

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This subchapter presents the data that have been collected in the research. The presentation covers primary data about the analysis of content in LKS book: Bahasa Inggris untuk SMA/MA kelas XII Semester 1 at Al-Istiqomah Islamic Boarding School Banjarmasin academic year 2015/2016. The data consist of the LKS book: Bahasa Inggris untuk SMA/MA Kelas XII, content standard of curriculum 2006 divided into standard of competence and basic competence, syllabus by English teacher and interview sheet by English teacher and students. This research began on March, 14<sup>th</sup>, 18<sup>th</sup>, 21<sup>th</sup>, 25<sup>th</sup> 2016, on April, 5<sup>th</sup>, and 6<sup>th</sup> 2016 was implemented for documentary and interview.

In this section, the researcher explains about the standard of competence and basic standard based on Content Standard of Educational Unit Level Curriculum 2006 and the teacher and students' opinion about the LKS book. The researcher uses two instruments to collect the data, i.e. documentary and interview for gathering all information.

The first step, the researcher came to school and met the English teacher. Then, the researcher asks the copy of the LKS book and syllabus that used by English teacher as documentary. After that, the researcher conducts the last process, interview. The researcher asks some questions to get information about the LKS book.

The LKS book entitled “ASPIRASI” BAHASA INGGRIS Untuk SMA/MA Kelas XII Semester 1 written by a team of authors : Asih Suroso, Sutarto, Akhmad Zamroni, Dewi Indrawati, Joko Legowo, Siti Rufiah, Bondan Pramusinta, Eni Sri Harjanti and Putri D.A. published by CV. Widya Duta. It consists of three chapters, they are Narrative, Explanation and Discussion. There are 80 pages in this LKS book.

Then, the English teacher at Al-Istiqomah Islamic Boarding School Banjarmasin gave the syllabus to researcher (see on appendix). Here is the table of standard of competence and basic competence of english course according to the syllabus by the English teacher:

Table 4.1. Standard of Competence and Basic Competence of English Course for Senior High School grade XII semester 1 Social Science Program.

Standard of Competence	Basic Competence
<b>Listening</b>	
1. Understanding the meaning of formal interpersonal and transactional text conversation and continuing in daily life.	<p>1.1. Responding the meaning of formal interpersonal and transactional text conversation and continued accurately, fluently and acceptable in daily life and involve speech acts: giving advice, begging, complaining, discussing the possibility or for doing something and asking.</p> <p>1.2. Responding the meaning of conversation to get things done, socializing and continued accurately, fluently and acceptable in daily life and involve speech acts: admitting mistakes, making a promise, blaming, accusing, expressing curiosity and desire and expressing some attitudes.</p>
2. Understanding the meaning of short functional text and the monologue in <i>narrative, explanation and discussion form</i> in daily life.	<p>2.1. Responding the meaning of formal and informal short functional text that use language diversity accurately, fluently and acceptable in daily life.</p> <p>2.2. Responding the meaning of monologue text that use language diversity accurately, fluently and acceptable in daily life in <i>narrative, explanation and discussion form</i>.</p>

<b>Speaking</b> 3. Expressing the meaning of formal interpersonal and transactional text conversation and continuing in daily life.	3.1. Expressing the meaning of formal interpersonal and transactional text conversation and continued accurately, fluently and acceptable in daily life and involve speech acts: proposing, begging, complaining, discussing the possibility or for doing something and asking. 3.2. Expressing the meaning of conversation to get things done, socializing and continued accurately, fluently and acceptable in daily life and involve speech acts: admitting mistakes, making a promise, blaming, accusing, expressing curiosity and desire and expressing some attitudes.
4. Expressing the meaning of short functional text and the monologue in <i>narrative, explanation and discussion</i> form in daily life.	4.1. Expressing the meaning of formal and informal short functional text that use language diversity accurately, fluently and acceptable in daily life. 4.2. Expressing the meaning of monologue text that use language diversity accurately, fluently and acceptable in daily life in <i>narrative, explanation and discussion form</i> .
<b>Reading</b> 5. Understanding the meaning of short functional text, essay, and <i>narrative, explanation and discussion</i> text in daily life and also gaining knowledge	5.1. Responding the meaning of formal and informal short functional text that use language diversity accurately, fluently and acceptable in daily life and for gaining knowledge. 5.2. Responding the meaning of essay that use language diversity accurately, fluently and acceptable in daily life and for gaining knowledge in <i>narrative, explanation and discussion form</i> .
<b>Writing</b> 6. Expressing the monologue text in <i>narrative, explanation and discussion</i> form accurately, fluently and acceptable in daily life.	6.1. Expressing the meaning of formal and informal short functional text that use language diversity accurately, fluently and acceptable in daily life. 6.2. Expressing the meaning and rhetorical step of monologue text that use language diversity accurately, fluently and acceptable in daily life in <i>narrative, explanation and discussion form</i> .

Researcher found the appropriateness between content of LKS book with the Content Standard of Curriculum 2006 above, which became the strength of LKS book. Besides that, researcher also found the weakness of this LKS book, they are: (1) lack of detailed explanation in the materials and (2) lack of pictures

that will support the understanding of students in learning the materials of LKS book.

## 1. The Appropriateness of Content in the LKS Book with Content Standard of Curriculum 2006

### a) Listening

Standard of Competence	Basic Competence
<b>Listening</b>	
1. Understanding the meaning of formal interpersonal and transactional text conversation and continuing in daily life.	<p>6.3. Responding the meaning of formal interpersonal and transactional text conversation and continued accurately, fluently and acceptable in daily life and involve speech acts: giving suggestion and advice, begging, complaining, discussing the possibility or for doing something and asking.</p> <p>6.4. Responding the meaning of conversation to get things done, socializing and continued accurately, fluently and acceptable in daily life and involve speech acts: admitting mistakes, making a promise, blaming, accusing, expressing curiosity and desire and expressing some attitudes.</p>

The following materials indicate students should be able to gain point 1 of Standard of Competence :

- Task 5 on page 5 “Expressing Accusation and Admitting”

#### **Listen to the dialogue then fill in the blank spaces!**

Toni : Oh my God. I ....(1). I didn't mean that.  
 Lisa : Oh look! It is .... (2). You shouldn't ....(3) here.  
 Toni : I ....(4) Lisa. I ....(5) the mess.  
 Lisa : Of course you ....(6) that. You're the one ...(7) for this mess.  
 Toni : ....(8) is broken. Mom ....(9) at me.  
 Lisa : Well, that's ....(10) of your carelessness.  
 Toni : ....(11) Lisa, ....(12) about this incident to mom.  
 Lisa : She ....(13) anyway.  
 Toni : I ....(14) Lisa. I will buy you ....(15) if you keep this as a secret.

