



**THE ANALYSIS OF CHARACTER VALUES IN THE NATIONAL
CHARACTER BUILDING CONTENT ON READING SECTIONS OF
“PATHWAY TO ENGLISH” COURSE BOOK PUBLISHED BY
ERLANGGA 2013**

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Department
Faculty of Teacher Training and Education
Jember University

By

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2017

STATEMENT OF THESIS AUTHENTICITY

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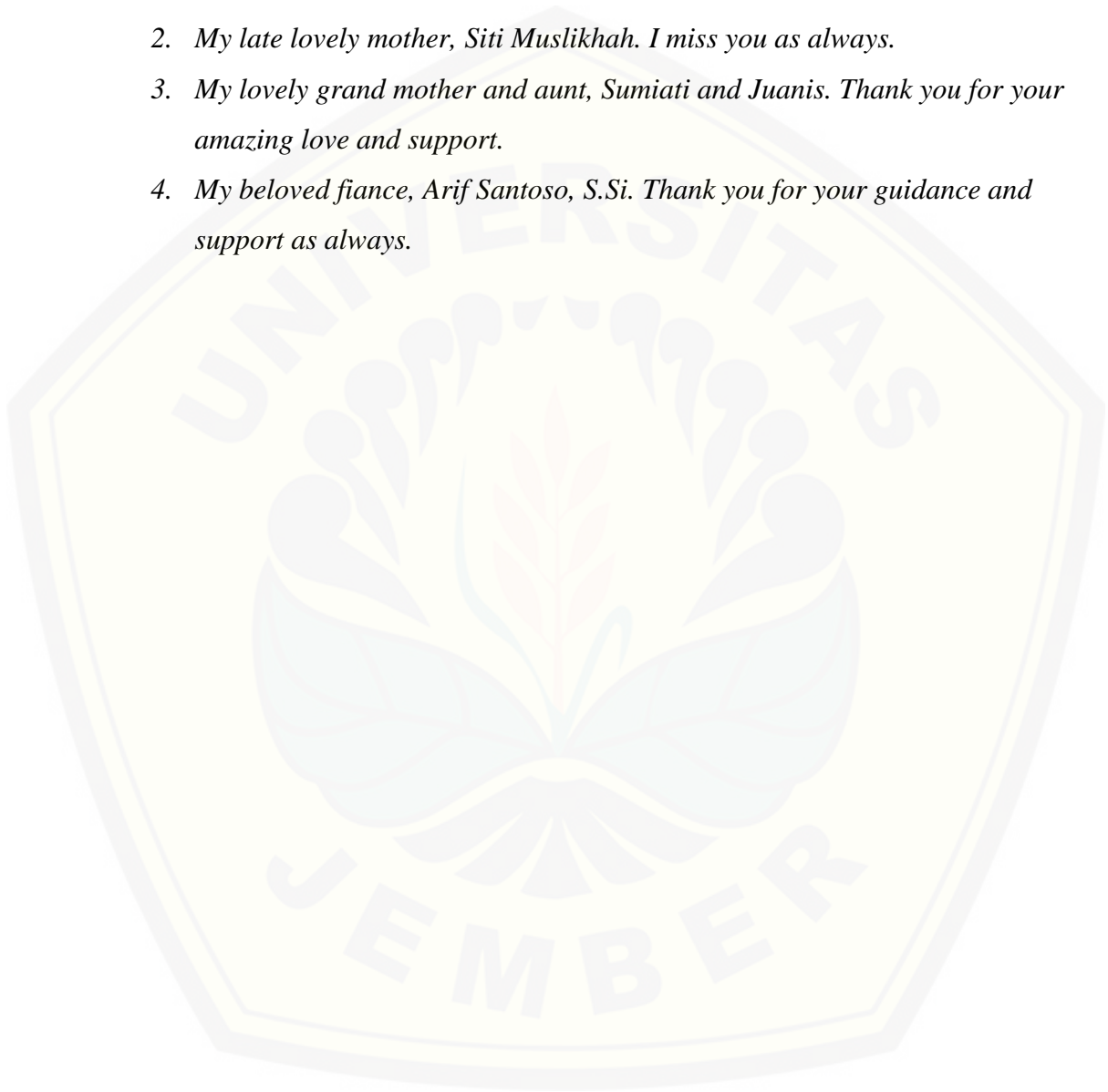
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DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved father, Supeno. Thank you for your endless love, support and advice.*
- 2. My late lovely mother, Siti Muslikhah. I miss you as always.*
- 3. My lovely grand mother and aunt, Sumiati and Juanis. Thank you for your amazing love and support.*
- 4. My beloved fiance, Arif Santoso, S.Si. Thank you for your guidance and support as always.*



MOTTO

Hard work beats talent when talent doesn't work hard

-Tim Notke



CONSULTANTS' APPROVAL

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Secondly, I would also like to express my great appreciation and sincerest gratitude to the following people:

1. The Dean of Faculty of Teacher Training and Education Jember University for the approval of writing this thesis,
2. The Chairperson of the Language and Arts Department for the approval of writing this thesis,
3. The Chairperson of the Language English Education Program for the permission of writing this thesis,
4. My first consultant, Asih Santihastuti, S.Pd., M.Ed. and my second consultant, Drs. Bambang Arya Wijaputra Dip.Ed., Ph.D. for guiding and helping me to write this thesis,
5. The examiners who have given me input to the completion of this thesis.
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7. My beloved almamater, Jember University.

Finally, I hope this thesis will provide some advantages for its readers. Any constructive suggestions and criticism are appreciated.

Jember, August, 2017

The Writer

SUMMARY

The Analysis of Character Values in the National Character Building Content on Reading Sections of “PATHWAY TO ENGLISH” Course Book Published by Erlangga 2013; Siti Aminah, 120210401105; 2017; 38 Pages; English Education Study Program of Language and Arts Department of Faculty of Teacher Training and Education, Jember University.

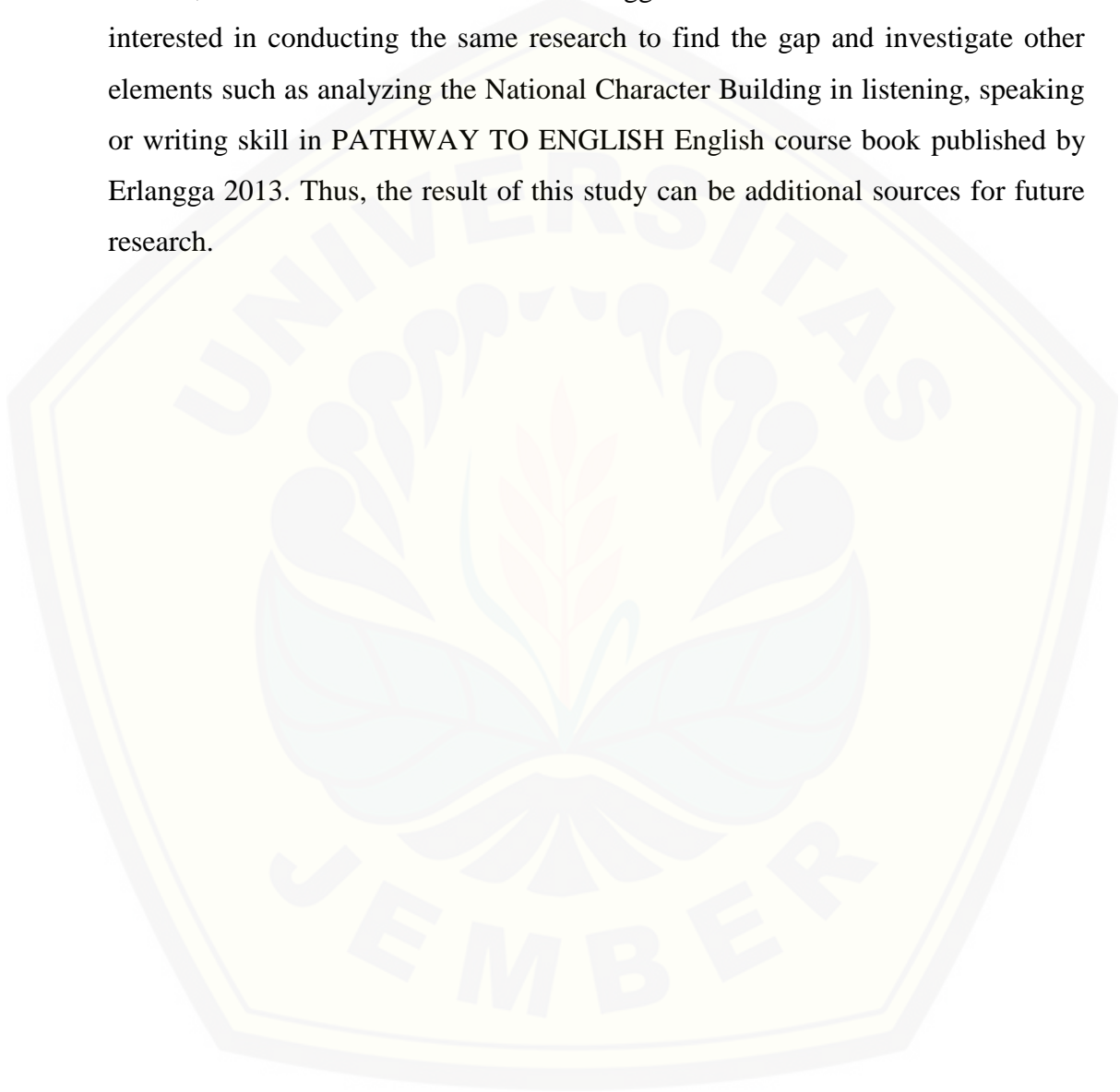
This research discussed about the analysis of the National Character Building of the PATHWAY TO ENGLISH English course book for tenth grade students of senior high school published by Erlangga in 2013. This analysis focused on the reading skill. This research analyzed what kinds of character values were available in reading sections of the PATHWAY TO ENGLISH course book, how the character values were covered by reading section of PATHWAY TO ENGLISH course book, and what was the percentage of character values covered on reading sections of English course book “PATHWAY TO ENGLISH” for the tenth grade students of senior high school based on the character values that were listed in “*Kemendiknas*”.

