasaan dari teks kegiatan rutin sederhana ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan;</li> <li>• Menyusun teks lisan dan tulis tentang ungkapan mengenai teks kegiatan rutin sederhana dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan;</li> <li>• Mengkomunikasikan teks kegiatan rutin sederhana secara lisan dan tulis dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan</li> </ul>



Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran



## Unit 1. Hello Everyone!



## Unit 2. Congratulation!



The collage features several educational resources:

- Top Left:** A video frame showing a man and a woman in conversation.
- Top Right:** A worksheet titled "INTENTIONS" from the "Pronunciation Center". It explains that pronunciation guides are based on educated native speakers of Standard English and provides a table for symbols and examples of intonation patterns.
- Middle Left:** A worksheet titled "What are your dreams?" with a section for "Now ask the same questions to five of your friends." It includes a list of questions and a space for answers.
- Middle Right:** A worksheet titled "IMPROVE YOUR WRITTEN ENGLISH: PLANS AND INTENTIONS". It includes a section for "Read the following poem:" and a list of questions about the poem.
- Bottom Left:** A diagram titled "Interlude 3" showing a bookshelf with books. The books are labeled with titles like "The Great Gatsby", "The Catcher in the Rye", etc.
- Bottom Right:** A worksheet titled "Poems for the VERY YOUNG CHILD". It includes a poem about children and a section for "Complete the sentences. Choose words from the box and write them in the blank spaces." The words in the box are: complain, complain, complain, complain, complain, complain, complain.





[illegible]

## Unit 6. Have You Ever ...?

Read and write about the following questions. Ask a partner for each question. Number 1-6. Use the questions for your classmate and your partner's answers.

1. Have you ever been to Bali?  
 Yes, I have.  
 What do you think of it?  
 I like the beach and the people are kind.

2. Have you ever been to a big city?  
 Yes, I have.  
 How do you like it?  
 I like the big city.

3. Have you ever been to a big city?  
 Yes, I have.  
 How do you like it?  
 I like the big city.

4. Have you ever been to a big city?  
 Yes, I have.  
 How do you like it?  
 I like the big city.

5. Have you ever been to a big city?  
 Yes, I have.  
 How do you like it?  
 I like the big city.

6. Have you ever been to a big city?  
 Yes, I have.  
 How do you like it?  
 I like the big city.

Write a short story about the following questions. Use the questions for your classmate and your partner's answers. The story should be about 100 words.

Example:

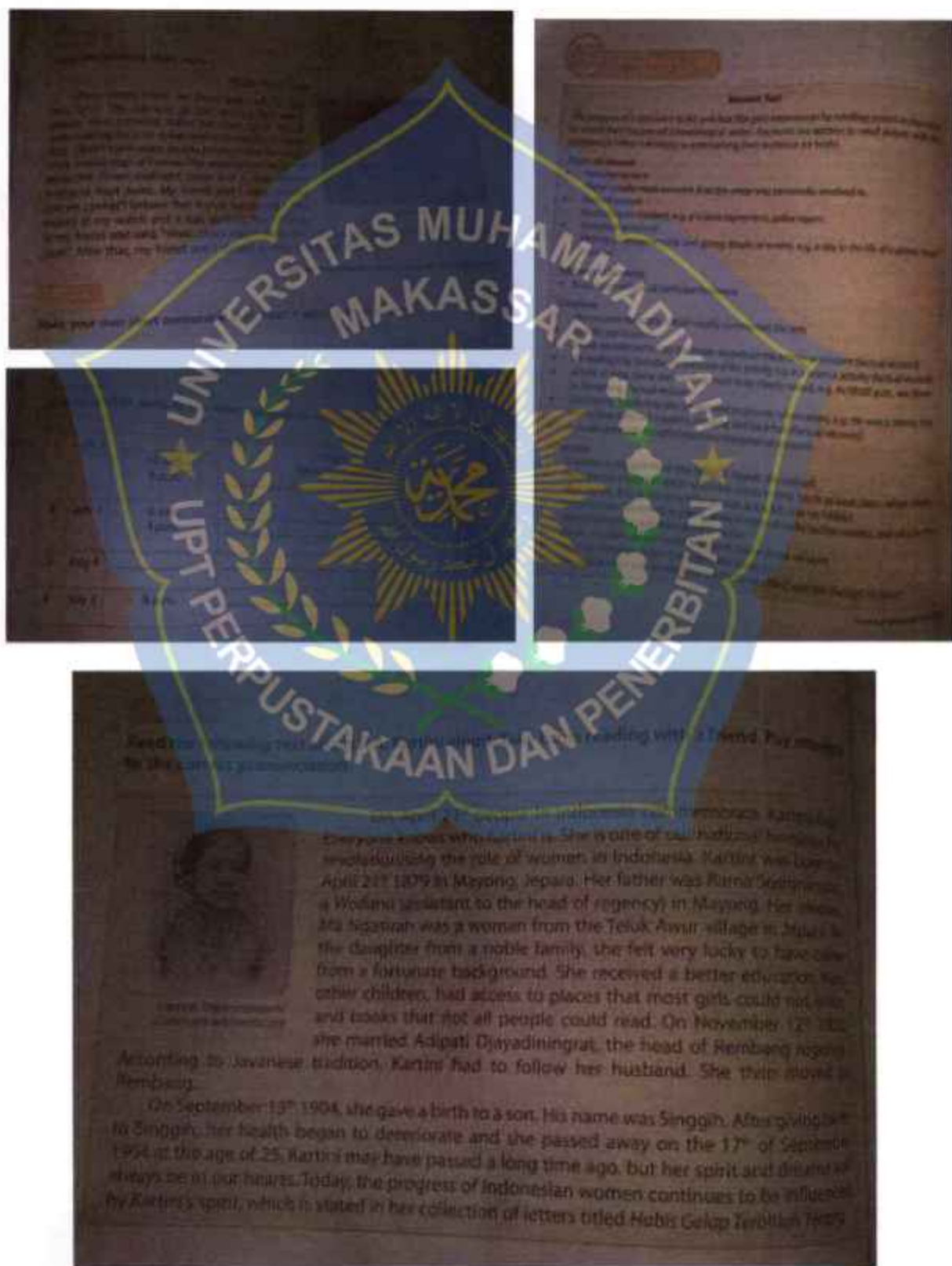
• Did you ever go to a big city?  
 • When did you go there?  
 • With whom did you go there?  
 • Is anything else important?

Listen to Gary talking about his life. Tick (✓) next to the things he has done. Tick (✓) next to the things he has not done.

Lived in a foreign country			
Worked for a small company			
Stayed in an expensive apartment			
Flown by jumbo jet			
Cooked meals for many people			
Met a famous person			
Saw a play written by Shakespeare			
Watched a concert			



## Unit 7. Stories to Share



## Unit 8. Once Upon a Time



Work in pairs. Compare the Indonesian and English legends and then complete the table.

	Available	Available
Title		
Setting		
Time		
Main characters		
The problem		
How the story ends		
Sequence words		

## Unit 9. Look at the Sign, Please!

Match the numbers with the parts of the memo in the box.

Soraya Furniture  
MEMORANDUM

To: Warehouse Employees

From: Al Luh Subita, Human Resources Manager

Cc: Rihmad Hartono, Warehouse Manager

Date: May 18, 2017

Subject: Vacation Requests

Please note that there has been a change to the vacation policy. Employees who take vacation days must submit a request form 1 month before the designated vacation time. Employees who do not submit their request will not be permitted to take the vacation.

Thank you for your cooperation.

Al Luh Subita

Subject: Employee

D. CC

PERPUSTAKAAN DAN PENERBITAN



## Unit 10. It's More Expensive

**Nick Off**

Look at the picture and then answer the questions.

1. Which building is the tallest?
2. Which year is the shortest?
3. Which year is the shortest?
4. Which year is similar to the shortest?
5. Make a list of the other towers.

**IMPROVE YOUR WRITTEN ENGLISH!**

**ADJECTIVE COMPARISONS**

Give an answer using comparisons based on the chart given.

