

APPENDICES

Appendix A: Transliteration

Al- Qur'an Surah Al-Hujurat verse 13

Transliteration	English Translation	Indonesian Translation
<p>Yaa ayyuhan naasu innaaa kholaqnaakum min dzakarín wa untsaa wa ja'alnaakum syu'uuban wa qabaaila lita'aarofuu inna akramakum 'indallaahi atqaakum. Innallaaha 'aliimun khabiir.</p>	<p>O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.</p>	<p><i>Wahai manusia, sesungguhnya Kami telah menciptakan kamu dari seorang laki-laki dan perempuan. Kemudian, Kami menjadikan kamu berbangsa-bangsa dan bersuku-suku agar kamu saling menenal. Sesungguhnya yang paling mulia di antara kamu di sisi Allah adalah orang yang paling bertakwa. Sesungguhnya Allah Maha Mengetahui lagi Mahateliti.</i></p>

Appendix B: Letters



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR 186 TAHUN 2022
TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI SEMESTER GANJIL
TAHUN AKADEMIK 2022/2023

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI,

- Menimbang : a. bahwa untuk kelancaran mahasiswa Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin membuat skripsi, maka perlu menetapkan Dosen-Dosen Fakultas Tarbiyah dan Keguruan untuk menjadi pembimbing;
- b. bahwa nama-nama sebagaimana tersebut dalam Surat Keputusan ini dipandang mampu dan cakap untuk ditetapkan sebagai Dosen Pembimbing Skripsi dimaksud.
- Mengingat : 1. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
3. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin;
6. Keputusan Rektor IAIN No. 217A Tahun 2012 tentang Perubahan atas Keputusan Rektor No. 72 Tahun 2007 tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin.

MEMUTUSKAN:

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI TENTANG PENETAPAN DOSEN PEMBIMBING SKRIPSI MAHASISWA SEMESTER GANJIL TAHUN AKADEMIK 2022/2023
- Pertama : Menetapkan Dosen Pembimbing Skripsi Mahasiswa Semester Ganjil Tahun Akademik 2022/2023 sebagaimana tersebut dalam lampiran yang merupakan bagian yang tidak terpisahkan dari keputusan.
- Kedua : Kepada Dosen Pembimbing Skripsi diberikan tugas untuk membimbing skripsi mahasiswa semester Ganjil tahun akademik 2022/2023 sebagaimana tersebut dalam lampiran sesuai dengan usulan Ketua Program Studi masing-masing di Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin.
- Ketiga : Biaya akibat dikeluarkannya keputusan ini dibebankan kepada DIPA UIN Antasari Banjarmasin.
- Keempat : Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila terdapat kekeliruan dalam penetapan ini, maka akan diadakan perbaikan dan perubahan sebagaimana mestinya.

Ditetapkan di Banjarmasin
pada tanggal 25 Agustus 2022

DEKAN,



Dr. H. Hamdan, M.Pd.
NIP. 19660405199303005

- Tembusan:
1. Rektor UIN Antasari Banjarmasin;
 2. Ketua Jurusan;
 3. Dosen Pembimbing;
 4. Arsip.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIAH DAN KEGURUAN
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Jalan Jenderal Ahmad Yani Km. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
 Web: www.fkk.iain-antasari.ac.id

Lampiran : Nomor 186 Agustus 2022

Tentang : Penetapan Dosen Pembimbing Skripsi Mahasiswa Semester Ganjil Tahun Akademik 2022/2023