The design of this research was content analysis. The collected data was collected from the English course book “PATHWAY TO ENGLISH” published by Erlangga for tenth grade students of senior high school. The National Character Building was used as a parameter to reveal the availability of the character values.

The result of this research pointed out that among the 8 character values of the National Character Building in the reading sections of the English course book “PATHWAY TO ENGLISH” for the tenth grade students of senior high school 4 were available: *Friendly/Communicative, Inquisitive, Independent, and Hard Working*. Whereas, the 4 unavailable were: *Discipline, Care Toward Environment, Democratic, and Keen on Reading*.

Among the 8 character values, the percentage for Friendly/Communicative was 47.37 %, Care Toward Environment was 0 %, Inquisitive was 36,85 %, was Democratic 0 %, Independent was 5,25 %, Hard Working was 10.53 %, Discipline was 0 %, and Keen On Reading was 0%. Thus, the highest character value in the sections of the course book was the “Friendly/Communicative”.

Based on the result of the research, to raise the optimal implementation of the 8 character values of the National Character Building, teachers should use other ways to teach character values to the students, looking for additional reading material that contained those unavailable character values or the teachers can develop the reading material creatively in teaching learning process, for instance. Further, the result of this research also suggested to future researchers who are interested in conducting the same research to find the gap and investigate other elements such as analyzing the National Character Building in listening, speaking or writing skill in PATHWAY TO ENGLISH English course book published by Erlangga 2013. Thus, the result of this study can be additional sources for future research.



CONTENT

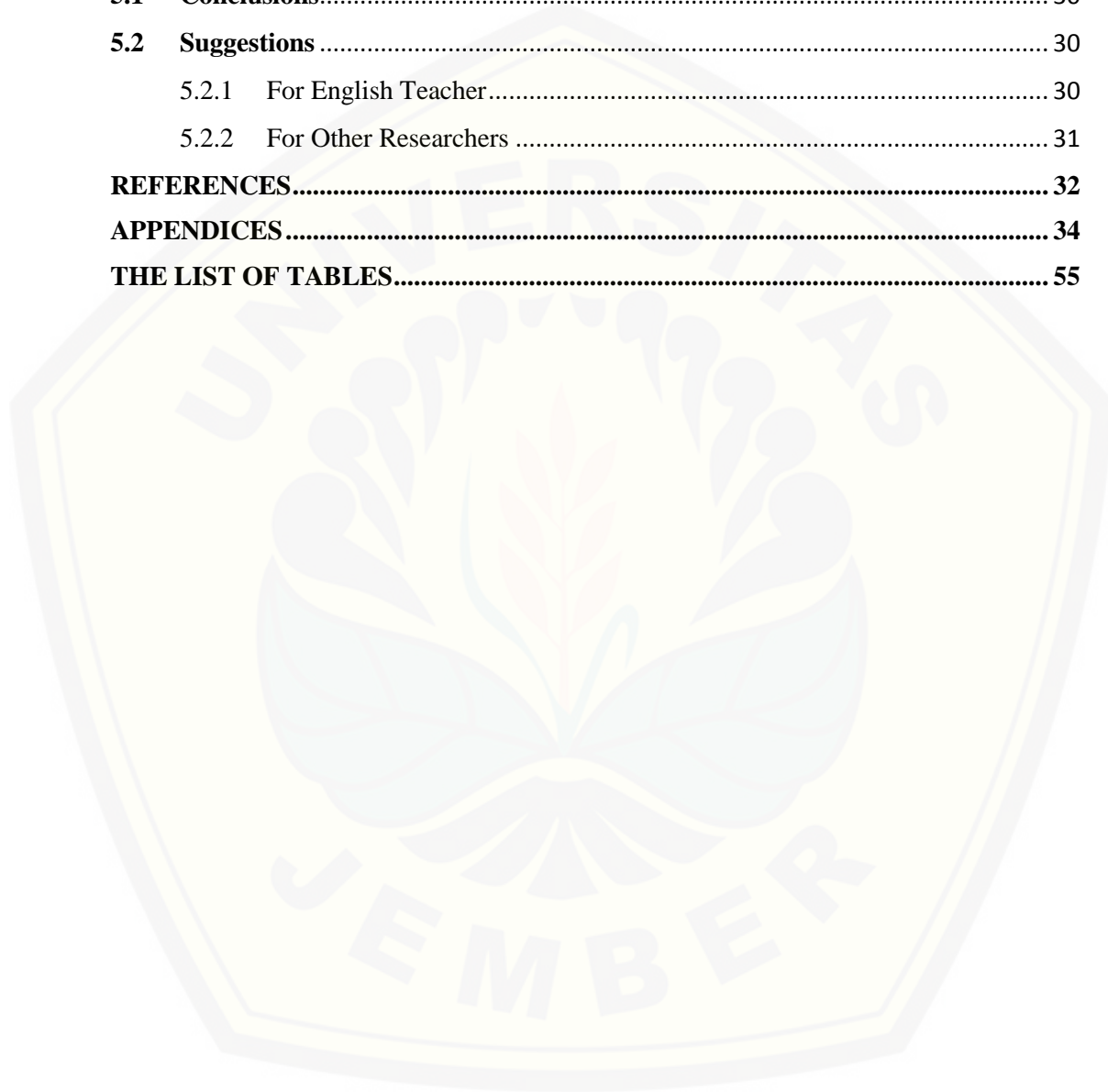
STATEMENT OF THESIS AUTHENTICITY	i
DEDICATION.....	ii
MOTTO	iii
CONSULTANTS' APPROVAL	iv
APPROVAL OF THE EXAMINATION COMMITTEE	v
ACKNOWLEDGMENT	vi
SUMMARY	vii
THE LIST OF APPENDICES	xi
THE LIST OF TABLES.....	xi
INTRODUCTION	
1.1 Background of the Research.....	1
1.2 Problems of the Research.....	5
1.3 Objectives of the Research.....	6
1.4 Significance of the research	6
1.5 Scope of the Research.....	6
CHAPTER II. REVIEW OF RELATED LITERATURE	
2.1 The National Character Building in Indonesia.....	7
2.2 Character Values of National Character Building in English Coursebook	9
2.3 Reading material.....	10
2.4 Course Book Evaluation.....	11
2.5 The Portrait of the English Course Book "PATHWAY TO ENGLISH" for The Tenth Grade Students of Senior High School Published by Erlangga in 2013	12
2.6 The English Course Book "PATHWAY TO ENGLISH" for Tenth Year Students of Senior High School Published by Erlangga in 2013	13
CHAPTER III. RESEARCH METHODOLOGY	
3.1 Research Design.....	15
3.2 Research Object Determination Method.....	16
3.3 Operational Definitions of the Term	17
1. The English Textbook	17
2. National Character Building.....	17
3. The Reading Material	17
3.4 Data Collection Method	17
3.5 Data Analysis Method	19

