

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the findings which are related to the rubric's instrument which has been decided by the researcher. It shows the data and it is divided into data findings. The findings and discussion will be discussed further in the following text.

A. Findings

The Feasibility Content in Chapter 1

Learning Material

Expression

Offering Services/Help

Pay attention to the sentences in bold in the dialogs in Activity 3. The sentences **"May I help you?", "What if I give you an opportunity to present the products in a meeting the day after tomorrow at 2 PM?",** and **"What can I do for you?"** are used to offer services/help. Here are other expressions of offering services/help and suitable responses.

Table 1.1 Expressions of offering services/help and the responses

Offering Services/Help	Responding
<ul style="list-style-type: none">• What if I help you carry the boxes?• Can I help you scan the documents?• May I check your laptop?• Do you mind if I print the documents?	<p>Accepting</p> <ul style="list-style-type: none">• Yes, please.• Certainly. Thank you. <p>Declining</p> <ul style="list-style-type: none">• No, thanks. I can manage it myself.• That's very kind of you, but I can handle it myself. Thanks.

You can use **"May I help you?", "What can I do for you?", "What if ...?"** to offer services/help. Pay attention to the following examples.

1. **May I help you** finish the experiment?
2. Welcome to Intan Bank. **What can I do for you?**
3. **What if I** turn on the LCD projector?

If you want to learn more about expressions of offering services/help, you can scan the QR code and watch the video. Learn the expressions and use them in your daily life.

Technology Literate

Find information about expressions to offer services/help and the responses from websites. Learn the expressions used in different situations. Write a summary using MS Word or MS PowerPoint and share your work. Print it and attach it in your room if possible.

Figure 4.1 Chapter 1

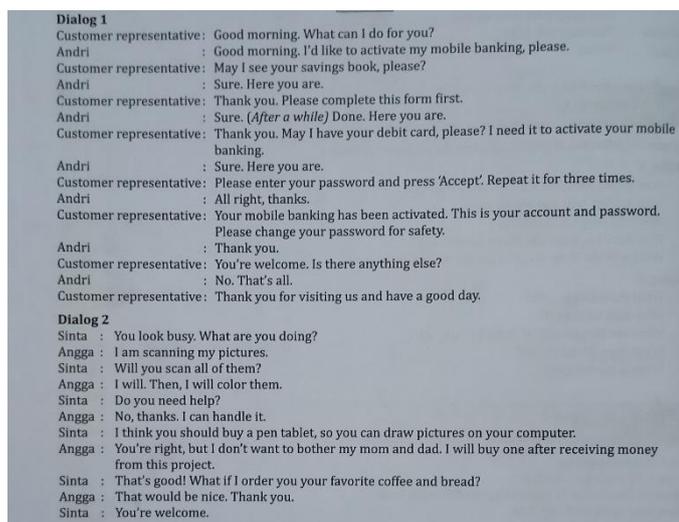


Figure 4.2 Chapter 1

1) The Compatibility with core competence and basic competence

a) Completeness

In this chapter, the completeness is well presented, with a complete explanation of the material, after studying students can do the exercises provided in this chapter and is equipped with audio and video material that can be accessed using a QR code. With this completeness gets a score of 4.

b) Broadness

The broadness in this chapter can be seen from the presentation of material from a wide range of sources. with material about "offering help" which provides various forms of sentences offering help, therefore broadness gets a score of 4.

c) In Depth

In terms of presentation, chapter 1 provides opportunities for students to practice "offering help" learning through practical

conversation exercises as well as in written form. This provides an opportunity for students to explore the usefulness of learning materials related to their daily lives. With the above explanation, In Depth gets a score of 4.

2) The Accuracy of The Materials

a) Social Function

Social function is achieved very well with the existence of interpersonal communication and transactional communication. For example, in this chapter, with the exercises provided, students can communicate with other students and offer help to their opponents, as is the case in everyday life. In this case the Social Function gets score of 4.

b) Element and Structure

Overall, the elements and structure in this chapter are well provided, for example the vocabulary that must be included in a sentence offering help, and how to accept or reject it. on this item the score obtained is 4.

c) Linguistic Feature

The linguistic features available here are quite satisfactory, but with limited vocabulary options, with this the score for this item is 3. Because the optional expressions provided in the chapter are limited. The expressions provided in the chapter only three expression they are (May I, What Can I do for You, and What if...).

Besides, there are many other expression that can be used to offer services.

3) Supporting Materials

a) Relevance

The relevance of the material available in this book is very up-to-date with the times. So that the topics available in the examples of interpersonal and transactional conversations are presented with new topics and can adapt to students' daily lives. Therefore, the score obtained here is 4.

b) Development of Life Skills

The exercises provided in this chapter can improve students' conversational skills to offer help to others. The score obtained for this item is 4.

c) Development of diversity insight

With the flexibility of the material studied in this chapter develop the insight of diversity that can be inserted in information exchange exercises and the practice of offering assistance to others. The score obtained in this chapter is 4.