No.	Nama	Nim	Program Studi	Judul	Dosen Pembimbing
1.	Habib Bintang Nur Karim	1601241820	TBI	An Analysis Of New Students' Speaking Anxiety At Darul Hijrah Islamic Boarding School	Hidayah Nor, M.Pd
2.	Nur Alve Gina	180101030088	TBI	Analyzing Students' Reading Techniques In Reading Online Journals For English Academic Purposes Courses	Hj. Nani Hizriani, MA
3.	Muhammad Rezky Maulana	180101031137	TBI	An Analysis Of Feasibility Content In English Textbook : A Library Research Of "Buku Interaktif Bahasa Inggris	Hj. Nurlaila Kadariyah, S.Ag, M.Pd
4.	Afri Ani Santti	180101030729	TBI	Students' Problems In English Speaking Performance At The First Semester Of The Eleventh Grade Student Madrasah Aliyah Nurul Hijrah	Hj. Nurlaila Kadariyah, S.Ag, M.Pd
5.	Sariani Paisal	180101030214	TBI	The Use Of English Comic Webtoon As English Teaching Media: Study Of Students' Perception	Hj. Nani Hizriani, MA
6.	Istiqomah	180101030724	TBI	Teaching Reading Strategies In Offline Learning During Post-Pandemic Era	Dr.Ridha Fadillah, M.Ed
7.	Nursabbah	180101030230	TBI	Applying Guided Conversation For Students' Speaking Skills At Islamic Senior High School	Drs. Saadillah, M.Pd
8.	Syamsul Munir	1601240783	TBI	Figurative Language Used In Aurora's Album Running With A Wolf	Hidayah Nor, M.Pd
9.	Nur Azizah	190101030133	TBI	The Role Of Grammarly In English Students' Writing Skills Improvement	Dr. Hj. Nida Muftidah, M.Pd
10.	Mellyani	190101030374	TBI	Critical Discourse Analysis Of Satire In "The Daily Show With Trevor Noah"	Dra. Andri Iritina, M.Hum
11.	Siti Hadjiah	190101030033	TBI	Journals Reading Strategies In Extensive Reading Course At Fifth Semester Students Of English Department Uin Antasari	Dr.Ridha Fadillah, M.Ed

No.	Nama	Nim	Program Studi	Judul	Dosen Pembimbing
12.	Muhammad Muntazero Shidqi	180101030089	TBI	Youtube Source As A Reference For Students Learning Public Speaking In Public Speaking Course	Affah Linda Sari, M.Pd
13.	Initan Erwani	190101030044	TBI	Investigating Efl Student Self Regulation In Reading Comprehension	Dr. Hj. Nida Muftidah, M.Pd
14.	Fajriyatul Maulidiya	180101030620	TBI	The Use Of Compensation Strategies In Learning Speaking Skill	Drs. Saadillah, M.Pd
15.	Ardya Rigita Cahyani	190101030777	TBI	Exploring Formal And Informal Public Speaking Technique In South Kalimantan	Affah Linda Sari, M.Pd
16.	Solwatinnisa	190101030275	TBI	Digital Literacy Implementation By English Teacher At Mis Hidayatullah Martapura	Dr. Ridha Fadillah, M.Ed
17.	M. Hadi Rusadi	190101030881	TBI	Learning Loss In Uin Antasari Due To Online Learning In Covid 19 Pandemic	Dr. Hj. Nida Muftidah, M.Pd
18.	Rizali Akbar	190101030586	TBI	Exploring The Ideology In Uin Antasari Banjarmasin Students' Translation In Translation II Course	Dra. Andl Irina, M.Hum
19.	Rabbayani Ramaita Rahmah	190101030783	TBI	Practicing Student's Speaking Activities In Teaching And Learning Process Using Snowball Throwing Type	Drs. Saadillah, M.Pd
20.	Masrina	170102030454	TBI	The Relationship between Personality Traits: Extrovert and Introvert on English Speaking Achievement in the Twelve Grade Students of SMAN 1 Beruntung Baru	Hidayah Nor, M.Pd

Dekan





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Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: B-845/Un.14/III.1.f/PP.00.9/09/2022

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Muhammad Rezky Maulana
N I M : 180101031137
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Komplek CPS No. 14 A RT 21 Sungai Malang, Amuntai
tengah, Hulu Sungai Utara.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**"AN ANALYSIS OF FEASIBILITY CONTENT IN ENGLISH TEXTBOOK: A
LIBRARY RESEARCH ON "BUKU INTERAKTIF BAHASA INGGRIS"**

Pada Hari/Tanggal : Senin, 05 September 2022
Tempat : Student Access Center (SAC)

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 09 September 2022

Ketua,



 Afifah Linda Sari



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
ANTASARI BANJARMASIN
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CATATAN SEMINAR PROPOSAL SKRIPSI

1. Nama Mahasiswa : Muhammad Rezky Maulana
 2. N I M : 180101031137
 3. Program Studi : Pendidikan Bahasa Inggris
 4. Judul Proposal Skripsi : An Analysis of Feasibility Content in English Textbook:
 A Library Research on "Buku Interaktif Bahasa Inggris"
 5. Dosen Pembimbing : Hj. Nur Laila Kadariyah, S. Ag, M. Pd
 6. Catatan Hasil Seminar :

NO	Catan/Saran Penanggap	NO	Catatan/Saran Dosen
1.	M. Sam B : Suggest me if I wrong, is it the book you use is for 12 grade students? y/n Why did you choose to researich English text books for 12 grade students and not other classes?	1.	Hj. Nurtala Kadariyah S. Ag, M. Pd <ul style="list-style-type: none"> • Suggest to choose the main book • Suggest to research all chapter • Suggest to find out whether the book is good or not for all aspect. • Suggest on feasibility raik to make the font not paragraph. • Suggest to make chapter 2 more details about the book, and the instrument. • Suggest to explain about qr code, and also BNSP. • Why choose BNSP ? • Suggest to give clear definition of key term.
2.	Mr Helmi : Asking presenter to bring the book.		
3.	Fauzan F.K : How do you collect data to analyze this text book?		