Lisa : ....(16) promise me?  
 Toni : Yes, ....(17).  
 Lisa : Okay then.

The task is developed to help students study the intonations in expressing accusation and admitting, it based on point 1 of Standard of Competence.

- Task 7 on page 29 about “Expressing Suggestion and Advice”

**Listen to the dialogue then fill in the blank spaces in dialogue!**

Yuri	: I heard Mrs. Lisa .....(1)
Anton	: Yeah. She also .....(2) me for .....(3)
Yuri	: That's ....(4). Is it true that she will call .....(5) to school?
Anton	: Yeah. Now I .....(6) my action to skip .....(7) that time.
Yuri	: Well, that's a .....(8).
Anton	: What ....(9) now? My parents will .....(10) at me.
Yuri	: Yeah, however I think you should .....(11). It is better .....(12) to them anyway.
Anton	: Do you think I .....(13) that?
Yuri	: .....(14)

The task above lead students to understand and study about expression of suggestion and advice, it can be seen on “*I think you should ....*”, it based on point 1.1 about responding the meaning of formal interpersonal and transactional text conversation and continued accurately, fluently and acceptable in daily life and involve speech acts: giving suggestion and advice, begging, complaining, discussing the possibility or for doing something and asking.

- Task 11 on page 58 chapter 3 “Discussion Text”

**Listen then fill in the blank spaces!**

Mila	: Will it ....(1)?
Joni	: I don't know, but I hope it ....(2) today. I am ....(3) this evening.
Mila	: .....(4)? Which school will be ....(5)?
Joni	: It is ....(6) team.
Mila	: Wow, I heard that .....(7)
Joni	: They are our ....(8). But we still hope ....(9).
Mila	: I .....(10). It would be good hear you .....(11).
Joni	: Yeah. Why don't you ....(12) it?
Mila	: I am afraid ....(13). I have had ....(14) this evening. Sorry.
Joni	: Never mind.

Mila : .....(15) for the match. I guess I .....(16) my umbrella then.  
 Joni : .....(17).

Standard of Competence	Basic Competence
<b>Listening</b>	
2. Understanding the meaning of short functional text and the monologue in <i>narrative, explanation and discussion form</i> in daily life.	<p>2.1. Responding the meaning of formal and informal short functional text that use language diversity accurately, fluently and acceptable in daily life.</p> <p>2.2. Responding the meaning of monologue text that use language diversity accurately, fluently and acceptable in daily life in <i>narrative, explanation and discussion form</i>.</p>

The following materials indicate students should be able to gain point 2 of

Standard of Competence :

- Task 2 on page 3

**Listen to this text then fill in the blank spaces!**

#### **The Owl and the Nightingale**

There was ...(1) a nightingale in a ...(2) by a window that was his ...(3) to sing only ...(4). An owl was ...(5) by this and went ...(6) the nightingale what the reason was. "When I was ... (7)," explained the nightingale, "It was day and I ...(8) in this way I ...(9) to be more ...(10) and to sing only at night."  
 "Are you ... (11) you might be captured a ...(12)?" asked the owl. "Oh. It would have ...(13) if you had been ...(14) the first time when your freedom was ...(15). Now it ...(16) matter any more, right?"

- Task 3 on page 4

**Listen to this text then fill in the blank spaces!**

#### **Mantu's Little Elephant**

Little Mantu lived in a ...(1) deep in ...(2) where elephants helped the men with their ...(3). These elephants were so big and ...(4). They could ...(5) the heaviest ...(6) with their trunks and ...(7) them high in the air.

Now, Mantu had an elephant of his very ...(8). His name was Opie. He was just a baby and Mantu loved him very much. Mantu ...(9) to Opie's ear that someday he would become the biggest, strongest and ...(10) elephant in the jungle. The other

elephants heard this. They began ...(11) and made ...(12) with their trunks. “We’re so big and tall, but you’re so small. You’re nothing at all,” said one of the big elephants.

Mantu looked up at the ...(13) elephant with a ...(14) glint in his eye. “You’re so tall and can see far away. We can see what is ...(15) down here in the jungle. In fact, we would be the ...(16) to see any slithering ...(17) that may be a danger”. After hearing the word snakes, the elephants ...(18) and off they went thundering in ...(19).

“Did I say there were snakes?” ...(20) Mantu. “No, I don’t think so,” smiled Opie. Mantu then ...(21) upon his little friend’s back and went ...(22) to the village to tell everyone about the ...(23) elephants.

The task 2 and 3 are developed to lead students in increasing their listening skill based on standard of competence and basic competence point 2 about *narrative text*.

- Task 2 on page 27 chapter 2 about “Explanation Text”

**Listen to this text then fill in the blank spaces!**

The world’s ....(1) may ....(2) provide us with energy ....(3) homes and business. Right now, there are ....(4) ocean power ....(5) and fairly small. But how can we get ....(6) from ocean?

....(7) exists in the ....(8) waves of the ocean that energy can be used to power a ....(9). In this simple example, the wave rises into a ....(10). The rising water ....(11) the air ....(12) the chamber. The moving air ....(13) a turbine which can turn a ....(14).

When the wave down, air ....(15) through turbine and ....(16) the chamber through ....(17) that are normally closed. These steps are ....(18) to generate energy.

By using the energy of wave, people on the ....(19) can utilize the use of energy ....(20). However, most wave energy systems are ....(21) but, they can be used to power a ....(22) or small lighthouse.

- Task 5 page 28

**Listen to your teacher, then complete the text below with the words in the box.**

- |                  |                           |                    |
|------------------|---------------------------|--------------------|
| a). Vary in size | b). To sort lumps by size | c). In the case of |
| d). Skimmed off  | e). Comes from            |                    |

**Coal Processing**

As it ....(1) the mine, coal is not always fit for immediate use. The lumps may ....(2) or the coal may contain rocks and other impurities. If the lumps are too large, the coal is put through crushers or ....(3) anthracite, through preparation plants called breakers ....(4), the coal is passed through screen with holes of different dimensions. Separation of impurities is sometimes done by immersing in water that has been made denser by the addition of chemicals. The coal floats and is ....(5), while the impurities sink.

Both of tasks above lead students to understand and study about *explanation text* in listening skills, it based on point 2.2 of Basic Competence about responding the meaning of monologue text that use language diversity accurately, fluently and acceptable in daily life in *explanation form*.