The Feasibility Content in Chapter 2

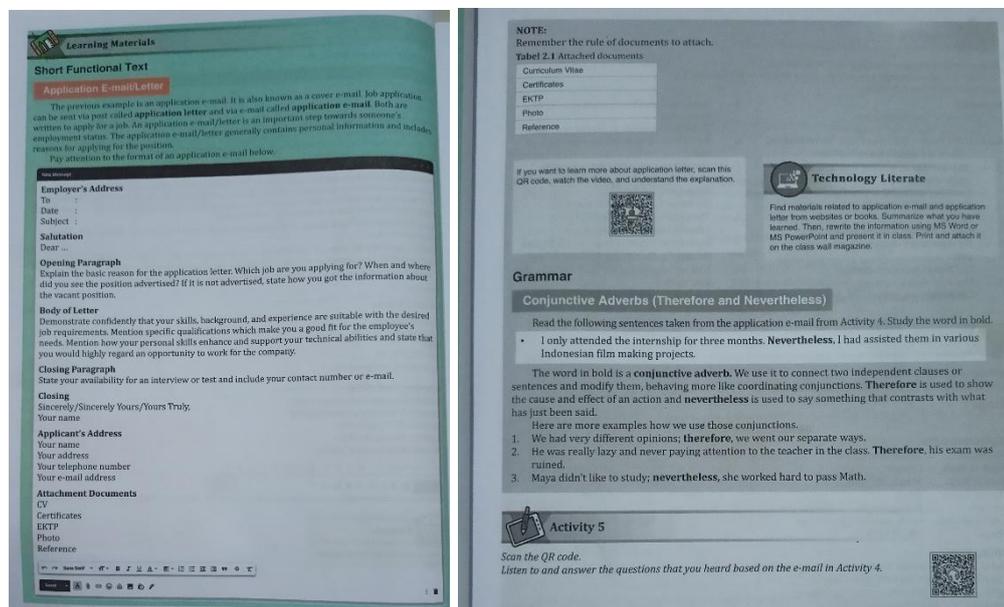


Figure 4.3 Chapter 2

1) The Compatibility with core competence and basic competence

a) Completeness

Overall, in this chapter completeness is presented well. However, because the material taught is job application letters, transactional competence and interpersonal conversations are not included in the exercises in this chapter. Apart from that, the presentation of material about the elements needed in making an application letter is well presented. In this chapter, completeness gets a score of 3 because there are criteria in basic and core competence that cannot be achieved because the material refers to the letter.

b) Broadness

This chapter discusses the job application letter well presented. By providing a variety of examples of job application letters, students can customize the place of work they are interested in. In this chapter broadness gets a score of 4.

c) In Depth

In this chapter, an explanation of the job application letter is explained well, complete with the important components that must be included in a job application letter. The many examples provide students with options to explore the types of job application letters. In this chapter, In Depth gets a score of 4.

2) The Accuracy of The Materials

a) Social Function

The application of making a job application letter is very useful in achieving the value of social function. Because students can know the types, methods, and elements needed in making a job application letter. Therefore, the social function in this chapter gets a score of 4.

b) Element and Structure

The elements of the job application letter in this chapter are explained very well. Besides that, it is explained with a regular structure, starting from what a job application letter is, what it is used for, and how to make it. In this chapter element and structure gets a score of 4.

c) Linguistic Feature

With so many types of job application letters in this chapter, there are also many linguistic features. With the exercise, students can get even more linguistics. therefore, this item gets a score of 4.

3) Supporting Materials

a) Relevance

With the rise of work at this time. This job application letter material is very relevant to the current situation, where people need to make a job application letter when applying to a workplace such as a company, institution, etc. With this the relevance score obtained is 4.

b) Development of life skills

In order to prepare students to apply for jobs in the future, with the material and exercise of making job application letters, they can develop students' skills in writing letters well. The score obtained is 4.

c) Development of diversity insight

In this case, in the process of making a job application letter through exercise students can choose the place of work they want to go to. For example, most teenagers like jobs that can be done while on vacation such as tourism ambassadors or jobs related to preserving the country's culture, this can increase their insight into diversity

when they write letters about their interests. Therefore, this item gets a score of 4.

The Feasibility Content in Chapter 3

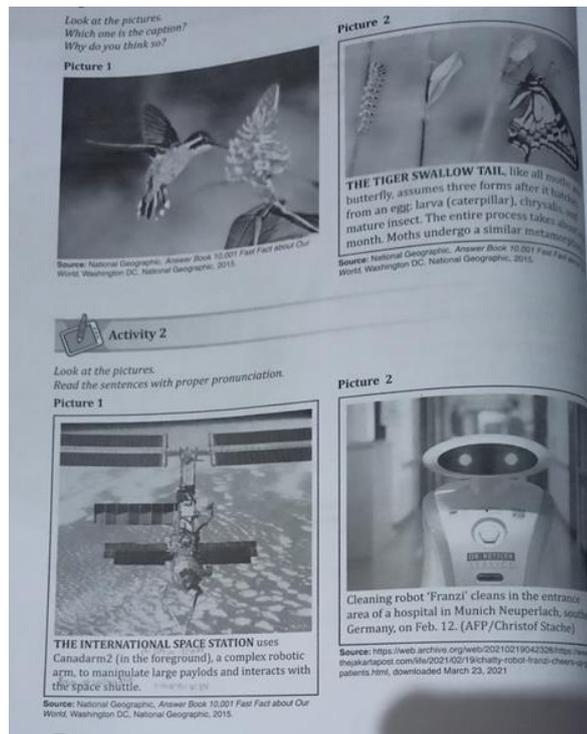


Figure 4.4 Chapter 3

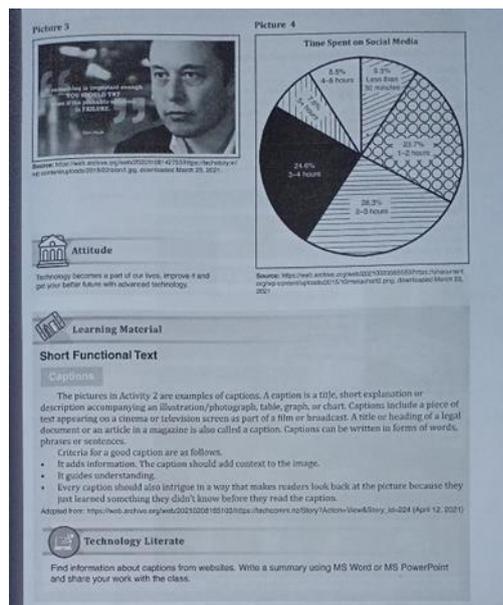


Figure 4.5 Chapter 3

1) The Compatibility with core and basic competence

a) Completeness

In this chapter, the material presented is text caption, the material provided is quite simple accompanied by a brief explanation, not too many unnecessary sentences. With an example of a figure and a caption about the figure, the value obtained for this item is 3. Because the material that discusses captions cannot provide interpersonal communication, the score cannot reach 4.

b) Broadness

With the material presented has many types, the broadness value is achieved very well. Referring to the caption material, there are many things that can be made into caption text. Thus, the score obtained for this item is 4.

c) In Depth

Because the material discussed is a text caption, the explanation of this material is very short, but clear and easy to understand. Even in the exercise, students are given the opportunity to look for things they want to make captions for. therefore, the value for this item is 4.

2) The Accuracy of The Materials

a) Social Function

In this chapter, the social function achieved is that students can describe the objects they see from the exercise they do. Then the score obtained is 4.

b) Element and Structure

Elements that must be in the text caption are words that match the figure or make a motivational sentence. In this case the available elements are not fixed on the same thing, but adjust what the students want to make, accompanied by structured sentence narration. Therefore, the score obtained is 4.

c) Linguistic Feature

The advantage of this material is in its linguistic features, because students can make captions without limiting ideas, so the linguistic features in this material are also not limited. Therefore, the linguistic feature gets a score of 4.