CHAPTER IV. RESEARCH RESULT AND DISCUSSION

4.1	The Availability of Character Values of the National Character Building in the PATHWAY TO ENGLISH Course Book for the Tenth Grade Students of Senior High School	22
4.2	Discussion	27

CHAPTER V. CONCLUSION AND SUGGESTION

5.1	Conclusions.....	30
5.2	Suggestions	30
5.2.1	For English Teacher.....	30
5.2.2	For Other Researchers	31
	REFERENCES.....	32
	APPENDICES.....	34
	THE LIST OF TABLES.....	55

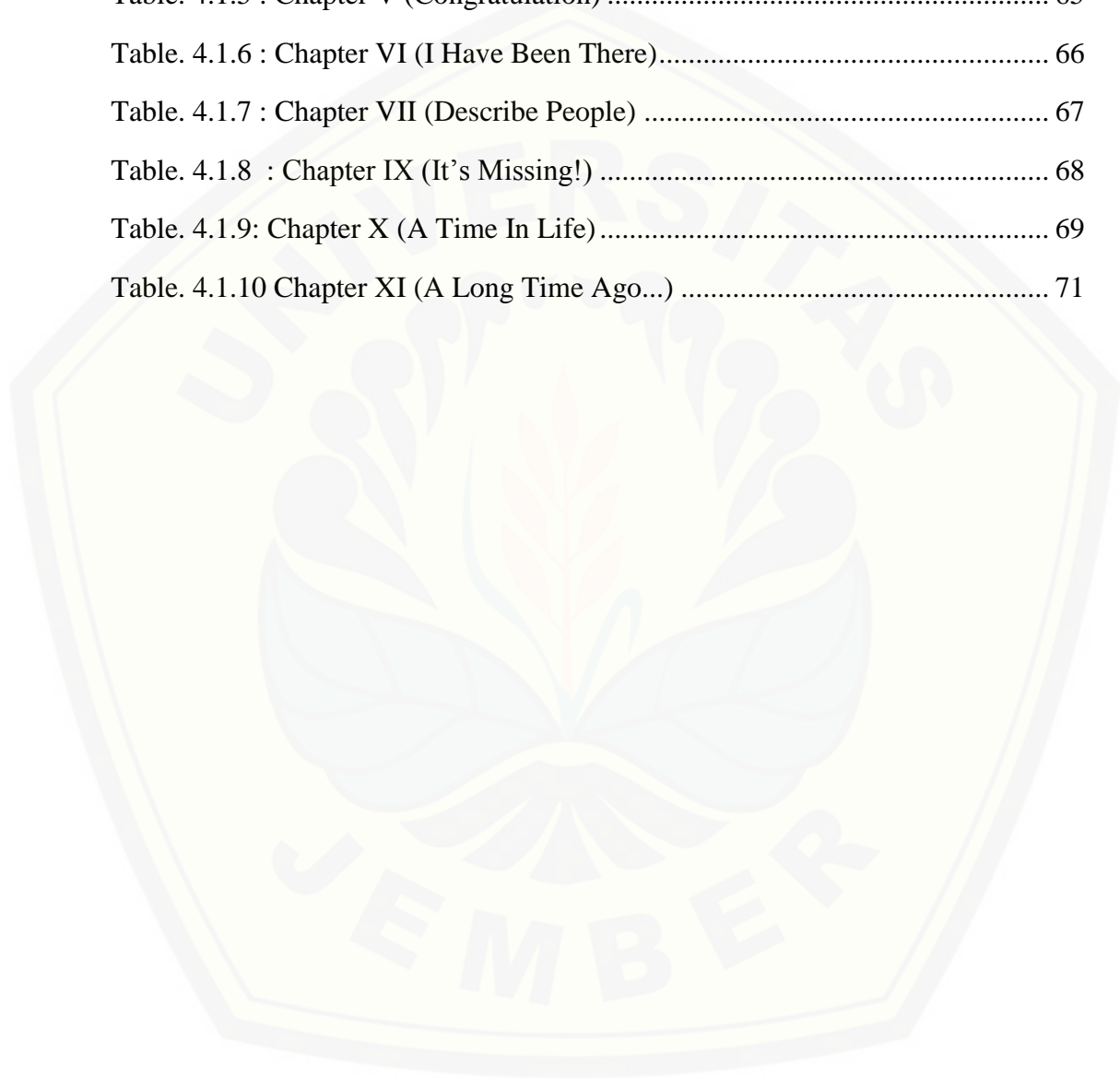


THE LIST OF APPENDICES

Appendix A : Research Matrix	39
Appendix B : Chapter I (All About Me)	41
Appendix C : Chapter II (Well Done!)	42
Appendix D : Chapter III (Are You Okay?)	43
Appendix E : Chapter IV (I Will Improve My English)	44
Appendix F : Chapter V (Congratulations!)	45
Appendix G : Chapter VI (I've Been There)	47
Appendix H : Chapter VII (Describing People).....	48
Appendix I : Chapter VII (Describing Place)	49
Appendix J : Chapter IX (It's Missing).....	51
Appendix K : Chapter X (A Time in a Life).....	53
Appendix L : Chapter XI (A long Time Ago. . .).....	56

THE LIST OF TABLES

Table 4.1.1 : Chapter I (All About Me)	60
Table. 4.1.2 : Chapter II (Well Done!).....	62
Table. 4.1.3 : Chapter III (Are You Okay?).....	63
Table. 4.1.4 : Chapter IV (I Will Improve My English)	64
Table. 4.1.5 : Chapter V (Congratulation)	65
Table. 4.1.6 : Chapter VI (I Have Been There).....	66
Table. 4.1.7 : Chapter VII (Describe People)	67
Table. 4.1.8 : Chapter IX (It's Missing!)	68
Table. 4.1.9: Chapter X (A Time In Life).....	69
Table. 4.1.10 Chapter XI (A Long Time Ago...)	71



CHAPTER I. INTRODUCTION

This Chapter discusses some aspects related to the topic of the research. It contains: background of the research, problem of the research, objective of the research, significance of the research and scope of the research.

1.1 Background of the Research

Nowadays, English is important for social human life. English becomes an international language used to communicate by people around the world. In globalization era, they should be able to speak English in doing many businesses. It is because almost all people in the world use English in daily life, not only for native speakers but also non-native speakers. That's is many people want to learn English either in school or in English courses.

In Indonesian context, English is compulsory starting from junior high school to university level. Based on curriculum 2013 (BSNP, 2014:20), junior and senior high school should master the four language skills: reading, speaking, listening, writing and three language components: grammar, vocabulary, pronunciation. The four language skills are integrated one to another supported by the three components to enable to master the four language skills.

To enable students to be skillful in the four language skills, the role of course book becomes important to be successful in teaching learning process. Richard (2001:1) said "course book is a key component in most language program". Most of the teachers use course book in delivering the material. A course book can be used as a tool for supporting teachers and as valuable aids which offer useful material (Hutchinson and Torres 1994:315). Thus, by using course book in teaching learning process can help teachers to achieve learning objective.

There are many different publications developing course book to provide junior and senior high school students with suitable course book on the basis upon the 2013 curriculum. Among the popular course books are: 1.When English Rings a Bell, 2.Bupena, and 3.PATHWAY TO ENGLISH.

The availability of character values in every course book becomes important in language teaching, especially for senior high school students. Based on the Minister of National Education Regulation (*Peraturan Menteri Pendidikan Nasional/permendiknas*) (2005:1) states that:

“A course book is compulsory to be used in school in which it contains learning materials to enhance faith and devotion, manners and personality, capability, science and technology mastery, sensitivity, aesthetic ability, physical potential, and health, in which they are arranged based on the national education standard” (Permendiknas, 2005:1).

From the above statement, character values have to be taught through the materials in the course book. In addition, the Decree Number 20 of 2003 Chapter 3 states that teachers should develop character values through teaching material containing 18 character values. The Ministry of National Education (*Kementrian Pendidikan Nasional /kemendiknas*) 2010 Chapter 18 states “The development of cultural education and nation’s character is integrated with the subject matter of each subject”. Related to this, in English subject, the National Characters Building for senior high school covers 8 character values that must be fulfilled. They are (1) friendly/communicative, (2) care toward environment, (3) inquisitive, (4) democratic, (5) independent, (6) hard working, (7) discipline, and (8) keen on reading (Kemendiknas 2010). Thus, those character values should be included in all materials in the English course book including reading material.