A. Perfect

Model	Model Ultra	Pro Tab 3G	Pro Tab 3G	12.9in Model
300 mm	221 mm	269 mm	157 mm	188 mm
100 mm	112 mm	172 mm	12 mm	204 mm

Calculate the length and width of the tablet.

Answer for your answer, which one is the best for a student tablet on the chart?

**WORLD'S MOST POPULAR COUNTRIES**

Country	Percentage
USA	4.2%
China	1.8%
India	1.5%
Japan	1.2%
Germany	1.0%
France	0.8%
UK	0.7%
Canada	0.6%
Italy	0.5%
Spain	0.4%
Sweden	0.3%
Other	1.0%

Compare other percentages, which country has the largest population?

What is the percentage of Indonesia's population?

**IMPROVE YOUR WRITTEN ENGLISH!**

**ADJECTIVE COMPARISONS**

Give an answer using comparisons based on the chart given.

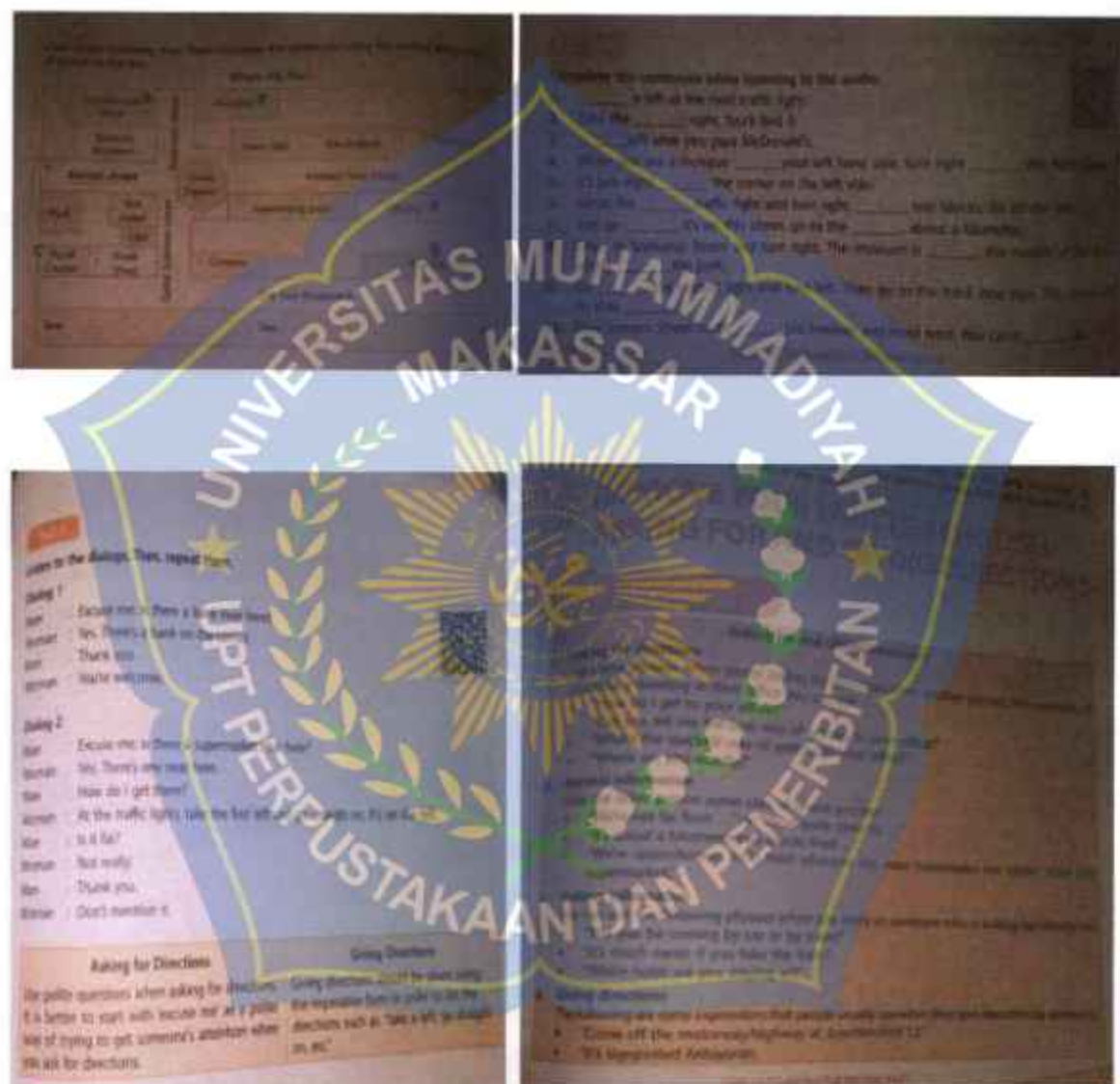
A. Perfect

Model	Model Ultra	Pro Tab 3G	Pro Tab 3G	12.9in Model
300 mm	221 mm	269 mm	157 mm	188 mm
100 mm	112 mm	172 mm	12 mm	204 mm

Calculate the length and width of the tablet.

Answer for your answer, which one is the best for a student tablet on the chart?

## Unit 11. Could You Tell Me the Way?



## Unit 12. What Do You Usually Eat?



underline the word with a line.

1. Tara gets up at 4.30 a.m. every day.  
She (always/rarely/seldom) gets up at 4.30 a.m.
2. My mother goes shopping about twice a week.  
She (never/sometimes/almost always) goes shopping.
3. My brother eats lunch at a restaurant two or three times a week.  
He (sometimes/always/usually) eats in the school canteen.
4. I get up early Monday to Friday, but I sleep late on weekends.  
I (always/sometimes/usually) get up early.
5. Roy plays basketball every Saturday.  
He (always/sometimes/often) plays basketball every Saturday.
6. Simon tries to go to bed early every night, but sometimes he goes to bed late.  
He (always/never/often) goes to bed early.
7. Dinar and Anto come to the library every Tuesday.  
They (seldom/never/sometimes) read some books there.
8. My cousin buys three apples twice a week.  
He (usually/occasionally/never) goes to fruit shop.