3) Supporting Materials

a) Relevance

The caption material is very familiar to students today, because their daily use of social media does not escape the caption. Therefore, relevance is achieved very well and gets a score of 4.

b) Development of life skills

The skill that can be developed in this chapter is students' creativity in making meaningful sentences. Thus, the purpose of this material was achieved very well and got a score of 4.

c) Development of diversity insight

With the freedom to make captions. Students can gain insight into diversity through something related to culture or famous places in Indonesia. Therefore, the score obtained here is 4.

The Feasibility Content in Chapter 4

Activity 3

Read the following text in turns.
Pay attention to the sentences in bold.

Located in West Nusa Tenggara Province, Mandalika Island is one of the most favorite tourist destinations in the area. **If you choose East Nusa Tenggara as your next go-to place for your holiday, you should visit Mandalika Island.** This beautiful island offers you several attractions that are too good to skip.

With several beautiful beaches of the southern part of Lombok near Mandalika, you definitely have to experience beach-hopping here. From Kuta Beach with its daring waves, the festive Seger Beach, tranquil Serenting Beach, to breathtaking Tanjung Aan Beach.

You should try surfing if you are visiting Mandalika. Known as the global surfers' favorite spot, Mandalika surely has challenging waves that you need to experience. You can go to the world-class surf spots at Seger Beach, Gerupuk Beach, Ubrug Beach, Tanjung Aan Beach, Selong Beach, Kuta Mandalika Beach, and Mawi Beach.

Lombok is also known for its rich culture which you can also experience in Mandalika by exploring the villages. You can go to Sade Village where you will be welcomed by its exotic charm and friendly residents. You can also visit Ende Village inhabited by Sasak sub-ethnic groups who maintain and preserve their old tradition and way of life. **Experience the art of making songket, Sasak's traditional fabric, if you choose to visit Ende Village as your destination.**

In Seger Beach, there is a statue to commemorate the sacrifice of Princess Mandalika, princess of Tanjung Beru Kingdom. **Be sure to check it if you are around.** History told that Princess Mandalika was a very beautiful young lady, gentle, warm, and kind. Princes from other kingdoms then trying to win her heart but none of them interest the princess. Hurt by the rejection, two of the princes then threatened Mandalika's kingdom which made her had to choose one of them or her kingdom would be destroyed. To protect her kingdom and her dignity, Mandalika invited the princes to the hill, then she sacrificed herself, in front of everyone there, by jumping off the hill to the sea. That's the reason this area is called Mandalika, and locals build her statue to commemorate that.

It's not difficult to find accommodation in Mandalika that suits your travel style. From homestays to world-class resorts, from budget hotels to splurge-worthy villas, Mandalika offers a vast array of lodging choices.

Adapted from: <https://web.archive.org/web/20200928044832/https://whatstnewindonesia.com/guide-to-mandalika-an-outstanding-resort-area-in-lombok/> (April 8, 2021)

Attitude
Respect different cultures and habits.

Learning Material

Expression
If Clauses Followed by Imperatives and Suggestions

Pay attention to the following sentences from Activity 3.

1. If you choose East Nusa Tenggara as your next go-to place for your holiday, you should visit Mandalika Island.
2. You should try surfing if you are visiting Mandalika.
3. Experience the art of making *songket*, Sasak's traditional fabric, if you choose to visit Ende Village as your destination.
4. Be sure to check it if you are around.

Beautiful Destinations 59

Figure 4.6 Chapter 4

Those sentences are used to order and give suggestions in conditional sentences. Conditional sentences have different purposes. Read the following examples.

Table 4.1 Patterns and examples of if conditionals

Pattern	Sentence
If clause + an imperative	If you want to see a beautiful sunrise, go to Mount Bromo.
If clause + a suggestion	If you are interested in shadow puppets, you <i>should</i> explore Wayang Museum in Jakarta.
If clause + a general truth	If you like flying fox, Victoria Falls is one of the best places to do that.
If clause + a reminder	If you are interested in shopping in Somba Opu, you should prepare enough cash.
If clause + a dream/wish	If you are interested in shopping in Somba Opu, you should prepare enough cash.
	If you visit Semarang, you can visit the Old Town and enjoy various attractions there.

Note:
If you put an **if clause** at the beginning of a sentence, you need to put a **comma (,)** after the **if clause**.

Here are other examples of if clauses followed by imperatives and suggestions

If Clause + Imperative

1. If you go by public transportation, wear a mask and don't chat with other people.
2. If you visit big cities, don't believe strangers easily.
3. If you go abroad for the first time, understand the regulations.
4. If you have time, meet me soon.
5. If you make mistakes, please apologize right away.

If Clause + Suggestion

1. If you like watching a shadow puppet show, why don't you go to town square tonight?
2. If you are tired, you should stop working and have a rest.
3. If you visit a beach, you should build a sandcastle.
4. If you go to a mountain, you should try camping.
5. If you plan to have a study group, you should pick a quiet place.

Remember:

1. An 'if clause' is in the present tense.
2. An imperative consists of **verb base + object/complement** (positive) or **don't + verb base + object/complement** and **don't be + adjective**. You may add the word "please".
3. For suggestions, you may use a modal "should" or question "Why don't you ...?"

Scan the following QR code if you want to learn more about if clauses followed by imperatives or suggestions.

Technology Literate

Find more information about if clauses followed by imperatives/suggestions from websites. Compose what you have found using MS Word or MS PowerPoint. Share your work with the class.

Figure 4.7 Chapter 4

1) The Compatibility with core competence and basic competence

a) Completeness

In this chapter, the material discussed is about beautiful destinations. And in this chapter the material provided is in the form of descriptive text and there are also some conversation materials related to beautiful destinations. With the existing materials, students can interact while sharing information about vacation spots with the texts they made during exercise. Likewise, with a complete descriptive explanation, the score obtained for completeness is 4.

b) Broadness

This material about beautiful destinations provides a lot of new vocabulary in different places, so with different descriptions. So, the broadness in this chapter gets a score of 4.

c) In Depth

In this chapter, a description of a beautiful destination is described very well, from the name of the place, its location, the distance traveled, the estimated trip, and the way to the place. In addition to descriptive text, there is also a conversation about a beautiful destination. Therefore, students can learn thoroughly through the descriptive examples of the text. Thus, the In-Depth score is 4.