Reading is important for students. Reading is one of basic skill that students have to master because they should be able to read before they do other learning activities, such as read the tasks of writing, speaking and listening. According to Burt, Peyton, and Adams (2003:44), “reading can build second language vocabulary, conversational proficiency, and writing ability as well as reading proficiency”. In relation, the material of reading in the course book provided the activities or exercises to develop and increase students’ ability in mastering the material of reading. The exercises such as multiple choices, comprehension questions, and true false questions.

In relation to the reading process, reading involves students' mental and physic. Weaver (2009) said "Reading is a process very much determined by what reader's brain and emotional and beliefs bring to the reading". In line with Weaver's idea reading means the activity that involves physic and mental that will give effect to the reader's emotion. In this case, when students read the texts from an English course book they will use their brain, their interpretation, and their emotion. Ruddel and Unrau (1994) said that students generate mental representation which serve as evolving framework for understanding part of the text in what they read. While they read and comprehend the text, they will get the intention in dealing with the content, the sentence or the expression in the text. In understanding the text information, the students develop representations of meaning during the reading process (Woolley, 2011:15-16). Simultaneously with those process of reading, the students could learn character values which contained in the sections.

Character is a human attitude that is possessed by every individual. As Webber (2006:95) said that "An individual's character is that person's collection of character traits, and these can be defined as relatively stable dispositions to think, feel, and behave in certain ways in certain situations". It means that perception influences person's character. It involves the process of thinking, feeling then they will reflect what they are thinking and feeling in their action in certain situation. Furthermore, character is the collection of condition belonging to someone who comes from heritage or learning experience (Abidin, 2012). In line with Abidin's idea, students' character formation is influenced by parents and the environment. Lickona (2001:153) stated that parents and the environment such as school and broader community have big contribution in developing children's character because they almost spend all of their time by having interaction with parents when they are at home and environment when they are in the outside. Thus, if they are surrounded by bad environment they will become bad individual (Bickhard, 1992).

Teaching National Character Building is important for future generation. Recently, students' character is poor and makes teachers, parents, and society worried about this issue. According to Abidin (2012) many students are committing crimes such as, fighting between students, stealing, persecuting, performing immoral acts, and even killing. The delinquency happened in most of every city in Indonesia, especially in Jakarta that students do not only brawl between other students but also use chemical material to splash their friend. It is not just a delinquency but this case became a crime. It shows us that students' behavior is weak (Abidin, 2012). From those views the researcher has big questions. It can be caused by some factors. Firstly, has the National Character Building been taught by the teacher so far? Secondly, why do the students' behave beyond the character values they have learned from school? Thirdly, are the course books used in teaching learning process not contain the National Character Building as already mentioned by Kemendiknas?.

Based on the discussion above, the researcher was interested in analyzing course book entitled "PATHWAY TO ENGLISH" focusing on reading sections in a semester for tenth grade students of senior high school published by Erlangga in 2013 as a source for analyzing the National Character Building. The researcher conducted this research because of some reasons. Firstly, the previous study analyzed the National Character Building focusing in listening skill in the "Interactive English" English course book for the seventh grade students of junior high school published by Yudhistira was conducted by Primarani (2014). From the result of her study, most of the National Character Building implemented in that English course book. Among the 18 character values, 14 were available and 4 were unavailable. In other words, the availability of the National Character Building was already implemented in that English course book. Considering to the first reason, the researcher conducted this study to reveal the National Character Building that was listed by Kemendiknas (2010) in different course book and different skills. Second, the researcher focused on reading because in this sections are a material that contains lots of text and exercises, the character values can be

taught more by inserting them in the texts and the exercises. In analyzing the character values in reading sections, the researcher focused on 3 elements. It started from the Instructions, the texts and the tasks. In addition, this study revealed the availability of the kinds of character values and found out how were the character values implemented on reading sections in the English course book "PATHWAY TO ENGLISH" for the tenth grade of senior high school. The researcher chose the course book as a subject of a research because of some reasons. First, based on the interview with the store manager, Paulus Yunius Tanoyo, "PATHWAY TO ENGLISH" was the most course book that is used widely in schools in Jember. Second, there is still no study about the analysis of the availability of character values in the course book "PATHWAY TO ENGLISH", especially the analysis of the course book focusing on reading sections.

Therefore, the researcher was interested to conducted a research entitled "The Analysis of Character Values in the National Character Building Content on Reading Sections of "PATHWAY TO ENGLISH" Course Book Published by Erlangga 2013".

1.2 Problems of the Research

Based on the background above, the research problems were formulated as follows:

1. What kinds of character values were covered by reading sections in the English course book "PATHWAY TO ENGLISH" for the tenth grade students of senior high school?
2. How was the implementation of the character values on reading sections in the English course book "PATHWAY TO ENGLISH" for the tenth grade students of senior high school?
3. What was the percentage of character values covered on reading sections of English course book "PATHWAY TO ENGLISH" for the tenth grade students of senior high school based on the character values that were listed in "Kemendiknas"?

1.3 Objectives of the Research

The objectives of the research were:

1. To reveal kinds of character values covered in reading sections in the English course book “PATHWAY TO ENGLISH” published by Erlangga 2013 for the tenth grade students of senior high school.
2. To find out how were the character values implemented in reading sections in the English course book “PATHWAY TO ENGLISH” published by Erlangga 2013 for the tenth grade students of senior high school.
3. To calculate the availability of National Character Building in the reading sections of the English course book “PATHWAY TO ENGLISH” published by Erlangga for the tenth grade students of senior high school.

1.4 Significance of the research

The results of this research were expected to give some contributions for:

1.4.1 English Teachers

The results of the research were expected to give inputs to the English teachers in selecting better course book especially on reading sections. They should consider which materials on the course book contain the character values in the National Character Building.

1.4.2 Other Researchers

The results of this research were expected for the future researchers to find or offer new ideas who were interested in conducting similar research with different perspective and paradigm.

1.5 Scope of the Research

The scope of this research was an analysis of reading material presented in the English “PATHWAY TO ENGLISH” course book for tenth year students based on National character building.

CHAPTER II. REVIEW OF RELATED LITERATURE

This Chapter reviews the theoretical perspectives that inform the current study. It includes consideration of the National Character Building, kinds of character values in National Character Building, course book, reading material, textbook evaluation, and the English textbook “PATHWAY TO ENGLISH”.

2.1 The National Character Building in Indonesia

According to Dewantara in Hariyanto (2009) character building is as a plan and effort to build the learners to know, care and internalize the character values as a perfect human and the goal of character building is to improve the quality of the implementation and results of education in schools through the character formation of students as a whole, integrated and balanced, appropriate with graduate competence standard. In addition, Lickona (1997) stated “Comprehensive character education asserts that effective character education must encompass the total moral life of the classroom and school”. Hence, character building is important to implement in education system.

The National Education System Decree Number 20 of 2003 Chapter 3 states that the National Character Building is an effort of program education system to build the nation’s character. Furthermore, through the teacher as agent of education, character building is the best way to teach values and build students’ character, because character building is a means of developing personal and social being of the children (Lickona, 2001). Then, teachers are expected to develop students’ character values through teaching material. As stated by The Ministry of National Education (*Kementrian Pendidikan Nasional/Kemendiknas*) 2010 Chapter 18 that “the development of cultural education and nation’s character is integrated with subject matter of each subject (Kemendiknas, 2010:18).

The government launches 18 character values of National Character Building in Character-based integrated curriculum. All the character values are chosen from Government Regulation No. 23 Year 2006 on Graduate Competence Standard and No 22 Year 2006 on Basic Competence

(Kemendiknas, 2010). The character values are: (1) religious, (2) honest, (3) tolerant, (4) discipline, (5) hard working, (6) creative, (7) independent, (8) democratic, (9) inquisitive, (10) nationalistic, (11) patriotic, (12) appreciative, (13) friendly/communicative, (14) peace-loving, (15) keen on reading, (16) care toward environment, (17) concern with others, and (18) responsible. These 18 character values of National Character Building should be internalized in education system in every level.

The National Character Building taught from the beginner level or elementary level up to high level or senior high school. As stated by The Ministry of National Education (*Kementrian Pendidikan Nasional/Kemendiknas*) 2010 Chapter 11 that:

“sustainable: means that the development process of culture values and nation’s culture is a long process, starting from beginner level students until finishing from the educational unit. In brief, that process is started from first year elementary school or first year occurred at least until ninth year of junior high school. National Character building in senior high school is the continuity of the nine years”. Kemendiknas (2010:11).