- Task 2 on page 54 chapter 3 “Discussion Text”

**Listen and complete the text!**

**Should performance enhancing drugs be accepted in sports?**

The ....(1) of using drugs to .....(2) athlete’s performance is .....(3). Those who .....(4) to the use of drugs in enhancing performance say that most .....(5) in all sports take drugs to train .....(6) and feel .....(7) during play. The ....(8), sport doctors, ....(9) physiotherapists, and managers of the ... (10) make sure banned ....(11) are taken the safest and most ....(12) levels. The main effect of ....(13) such substances has turned ....(14) and their coaches into liars and ....(15).

On the other hand, some still ....(16) that performance enhancing drugs in sport should ....(17). Performance enhancing drugs are not only ....(18) because they ....(19) the spirit of sport but because they can ....(20) the health of athletes.

I think the idea of .....(21) them in sports could lead to a ... (22) whereby ....(23) and women are used as human ....(24) for a constant flow of new unregulated substances.

(Source: UN 2009-2010)

- Task 4 on page 55

**Listen and complete it with the word in the box.**

Nowdays, the video game industry is developing rapidly. It has ... (1) a multi-billion dollar industry. Video games are an .... (2) part of not only the children’s life but also adults. Nevertheless, there is an argument whether video games have good or bad ... (3) on children.

Video games are important to help children’s boredom, to ... (4) their minds after a tiring school day. It can also make them more creative because games .... (5) challenging ways to win.

Some children, .... (6), spend most of their time playing games. Those games also .... (7) a bad influence to them. Children are often too much exposed to violence in their .... (8).

In the USA, a couple of years ago, a student shot his teacher and some of his friends. A newspaper said that the boy was deeply influenced by the actions in the video games he used to ... (9) with. Video games also make children lazy. Most of them .... (10)



playing video games to studying.
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a) childhood	d) provide	g) influence	j) however
b) produce	e) become	h) prefer	
c) play	f) important	i) refresh	

The two tasks above are also indicate and lead students to understand, study and gain the point 2.2 of Basic Competence about responding the meaning of monologue text that use language diversity accurately, fluently and acceptable in daily life in *discussion form/text*.

### b) Speaking

Standard of Competence	Basic Competence
<b>Speaking</b>	
3. Expressing the meaning of formal interpersonal and transactional text conversation and continuing in daily life.	<p>3.1. Expressing the meaning of formal interpersonal and transactional text conversation and continued accurately, fluently and acceptable in daily life and involve speech acts: proposing, begging, complaining, discussing the possibility or for doing something and asking and giving opinion.</p> <p>3.2. Expressing the meaning of conversation to get things done, socializing and continued accurately, fluently and acceptable in daily life and involve speech acts: admitting mistakes, making a promise, blaming, accusing, expressing curiosity and desire and expressing some attitudes.</p>
4. Expressing the meaning of short functional text and the monologue in	<p>4.1. Expressing the meaning of formal and informal short functional text that use language diversity accurately, fluently and acceptable in daily life.</p> <p>4.2. Expressing the meaning of monologue text that</p>

<i>narrative, explanation and discussion form in daily life.</i>	use language diversity accurately, fluently and acceptable in daily life in <i>narrative, explanation and discussion form.</i>
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The following materials indicate students should be able to gain point 3 and 4 of Standard of Competence :

- Task 6 on page 6

**Study these expressions!**

<b>Accusing</b>	<b>Admitting</b>
<ul style="list-style-type: none"> <li>- You are the one to blame for the mistake/failure</li> <li>- I think you're the only person who could have done it</li> <li>- It is your fault for ...</li> <li>- It is your fault.</li> <li>- There is no one else could do that but you.</li> </ul>	<ul style="list-style-type: none"> <li>- I admit that I have ...</li> <li>- I admit to (doing something)</li> <li>- I admit that I was the one who ...</li> <li>- I confess to (something)</li> </ul>

- Task 7 on page 6

**Make a dialogue using the expressions of accusation and admitting doing something wrong, practice it with your friend!**

Beside leads students to gain point 3 and 4 of Standard of Competence, the task above also leads students to understand the meaning of expressions and gain point 6 of Standard of Competence about writing skill.

- Task 8 on page 6 about “Expressing Blames and Accusation”

**In pairs, study the following dialogue and then answer the questions. After that, act the dialogue out with your partner.**

Bonar	: Hi, Intan.
Intan	: Hi, Bonar. Why do you look so annoyed?
Bonar	: It's my science mark. I've got only B-.
Intan	: Really? What's wrong? Usually you get A- or lest B+ right?
Bonar	: It's the librarian's fault. He didn't allow me to borrow a book. I badly needed the book for the test.
Intan	: Perhaps you'd prepare for the test better.
Bonar	: I think so. Hey, I've heard that you get a scholarship.
Intan	: Yes, Bonar. I've got a chance to study in Australia.
Bonar	: What an opportunity you get. You can study abroad even only for 3 mounths.

Intan : Yes, I'm glad to get this opportunity.  
 Bonar : It is because your father is the headmaster so that you can get the scholarship, isn't it?  
 Intan : No, it's not at all. The competition to get this scholarship is quite open for every student in the school.  
 Bonar : Indeed. But my opinion, the position of your father as the headmaster more or less contributes to the decision of who get the scholarship.  
 Intan : Even so, I'm sure that the selection is quite objective.  
 Bonar : Anyway, congratulations.  
 Intan : All right, Bonar. Good luck.  
 Bonar : You too. Bye.  
 Intan : Bye.

### Questions

1. Why is Bonar annoyed?
2. Whom does he blame for his science mark?
3. What does Bonar say to blame the one?
4. What does Bonar accuse of the scholarship selection?
5. What does he say to accuse Intan?

- Task 10 on page 7

### Study the dialogue, then practice it.

Anton : Hi, Evi. I was told that I'd find you here. Can we talk?  
 Evi : I'm busy, Anton. What are you going to talk about, anyway?  
 Anton : Evi, I come here to apologize.  
 Evi : For what?  
 Anton : I know you think that I'm a selfish man. But, ***I promise to change my attitude.***  
 Evi : You said it too yesterday.  
 Anton : Come on, Evi. ***I swear this time. Give me another chance.***  
 Evi : I'll think about it. Sorry, I have to go. Bye!

The italic bold typed expressions in the dialogue above show the expression of making a promise. The expression of making a promise is used to do something. Anton said "Come on, Evi" means that he begged Evi's understanding to accept his promise.