2) The Accuracy of The Materials

a) Social Function

The social function obtained after studying the material in this chapter is that students can describe a place both orally and in writing. Then the social function gets a score of 4.

b) Element and Structure

The elements and structures in this chapter are very well organized. With material that explains the elements that must exist in a descriptive text, as well as structures that use the past tense. Then the score is 4.

c) Linguistic Feature

The linguistic features in this chapter are also very good. Descriptive text is the right material to emphasize the use of the past tense, which will improve students' proficiency in using past vocabulary. Then the score is 4.

3) Supporting Materials

a) Relevance

With the theme of Beautiful Destination, the material will be relevant to the current situation. By taking descriptive text about places that are being visited by tourists. The score obtained is 4.

b) Development of life skills

The development of life skills with descriptive text is very useful for students in everyday life to describe a place to others. The score obtained is 4.

c) Development of diversity insight

There are many descriptive texts that describe places in Indonesia in this chapter, which can add insight into the diversity of students.

Then the score is 4.

The Feasibility Content in Chapter 5

Learning Materials

Text

News Item

The text in Activity 3 is a news item. News item is a text which informs listeners or readers about events of the day. The events are considered newsworthy or important. A news item text consists of a headline, summary of events, and quotes.

If you want to learn further about news items, scan the QR code and watch the video.

Technology Literate

Find information about news items from websites, books, or other sources. Learn the explanation as well as the examples. Write a summary using MS Word or MS PowerPoint. Share your work with the class.

Grammar

Direct and Indirect Speech

Pay attention to the following sentences.

- Professor He Chuan (vice president of Southwest Jiaotong University, which worked on the prototype) told reporters that the train could be 'operational' within 3–10 years.
- He added, "Sichuan has rich rare earth resources, which is very beneficial to our construction of permanent magnet tracks, thus promoting the faster development of experiments."

The first sentence is an **indirect speech**. It **paraphrases what a person said or wrote**. Reported or indirect speech is usually used to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like 'say', 'tell', 'ask', and we may use the word 'that' to introduce the reported words. Inverted commas are not used.

The second sentence is a **direct speech**. A direct speech **repeats or quotes the exact words spoken**. When we use a direct speech in writing, we place the words spoken between quotation marks (") and there is no change in these words. We may be reporting something that's being said NOW (for example a telephone conversation), or telling someone later about a previous conversation.

Study the following rules on how to turn direct speech into indirect ones (reported speech).

- We use a 'reporting verb', such as 'say', 'tell', 'state', 'remark', 'explain', etc. If this verb is in the **present tense**, it's easy. We just put 'she says' and then the sentence.
 - Direct speech : Jay says, 'I clean my room every day.'
 - Indirect speech : Jay says that he cleans his room every day.

We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'he', for example. We also may need to change words like 'my' and 'your'.

- Direct speech : Bryan says, 'My friends are gathering in the schoolyard.'
- Indirect speech : Bryan says that his friends are gathering in the schoolyard.

Changes of tenses

If the reporting verb is in the **past tense**, we usually change the tense in the indirect speech (reported speech). For example, if the direct speech is in the past tense, the indirect speech is in the past perfect tense. Please remember that a news item text is reported in the past form of verb.

- Direct speech : He added, "Sichuan has rich rare earth resources, which is very beneficial to our construction of permanent magnet tracks, thus promoting the faster development of experiments."
- Indirect speech : He added that Sichuan had rich rare earth resources, which was very beneficial to their construction of permanent magnet tracks, thus promoting the faster development of experiments.

Pay attention to changes in tenses from direct into indirect sentences.

Table 5.1 Changes of tenses

Direct Speech		Indirect Speech	
Present simple tense	Example: Ranga said, "I write a proposal."	Past simple tense	Example: Ranga said that he wrote a proposal.
Present continuous tense	Example: Ranga said, "I am writing a proposal."	Past continuous tense	Example: Ranga said that he was writing a proposal.
Past simple tense	Example: Ranga said, "I wrote a proposal."	Past perfect tense	Example: Ranga said that he had written a proposal.
Past continuous tense	Example: Ranga said, "I was writing a proposal."	Past perfect continuous tense	Example: Ranga said that he had been writing a proposal.
Present perfect tense	Example: Ranga said, "I have written a proposal for ten minutes."	Past perfect tense	Example: Ranga said that he had written a proposal for ten minutes.
Past perfect tense	Example: Ranga said, "I had written a proposal."	Past perfect tense	Example: Ranga said that he had written a proposal.
Will	Example: Ranga said, "I will write a proposal."	Would	Example: Ranga said that he would write a proposal.
Would	Example: Ranga said, "I would write a proposal."	Would	Example: Ranga said that he would write a proposal.
Can	Example: Ranga said, "I can write a proposal."	Could	Example: Ranga said that he could write a proposal.
Could	Example: Ranga said, "I could write a proposal."	Could	Example: Ranga said that he could write a proposal.

Table 5.2 Changes of adverbs of time and place

Besides the tense, we need to pay attention to the changes of adverbs of time and place, as follows.

Direct	Indirect
tomorrow	the day after, the next day
today	that day
yesterday	the day before, the previous day
this week/month/year	that week/month/year
last week/month/year	the following week/month/year
the week/s ago	the previous week/month/year (two weeks) before
now	then
here	there

Figure 4.8 Chapter 5

7. rate /reɪ/
9. to stretch /tuː streɪtʃ/
11. improvement /ɪmˈpruːvmənt/
13. bullet /ˈbʊl.ɪt/
15. annual /ˈæn.ju.əl/

8. beneficial /ˌben.əˈfɪʃ.əl/
10. eager /ɪˈɡeə/
12. ahead /əˈhed/
14. latter /ˈlæt.ə/

Activity 3

Look at the picture.
Read the text aloud.
Then, answer the questions that follow.

China Debuts Train Prototype that Can Hit Speeds of 620 Kilometers Per Hour

(CNN) — China has revealed a prototype for a new high-speed Maglev train that is capable of reaching speeds of 620 kilometers per hour. The train runs on high-temperature superconducting (HTS) power that makes it look as if the train is floating along the magnetized tracks.