9. My family and I have a vacation three times a month.  
We (sometimes/always/never/usually) go to the beach.
10. I feed my pet twice a day, but my mother just feeds it once a day.  
She (often/rarely/sometimes) gives some fish to my pet.



## Unit 13. You Should Get Some Rest

**Work in pairs. Read the dialogues out loud. Pay attention to the stress and intonation.**

**Dialogue 1**

Alice: What's wrong with me? I feel like I need a good night's sleep.  
 Bob: You've been sitting down for a while. Do you have any energy?  
 Alice: No, I don't. I feel my arms and legs are heavy.  
 Bob: Worried about your work in the field, huh? Here, take a break.  
 Alice: Thank you.

**Dialogue 2**

Tom: Are you tired?  
 Susan: Yes, I am. I've been working for 12 hours. It's very hot today.  
 Tom: You should take a break. Go home and get some rest.  
 Susan: I know, but I have to finish this project.  
 Tom: You're right. I think you should go home and get some rest.

**Dialogue 3**

John: Did you take a passport with you?  
 Mary: Yes, I did. I put it in my bag.  
 John: Did you have any food?  
 Mary: Yes, I did. I brought a bottle of water and some food.

**Check your understanding**

- What is the main idea of the dialogues?
- What advice do you give to the people in the dialogues?
- What are the main problems of the people in the dialogues?
- What are the solutions?

**Listening Comprehension**

Listening Comprehension is a very important skill in English. It is the ability to understand what is being said in a spoken language. This skill is essential for communication in many situations. It is important to be able to understand what is being said in a spoken language. This skill is essential for communication in many situations. It is important to be able to understand what is being said in a spoken language. This skill is essential for communication in many situations.

**Exercise**

Put the words in the correct order.