Banjarmasin, 4 September 2022

Moderator,

Nida Hasanah Putri

Catatan:



Lembar seminar ini diisi oleh moderator







CONSULTATION NOTES

ADVISOR

NAME: HJ. NUR LAILA KADARIYAH, S.AG, M.PD

Date	Notes	Signature
18 Oktober 2022	<ul style="list-style-type: none"> - Perbaiki contents - Tambahkan penjelasan feasibility contents di definition of key terms - Gunakan quotation - Jangan lupa gunakan double retention mark - Sebuah paragraph tidak boleh hanya berisi kutipan harus ada penjelasan - Untuk penulisan poin gunakan single space 	
25 Oktober 2022	<ul style="list-style-type: none"> - Perbaiki penulisan - Perbaiki grammar 	

	<ul style="list-style-type: none"> - Menulis poin gunakan single space - Perhatikan spasi antar paragraph - Perbaiki penomoran 	
1 November 2022	<ul style="list-style-type: none"> - Rapikan spasi - Pelajari panduan pembuatan table - Perbaiki penomoran - Perhatikan penulisan huruf kapital - Tambahkan penjelasan tentang persamaan dan perbedaan penelitian kamu dengan penelitian terdahulu 	
8 November 2022	<ul style="list-style-type: none"> - Buat table tentang klasifikasi kriteria textbook criteria - Perbaiki penulisan - Tambahkan table di findings - Jelaskan satu persatu berdasarkan itemnya - Tambahkan table yang kurang - Tambahkan figure untuk masing- 	

	masing item feasibility content	
22 November 2022	<ul style="list-style-type: none">- Tulis nomor chapter dan judulnya sejajar	
28 November 2022	<ul style="list-style-type: none">- Ibu beri tanda tangan approval- Silahkan urus berkas dan daftar siding munaqasyah	

Appendix C: Rubric Assessment

RESEARCH INSTRUMENT

CHAPTER 1

No.	Sub-component	Items	Score			
			1	2	3	4
1.	The compatibility with core competence and basic competence	Completeness				✓
		Broadness				✓
		In Depth				✓
2.	The accuracy of the materials	Social Function				✓
		Element and Structure				✓
		Linguistic Feature			✓	
3.	Supporting Materials	Relevance				✓
		Development of Life Skills				✓
		Development of Diversity Insight				✓
Total					1	8

RESEARCH INSTRUMENT

CHAPTER 2

No.	Sub-component	Items	Score			
			1	2	3	4
1.	The compatibility with core competence and basic competence	Completeness			✓	
		Broadness				✓
		In Depth				✓
2.	The accuracy of the materials	Social Function				✓
		Element and Structure				✓
		Linguistic Feature				✓
3.	Supporting Materials	Relevance				✓
		Development of Life Skills				✓
		Development of Diversity Insight				✓
Total					1	8

RESEARCH INSTRUMENT

CHAPTER 3

No.	Sub-component	Items	Score			
			1	2	3	4
1.	The compatibility with core competence and basic competence	Completeness				✓
		Broadness				✓
		In Depth				✓
2.	The accuracy of the materials	Social Function				✓
		Element and Structure				✓
		Linguistic Feature				✓
3.	Supporting Materials	Relevance				✓
		Development of Life Skills				✓
		Development of Diversity Insight		✓		
Total				1		8

RESEARCH INSTRUMENT

CHAPTER 4

No.	Sub-component	Items	Score			
			1	2	3	4
1.	The compatibility with core competence and basic competence	Completeness				✓
		Broadness				✓
		In Depth				✓
2.	The accuracy of the materials	Social Function				✓
		Element and Structure				✓
		Linguistic Feature				✓
3.	Supporting Materials	Relevance				✓
		Development of Life Skills				✓
		Development of Diversity Insight				✓
Total						g