The sleek 21-meter-long prototype was unveiled to media in the city of Chengdu, Sichuan Province, on January 13. Besides, university researchers constructed 165 meters of the track to demonstrate how the train would look and feel in transit, according to state-run Xinhua News.

Professor He Chuan (vice president of Southwest Jiaotong University, which worked on the prototype) told reporters that the train could be 'operational' within 3–10 years.

He added, "Sichuan has rich rare earth resources, which is very beneficial to our construction of permanent magnet tracks, thus promoting the faster development of experiments."

China is home to the world's largest high-speed rail network, which stretches over 37,000 kilometers, and the fastest commercially operating train—the Shanghai maglev.

The country's first high-speed Maglev train began operating in 2003. Running at a top speed of 431 kph, the train links Shanghai Pudong Airport and Longyang Road on the eastern side of Shanghai.

China has been eager to make further infrastructure improvements ahead of the 2022 Winter Olympics, which will take place in Beijing.

This time last year, China unveiled a new 174-kilometer high-speed railway line connecting Beijing with the 2022 Winter Olympics host city Zhangjiakou, cutting the travel time between the two from three hours to 47 minutes.

Earlier this month, the country debuted a bullet train specifically designed to withstand freezing temperatures. The CR400AF-G train can travel up to 350 kilometers per hour in weather as cold as -40 degrees Celsius.

It will run on routes between Beijing, Shenyang, and Harbin—the latter of which is so cold that it hosts an annual snow and ice festival.

Adapted from: <https://web.archive.org/web/2021/01/13/20210113-01110282603194.html> (edition: cnn.com/travel/2021/01/13/china-high-speed-maglev-train-entire/index.html) (March 13, 2021)

Attitude
Use advanced technology to facilitate our lives.



Figure 4.9 Chapter 5

1) The Compatibility with core competence and basic competence

a) Completeness

In this chapter, news is presented in two types, namely direct and indirect speech. This material learns about news and how to convey a news. With this material, students can learn and share information about useful news. The score obtained is 4.

b) Broadness

With many examples of news, will present a variety of news, which means the broadness of the material in this chapter is very good. the score is 4.

c) In Depth

The material in this chapter is news. In this chapter, students are taught to convey news in two ways, namely direct speech and

indirect speech. With explanations that are easily understood by students. The score is 4.

2) The Accuracy of The Materials

a) Social Function

The social function obtained from the learning of this chapter is that students can convey news to others properly and correctly in two ways, namely direct and indirect. The score is 4.

b) Element and Structure

The elements in delivering news here are direct speech and indirect speech, which will be useful for students to convey news in two ways. The language structure in the news is well organized. The score is 4.

c) Linguistic Feature

In a news linguistic feature that is used varies, depending on the news that is delivered. That way the linguistics in this material are very good. The score is 4.

3) Supporting Materials

a) Relevance

The relevance of the material in this chapter is excellent. The news presented in the news in this chapter is the latest news and is not out of date. The score is 4.

b) Development of life skills

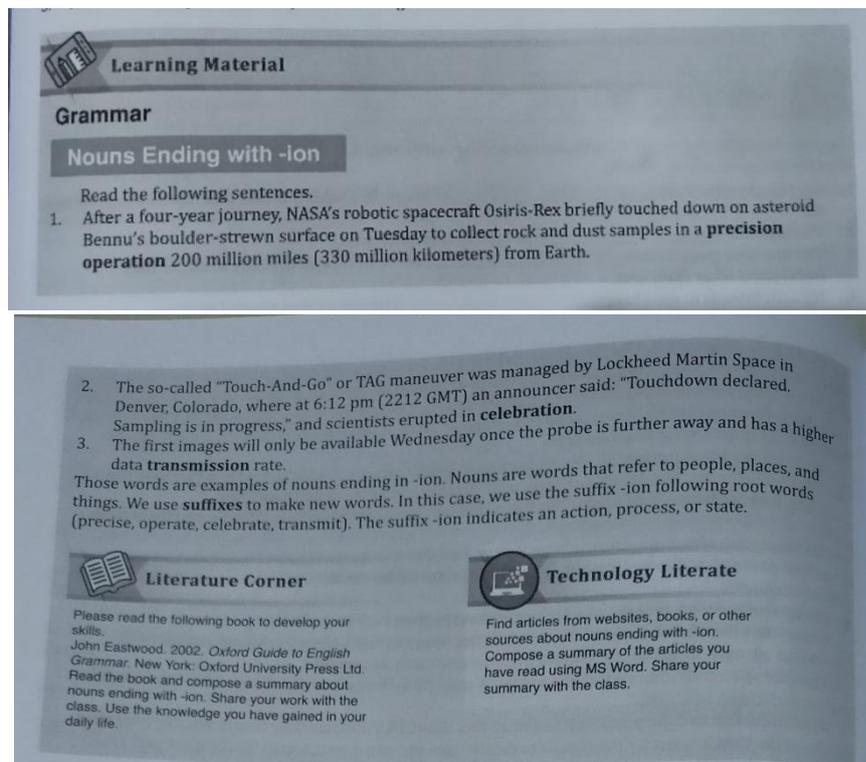


Figure 4.11 Chapter 6

1) The Compatibility with core competence and basic competence

a) Completeness

The material in this chapter describes the news text. With elements that exist in a news such as headlines, conclusions, etc. The focus of this material is reading and listening skills. The explanation is very good, therefore the score obtained is 4.

b) Broadness

The material takes a lot of reference because it discusses news from different sources, that's why this item gets a score of 4.

c) In Depth

The depth of the material discussed in this chapter can be seen from the discussion of the components of a news story, which will teach students things to pay attention to when reading or listening to a news story. That is the reason this item achieves an excellent rating of 4.

2) The Accuracy of The Materials

a) Social function

The social function obtained from this chapter is that students can read or listen to a news carefully so as not to miss the important points of a news story. The score obtained is very good score 4.

b) Element and Structure

The elements in the explanation of a news story are very good with structures such as headlines etc. Then the score obtained is 4.

c) Linguistic Feature

Linguistic features in a news story use a lot of good formal language. That way students learn a lot of formal language from a news story, then the score obtained is 4.

3) Supporting Materials

a) Relevance

The material in this chapter is very relevant because the news taken is fresh news, and also students can watch news that can be accessed

from the QR code in this chapter, in this case the relevance score is

4.

b) Development of life skills

The development of life skills in this chapter focuses on intensive reading and listening, because it is very useful for students, the score obtained is 4.

c) Development of diversity insight

Unlike the previous chapter, in this chapter a lot of news is taken based on events in Indonesia, thus adding to the insight into the diversity of students. the overall score obtained by this item is 3.