1. The first word is "I".  
 2. The second word is "I".  
 3. The third word is "I".  
 4. The fourth word is "I".  
 5. The fifth word is "I".  
 6. The sixth word is "I".  
 7. The seventh word is "I".  
 8. The eighth word is "I".  
 9. The ninth word is "I".  
 10. The tenth word is "I".

**Answer**

1. I  
 2. I  
 3. I  
 4. I  
 5. I  
 6. I  
 7. I  
 8. I  
 9. I  
 10. I

## DOCUMENTATION



# EED-Turnitin® CERTIFICATE

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THE ANALYSIS OF ENGLISH TEXTBOOK "FORWARD AN ENGLISH" USE IN THE FIRST GRADE OF VOCATIONAL  
HIGH SCHOOL BASED ON CURRICULUM 2013

From author/researcher

**RAMADHAN**

ID: 10535578914

Has completed the Turnitin® test for

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Makassar, **13 Dzulhijjah 1442 H**

**23 July 2021** M

Head of

English Education Department



**Ummi Khaerati Syam, S.Pd., M.Pd**

NBM. 977 807





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA**  
**Perubahan Judul Penelitian Mahasiswa**

Nomor : ...../IV/1441/2021

Kepada Yang Terhormat, **Ketua Program Studi Pendidikan Bahasa Inggris**, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Di tempat.

*Assalamualaikum Warahmatullahi Wabarakatuh,*

Semoga segala aktifitas kita senantiasa selalu bernilai ibadah di sisi Allah SWT. Amin.

Pada hari ini, tanggal 5 bulan Februari, tahun 2021. Izinkan kami selaku pembimbing tugas akhir mahasiswa (Proposal/Skripsi), dengan identitas:

Pembimbing 1 : Dr. Eny Satriana, M.Pd

NIDN : 0918107401

Pembimbing 2 : Maharida Manindar, M.Pd

NIDN : 0916048501

Akan menyampaikan perubahan judul pada penelitian mahasiswa bersangkutan beserta alasan yang menguatkan, baik secara teori maupun praktik, dengan identitas di bawah ini:



Nama Mahasiswa : Ramadhan

Nomor Induk Mahasiswa : 10535578914

Judul lama:

*An Analysis of Local Organization Impact Towards Students' Concentration In Learning English at Muhammadiyah University of Makassar*

Berikut informasi perubahan judul yang dimaksudkan di bawah ini.

No.	Perubahan Judul	Alasan (theoretical/practical)	Paraf
1.	The Analysis of English Textbook "Fortard An English" Use In The First Grade of Vocational School Based On Curriculum 2013	- Kurangnya referensi terkait penelitian yang akan diteliti	<div>Pembimbing 1:</div>  <div>Pembimbing 2:</div> 

(gunakan lembar tambahan jika tidak cukup)

Demikian penyampaian kami, sebagai laporan dan konfirmasi kepada Kaprodi Pendidikan Bahasa Inggris untuk ditindak lanjuti dan dipergunakan sebagaimana maksud dan tujuannya.

\*Coret yang tidak sesuai



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Website: <http://unismuh.ac.id> website prodi: <http://bg.fkip.unismuh.ac.id>



**LEMBAR PERBAIKAN UJIAN SEMINAR PROPOSAL**

Nama : RAMADHAN

NIM : 105150709114

Jurusan/Prodi : Pendidikan Bahasa Inggris

Judul : The Analysis of English Textbook "Forward English" Use in The First Grade of Vocational High School Based On Curriculum 2013

No	Dosen Penguji/Pentanggap	Materi Perbaikan	Paraf
1	Hj. Ilmu S Pd., M Pd.		
2	Dr. H. Bahrun Amri M.Pd.		
3	Dr. Eny Syatriana M Pd.		
4	Hertha Gaudi S.Pd., M.Pd.		

Makassar, 22 Februari 2021 M  
 10 Rabiul 1442 H.