- Task 11

### Study the expression below.

Making a promise	Responses
- I swear I would/ I wouldn't .....	- You'd better keep your promise.
- I promise I will/ will never .....	- You'd better to do that.
- I promise you that .....	- Don't break your promise again.
- I swear (to do something)	- Okay then, this is your last chance.

- Task 12

**Make a dialogue using the expression of promise, then practice it with your friends.**

The tasks above indicate students to understand the meaning of a dialogue and lead students to practice their speaking skill in pairs, it based on point 3 and 4 of Standard of Competence.

- Task 8 on page 29 chapter 2 “Explanation Text”

**Study the expressions below.**

**1. Expressions of Regret**

Regret	Responses
<ul style="list-style-type: none"> <li>- I wish I didn't .....</li> <li>- I regret doing .....</li> <li>- I am very sorry that .....</li> <li>- I regret making you sad</li> <li>- I regret for not .....</li> </ul>	<ul style="list-style-type: none"> <li>- Nevermind</li> <li>- It is okay.</li> <li>- Don't bother. Calm down!</li> <li>- Take it easy.</li> </ul>

**2. Expressions of Suggestion and Advice**

- *Asking and Giving Suggestion*

Asking suggestion	Giving suggestions
<ul style="list-style-type: none"> <li>- Do you think I should .....</li> <li>- Could you give me some advises?</li> <li>- What is your suggestion about my problem?</li> <li>- What do you think I should do with ....</li> <li>- What would you do if you were me?</li> <li>- What should I do?</li> </ul>	<ul style="list-style-type: none"> <li>- You could (might) .....</li> <li>- I suggest/recommend that you.....</li> <li>- I strongly advise/urge you to .....</li> <li>- I think you should ....</li> <li>- You'd better .....</li> <li>- Why don't you .....</li> </ul>

- *Accepting and refusing advice*

Accepting advice	Refusing advice
<ul style="list-style-type: none"> <li>- That's good/wonderful idea.</li> <li>- Thanks. I will try that.</li> <li>- I think you're right.</li> <li>- Why didn't I think of that?</li> <li>- Thanks for your advice; I will do that.</li> </ul>	<ul style="list-style-type: none"> <li>- Thanks, I have tried that but ....</li> <li>- Thanks, but I don't think that will work because ....</li> <li>- That's good idea, but .....</li> <li>- Thanks, but I can't do that because ....</li> </ul>

- Task 9 page 30

**Practice the dialogue in front of the class!**

Diana : I heard that you failed in the last exam.  
 Tommy : Yeah, that's the truth.  
 Diana : How terrible. But isn't there any remedial test?  
 Tommy : Yeah, there is a remedial test. It will be held this Friday.  
 Diana : That's great! You can try again!  
 Tommy : But do you think it is possible for me to pass the test?  
 Diana : Absolutely. I think that is possible.  
 Tommy : Really? Do you have any suggestion for me so that I can pass the test?  
 Diana : Well, I think you should study harder.  
 Tommy : Yeah, but there are so many difficult questions in the last exam.  
 Diana : I know. But don't give up. I am sure you'll be able to pass the exam.  
 Tommy : Thanks for saying so.

- Task 11 page 30

**Read the dialogue aloud. Then answer the questions.**

Son : Daddy, what time did Uncle Jono leave for Bali this morning?  
 Father : At 10 a.m, Dear.  
 Son : Why is he going there?  
 Father : He plans to attend a conference.  
 Son : What is he doing now?  
 Father : Well, it is 9 p.m now. I am not sure. He could be reading a magazine or a newspaper. He could be watching TV in his room. He might be preparing something for a meeting. But I'm sure that Uncle Jono must be in his room now because he is not accustomed to going out late at night.  
 Son : What about tomorrow, Daddy?  
 Father : He'll probably see his colleagues or perhaps he'll have a meeting.

**Questions**

- 1) Who went to Bali?
- 2) What time did he leave?
- 3) For what reason does Uncle Jono go to Bali?
- 4) Does Uncle Jono like to go out late at night? Why not?
- 5) Mention the expressions of possibility used in the dialogue!

- Task 13 page 31

**Study the expressions below.**

Asking possibility	Expressing possibility	Impossibility
- Would there be any possibility of ....?	- I think there is little possibility to .....	- I am afraid it is impossible to ....
- Would it be possible for (somebody) to ...?	- I think that is possible to .....	- I don't think it is possible to ...
- Do you think we are capable of ....?	- Yes, there is possibility to ....	- That is impossible to ....
- Is it possible to .....		

The tasks above indicate students to understand, express and also respond some expressions such as expressions of regret, advice, suggestion and possibility in doing something. It based on point 3.1. of Basic Competence about expressing the meaning of formal interpersonal and transactional text conversation and continued accurately, fluently and acceptable in daily life and involve speech acts: proposing, begging, complaining, discussing the possibility or for doing something and asking.

- Task 7 on page 56 chapter 3 “Discussion Text”

**Practice the dialogue theb study the note.**

Diana	: Andy, would you please help me?
Andy	: Sure, what can I do for you?
Diana	: I guess I lost my motorcycle key. Could you please help me to find it?
Andy	: Sure, where did you lose it?
Diana	: I guess around the terrace, but I will try to find it here.
Andy	: Okay then, I will try to find it in the terrace.
Diana	: Thank you very much.
Andy	: I am really sorry, Diana. I can't find it in the terrace. Are you sure you lost it in the terrace?
Diana	: Yeah, I'm quite sure about that. What shuld I do? I have to go to my English course now.
Andy	: You can use my motorcycle.
Diana	: Really? Thank you very much, Andy.

- Task 8 page 57 about “Expressing Request”

**Study the expressions below.**

Requesting	Granting Request	Declining Request
- Would you mind+V-ing, please?	- Sure, I'd be glad/happy to	- I'd loved to, but ...
- Can/Could you+V1, please?	- Of course/Certainly.	- It sounds great, but ..
- Will/would you please ..?	- No problem.	- I'm sorry, but ...
	- Sure. Just a moment.	- Sorry to say that ....

**Now, practice making oral dialogue with your friend by using the request expressions above for the following situations!**

1. you request your friend to lend you his/her new CD. He/she grants it.
2. You request your friend to teach you about the last homework. He/she grants it.

3. you request your friend to help you clean the classroom. He/she refuses it.
4. you request your friend to lend you some money. He/she grants it.
5. you request your friend to help you bring your books. He/she refuses it.