The Feasibility Content in Chapter 7

Activity 1

What words come in your mind when you hear the word 'money'?
Write as many words as you can.
Give your reasons or statements that support your answers.

MONEY

Activity 2

Answer the following questions based on yourself.
Share your answers with the class.

1. How much pocket money do you receive?
2. Do you receive it daily, weekly, or monthly? Which do you prefer? Why?
3. At the end of time period, do you still have some? Or, have you spent all your pocket money? Why is it so?
4. What should you do so that you still have some money at the end the period?
5. Is it necessary for you to do it? Why?

Activity 3

Pronounce the following words accurately.
Find the meanings of the words.
You will read them in the text in Activity 4.

1. pocket /pəˈkɪt/	2. penniless /ˈpen.i.ləs/
3. to minimize /tuːˈmɪ.nə.maɪz/	4. guidelines /ˈɡaɪd.laɪnz/
5. even amounts /iː.vən əˈmaʊntz/	6. to stick /tuːˈstɪk/
7. tricky /ˈtrɪk.i/	8. payday /ˈpeɪ.deɪ/
9. to instill /tuːˈmɪ.stɪl/	10. percentage /pəˈsen.tɪdʒ/

Figure 4.12 Chapter 7

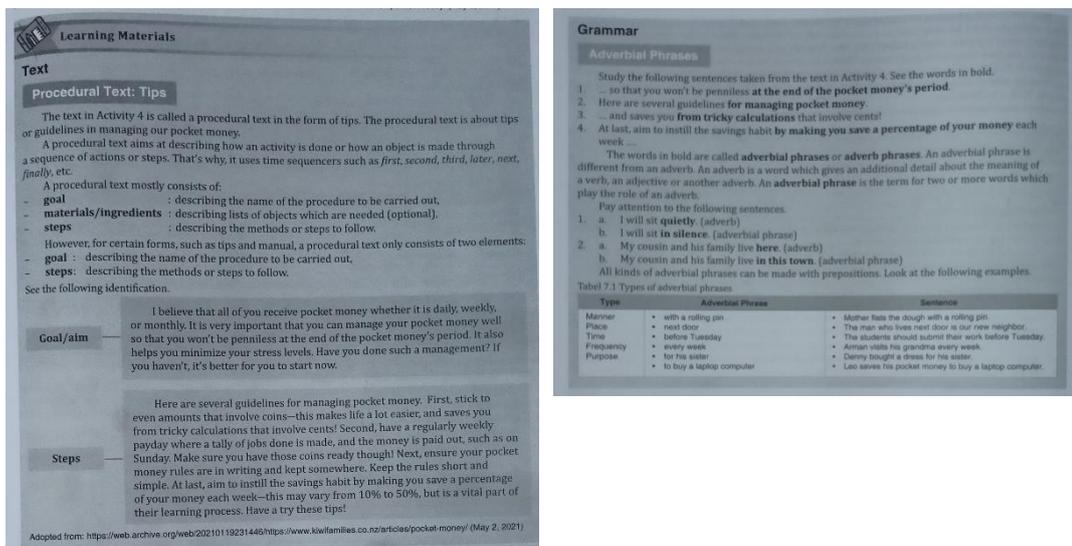


Figure 4.13 Chapter 7

1) The Compatibility with core competence and basic competence

a) Completeness

In this chapter, students and teachers will interact with each other about future preparation, which will lead to interpersonal communication. The things that need to be prepared are also discussed in this chapter, that's why the score obtained is 4.

b) Broadness

The broadness of the material in this chapter refers to each student's plan for their own future. The score obtained is 4.

c) In Depth

The material in this chapter discusses how to make plans for the future for students that are well explained and structured. The score obtained is 4.

2) The Accuracy Materials

a) Social function

The social function obtained in this chapter is students' planning for their future. Like making a dream tree, planning for the future is very important for students' dreams when they grow up. The score obtained is 4.

b) Element and Structure

The elements and structures in this chapter focus on something that students want to achieve or create in the future. With planning, it will help students to always be able to pursue their dreams. The score is 4.

c) Linguistic Feature

The linguistic features in this chapter are very diverse, referring to the plans made by each student. The score obtained is 4.

3) Supporting Materials

a) Relevance

The relevance of the material in this chapter is very relevant for students. Because most of it is an exercise for students to make their own plans. The score is 4.

b) Development of life skills

The skills developed this time are students' skills in making plans for their future. The score is 4.

c) Development of diversity insight

Unfortunately, in this chapter the development of insight into diversity is very lacking, because the material makes plans for the future and there are many exercises. The score obtained is 1.

The Feasibility Content in Chapter 8

Activity 1

Share your experience by answering the following questions.

1. What project have you ever made?
2. How did you do it?
3. What information should you mention while explaining ways to do it?
4. What kind of sentences do you use when explaining it?
5. What kind of adverbs do you mostly use in explaining it?

Activity 2

Read the words with correct pronunciation.
What do they mean?
You will read the words in the text in Activity 3.

1. determine /dɪ'tɜːmɪn/	2. device /dɪ'vaɪs/
3. sundial /'sʌn.daɪl/	4. accurate /'æk.jə.rət/
5. movement /'mʌv.mənt/	6. circular /'sɜː.kjʊ.lə/
7. adjustment /ə'dʒʌst.mənt/	8. woodblock /'wʊd.blɒk/
9. angle /'æŋ.ɡəl/	10. protractor /prə'trækt.ət/

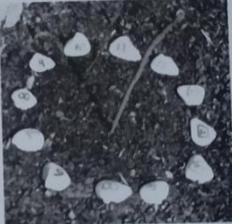
Activity 3

Read the text aloud, in turns.
What is the text about?

Building your solar clock is a fun weekend activity that you can share with your friends. A solar clock also called a "sundial" is the earliest form of device that is used to determine the time of the day. A solar clock is a simple device composed of a long rod and small rods as markers.

Below are the materials that you need along with the instructions on how to build your solar clock.