Ketua Prodi:  
 Pendidikan Bahasa Inggris

Nur Khairati Syam, S.Pd., M.Pd.  
 NIM. 977 807



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Website: <http://www.umk.ac.id> Website prodi: <http://kip.umh.ac.id>



**BERITA ACARA UJIAN PROPOSAL**

Pada hari ini Kamis tanggal 10 Rajab 1442 H bertepatan tanggal 22 Februari 2021 M bertempat di ruang virtual Google Meet Kampus Universitas Muhammadiyah Makassar telah dilaksanakan seminar proposal yang berjudul "The Analysis of English Textbook "Forward An English" Use in The First Grade of Vocational High School Based On Curriculum 2013"

Dan mahasiswa

Nama : ZAMADHARA

NIM : 1053550914

Jurusan/Prodi : Pendidikan Bahasa Inggris

Moderator : Hj. Amali, S.Pd., M.Pd.

Hasil seminar : Sangat baik/baik/cukup baik/kurang baik \*

Alamat/telp.

Dengan penelaah sebagai berikut:

Disetujui oleh

Moderator : Hj. Amali, S.Pd., M.Pd.

Peranggap I : Dr. H. Bahrun Amin, M.Hum

Peranggap II : Dr. Eny Syatriana, M.Pd.

Peranggap III : Herina Daudi, S.Pd., M.Pd.

Makassar, 22 Februari 2021

Ketua Prodi

Pendidikan Bahasa Inggris



**Khairati Syam, S.Pd., M.Pd.**

NPM. 977.807

Teset yang tidak perlu.



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

1669/05/C.4-VIII/IV/40/2021

11 Ramadhan 1442 H

1 (satu) Rangkap Proposal

23 April 2021 M

Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT P2T BKPM D Prov. Sul-Sel

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar nomor: 5361/FKIP/A.4-II/IV/TV/1442/2021 tanggal 22 April 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **RAMADHAN**

No. Stambuk : **10535 578914**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"The Analysis of English Text Book "Forward An English" Use In The First Grade of Vocation High School Based on Curricucum 2013"**

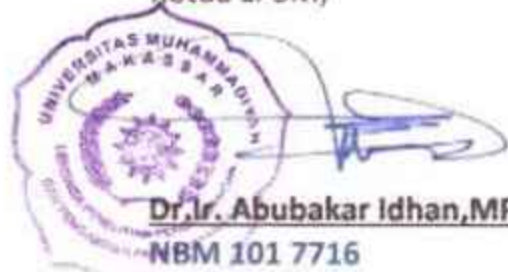
Yang akan dilaksanakan dari tanggal 26 April 2021 s/d 26 Juni 2021.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



**Dr. Ir. Abubakar Idhan, MP.**  
NBM 101 7716

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENDIDIKAN

UPT SMK NEGERI 8 MAKASSAR

Jalan Monginsidi No.17 Kota Makassar ( 90142 )

Telp. ( 0411 ) 854374 Fax. ( 0411 ) 854374



**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN**

Nomor : 421.5/ *db* /SMK.8/MKS/2021

Yang bertanda tangan dibawah ini Kepala UPT SMK Negeri 8 Makassar menerangkan bahwa :

Nama : **RAMADHAN**  
NIM : **10535578914**  
Program Studi : **Pendidikan Bahasa Inggris**  
Lembaga : **Universitas Muhammadiyah Makassar**

Benar yang bersangkutan telah melaksanakan penelitian di SMK Negeri 8 Makassar mulai tanggal 26 April 2021 s/d 26 Juni 2021 dalam rangka penyusunan Skripsi dengan judul

**" THE ANALYSIS OF ENGLISH TEXT BOOK " FORWARD AN ENGLISH " USE IN FIRST GRADE OF VOCATION HIGH SCHOOL BASED ON CURRICULUM 2013 "**