The statement above explained that students develop what they already got in the beginning level since they are in elementary school up to they are in senior high school. In short, the character education should be learned in all level education, including in the tenth grade of senior high school.

The government categorized the character values based on different subject matters. In English subject particularly, the National Characters Building for tenth grade students of senior high school covers 8 character values. They are (1) friendly/communicative, (2) care toward environment, (3) inquisitive, (4) democratic, (5) independent, (6) hard working, (7) discipline, and (8) keen on reading, Kemendiknas (2010:51).

2.2 Character Values of the National Character Building in English Course Book

A course book is a part of series of material that is written on the papers that help the students as a media of learning. Course book is the heart of education. Furthermore, it is as a controller for the teacher in presenting the material. Course book is used a basic component to transfer the material framework designed in implementation of curriculum. Savignon (1997) said that course book is a collection of written and oral text that is equipped with explanations that are selected and sequenced for students as learners. Further, course book adapted from the curriculum. It means that the course book should follow the role of basic competence in that curriculum itself to reach the learning objectives. Relation to this, Permendiknas (2005) stated that a course book is compulsory to be used in school in which it contains learning materials to enhance faith and devotion, manners and personality, capability,... From the statement, the availability of the character values in English course book to make students have good characters and attitudes is one of learning objectives.

The government launched 8 characters values integrated with Character-based curriculum for English subject for Senior High School. Those 8 character values and their definition can be seen in the following table:

No.	8 Character Values	Definition
1.	Friendly/Communicative	Showing a sense of interesting chat, hanging out and working with other people.
2.	Care toward environment	A behavior which prevents damage to the surrounding environment and to solve problems that have occurred in environmental damage.
3.	Inquisitive	Psychological condition that indicates how somebody is always trying to find something, deeper and wider than everything received before.
4.	Democratic	Having attitude and way of thinking both of which estimate that one's rights and

		obligation are the same as others.
5.	Independent	Attitudes and behaviors which are not easily dependent on others in completing tasks.
6.	Hard working	Capability that indicates a maximum and positive effort to overcome matters in learning process.
7.	Discipline	Behavior in order and fully obedient to the various public rules and regulations.
8.	Keen on reading	Habit to read various reading materials that give benefit.

(Kemendiknas, 2010:26-31)

2.3 Reading material

Based on curriculum 2013 (BSNP, 2014:20), junior and senior high school should master the four language skills: reading, speaking, listening, writing and three language components: grammar, vocabulary, pronunciations.

Reading material (Collins Dictionary, 2016) is defined as any matter that can be read; written or printed. Reading material can be taught in various forms, such as stories, news, letter, expository text, history text, poems.

Reading is essentially the process of getting information from written language (Burt, Peyton, and Adams, 2003:33). In learning reading, the students will read the written words then they will interpret the meaning. In teaching learning activity, the written words can be in the form of texts, descriptive text, narrative text, email, invitation card, announcement, etc. When the students read a text, students involve their brain and emotion. Weaver (2009) said that "Reading is a process very much determined by what reader's brain and emotional and beliefs bring to the reading". In line with Weaver's idea, Ruddel and Unrau (1994) said that students generate mental representation which serve as evolving framework for understanding part of the text in what they read. While students read the text, they use their emotion to interpret the meaning of the text after understood the text meaning. In short, the students can learn and acquire information or knowledge of the content of reading that is contained in

the reading text including the character values of the National Character Building.

2.4 Course Book Evaluation

The basic definition of evaluating is rigorous analysis of completed or ongoing activities that determine or support management accountability, effectiveness, and efficiency (Business Dictionary, 2016). While, McGrath as cited in Abdelwahab (2013) explains that course book evaluation is concerning with whether or not you find what you are looking for is already there or not. When you found, the researcher or founder has to put a value on his finding. In line with McGrath's ideas, evaluation means judgement-making by researcher based on his subjective views.

According to Sheldon in Mukundan (2011), there are some factors for the researcher to carry out the evaluation of course book. He has two reasons why we need to evaluate course book. First, the evaluation will help teachers or program developers select appropriate course book. Second, the evaluation of merit and demerit of course book will familiarize teachers or program developers with its strengths and weaknesses of the course book. The selection of an ELT course book referred to an important administrative and educational decision in which there is considerable professional, financial, or even political investment. Through the evaluation the managerial and education staff can differentiate the course book that available on the market. Moreover, it will provide the closer sense of the content of the course book. Thus, it can help the teachers or the educator assess the weaknesses and the strengths of the course book that has already been used.

Ellis in Abdelwahab (2013) suggests that evaluating the course book helps the teachers move forward to impressionistic assessment and helps them to get more information which is acquired, useful, accurate, systematic, and contextual insights into the overall nature of course book material. Furthermore, the course book evaluation can be regarded as vehicle which is useful for a valuable component of teacher training programs for it serves the dual purpose of making student teachers aware of important features to look for in a course book while familiarizing them with a wide range of published language instruction material.

According to Mukundan (2011), evaluation of course book has some purposes, they are:

1. Course book evaluation is intended to adopt new course books.
2. Course book evaluation is very useful to identify particular strengths and weaknesses in the course book that already used or in-used, so the strengths are for the optimization when it is used and the weaknesses can be strengthened through adaption or by taking material from other books.
3. Course book evaluation is useful for teachers to develop and help them to gain good and useful insights into the nature of the materials.

Based on the reasons above, it is important to conduct course book evaluation to ensure wheather the EFL course book can fulfill the teaching objective or not. Thus, choosing and selecting course book which is appropriate for the students' needs and wants are becoming more crucial in every level and schools. In short, analyzing the course book is one of the ways to evaluate the course book.

2.5 The Portrait of the English Course Book “PATHWAY TO ENGLISH” for The Tenth Grade Students of Senior High School Published by Erlangga in 2013

The portrait of the English course book “PATHWAY TO ENGLISH” for the tenth grade students of senior high school published by Erlangga 2013 is as follows:

- | | |
|----------------------------|---|
| A. Title | : PATHWAY TO ENGLISH |
| B. Writters | : Th. M. Sudarwanti and Eudia Grace |
| C. Editors | :Yuniar Widiastuti
E. Tiyas Utami
Dwi Wahyu Priyanto
Raymond S |
| D. Proofreader | : Mark Graham |
| E. Setting and Page Layout | : Tim BME Dept. Desain & Setting |
| F. Cover Design | : Ahmad Taupik |
| G. Year of Publication | : 2013 |

H. Publisher	: Erlangga
I. Printed by	: PT Gelora Aksara Pratama
J. Number of Pages	: 217 pages
K. Book Size	: 25 x 17,5 Cm
L. Users	: The Tenth Grade Students of Senior High School
M. Cover	: Soft Cover and Full Colors

2.6 The English Course Book “PATHWAY TO ENGLISH” for Tenth Year Students of Senior High School Published by Erlangga in 2013

The title of the course book that the researcher chooses for the analysis was “PATHWAY TO ENGLISH”. This book consists of 11 chapters, they are: (1) All About Me, (2) Well done!, (3) Are You Okey?, (4) I Will Improve My English, (5) Congratulations!, (6) I’ve Been There, (7) Describing people, (8) Describing Places, (9) It’s Missing!, (10) A Time in a Life, and (11) Time Ago. . . Each topic covers four language skills: speaking, writing, listening, reading and three sub language skills: grammar, vocabulary and pronunciation.

The activities of this book encompass the following points. (1) Individual activities. In this session the students are expected to explore and test themselves to improve their skill. (2) Pair work, and group work. In this session the students are expected to discuss and express their ideas with their friends in the class to get better understanding. (3) Listening Exercises. In this course book listening exercises are given through audio recording to give information to the students. Then, the book provides some exercises such as completing the dialogues and answering the question. (4) Writing exercises. In this part, students are expected to be able to write some expressions by giving them the structure of the text and some situation. (5) Grammars. In this session the students are expected to overcome language features needed to compose the text or deliver the expression given. (6) Pronunciation. Pronunciation is needed to let the students know how the word should be pronounced. (7) Reading Exercises. In this part, the students are given reading comprehension texts in order to comprehend the text then answering the exercises, activating their minds, and motivating their connection or

engagement with the text. (8) Speaking exercise. This session is expected to explore and develop the students' ability when they communicate with others in a good language, intonation, and situation. (9) Vocabulary exercise. Vocabulary exercise is expected to make students' skilled in speaking and writing skill.