1. **Planting a Big Rod on the Ground**
Plant securely a big-sized rod in the middle of an open-spaced area where the sun directly hits. The sun should be hitting the rod. Depending on the time of day, whether at sunset, dawn, or sunrise, the shadow produced by the rod or stick will move in a circular direction. It should take a few days to find the right mark on the open space where the shadow should fall to determine the accurate time of the day.
2. **Planting a Small Rod Close to the Big Rod**
It is a good idea to keep track of the appearances of the shadow on an hourly basis. Plant a small rod in the open-space ground area, approximately one meter in distance from



Picture 8.2 Solar clock or sundial
Source: <https://web.archive.org/web/201210408042202/https://www.kidsentures.com/images/sundialcomplete.jpg>
April 6, 2021

Figure 4.14 Chapter 8

the bigger rod previously planted. The smaller rod aims to make the contact with the shadow created by the bigger rod. Mark on the smaller rod the date and time using a permanent marker.

3. Checking on the Sundial Hourly
Check on the sundial on an hourly basis. When the shadow from the big rod is monitored, you would notice that it changes its location every time it is checked. Continue planting small rods every hour that you check on the movement of the shadow and mark its date and time. The shadow coming from the big rod in the center every day will touch on the smaller rods in the same pattern hourly. The pattern formed will determine the accuracy of the time when one reads it through the smaller rods.

4. Adjusting Time on Daylight Savings
In areas where there is a change in the time due to daylight savings time, make adjustments on how to interpret the time. The changes in time happening at few points in the year will have to be accurately determined to read time efficiently.

5. Similar Sundial or Solar Clocks
Other kinds of sundial or solar clocks may be created using nails and a woodblock. This will create a movable sundial. The biggest nails should be positioned in the center area, and twelve smaller nails should be created in a line from the center to the exterior part, to form identical angles to the rods formed from the sundial in the yard. The angle should create a horizontal line that travels through the middle rod similar to what a protractor does.

Adapted from: <https://web.archive.org/web/20210406041204/https://www.doyourself.com/stry/how-to-build-your-own-solar-clock> (April 6, 2021)

Attitude
Always ask an assistant from a more experienced person when you want to do an experiment that is potentially dangerous for you and your environment.

Learning Material

Text

Procedural Text

The text in Activity 3 is a **procedural text**.
A procedural text is a text which tells us how to carry out a task, create something, do something, or get somewhere. It shows the procedure using step-by-step instructions. It uses present tenses, action verbs, imperatives, prepositions, adverbs, and a set of orders and time sequencers, such as *first, second, then, next, and after that*.

A procedural text has the following elements:
title of the text which usually shows the **goal of the text, ingredients/materials/tools, and steps/method/instructions**.

Examples of procedural texts are recipes (how to cook), science experiments, instructional manuals game rules, and art and craft instructions.

Technology Literate
Find information about a procedural text from websites, books, or other sources. Write a summary using MS Word or MS PowerPoint. Share your work with the class.

Figure 4.15 Chapter 8

1) The Compatibility with core and basic competence

a) Completeness

This chapter also discusses the same thing as the previous chapter, namely procedure text. However, this time, we will focus more on school projects. Students will learn to make procedure text about making or operating something. The score that this item gets is 4.

b) Broadness

Broadness in this chapter is pretty good. With the freedom of students to explore in order to make procedure text according to their choice. However, even though they are free, students can only make text procedures according to their abilities. The score obtained is 4.

c) In Depth

The depth of the material in this chapter is a bit lacking. There is only a little explanation about the material at the beginning of the chapter, after that there are more exercises. The score obtained is 2.

2) The Accuracy Materials

a) Social Function

The social function achieved in this chapter is that students can make instructions for making something or operating it. The score obtained from this item is 4.

b) Element and Structure

The elements and structure of this chapter are well provided, because everything students need in this chapter is in the material. The score obtained is 4.

c) Linguistic Feature

The linguistic features in this chapter are excellent. Students are taught to make procedure text in easy-to-understand language. The score is 4.

3) Supporting Materials

a) Relevance

The relevance of the material this time is very good. With the freedom given to students in making procedure texts, this material will be relevant to students' daily lives. The score is 4.

b) Development of life skill

The development of the skills obtained this time is that students can make instructions in making or operating something. The score is 4.

c) Development of diversity insight

The development of diversity is achieved very well, with the freedom of students to make projects that are within their reach. The score is 4.

The Feasibility Content in Chapter 9

Activity 4

Pronounce the following words properly.
What do they mean?
You will read the words in Activity 5.

1. breath /breθ/	2. to lead /tu: li:d/	3. strength /strenθ/	4. to figure out /tu: 'fi:gəʊ aʊt/
5. tear /teə/	6. bay /beɪ/	7. to burn /tu: bɜ:n/	8. flame /fleɪm/
9. pain /peɪn/	10. enough /ə'naʃ/		

Activity 5

Read the following song lyrics.
What is the song about?

Flames
(By Sia)

<p>[Intro] Oh, oh</p> <p>[Verse 1] One foot in front of the other babe One breath leads to another, yeah Just keep moving, oh Look within for the strength today Listen out for the voice to say Just keep moving, oh</p> <p>[Pre-Chorus] Go, go, go Figure it out, figure it out, but don't stop moving Go, go, go Figure it out, figure it out, you can do this</p> <p>[Chorus] So my love, keep on running You gotta get through today</p>	<p>There my love, keep on running Gotta keep those tears at bay Oh, my love, don't stop burning Gonna send them up in flames In flames</p> <p>[Verse 2] Don't stop, tomorrow's another day Don't stop, tomorrow you'll feel no pain Just keep moving Don't stop the past'll trip you up You know, right now's gotta be enough Just keep moving</p> <p>[Pre-Chorus] Go, go, go Figure it out, figure it out, but don't stop moving Go, go, go Figure it out, figure it out, you can do this</p>
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Figure 4.16 Chapter 9

Learning Material

Text

Parts of a Song

Knowing the typical song layout will help songwriters create their masterpieces. Basic song structure consists of an intro, verse, pre-chorus, chorus, and bridge (many times, this is all tied together in an outro, too). Consider this breakdown of song building blocks.