- Task 9 on page 57 “Expressing Curiosity”

**Practice the dialogue!**

Sarah	: Hi Toni, what are you doing?
Toni	: Hi Sarah. I’m making some propeller.
Sarah	: Wow, I’d like to know what the propeller is for?
Toni	: Well, I’m trying to make experiment with the wind.
Sarah	: That’s interesting. But I wonder why you make the experiment.
Toni	: Well, I’m just curious about the power of wind. Do you know that in some countries, people use wind to generate energy?
Sarah	: Really? That’s interesting. Does wind generate much energy?
Toni	: I guess so. I think wind will be one of the potential energy sources.
Sarah	: I see. Maybe wind can be the solution for nowadays energy problem.
Toni	: You’re right.

- Task 10 on page 57

**Study the explanation below.**

**Expression of Curiosity**

- What I’d really like to find out is ....
- I’d be very interested to know ....
- I’ve been meaning to ask you about .....
- I’d like to know ....
- I wish I knew ....
- I’d love to know .....
- What’s on your mind?
- I wonder ....

**Now, work with your partner! Make a dialogue by using curiosity expressions above!**  
**Then, practice it in front of your class!**

The tasks above also indicate and lead students to understand, study, practice and gain the point 3.2 of Basic Competence about expressing the meaning of conversation to get things done, socializing and continued accurately, fluently and acceptable in daily life and involve speech acts: admitting mistakes, making a promise, blaming, accusing, *expressing curiosity* and desire and expressing some attitudes.

- Task 12 on page 58 “Expressing Hope”

**Study the explanation below**

Expressing hope	Responses
<ul style="list-style-type: none"> <li>- I hope that .....</li> <li>- I wish ..... / I expect that .....</li> <li>- I do hope that .....</li> <li>- My hope is that .....</li> </ul>	<ul style="list-style-type: none"> <li>- I hope so.</li> <li>- I hope not.</li> <li>- I hope that can be true.</li> </ul>

- Task 14 on page 58 “Stating Argument”

**Practice the speech below. Then, outline what motion is and what position is he standing in and what arguments he provides. Compare your work with your classmate’s!**

The honourable adjudicators and the members of this house,

Good Afternoon.

Our motion today is that this house believes that smoking in public places should be banned. First of all, I’d like to begin by defining the motion. Smoking in public places means to smoke in public places like malls, restaurants, public transportations, etc. We believe that smoking in public places like these should not be allowed. Our team line is smoking in public places is harmful not only for the smokers but also for people nearby. I, as the first speaker, will deal with the harm of smoking, the second speaker will talk about the role of government to ban smoking, and the last will give more evidence to rebuild the case.

To start with, I’d like to support this by giving you three arguments. The first is smoking doesn’t only harm the smokers, but also people nearby (passive smokers). Secondly, smokers choose to smoke, but people nearby do not. And thirdly, some countries have already banned smoking in public places, like Italy and New Zealand. Therefore, it is urgent to ban smoking in public places.

Position	:
Arguments	:
1.	.....
2.	.....
3.	.....

- Task 15 “Stating Arguments”

When you are dealing with an issue, there is a possibility for you to stand against the issue. You need to tell what position you are standing in by using these expressions:

Stand for	Stand against
- I’m standing in a position to support	- I’m afraid I stand in the opposite side..



(the issue) - I believe that (the issue) is .....	- I absolutely disagree with whatever the issue says
--	--

However, you have to support your position with arguments. Here are how you can state your arguments:

- Based on ..... it is stated that .....
- I contend (argue) that .....
- That might be true, that .....
- Even if that is so, .....
- etc

- Task 16 on page 59

**Ask your friend's opinion about school subjects. Number one has been done for you.**

1. A : What do you think of English conversation Club at our school?  
B : In my opinion, it's very interesting.
2. A : What do you think of .....  
B : .....
3. A : What do you think of .....  
B : .....
4. A : .....  
B : .....
5. A : .....  
B : .....

- Task 17 on page 59

**Study the expression of asking and giving opinion!**

Getting other's people opinion	Expressing opinion
<ul style="list-style-type: none"> <li>- What do you think of ....</li> <li>- Do you think it's going .....</li> <li>- Do you have any idea?</li> <li>- Please give me your frank opinion!</li> <li>- What's your opinion?</li> </ul>	<ul style="list-style-type: none"> <li>- In my opinion .....</li> <li>- I personally believe/think/feel ...</li> <li>- Not everyone will agree with me, but .....</li> <li>- To my mind .....</li> <li>- From my point of view ....</li> </ul>

- Task 18 on page 60 "Expressing Complaint"

**Practice the following dialogue!**

Shopkeeper	: How can I help you, Miss?
Mia	: I want to make a complaint about my flashdisk.
Shopkeeper	: What happened, Miss?
Mia	: Well, I bought this flashdisk a week ago. Yesterday I plug it to my computer, but it was not detected by my computer.

Shopkeeper	: I see, but have you tried to plug it into the other computer?
Mia	: Yes, I did, and it was not detected either.
Shopkeeper	: May I see your flashdisk and the receipt please?
Mia	: Here you are.
Shopkeeper	: We will try to fix the problem, but you have to wait for two or three days.
Mia	: That's too long. Can't I get my flashdisk back tomorrow?
Shopkeeper	: I don't think it can, Miss. We have to communicate the problem to the service center.
Mia	: Okay then I will come again the day after tomorrow.
Shopkeeper	: I hope your flashdisk would have been ready that time.

- Task 20 on page 60

**Study the expression of complaint below!**

- I want to complain ....
- I want to make a complaint about ....
- I have a complaint to make .....
- Can you do something .....
- (I'm afraid) .... is not good enough.
- Something must be done about ....

**Here are some other expressions of complaining**

- I'm really annoyed with it!
- I can't stand it anymore!
- It bothers me so much!
- It drives me crazy!
- I've had enough of it!

The tasks above is about expressing hope, stating argument, asking and giving opinion, and also expressing complaint. It indicates and leads students to achieve the point 3.1. and 3.2. of Basic Competence about expressing the meaning of formal interpersonal and transactional text conversation and continued accurately, fluently and acceptable in daily life and involve speech acts: proposing, begging, complaining, discussing the possibility or for doing something and asking and giving opinion and also expressing some attitudes, based on Content Standard of Curriculum 2006.

### c) Reading

Reading	
5. Understanding the meaning of short functional text, essay, and <i>narrative, explanation and discussion</i> text in daily life and also gaining knowledge	5.1. Responding the meaning of formal and informal short functional text that use language diversity accurately, fluently and acceptable in daily life and for gaining knowledge.  5.2. Responding the meaning of essay that use language diversity accurately, fluently and acceptable in daily life and for gaining knowledge in <i>narrative, explanation and discussion form</i> .