RESEARCH INSTRUMENT

CHAPTER 5

No.	Sub-component	Items	Score			
			1	2	3	4
1.	The compatibility with core competence and basic competence	Completeness				✓
		Broadness				✓
		In Depth				✓
2.	The accuracy of the materials	Social Function				✓
		Element and Structure				✓
		Linguistic Feature				✓
3.	Supporting Materials	Relevance				✓
		Development of Life Skills				✓
		Development of Diversity Insight	✓			
		Total	1			8

RESEARCH INSTRUMENT

CHAPTER 6

No.	Sub-component	Items	Score			
			1	2	3	4
1.	The compatibility with core competence and basic competence	Completeness				✓
		Broadness				✓
		In Depth				✓
2.	The accuracy of the materials	Social Function				✓
		Element and Structure				✓
		Linguistic Feature				✓
3.	Supporting Materials	Relevance				✓
		Development of Life Skills				✓
		Development of Diversity Insight			✓	
		Total			1	8

RESEARCH INSTRUMENT

CHAPTER 7

No.	Sub-component	Items	Score			
			1	2	3	4
1.	The compatibility with core competence and basic competence	Completeness				✓
		Broadness				✓
		In Depth			✓	
2.	The accuracy of the materials	Social Function				✓
		Element and Structure				✓
		Linguistic Feature				✓
3.	Supporting Materials	Relevance				✓
		Development of Life Skills				✓
		Development of Diversity Insight	✓			
		Total		1		1

RESEARCH INSTRUMENT

CHAPTER 8

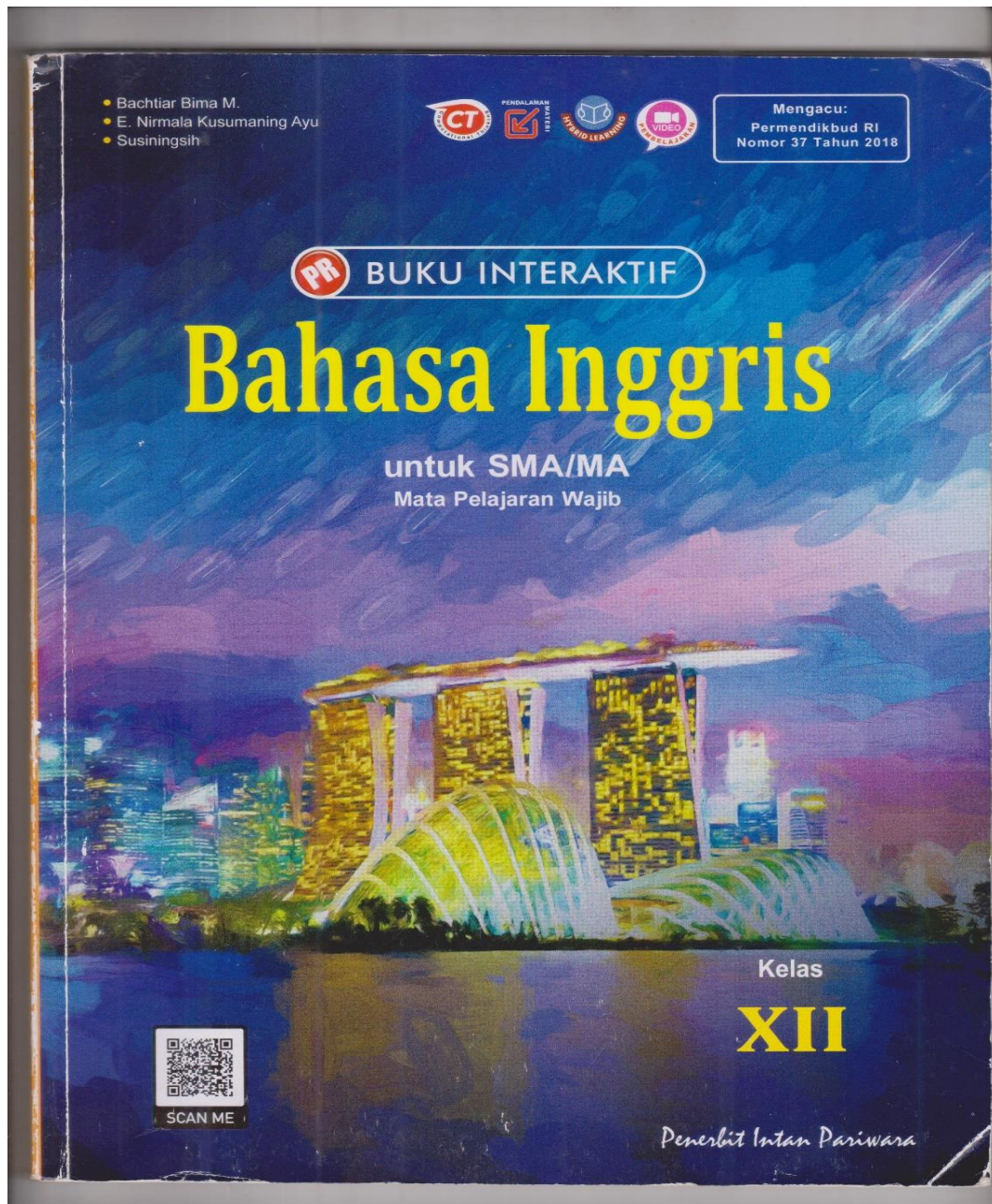
No.	Sub-component	Items	Score			
			1	2	3	4
1.	The compatibility with core competence and basic competence	Completeness				✓
		Broadness			✓	
		In Depth		✓		
2.	The accuracy of the materials	Social Function				✓
		Element and Structure				✓
		Linguistic Feature				✓
3.	Supporting Materials	Relevance				✓
		Development of Life Skills				✓
		Development of Diversity Insight				✓
Total				1	1	7