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 26 Juli 2021

Kepala,

**Dr.ASNAH BAHARUDDIN, M.Pd**

Pangkat : Pembina TK.I

NIP. 19680106 199412 2 003





بسم الله الرحمن الرحيم

### KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : RAMADHAN  
NIM : 10535578914  
Judul Penelitian : THE ANALYSIS OF ENGLISH TEXTBOOK "FORWARD AN ENGLISH" USE IN THE FIRST  
GRADE OF VOCATIONAL HIGH SCHOOL BASED ON CURRICULUM 2013  
Tanggal Ujian Proposal : 23 Februari 2021  
Tempat/Lokasi Penelitian : SMK 8 MAKASSAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	5/05/2021	Mengantar Surat ke sekolah	Dra. Dinawati	
2	10/05/2021	Bertemu dengan guru mata pelajaran Bahasa Inggris	Dra. Dinawati	
3	11/05/2021	Pengambilan buku Mapa di perpustakaan	Dra. Dinawati	
4	14/05/2021	Membahas Chapter 1 & 2	Dra. Dinawati	
5	26/05/2021	Membahas chapter 3 & 4	Dra. Dinawati	





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Email : ppsd@ycc.unismuh.ac.id  
Web : pg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

6	1/06/2021	Membahas chapter 5 & 6	Dn. Dinarwah	flink
7	10/06/2021	Membahas chapter 7 & 8	Dn. Dinarwah	flink
8	16/06/2021	Membahas chapter 9 & 10	Dn. Dinarwah	flink
9	20/06/2021	Membahas chapter 11 & 12	Dn. Dinarwah	flink
10	22/06/2021	Membahas chapter 13	Dn. Dinarwah	flink

2021

Ketua Program Studi,  
FKIP Unismuh Makassar

Mengetahui,  
Kepala sekolah/Instansi

SMK NEG 8.

Dr. Ummi Khaerati Syam, S.Pd., M.Pd  
NBM. 977 807

Dr. Asnath BAHARUDDIN: MPD  
NIP/ID 1968066 1994 12 2003



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE

0307/BG-FKIP/LOA/B/VIII/1443/2021

Dear RAMADHAN

It is our pleasure to inform you that, after review your paper:

THE ANALYSIS OF ENGLISH TEXTBOOK "FORWARD AN ENGLISH" USE  
IN THE FIRST GRADE OF VOCATIONAL HIGH SCHOOL BASED ON  
CURRICULUM 2013

The manuscript ID: 468

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCT has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

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Makassar, 16 August 2021 M  
7 Muharram 1443 H

Head of English Education Department  
Faculty of Teacher Training and Education



**Dr. Umami Khaerati Svam, S.Pd., M.Pd.**  
NBM. 977 807



## CURRICULUM VITAE



Ramadhan, born in Maros on January 17, 1997. The youngest child of Mr. H. Ambo Jemma and the late Mrs. Jawiah has completed his education at SD No. 41 Inpres Batunapara, SMP Negeri 2 Maros Utara, and the SMK Kesehatan Terpadu Bahagia Primanegara Maros. After graduating from Health Vocational School in 2014, the author continued his bachelor's degree in English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

The author began to like the world of writing since he was in elementary school, he was diligent in writing both stories and poetry even though it was only a private collection. Then in 2014 new writers tried to seriously dive into the world of writing through virtual world writing communities and groups. Until finally some of his works were published in various poetry anthologies. As well as his first collaborative novel, "*Dalam Dekapan Zahra*", which was published in 2015, an anthology of collaborative poetry "*Jejak-Jejak Kata*" in 2016 and an anthology of poetry that he wrote himself in 2018 "*Maaf Belum Ada Judul*".

The author's achievements have been as General Secretary of EDSA Unismuh Makassar for the 2016-2017 period, General Leader of the LPM Corong Unismuh Makassar for the 2017-2018 period, General Secretary of the Maros Berbagi Community, The Most Favourite Delegate of Indonesian Youth Dream Camp Yogyakarta 2016, Duta Anti Narkoba Berbakat Kab. Maros 2017, Indonesian Delagate for Future Leader Congress at UN ESCAPE Thailand 2018, Duta Bahasa



Berbakat Provinsi Sulawesi Selatan 2019, The Winner of Boardgame For Peace Concept by Peace Generation Indonesia 2019 and Volunteer of Perhimpunan Pelajar Indonesia se-Dunia Mengabdi 2020 at Silokek, Sumatera Barat. In between his academic activities, the writer is also active in various youth and social community activities outside of writing, which he can do at any time.