The following materials indicate students should be able to gain point 5 of Standard of Competence :

- Task 15 on page 9

**Read the text carefully! Then read the following statements below! Write T if the statement is true or F if the statement is false!**

#### Ali Baba and the Forty Thieves

Ali Baba was such a poor man that he had only one shoe for his two feet. Even the mice in his house were hungry.

One day, his wife said, "We have no food in the house. No rice. No potatoes. Go and collect leaves in the forest so that I can make a soup."

Ali was a lazy man. He looked for leaves for about ten minutes and then he climbed a tree to sleep. He was afraid of wolves. When he woke up, he was surprised to see forty thieves on forty horses. They stopped in front of a big rock.

"Open Sesame!" shouted the leader. A door on the rock opened. The thieves carried sacks full of gold into the cave. When they had finished, the leader shouted. "Close Sesame!" and the door closed. As soon as the thieves had disappeared, Ali Baba jumped down from the tree, said, "Open Sesame" and went into the cave.

There were shelves all around the walls. The shelves were full of sacks. And the sacks were full of gold. Ali took a sack home with him.

Unfortunately, one of the thieves saw Ali's footprints on the sand. He followed them to Ali's home. He took out his knife and made a cross on the door. "Now I shall know which house it is," he said.

He rode off to get the other thieves. But Ali had seen the thief. He and his wife took brooms and swept away from the footprints. Then, he made crosses on every door at street. When the forty thieves arrived they had their knives between their teeth. But they couldn't find either Ali – or the gold. And Ali and his wife lived happily ever after.

(Source: *Developing English Competencies for Grade XI of Language Programme*)

- 1) The main character of the story is Ali Baba. (....)
- 2) Ali Baba was a stupid man. (....)
- 3) Ali Baba slept on a tree because he wanted to see the thief. (....)
- 4) There were fourteen thieves of all. (....)
- 5) The cave was actually the thief's treasure storeroom. (....)
- 6) Ali Baba took a sack of gold. (....)
- 7) One of the thieves waited Ali Baba outside the cave. (....)
- 8) The thief made a cross on Ali Baba's door. (....)
- 9) The forty thieves didn't come back to find Ali Baba's house. (....)
- 10) The thieves couldn't find Ali Baba. (....)

Another tasks below are also indicate and lead students to gain point 5 of Standard of Competence, it is about understanding the meaning of short functional text, essay, and **narrative text** in daily life and also gaining knowledge. They are:

Page	Title	Source
8	Task 13 "A Boy Named Jim"	<i>Second Book in English by Robert J. Dixon</i>
10	Task 17 "The Caliph and the Clown"	-
12	Task 21 "Damon and Phintias"	<i>Interlanguage: English for Senior High School Students XI</i>
18	Exercise "A Lane Going up The Hill"	<i>www.storytell.com</i>
20	Competency Test "The Queen of South Ocean" "Jack O'Lantern"	- -
21	Competency Test "The Legend of Banyuwangi"	-
23	Competency Test "Calon Arang"	<i>Interlanguage: English for Senior High School Students X</i>

25	Enrichment “ <b>The Legend of Princess Loro Jonggrang</b> ”	<i>Interlanguage: English for Senior High School Students X</i>
49	Review 1 “ <b>The Three Sheiks and Queen of Arabia</b> ”	<i>UN 2007-2008</i>
52	Review 1 “ <b>The Fox and The Grapes</b> ”	<i><a href="http://www.pitara.com/talespin/folktales/online.esp?story=32">http://www.pitara.com/talespin/folktales/online.esp?story=32</a></i>
53	Review 1 “ <b>Pak Lebai Malang</b> ” Folklore from West Sumatera	<i><a href="http://indonesianfolklore.blogspot.com/2007/12/pak-lebai-malang-folklore-from-west.html">http://indonesianfolklore.blogspot.com/2007/12/pak-lebai-malang-folklore-from-west.html</a></i>
73	Review 2 “ <b>The Apple Tree</b> ”	<i><a href="http://www.pitara.com/talespin/folktales/online.asp?story=95">http://www.pitara.com/talespin/folktales/online.asp?story=95</a></i>
77	Review 2 “ <b>The Death of a Ghost</b> ”	-
78	“ <b>The Lion and The Rabbit</b> ” A Fable From India	<i><a href="http://www.storyarts.org/library/nutshell/stories/lion.html">http://www.storyarts.org/library/nutshell/stories/lion.html</a></i>
79	“ <b>Lion with Bad Breath</b> ”	<i><a href="http://www.longlongtimeago.com/lita_fables_lion_badbreath.html">http://www.longlongtimeago.com/lita_fables_lion_badbreath.html</a></i>

- Task 14 page 31 chapter 2 “Explanation Text”

**Study Fredy’s explanation on how to update an anti-virus programme below. Pay attention to bold-typed words.**

Everyone dealing with computers may inevitably be terrorized by computer viruses. There is no need to worry, actually. There are always anti-virus programme installed on your computer. However, some anti-virus programme need to be update continually to be able to fully protect our computer from any virus threat. Here are some alternatives to get our anti-virus programme updated:

First, when you can get access to the internet from your own computer, set your anti-virus programme to update automatically within the period of time you decide,

once in a wee, once in a month or even daily. However, you have to connect to the internet often if you don't want to miss the update process.

The second alternatives is, when you cannot get your computer connected to the internet, you have to download the anti-virus updated manually. **To begin with**, search for the latest update for any specific anti-virus programme you have through the search engine. **Then**, once you get the right updated for your anti-virus programme, download and save it to your desk. It may take time, but it's worth spending. **After you got the update**, open your anti-virus programme and click for the update options. Ignore the internet update option, and browse from the file you have downloaded. The anti-virus programme will perform the update process, and finally what you have to do is perform a full system scan to make sure you are free from virus attacks.

(Source: *Active Interaction XII, 2011*)

#### - Task 15

#### Study the following explanation.

Here are the actions in order of how you can give instruction to someone.

- |                        |                               |
|------------------------|-------------------------------|
| - To begin with, ..... | - First, .....                |
| Then, .....            | The next thing to do is ..... |
| After that, .....      | And then .....                |
| Next, .....            | After that .....              |
| And finally, .....     | To end with, .....            |

Here are another expressions to give instruction:

Instructions	Responses
- Open page .....	- Okay, I will do that.
- Bring me that .... please!	- I'll do that.
- Clean the ..... please!	- Okay.
	- I see.