Moreover, this research analyzed point 7 based on National Character Building focusing on reading texts. Reading texts that were included in the English course book "PATHWAY TO ENGLISH". They were descriptive text, recount text, narrative text, announcement text, letter, congratulations letter, etc. Each chapter in reading sections in "PATHWAY TO ENGLISH" has at least one text. In reading sections, every chapter uses various topics. In chapter 1 (All About Me) the text is about someone who tells his personal information. Chapter 2 (Well Done!), the text is about compliment letter. Chapter 3 (Are You OK?) the text is about paying attention card. Chapter 4 (I Will Improve My English) the text is about a business letter. Chapter 5 (Congratulations!), the text is about congratulations latter. Chapter 6 (I've Been There), the text is about sending an email. Chapter 7 (Describing People), the text is about descriptive text that describes person. Chapter 8 (Describing Places), the text is about descriptive text that describes public place, Borobudur. Chapter 9 (It's Missing!), the text is about announcement. Chapter 10 (A Time in a Life), the text is about someone's biography. Chapter 11 (A Long Time Ago....), the text is about folktale.

In short, the researcher choses the reading section with as reading text and exercises and analyzed the sentences or expressions that are indicated or described the kind of the character values of National Character Building in every chapter in "PATHWAY TO ENGLISH" course book.

CHAPTER III. RESEARCH METHODOLOGY

This Chapter presents research methods applied in this study. It covers research design, research object determination method, and data collection method, operational definition of the terms and data analysis method.

3.1 Research Design

The research design of this study was content analysis. According to Nawawi (1995:90), contents analysis is used to describe the content of a book or some books. The book in this study was "PATHWAY TO ENGLISH".

According to Moleong in Arikunto (2010), data resource in qualitative research is the text which is spoken or written form observed by the researcher in detail in order to obtain the implied meaning in the document. In this research, the documents to be analyzed was reading material in the "PATHWAY TO ENGLISH" published by Erlangga 2013.

In brief, by applying qualitative content analysis, this research was expected to reveal the National Character Building which was available in the "PATHWAY TO ENGLISH" English course book. Nawawi (2010:90-91) stated that content analysis was done by the following steps:

1. Selecting the course book that will be analyzed,
2. Defining the content standard which was fulfilling the demands of curriculum that will be used as the parameter,
3. Specifying the way to analyze the course book whether to analyze the overall content of the course book, chapter to chapter, separate illustration from text, etc.
4. Collecting the data by arranging the items using checklist or rating scale,
5. Comparing the data and the criteria defined,
6. Drawing conclusion.

Referring to the steps, this study adapted Nawawi's procedures by making necessary changes:

1. Determining the research object. In this case the research object in this study was English course book entitled “PATHWAY TO ENGLISH” for tenth year’s students of senior high schools published by Erlangga 2013.
2. Choosing and identifying the reading text in “PATHWAY TO ENGLISH”.
3. Classifying and measuring the relevance of reading texts presented in “PATHWAY TO ENGLISH” to the National Character Building for senior high school by making the parallel column.
4. Collecting the data by applying parallel column between the reading texts in “PATHWAY TO ENGLISH” and the National Character Building for senior high schools.
5. Analyzing the data by using descriptive statistic.
6. Drawing the conclusion to describe the result of the analysis.

3.2 Research Object Determination Method

In this research, purposive method was used as the object of this research. According to Arikunto (2010) purposive method is the method that is used based on certain reasons and purposes. The researcher chose the English course book “PATHWAY TO ENGLISH” for tenth year’s students of senior high school published by Erlangga as an object of this research. The purpose of this research was to reveal the National Character Building which was available in reading sections of English course book. Considering to this, the researcher chose the English course book “PATHWAY TO ENGLISH” for tenth year students of senior high school published by Erlangga in 2013. The researcher chose that course book as an object of a research which is focused on reading texts because of some reasons. First, based on the interview with the store manager, Paulus Yunius Tanoyo, “PATHWAY TO ENGLISH” was a course book that widely used in school in Jember. Second, in that course book, the character values of the National Character Building have been stated in each material. Considering to the second reason, the researcher wanted to reveal that the moral values of the National Character Building were implemented on the reading sections of reading material and proved which character values were available.

3.3 Operational Definitions of the Term

For this study, a member of key term, consistent with their original usage, are defined as such:

3.3.1. The English course book

According to Goslin (2016) course book is “a printed and bound artefact for each year or course of study and contain facts and ideas around a certain subject.” English textbook is the book that studies about English subject matter. In this case the English textbook used in this research was “PATHWAY TO ENGLISH” for tenth years students of senior high school which is published by Erlangga in 2013 written by Th. M. Sudarwati and Eudia Grace.

3.3.2. National Character Building

Character building is defined as “helping to develop someone’s character” (Macmillan Dictionary Online, 2016). Therefore, National Character Building is an effort or program of education to make nation’s character applied in Indonesia as stated in National Education System Decree Number 20 of 2003 Chapter 3. The kinds of values of National Character Building as explained in chapter II, were (1) Friendly/Communicative, (2) Care Toward Environment, (3) Inquisitive, (4) Democratic, (5) Independent, (6) Hard Working, (7) Discipline, and (8) Keen on Reading, Kemendiknas (2010).

3.3.3. The Reading Material

Reading material was related to the material that was available in the “PATHWAY TO ENGLISH” English course book for the tenth grade students of senior high schools covering 11 units of reading materials.

3.4 Data Collection Method

In this research, the researcher chose document analysis as a method to collect the data. According to Marshall (2006:97), there are 4 kinds of method of gathering information, they were: 1) Participating in the setting, 2) Observing directly, 3) Interviewing in depth, 4) Analyzing document and material culture.

She also stated that the use of documents often entails a specialized analytic approach called content analysis. The raw material for content analysis may be any form of communication, usually written materials (textbooks, novels, newspapers, e-mail messages, etc.). Thus, the researcher chose to analyze the document in written material that was a course book “PATHWAY TO ENGLISH” as a data collection method.

This research used the English course book entitled “PATHWAY TO ENGLISH” for tenth year’s students of senior high school and the National Character Building of senior high school as a document to analyze. By using a course book “PATHWAY TO ENGLISH”, the researcher found the relevance of reading texts to the character values of the National Character Building. Through the National Character Building of senior high school the researcher tried to reveal the National Character Building available in the English course book.

Sequentially this study was done by making parallel column in the following steps:

1. Classifying chapter and sub-chapter in reading material presented in English textbook.

The example is in chapter 2 “Well Done!” and sub-chapter “letter”.

Table 3.4 the classification of chapter and sub-chapter

No.	Page	Chapter	Sub-chapter
1.	43	Well Done!	Letter
2.			
3.			
4.			
...			

2. Classifying the kinds of character values according to the National Character Building. The National Character Building that should be fulfilled in English subject course book were (1) Friendly/Communicative, (2) Care Toward Environment, (3) Inquisitive, (4) Democratic, (5) Independent, (6) Hard Working, (7) Discipline, and (8) Keen on Reading.

3. Identifying the character values by analyzing the texts and exercises that were presented in reading sections of the English course book.

3.5 Data Analysis Method

This research used descriptive statistic to analyze the data. Data analysis method is a method that analyzes the obtain data. Based on Masyhud (2012:104) descriptive statistic is more efficient when it is used to analyze the documentary research analysis, because data analysis method is able to present the most complete and clear descriptions. Thus, this method doesn't need complicated or confusing statistic formulas.

There were three steps of the the research to analyzing data:

1. Finding the National Character Buildings which were available in the English course book by reading the texts and underlined with different color to the sentences or expressions that indicate the character values. Then, the researcher gave a tick (√) symbol in parallel column of the National Character Building to mark the availability of the character values.

This research used underlined sentence or expression with different color to indicate that sentence or expression was the certain character values. If the sentence or expression underlined with red means Independent, purple means Inquisitive, blue means Friendly/Communicative, yellow means Hard Working, green means Discipline, orange means Care Toward Environment, grey means Keen on Reading, and chocolate meant Democratic. Then, the researcher gave a tick (√) symbol in parallel column of the National Character Building to mark the 8 character values which were available in the English course book. Masyhud (2012:105), states that the steps of content analysis can be done by arranging the items using checklist or rating scales. The tick (√) was given to the 8 character values if they were existed. If the researcher found character values when investigating the reading texts and the exercises in the course book, then the researcher gave tick (√) in the column of National Character Building.

2. Restating the statement or the sentence which indicated the character values from reading sections in English course book.

The following was an example of restating the statement or the sentence in the text in reading materials presented in the course book.

The part of reading text on page 43:

I do think I express my appreciation to you often enough for having given me so many happy years, so I have decided to write this letter. This way I can sit down and gather my thoughts together and present them to you with a small token of my love.