- Intro**
 - This is an easy one—it is found at the beginning and sets up the song, establishing many of the song's important elements, such as the key tempo, rhythmic feel, and even its energy and attitude. You will find that the intro is often the same music without singing over it in the verse or even the scenario, the goal is to create interest for the listener and encourage them to keep playing it. Either way, an intro typically lasts up to four bars.
- Verse**
 - This is where we get down to business and find out what the story is about. It's the "Once upon a time" section. Generally, there are multiple verses in a song, and they usually have different lyrics even though the melody will likely be the same, and they usually have different each additional verse. Considering that most commercial songs are between 3 and 4 minutes long, the song verses under 1 minute, or just a few lines.
- Pre-Chorus**
 - The pre-chorus is not a necessary component and is often shorter than a verse or chorus. For the listener, it usually creates a feeling of wanting to be trusted towards the chorus.
- Chorus**
 - The chorus is the big payoff and climax of the song. It's also where the verse and pre-chorus have been reduced to a simply repeated sentiment. The chorus is often the title of the song and is usually very similar each time it occurs.
- Bridge**
 - The bridge is a section that provides relief from the repetitive nature of many songs. Not only does it have different lyrics from the verse and chorus, but the music is a little different as well. It usually will start on a different chord from what the verse and chorus start with.

Outro

The outro or coda is a section of a song that takes us out of the song's emotional landscape. It can be as simple as a bit of verse or chorus repeated several times, or it can be an entirely new section of music. For example, The Beatles' *Hey Jude* includes one of the most recognizable codas—the long "Na na na na ... Hey Jude" section—in rock. Please find the song lyrics and you will understand. Use the time you already spend listening to music as an opportunity to develop a heightened understanding of these common parts of the song. Every song you hear is a chance to learn about how musicians use these different components to tell their stories.

Adopted from: <https://web.archive.org/web/20210327023007/https://www.tender.com/articles/playparts-of-a-song-keep-it-straight/> (March 23, 2021)

Technology Literate

Find information about parts of songs from websites, books, or other sources. Study the explanation as well as the examples. Write a summary using MS Word or MS PowerPoint. Share your work with the class.

Activity 6

Answer the following questions based on the song lyrics in Activity 5.

1. Why is the song written?
2. According to the singer, what should we look within?
3. What would we get tomorrow if we keep moving?
4. What is the singer like?
5. One foot in front of the other babe
One breath leads to another, yeah
Just keep moving, oh
Look within for the strength today
Listen out for the voice to say
Just keep moving, oh!
What do the sentences mean?

Activity 7

Scan the QR code and listen to the song lyrics. Then, complete the following lyrics based on what you have heard.

Figure 4.17 Chapter 9

1) The Compatibility with core competence and basic competence

a) Completeness

Completeness in this chapter is well provided. Because the material is explained about the part in the song. The score obtained is 4.

b) Breadness

This material is taken from the songs of world-famous singers, so the source of this material is very broad. The score is 4.

c) In Depth

The depth of this material lies in the songs studied. The theme in this chapter is memorable song, in which students learn the meaning of a song. The score is 4.

2) The Accuracy of The Materials

a) Social function

The social function achieved from this chapter is that in a song there is a meaningful message that the singer wants to convey. It is less useful in social life but it is good for understanding a message so the score given is 3.

b) Element and Structure

The elements in the songs in this chapter are explained one by one, so they are easy to understand. The word structure of the song is also very good. The score is 4.

c) Linguistic Feature

The linguistic features in the song are also very good and very good. Plus, the songs that are taken mostly from famous musicians in Europe make the language in the song very good. The score is 4.

3) Supporting Materials

a) Relevance

The material in this chapter is very relevant. Because the songs used as material are new songs. The score is 4.

b) Development of life skill

The development of skills that students gain in this chapter is understanding the meaning of a song. The score is 4.

c) Development of diversity insight

Unfortunately, this chapter is fixated on songs that are in English. In this chapter there is a lack of national insight because what is studied in this chapter is the song. Then the score of this item is 1.

B. Discussion

Based on the results of qualitative descriptive information about the feasibility of the contents of all the chapters mentioned earlier, the feasibility analysis of the textbook's content is already complete. Below is a table of rubrics on the results of the feasibility study of the content of the textbook "*Buku Interaktif Bahasa Inggris*" for grade 12 senior high school.

Based on the content feasibility table, it is clear that from the book's nine chapters' 70 content feasibility items, the score was very good at number 4 out of 81 categories, 6 items got category 3 (good), 2 items got category 2 (enough), and 3 items got category 1 (less). Most of the 81 categories got perfect scores, and category 1 only had 3 items.

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{70}{81} \times 100\% \\
 &= 86\%
 \end{aligned}$$

Considering the calculations above, it can be said that the percentage of feasibility content in the "*Buku Interaktif Bahasa Inggris*" textbook that gets a very good score and meets the feasibility of the content is 86% from 100%.

The feasibility content was evaluated using the rubric based on the BSNP criteria and the 2013 curriculum, the results of this study can be described as follows. The material presented in the "*Buku Interaktif Bahasa Inggris*" that meets the feasibility content is 86%. From this data, it can be concluded that taking the criteria items in the rubric assessment that meet the score 4. The categories studied are based on core competency and basic competency compatibility, accuracy of the materials, and supporting Materials. With the results obtained, this book is included in the very good criteria because the value obtained exceeds 85%, but there are a few shortcomings in this book in terms of insight into diversity.

From all the chapters that have been researched, the researcher found 6 items whose category only got a score of 3. If it concerns completeness, then according to the researcher, with the sources of theory and rubrics, the material provided does indeed meet the needs of students but does not provide other material that is also beneficial for students. Regarding broadness, the type of material provided is also good but there is no additional material. The depth of the material is good but the explanation is lacking in detail. Social function that is useful for social life and the development of student skills in learning. This also applies to items that only score 2 and 1. The thing that most needs to be considered in this book is the insight into student diversity that is not maximally achieved, therefore it is highly recommended for publishers to pay more attention to the selection of material to be input into English textbook.

"*Buku Interaktif Bahasa Inggris*" meet the criteria of the very good textbook based on the calculation results that obtained is 86% of 100% this related to

Textbook Material Assessment Criteria that conducted by (BSNP, 2017). With complete materials and perfect feasibility content, this book is very useful for teachers to engage students with the information they will be dealing with in students' daily life (Harmer, 2007). This textbook, the teacher must utilize it properly, because textbooks are very important for students to prepare their knowledge and experience for the future as stated by Rohmatillah (2017) "textbooks are essential for students to properly prepare for and complete experiences".

The researcher suggests the textbook must be developed especially in development of diversity insight context. So that, textbook's feasibility will be accorded to the objectives of the existing curriculum in Indonesia.