Another tasks below are also indicate and lead students to gain point 5 of Standard of Competence, it is about understanding the meaning of short functional text, essay, and **explanation text** in daily life and also gaining knowledge. They are:

Page	Title	Source
32	Task 16 "How Did Dinosaurs Extinct?"	<a href="http://www.lifestudiesonline.com/dinosaurs/extinct.html">http://www.lifestudiesonline.com/dinosaurs/extinct.html</a>

33	Task 19 <b>“Long-Shore Drift”</b>	<i>Written Genre in the Secondary School</i>
35	Task 21 <b>“What Causes Ocean Currents?”</b>	<a href="http://www.bigsiteofamazingfacts.com/what-causes-ocean-currents">http://www.bigsiteofamazingfacts.com/what-causes-ocean-currents</a>
40	Exercise <b>“Taste”</b>	<a href="http://library.thinkquest.org/3750/taste/taste.html">http://library.thinkquest.org/3750/taste/taste.html</a>
41	Competency Test <b>“The Warer Cycle”</b>	-
42	Competency Test <b>“Why is Caffeine a Stimulant and How Does It Work?”</b>	<a href="http://www.bigsiteofamazingfacts.com/why-is-caffeine-a-stimulant-and-how-does-it-work">http://www.bigsiteofamazingfacts.com/why-is-caffeine-a-stimulant-and-how-does-it-work</a>
42	Competency Test <b>“Where Does Rain Come from?”</b>	<i>Developing English Competencies for Grade XII of Natural and Social Science Programmes</i>
44	Competency Test <b>“The Greenhouse Effect”</b>	<i>Developing English Competencies for Grade XII of Natural and Social Science Programmes</i>
45	Competency Test <b>“How Unemployment Occurs”</b>	<i>Interlanguage: English for Senior High School Students XII</i>
45	Competency Test <b>“What is Being Done to Control Unemployment?”</b>	<i>Interlanguage: English for Senior High School Students XII</i>
47	Review 1 <b>“Why are Foods Taste Different?”</b>	<a href="http://library.thinkquest.org/3750/taste/taste.html">http://library.thinkquest.org/3750/taste/taste.html</a>
48	Review 1 <b>“Why Are People Dwarf?”</b>	-
51	Review 1 <b>“How Snow Forms?”</b>	<a href="http://www.learner.org/interactives/weather/iceandsnow.html">http://www.learner.org/interactives/weather/iceandsnow.html</a>
53	<b>“How Wind Explodes a House”</b>	-

77	Review 2 “How Does Fog Form?”	<a href="http://www.ehow.com/how-does_4564176_fog-form.html">http://www.ehow.com/how-does_4564176_fog-form.html</a>
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Another tasks below are also indicate and lead students to gain point 5 of Standard of Competence, it is about understanding the meaning of short functional text, essay, and **discussion text** in daily life and also gaining knowledge. They are:

- Task 23 on page 61 chapter 3 “Discussion Text”

**Read this text then answer the following question!**

**Mobile Phones: Good or Bad?**

Everywhere you go nowadays, you see people using mobile phones. From school children to the people, you see them talking in the supermarket, on trains, in the street, everywhere! So, what are the advantages of mobile phones?

First of all, they are very convenient because you can phone from nearly anywhere. Another advantage is that they are really useful in emergency situations.

For example, if you are alone in your car and it breaks down, you can get help quickly. In addition, you can also use your mobile to text your friends or connect to the Net.

However, there are disadvantages such as the cost. Mobile phone calls cost more than normal calls. Furthermore, it can be annoying if you are on a train or a bus and you have to listen to someone else’s boring conversation. Finally, people can contact you anywhere, at any time, unless you switch your phone off!

In conclusion, there are both advantages and disadvantages. Personally, I feel mobile phones are a good thing because they give us more freedom and make communication easier.

*(source: Developing English Competencies for Grade XII of Natural and Social Science Programme)*

**Questions**

1. What is discussed in the text above?
2. Where we can see people using their mobile phones?
3. What makes mobile phone convenient?
4. In what situation mobile phone might be very useful?
5. What are the other advantages we can get from mobile phone?
6. How is the cost of mobile phone calls compared to normal calls?
7. What might be annoying in public transportation?
8. What is the writer’s opinion about mobile phone?



Page	Title	Source
62	Task 25 “ <b>Television: The Best Invention of The Twentieth Century?</b> ”	-
67	Exercise “ <b>Are Social Networking Sites Good for Our Society?</b> ”	<a href="http://socialnetworking.procon.org/">http://socialnetworking.procon.org/</a>
68	Competency Test “ <b>Pros and Cons of Advertising</b> ”	<a href="http://www.english-online.at/media/advertising/pros-and-cons-of-advertising.html">http://www.english-online.at/media/advertising/pros-and-cons-of-advertising.html</a>
70	Competency Test “ <b>The Pros and Cons of Hunting</b> ” By Shawn Donovan	<a href="http://www.life123.com/sports/camping/hunting/pros-and-cons-of-hunting.html">http://www.life123.com/sports/camping/hunting/pros-and-cons-of-hunting.html</a>
71	Competency Test “ <b>Should Abortion be Legal?</b> ”	<a href="http://abortion.procon.org/">http://abortion.procon.org/</a>
62	Task 24 “ <b>Should Homework be Given to Children or Not?</b> ”	UN 2008-2009
72	Enrichment “ <b>Fox-Hunting: should it be banned in the 21<sup>st</sup> century?</b> ” By Gary Pathare	-
76	Review 2 “ <b>Should the Death Penalty be Allowed?</b> ”	<a href="http://deathpenalty.procon.org/">http://deathpenalty.procon.org/</a>
76	“ <b>Do Women Deserve Higher Education?</b> ”	Soal UN 2009

### d) Writing

<p><b>Writing</b></p> <p>6. Expressing the monologue text in <i>narrative, explanation and discussion</i> form accurately, fluently and acceptable in daily life.</p>	<p>6.1. Expressing the meaning of formal and informal short functional text that use language diversity accurately, fluently and acceptable in daily life.</p> <p>6.2. Expressing the meaning and rhetorical step of monologue text that use language diversity accurately, fluently and acceptable in daily life in <i>narrative, explanation and discussion form</i>.</p>
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The following materials indicate students should be able to gain point 6 of Standard of Competence :

- Task 7 on page 6

**Make a dialogue using the expressions of accusation and admitting doing something wrong, practice it with your friend!**

- Task 12 on page 7

**Make a dialogue using the expression of promise, then practice it with your friends.**

- Task 23 on page 13

**Choose one of these two myths, and write a narrative text in your own words. Then, publish it in the school bulletin.**

3. The Legend of Ramayana.
4. The Tale of Banyuwangi.

- Group Work on page 17

Search the internet/story books/magazines/ to find two text telling you a legend/tale/myth about any places in Indonesia. Use the sources you searched as the references. Then, make your own narrative text by following the points below:

- 1) Mention the name of the place.