RESEARCH INSTRUMENT

CHAPTER 9

No.	Sub-component	Items	Score			
			1	2	3	4
1.	The compatibility with core competence and basic competence	Completeness				✓
		Broadness				✓
		In Depth				✓
2.	The accuracy of the materials	Social Function			✓	
		Element and Structure				✓
		Linguistic Feature				✓
3.	Supporting Materials	Relevance				✓
		Development of Life Skills				✓
		Development of Diversity Insight	✓			
		Total			1	7

Appendix D: Figure of Observation and Assessment



CHAPTER I

Offering Help

Objectives

- Students are able to identify expressions to offer services/help and the responses accurately after practicing several dialogs.
 - Students are able to create dialogs using expressions of offering services/help accurately after doing several English activities.
 - Students are able to write texts using expressions of offering services/help accurately after doing several English activities.
 - Students are able to use relevant vocabulary accurately after doing several English activities.
- The students are hopefully also:
- feeling grateful for having an opportunity to learn and speak English appropriately and fluently;
 - behaving bravely, confidently, and politely when speaking with people.

Look at the picture. A sales representative of a book publisher is meeting a principal. He is going to offer books. The principal meets the sales representative for the first time. What does the principal say after greeting him? How does the sales representative respond to it? How does the sales representative offer his books? How does the principal respond to it?

Offering services has become an essential part of our lives. Now, in this chapter, you will learn about expressions of offering services/help and how to respond to them. Do all the activities thoroughly and be active to speak English. Hopefully, you will be good at offering services/help and responding to it accurately.



Picture 1.1 Meeting a principal
Photographer: Susiningsih

CHAPTER II

How to Apply for a Job

Objectives

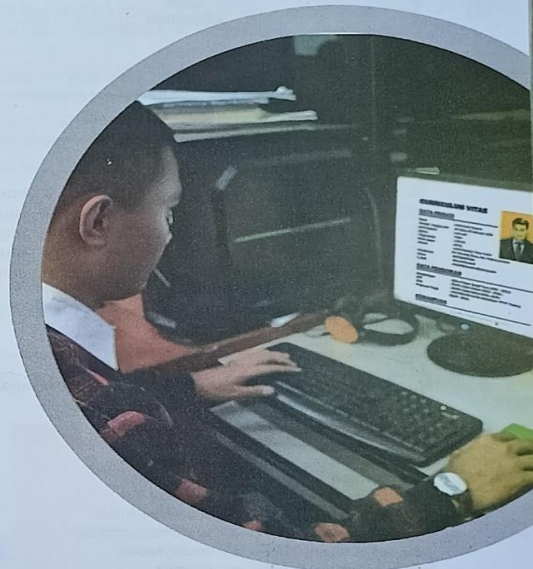
- Students are able to identify the social function, text structure, and language features of job application letters and curriculum vitae/resume texts related to self identity, educational background, work experience accurately after reading several texts.
- Students are able to compare the social function, text structure, and language features of job application letters and resume texts related to self identity, educational background, work experience accurately after reading several texts.
- Students are able to relate and write job application letters and curriculum vitae/resume texts accurately after doing several English activities.
- Students are able to use 'therefore' and 'nevertheless' accurately after doing several English activities.
- Students are able to use relevant vocabulary accurately after doing several English activities.

The students are hopefully also:

- feeling grateful for having an opportunity to learn and speak English appropriately and fluently;
- behaving actively, confidently, respectfully, and politely when speaking with people.