Based on the definition of the indicator number 1 of character value in the National Character Building the first sentence can be analyzed as reflecting character value that is “friendly”, so the researcher put checklist (√) into the appropriate column. After that, the researcher restated the expression or the sentence or the paragraph that indicating or describing the character values at the column provided, “*I do not think I express my appreciation to you often enough for having given me so many happy years, so I decided to write this letter*”. The above sentence showed that moral value “friendly” was fulfilled, because Bob has desire or showing a sense of interesting relationship with his friend by saying the above statement.

3. Counting the collected data by using the formula of percentage.

To calculate whether the National Character Building was available in the English course book “PATHWAY TO ENGLISH” or not, the collected data would be analyzed by using the percentage formula below:

$$\Sigma = \frac{n}{N} \times 100$$

(Adopted from Ali, 1998:186)

Where:

Σ = The percentage of each indicator of National Character Building.

n = The character values available

N = The total number of character values in National Character Building.

4. Describing and concluding the result of the data analysis.

The researcher described and concluded the result of the data analysis. The description was taken from the result of the data analysis and conclusion was taken from the result of percentage formula to answer the research questions. From the result of the percentage formula, the availability of the National Character Building in the reading materials of English course book "PATHWAY TO ENGLISH for tenth year students of senior high school published by Erlangga in 2013 was known. Thus, the researcher stated which was the character values of the National Character Building that was the lowest and the highest.



CHAPTER V. CONCLUSION AND SUGGESTION

5.1 Conclusions

The conclusion was taken from the result of data analysis and the discussion in Chapter 4. From those views, this study can be concluded into the following points.

Firstly, the reading section of English course book “PATHWAY TO ENGLISH” published by Erlangga 2013 for the tenth grade students of senior high school was analyzed by considering 3 aspects: instruction, reading text, and the exercise.

Secondly, the reading section of English course book “PATHWAY TO ENGLISH” published by Erlangga 2013 for tenth grade students of senior high school contained 4 character values of the National Character Building. They were Friendly/Communicative, Inquisitive, Independent, and Hard Working. The character value of Friendly/Communicative was the highest character to be implemented in this course book, especially in reading skill.

Thirdly, the reading section of English course book “PATHWAY TO ENGLISH” published by Erlangga 2013 for tenth grade students of senior high school did not cover the 8 character values. The 4 character values which unavailable were: Democratic, Discipline, Care Toward Environment, and Keen On Reading.

5.2 Suggestions

Based on the result of this research, the suggestions are primarily addressed to the English teachers and future researchers who are interested in conducting similar study.

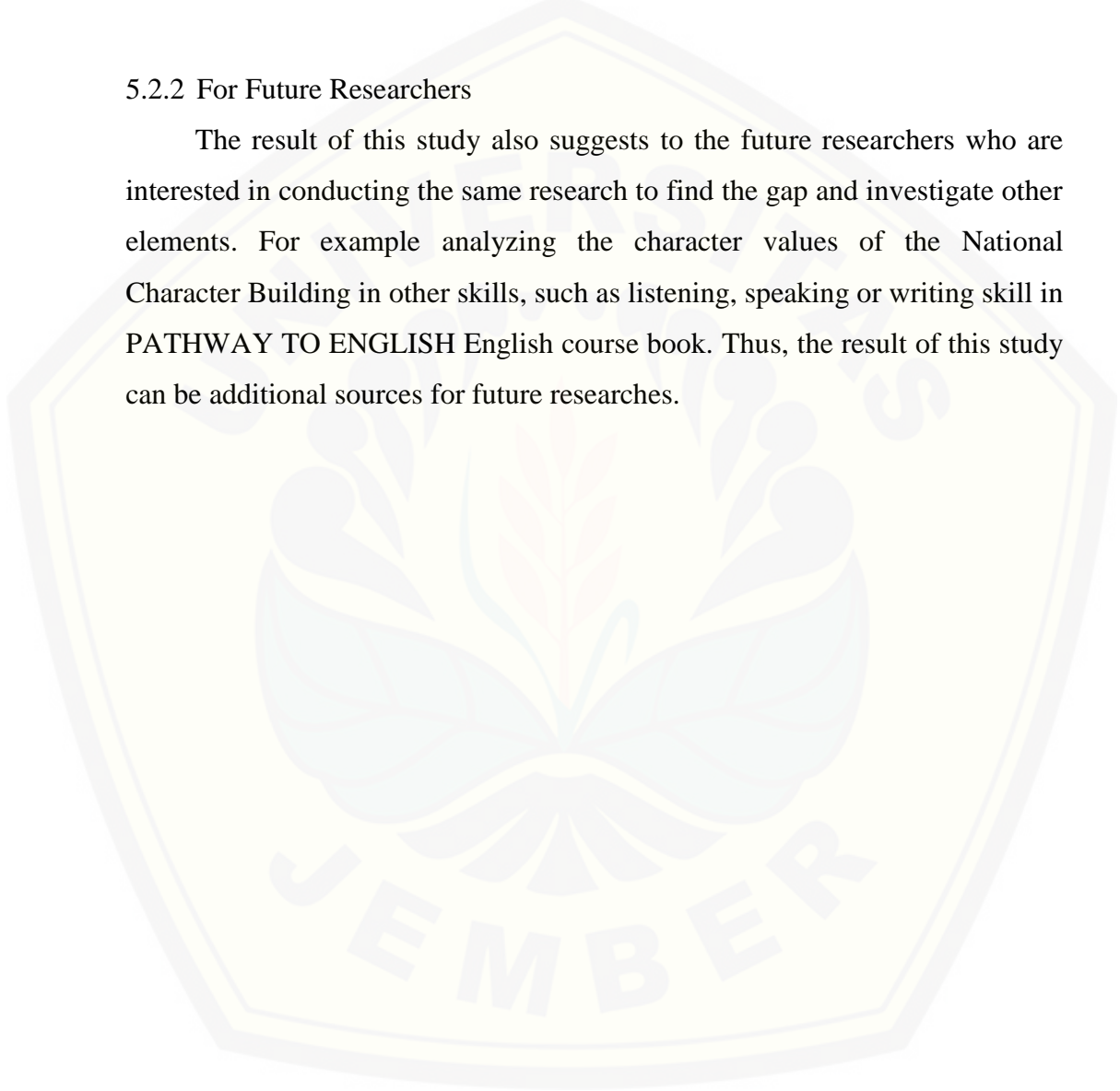
5.2.1 For English Teacher

Since, it has been proved that the English course book “PATHWAY TO ENGLISH” implemented the character values of the National Character Building as stated by *Kemendiknas* (2010), this English course book is recommended to be used by English teachers in teaching learning process,

especially in teaching reading skill for tenth grade students of senior high school. In addition, the teacher can find other learning sources containing character values which were not revealed in the English course book "PATHWAY TO ENGLISH". They are also suggested to find the other activities in teaching learning process to develop the implementation of character values which was unavailable.

5.2.2 For Future Researchers

The result of this study also suggests to the future researchers who are interested in conducting the same research to find the gap and investigate other elements. For example analyzing the character values of the National Character Building in other skills, such as listening, speaking or writing skill in PATHWAY TO ENGLISH English course book. Thus, the result of this study can be additional sources for future researches.