- 2) Mention the title of the legend/tale/myth.
- 3) Describe the names of the characters and the setting.
- 4) Narrate what happened to the characters.
- 5) Tell the end of the legend/tale/myth.
- 6) Discuss the possibility whether the legend/tale/myth is true.

The tasks above indicate and lead students to increase their thinking and writing skills about narrative text and expressions of accusation, promise and admitting.

- Task 23 page 37 chapter 2 “Explanation Text”

**Change the active sentences into passive ones!**

Example:

Active : The servant sweeps the floor every morning.

Passive : the floor is swept by the servant every morning.

1. I really don't want to accept him as my man because every company has not trusted him
2. The police handcuffed and took the man in prison.
3. The visitors always buy many things because they have a lot of money.
4. The headmaster will make a report about national examination.
5. The vendors are selling the handicrafts along the street.
6. The tailor makes a nice skirt for her.
7. The government increases the production of rice.
8. The two parties make a long distance transaction through phone lines.
9. Some countries are still facing poverty though other countries are speeding in collecting benefit.
10. Study hard can increase our self confidence to do the best.

- Task 25 page 39

**Combine the sentences using whose, which, that, who or whom.**

1. That is the man. I saw him last night.  
Answer: .....
2. The cat ate my fish. I leave it on the table.  
Answer: .....
3. The dog bit my neighbor. The dog was shot.  
Answer: .....
4. Anna is so generous. She lives next to my house.  
Answer: .....
5. The boy was so kind. I met him just now.  
Answer: .....
6. Patricia wants to introduce you to a friend. Patricia always discusses her problem

with her.

Answer: .....

7. Is this the girl? You were angry with her this morning.

Answer: .....

8. This box is made of silver. Grandfather puts map in it.

Answer: .....

9. Give me the dictionary. I always do homework with it.

Answer: .....

10. The boy is my brother. He is wearing glasses.

Answer: .....

- Homework on page 40

**Write down an explanation text by choosing one of the topics below, then write down the outline.**

**The topics given:**

1. How an earthquake happens.
2. How a tsunami happens.
3. Human respiration.

The three tasks above indicate and lead students to achieve point 6 of Standard of Competence about expressing the monologue text in *explanation* form accurately, fluently and acceptable in daily life.

- Task 12 on page 58 chapter 3 “Discussion Text”

**Study the explanation below**

Expressing hope	Responses
- I hope that ....	- I hope so.
- I wish ..... / I expect that ....	- I hope not.
- I do hope that .....	- I hope that can be true.
- My hope is that .....	

**Complete the following dialogues with the right expressions of hope!**

1. Aan : “Do you hope your life gets better next year?”  
Budi : “.....”
2. Rudi : “I hope that the storm will stop soon.”  
Yuda : “.....”
3. Dea : “Do you think you will have some problems?”  
Ririn : “.....”

- Task 13 on page 58

**Make a dialogue using the expression of hope, then practice it with your friend!**

- Portfolio on page 72

**Choose one of the issues below then write a discussion text.**

1. Good and bad things about becoming a vegetarian.
2. Caffeine good or bad?
3. The pros and cons of credit cards.
4. The pros and cons of nuclear energy.
5. Infotainment on TV should be omitted.

Beside lead students to gain point 6 of Standard of Competence, the three tasks above also indicate students to achieve the point 6.2. of Basic Competence about expressing the meaning and rhetorical step of monologue text that use language diversity accurately, fluently and acceptable in daily life in *discussion form*. It can be seen on the instruction “*Study the expressions..., Complete the following dialogue..., Make a dialogue using ....., ..... Write a discussion text*”

According to this descriptive analysing, the writer concludes that the content of LKS book: Bahasa Inggris untuk SMA/MA Kelas XII Semester 1 is appropriate with Content Standard of Curriculum 2006 based on the Standard of Competence and Basic Competence.

## **2. The Teacher and Students’ Opinion about LKS Book**

### **a. The Teacher’ Opinion about The LKS Book**

The questions that used by researcher in interview are enveloping about the curriculum 2006 and the LKS. They are consisting of 10 questions (see on appendix). Through interview, the English teacher at Al-Istiqomah Islamic Boarding School Banjarmasin has much information about this research.

The English teacher said curriculum 2006 (KTSP) and the new curriculum 2013 are same, but in implementation, curriculum 2013 is more complicated than

curriculum 2006. English teacher said that The LKS book helps students in improving their English skill such as listening, speaking reading and writing. The activities in the LKS book make the students interested to learn English, it depends how well the teacher sets up and delivers the materials.

When researcher asked about the time allocation in giving English course, the teacher said English course in twelfth grade students is 3 x 45 minutes in a week, and he said that is the problem. The teacher must really think to make maximal activity in order to the all activities in planning can be implemented.

According to the teacher, the LKS book already included standard of competence and basic competence in accordance to curriculum 2006 because the activities that delivered in the LKS book aimed his students to have the competences, although material in the LKS book is less adequate to them, this is the duty of teacher to complete all the needs of students by adding some good materials for them.

The teacher said that the majority of students understand materials and instructions in the LKS book but some of them are less understand and need more explanation to them, then the teacher asked what they did not understand.

#### **b. The Students' Opinion about The LKS book**

The questions that used by researcher in interview are also enveloping about the curriculum 2006 and the LKS. They are consisting of 6 questions (see on appendix).

According to the result of interview, the researcher found that the time allocation for twelfth grade students at Al-Istiqomah Islamic Boarding School

Banjarmasin is 3 x 45 minutes in a week. Then, for the understanding of material, the researcher found the similarities opinions, student WYM, SFZ, F, KK, CA, A, MI and AK said only some of material that can they understand, while student NK less understand and MJ understands the material of LKS book.

All of students understand the instructions in the LKS book, but some of them need an explanation from the teacher. In term of affinity towards the activities and materials, 8 of 10 students interested, only student MJ and AK did not interested. Then, all of students feel that their English skills increased after learning English using the LKS book.