Look at the picture. A man is going to apply for a job. He is composing his curriculum vitae. What do you know about curriculum vitae? What elements does it consist of? What do you know about an application letter? What should you write in it?

In this chapter, you will learn how to write application letters and curriculum vitae. Please do all the activities attentively.



Picture 2.1 Composing a CV
Photographer: Dilla Eka L.

**CHAPTER
III****Meaningful Words****Objectives**

- Students are able to identify the social function, structure, and language features of captions accurately after reading several texts.
- Students are able to compose captions accurately after doing several English activities.
- Students are able to use relevant vocabulary accurately after doing several English activities.

The students are hopefully also:

- feeling grateful for having an opportunity to learn and speak English appropriately and fluently;
- behaving bravely, confidently, and politely when speaking with people.

Look at the picture and read the sentence. It is called a caption. What does the caption mean? What is the message of the caption?

In this chapter, you will learn how to understand and write texts to accompany illustrations called captions. Please understand and do all the activities thoroughly. Be active to communicate in English.



Make your days
as beautiful as flowers

Picture 3.1 Caption
Photographer: Susiningsih

CHAPTER IV

Beautiful Destinations

Objectives

- Students are able to identify expressions related to providing and asking for information using if clauses followed by imperatives or suggestions, 'can', 'should' accurately after reading several texts.
- Students are able to identify the use of if clauses followed by imperatives or suggestions, can, should accurately after reading several texts.
- Students are able to present monologs and write texts to provide and ask for information using if clauses followed by imperatives or suggestions, 'can', 'should' accurately after doing several English activities.
- Students are able to use relevant vocabulary correctly after doing several English activities.

The students are hopefully also:

- feeling grateful for having an opportunity to learn and speak English appropriately and fluently;
- behaving bravely, actively, creatively, politely, cooperatively, respectfully, and responsibly when communicating with other people.

Look at the pictures below. The pictures show interesting tourist destinations on Mandalika Island, East Nusa Tenggara. They are Kuta Beach, Lombok, Princess Mandalika Statue, and Sade Village. If you have the chance to visit Mandalika Island, you should visit those places. Which interesting places in Indonesia that you have ever visited? What do you think people should do if they are interested to go there?

In this chapter, you will learn how to provide and ask for information regarding if conditionals followed by instructions or suggestions. Read all the texts and do the activities thoroughly. Be brave and active in speaking English during the class.



Picture 4.1 Tourism spots on Mandalika Island

Source: <https://web.archive.org/web/20210405014940/https://whatsnewindonesia.com/wp-content/uploads/2012/08/Mandalika.jpg>, <https://web.archive.org/web/20210405030151/https://11.wp.com/adventure-lombok.com/wp-content/uploads/2016/03/mandalika-prince-stature.jpg?ssl=1>, <https://web.archive.org/web/20210405035313/https://cdn.sweetescape.com/images/cities/semarang/cover/1c3a41d3-4f01-4484-a39e-7eb711d457fc.jpg>, downloaded April 8, 2021

CHAPTER V

News of the Day

Tujuan Pembelajaran

Students are able to identify the social function, text structure, and language features of news item texts, spoken and written, by asking for and providing information related to news from newspapers/radio/TV, accurately after reading several texts.

Students are able to identify direct and indirect speech accurately after reading several texts.

Students are able to ask for and provide information related to spoken and written news from newspapers/radio/TV, accurately after doing several English activities.

Students are able to use direct and indirect speech accurately after doing several English activities.

Students are hopefully also: feeling grateful for having an opportunity to learn and speak English appropriately and fluently; behaving actively, politely, cooperatively, confidently, and respectfully when speaking with other people.

In the picture below, a news anchor is presenting today's news. What do you think he is presenting?

In this chapter, you will listen to and read various texts about newsworthy information. Texts to share such information are called news items. You will also learn about direct and indirect sentences. To improve your skills and knowledge about them, please do all the activities thoroughly and be active to speak English.



Sonny Irawan Putra
Presenter

Picture 5.1 A news anchor
Photographer: Aries Setyawan

CHAPTER VI

Recent News

Objectives

- Students are able to identify the social function, text structure, and language features of spoken and written news item texts accurately after reading several news item texts.
 - Students are able to identify the use of nouns ending with -ion accurately after reading several news item texts.
 - Students are able to write news item texts accurately after doing several English activities.
 - Students are able to use nouns ending with -ion accurately after doing several English activities.
 - Students are able to use relevant vocabulary accurately after doing several English activities.
- The students are hopefully also:
- feeling grateful for having an opportunity to learn and speak English appropriately and fluently;
 - behaving bravely, confidently, and politely when speaking with people.

What do the person do in the picture? She is taking a selfie. When do people usually take selfie? Do you know that you can pay by doing selfie? Have you read or heard news about it? You know, news about such a phenomenon is called a news item text.

In this chapter, you will learn about news item texts in spoken and written forms. You will learn the social function, text structure, and language features of news item texts. Do all the activities and always be active during the lesson.



Picture 6.1 Taking a selfie

Source: <https://web.archive.org/web/20210405030733/https://www.semana.com/resizer/TdSdP2wABuWkynlrpSd6dwlI2vU=/960x540/filters:format%28jpg%29:quality%2870%29/cloudfront-us-east-1.images.arcpublishing.com/semana/DVGJTWIHOFc23NCNJU3BURSH44.jpg>, downloaded April 5, 2021

CHAPTER VII

How to Prepare Your Future

Objectives

- Students are able to identify the social function, text structure, and language features of spoken and written procedural texts in the form of tips accurately after reading several texts.
- Students are able to identify adverbial phrases accurately after reading several texts.
- Students are able to deliver procedural texts in the form of tips accurately after doing several English activities.
- Students are able to write procedural texts in the forms of tips accurately after doing several English activities.
- Students are able to use verbs showing imperatives and adverbial phrases accurately after doing several English activities.
- Students are able use relevant vocabulary correctly after doing several English activities.

The students are hopefully also:

- feeling grateful for having an opportunity to learn and speak English appropriately and fluently;
- behaving bravely, actively, creatively, politely, cooperatively, respectfully, and responsibly when communicating with other people.

Look at the picture below. What can you see from the picture? What does the picture try to show us about? Suppose you just won a contest and received a sum of money. What would you do with the money? Mention your reasons.

In this chapter, you will learn about procedural texts, especially tips, in spoken and written forms. You will learn about the social function, text structure, and language features of such texts.

Do all the activities and always be active during the lessons.



Picture 7.1 Financial planning

Source: <https://web.archive.org/web/20210122084748/https://www.olearys.ie/personal-financial-planning/investments-savings/>, downloaded May 2, 2021

CHAPTER VII

How to Prepare Your Future

Objectives

- Students are able to identify the social function, text structure, and language features of spoken and written procedural texts in the form of tips accurately after reading several texts.
- Students are able to identify adverbial phrases accurately after reading several texts.
- Students are able to deliver procedural texts in the form of tips accurately after doing several English activities.
- Students are able to write procedural texts in the forms of tips accurately after doing several English activities.
- Students are able to use verbs showing imperatives and adverbial phrases accurately after doing several English activities.
- Students are able use relevant vocabulary correctly after doing several English activities.

The students are hopefully also:

- feeling grateful for having an opportunity to learn and speak English appropriately and fluently;
- behaving bravely, actively, creatively, politely, cooperatively, respectfully, and responsibly when communicating with other people.

Look at the picture below. What can you see from the picture? What does the picture try to show us about? Suppose you just won a contest and received a sum of money. What would you do with the money? Mention your reasons.

In this chapter, you will learn about procedural texts, especially tips, in spoken and written forms. You will learn about the social function, text structure, and language features of such texts.

Do all the activities and always be active during the lessons.



Picture 7.1 Financial planning

Sources: <https://web.archive.org/web/20210122084748/https://www.olearys.ie/personal-financial-planning/investments-savings/>, downloaded May 2, 2021

CHAPTER VIII

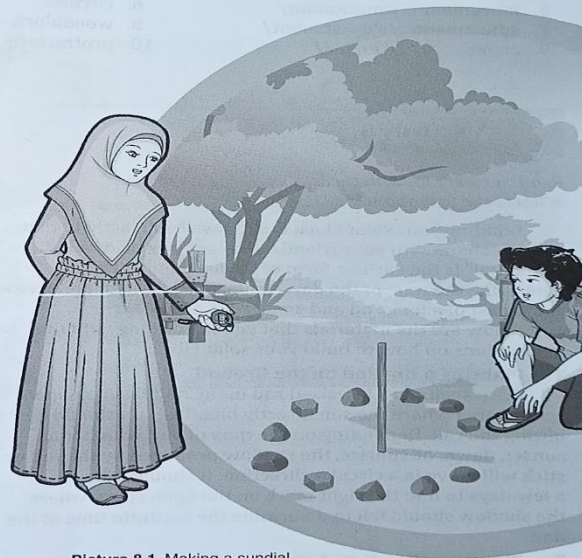
School's Project

Objectives

- Students are able to identify the social function, text structure, and language features of spoken and written procedural texts related to the use of technology correctly and accurately after reading several texts.
 - Students are able to compare the social function, text structure, and language features of spoken and written procedural texts related to the use of technology correctly and accurately after reading several texts.
 - Students are able to deliver and write procedural texts related to the use of technology correctly and accurately after doing several English activities.
 - Students are able to use relevant vocabulary accurately after doing several English activities.
- The students are hopefully also:
- feeling grateful for having an opportunity to learn and speak English appropriately and fluently;
 - behaving bravely, confidently, and politely when speaking with people.

Look at the picture. Nino and Ratih are doing a kind of project. Ratih is holding a stopwatch while Nino is setting up pebbles. They always come and check the place every hour. Guess what project they are doing? Right. They are making a sundial. Do you know what it is? Have you ever made it before? How do you make it?

In this chapter, you will learn about instructions to do simple projects that you can do at home. Such projects certainly consist of a list of materials needed and instructions to do. Such texts are called procedural texts. Study this kind of text and do all related activities thoroughly. Always speak English on every lesson.



Picture 8.1 Making a sundial
Illustrator: Dilla Eka L.

CHAPTER IX

Memorable Songs

Objectives

- Students are able to identify the contents of song lyrics about teenage life related to the social function and language features accurately after reading several song lyrics.
 - Students are able to capture the messages of song lyrics accurately after doing several English activities.
 - Students are able to use relevant vocabulary accurately after doing several English activities.
- The students are hopefully also:
- feeling grateful for having an opportunity to learn and speak English appropriately and fluently;
 - behaving creatively, innovatively, actively, cooperatively, politely, respectfully, and responsibly when talking with people.

Guess who the woman in the picture is. She is Gloria Estefan, a famous senior singer, who has released many albums. Do you know why she is wearing a mask? Well, it is closely related to her song entitled *Put on Your Mask*. Through the song, she wants to show her care for the recent pandemic situation. Can you sing the song? Is it one of your favorite songs? Why do you think the song is meaningful?

In this chapter, you will learn about the contents of several song lyrics as well as their messages. Please take notes of new words and find out their meanings. Enrich your vocabulary and develop your speaking skills by understanding song lyrics. Furthermore, be active during the lessons to improve your English skills.



Picture 9.1 Gloria Estefan "Put on Your Mask"
Source: <https://web.archive.org/web/20201001003443/https://dehay5mhw1h7.cloudfront.net/wp-content/uploads/sites/995/2020/04/09085701/gloria-estefan-put-on-your-mask-video-snip.png>, downloaded March 25, 2021

CURRICULUM VITAE

I. Personal Details

Name : Muhammad Rezky Maulana
Place and Date of Birth : Buntok, February 02nd, 2000
Gender : Male
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Father's Name : Drs. H. Yusran, S. Pd.I
Mother's Name : Hj. Mariatul Kiftiah, S. Ag, S. Pd.I
Siblings : Yusrina Putri Salsabila

II. Formal Educational Background

2005 – 2007 : Kindergarten of RA Darul Muallafin Amuntai
(TK RA Darul Muallafin Amuntai)
2007 – 2012 : State Elementary School of 1 Paliwara Amuntai
(SD Negeri 1 Paliwara Amuntai)
2012 – 2015 : Islamic Junior High School of Darul Hijrah for Boys Cindai
Alus Martapura
(MTsS Darul Hijrah Putra Cindai Alus Martapura)
2015 – 2018 : Senior High School of Darul Hijrah for Boys Cindai Alus
Martapura
(SMA Darul Hijrah Putra Cindai Alus Martapura)

2018 – 2023 : English Education Department of Antasari State Islamic
University Banjarmasin
(UIN Antasari Banjarmasin)

III. Organization Experience

2015 – 2016 : Member of Marvelous Club
2016 – 2017 : Staff of OSDA (Darul Hijrah Student Organization)
2018 – 2019 : Member of Forum Muda FTK
2018 – 2020 : Member of English Students Association (ESA)
2018 – 2020 : Member of Teater Awan
2018 – 2021 : Member of Himpunan Mahasiswa Islam (HMI)
2019 – 2020 : Member of DEMA FTK
2019 – 2022 : Member of WARTALOGI
2021 – 2024 : Member of DPK KNPI AMUNTAI TENGAH