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APPENDICES

Appendix A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method
The Analysis of Character Values in the National Character Building Content on Reading Texts of "PATHWAY TO ENGLISH" Course Book.	<p>1. What kinds of character values are covered by reading texts in the English course book "PATHWAY TO ENGLISH" for tenth grade of senior high school?</p> <p>2. What is the percentage of character values covered on reading texts of English course book "PATHWAY TO ENGLISH" based</p>	<p>1. Reading materials for tenth year students of Senior High School</p> <p>2. National Character Building</p>	<p>8 Character Values in National Character Building:</p> <ol style="list-style-type: none"> 1. Discipline 2. Hard working 3. Independent 4. Democratic 5. Inquisitive 6. Friendly/ Communicative 7. Keen on reading 8. Care toward environment 	<p>1. Documents</p> <ol style="list-style-type: none"> 1.1. PATHWAY TO ENGLISH course book 1.2. Kemendiknas (2010) about National Character Building 	<p>1. Research Design: Content Analysis.</p> <p>2. Research Subject: Reading materials of the English course book "PATHWAY TO ENGLISH" for the tenth year students of senior high school.</p> <p>3. Data collection method: Document Analysis</p> <p>It follows:</p> <ol style="list-style-type: none"> 3.1. Classifying chapter and sub chapter in reading materials presented in PATHWAY TO ENGLISH course book. 3.2. Classifying the kinds of character values according to the National Character Building. 3.3. Identifying the character values by analyzing the texts that are presented in reading texts of the PATHWAY TO

	on the character values that are listed in “ <i>Kemendiknas</i> ”?				<p>ENGLISH course book.</p> <p>4. Data Analysis:</p> <p>Descriptive statistic</p> <p>It follows:</p> <p>4.1 Finding the National Character Building which is available in the PATHWAY TO ENGLISH course book by reading the texts then used a tick (√) symbol in parallel column provided to mark the availability of character values.</p> <p>4.2 Restating the statements or the sentences which indicate or describe the character values from reading texts in PATHWAY TO ENGLISH course book.</p> <p>4.3 Counting the collected data by using the percentage formula.</p> <p>4.4 Drawing the conclusion.</p>
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Chapter I (All About Me)

● = Inquisitive

● = Independent

● = Friendly/Communicative

● = Hard Working

32. Read this letter carefully and answer the questions.

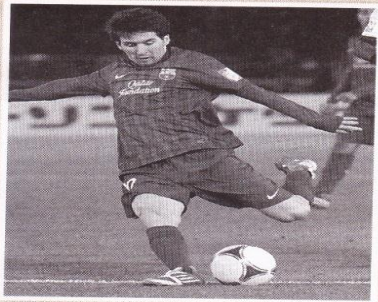


Hi! My name is Tom. I'm 16 and I live in Warsaw which is the capital of Poland. Actually I come from another city—Wroclaw, where I lived for eleven years, but five years ago, my dad decided to change his job, and we all moved to Warsaw. I have a sister—Maja. She is 18 and she had been to USA two years ago and now she studies law at the University of Warsaw. My dad works for a German company. My mom used to teach at the university and now, she works as a computer analyst.

I'm interested in computer science, music, sport and fantasy literature. Computers first appeared in my life when I was seven. Then, I had got my first computer. It was Commodore 64 and I remember myself thinking that it was the best thing in the world. I was playing it whenever I could. Then, I had got my first PC. At first, I was just playing computer games, but some time later, I noticed that I could do a lot more things with the computer, for example programming. Now, I can already programme in Pascal, C++ and HTML. I have my own site on the internet and I have done many programmes. I hope that in the future I will get a job as a computer scientist.



My favourite music band is Queen. I think it is the best group on the earth. Together with my sister, we are devoted Queen fans. We have all their albums, many video tapes, books, posters, gadgets and interviews. I love them, but I also like other groups like The Doors, The Beatles, The Rolling Stones, some Polish rock groups and many others. Apart from that, I'm really fascinated by Scottish bagpipe songs, and one of my favourite albums is the Braveheart soundtrack.



I have always been good at sports. I like playing soccer, running and swimming (also scuba-diving and diving). I have played in many sport tournaments (football cups, handball cups, races) in which together with my team, I have won many trophies. My favourite intellectual game is chess, but I have never played it professionally.

I love fantasy literature. I read fantasy

books and magazines, watch fantasy films and play role-playing games in which fantasy world is used as background. Once every two weeks, I meet with my friends and we play "Middle Earth". I'm the master of the game and they are players. We play about five hour session. It's a lot of fun. "Middle Earth" is a game based on Tolkien's books. I chose it because I love everything that J. R. R. Tolkien wrote. He is my favourite writer, but I like other writers as well; for example, Piers Anthony or Robert Jordan.

My dream is to study computer science and to go to Japan. I love everything associated with this country and I hope that in the future, I will learn Japanese. I want to go to Japan and stay there for a long time. I want to get a job there as a computer scientist. Now, I try to learn Japanese by myself. I already know some words and about sixty letters of their alphabets. My parents promised me that if I learn German and English well, they will find me a Japanese teacher.

Taken from <http://www.sciaga.pl>

33. Check your comprehension. Answer the following questions.

- a. How old is Tom?
- b. Where does Tom actually come from?
- c. Where does Maja study?
- d. What does Tom's mother do?
- e. Who is Tom's favorite musician?
- f. Why did Tom's father move to Warsaw?
- g. Why does Tom want to be a computer scientist?
 - "... It was Commodore 64"
 - "... We have all their albums"
 - "... but I have never played it professionally."
 - "... I love everything associated with this country"
 - "... they will find me a Japanese teacher."
- h. In which paragraph can you find these main ideas?
 - Tom's ideal
 - Tom's first PC
 - Tom's family
 - Tom's hobby

Chapter II (Well Done!)

● = Inquisitive

● = Friendly/Communicative

Read the text carefully and answer the following questions. ✓

I do not think I express my appreciation to you often enough for having given me so many happy years, so I have decided to write this letter. This way I can sit down and gather my thoughts together and present them to you with a small token of my love.

I know you have always enjoyed musical comedies, so I have purchased tickets for us to see one of the best plays on Saturday evening. I believe that is the one we saw when we started our relationship so many years ago. We were always going to musicals and plays back then. I remember that "A Midsummer Night's Dream" was your favourite Shakespearean comedy.

After we were married, though, our children started arriving quickly and our theater-going days diminished rapidly. I do not think that either one of us minded too much, though, because our kids always seemed to provide enough entertainment of their own. How I admired your parenting skills through the years! I still do not know how you did everything so well, even from the beginning—our little ones certainly did not come with a manual.

I will always be grateful for the help you gave me, too, when I started to get a little heavy-handed with them. I benefited from your guidance and motherly skills almost as much as the children did. Now that they have all left the nest, we can be glad that none of them have any complaints about their childhood years—at least....

Love,

Bob

taken from WriteExpress

- 1) Who wrote the letter?
- 2) Who is the letter likely to be for?
- 3) What is the purpose of writing the letter?
- 4) Use clues in sentences to guess the meaning of the words in bold.
 - a. ... so I have **purchased** tickets for us to see one of the best plays on Saturday evening. (paragraph 2)
 - b. After we were married, though, our children **started arriving** quickly (paragraph 3)
 - c. How I **admired** your parenting skills through the years! (paragraph 3)
 - d. I **benefited** from your guidance and motherly skills almost as much as the children did. (paragraph 4)
- 5) Give the following details about the writer.
 - marital status
 - age
 - hobby
- 6) The writer wrote 'I do not think I express my appreciation to you often enough for having given me so many happy years, so I have decided to write this letter.' What does he mean?
- 7) What kind of a person do you think the writer is? ✓
- 8) What kind of a person do you think the receiver is? ✓

Chapter III (Are You Okay?)

● = Inquisitive

● = Friendly/Communicative

15. Read the text carefully and answer the following questions. ✓



We heard about your accident.

Oh my God, that must've been very terrible. ✓

We know you're not feeling very well, but it won't be for too long.

Because we are praying for your speedy recovery.

☆ Soon you'll be fit and strong.

And back to your usual self: gregarious and cheery.

Get well soon and see you in class!

Class of X-4

- 1) Who wrote the card?
- 2) Who is the card likely for?
- 3) What is the purpose of writing the card? ✓
- 4) Use the clues in the sentences to guess the meaning of the words in bold and find their synonyms.
 - a) And back to your usual self: **gregarious** and cheery.
 - b) And back to your usual self: gregarious and **cheery**.
 - c) Because we are praying for your **speedy** recovery.
 - d) Because we are praying for your speedy **recovery**.
- 5) Give the following details about the writers.
 - age
 - class
 - relationship with the card's recipient
- 6) What kind of people do you think the writers are? ✓
- 7) What kind of person do you think the recipient is? ✓

Chapter IV (I Will Improve My English)

● = Inquisitive

● = Friendly/Communicative

18. Read the following business letter. Answer the questions and decide whether the statements are true or false.

INTERNET CONSULTANTS
123 Merdeka Square, South Jakarta, Indonesia
(Ph.) 0218844353 (Fax) 0218844355 (E) int.com@const.com

12 December 2013

Mr Wirakusuma
Managing Director
Technology Conferences
Semarang 50248

Dear Mr Wirakusuma,

Following your letter of 10 December, I am writing to confirm that I can speak at next year's conference.
I intend to talk about our next NX modems and enclose a preliminary proposal for your attention.
Please reserve a room for me at the Mutiara Hotel.
I look forward to seeing you next year.

Sincerely yours,

Andy Manuhutu
Managing Director

Encs cc
Dude Manuhutu, NX Product Manager

- a. What is the letter about?
- b. What is the relationship between Andi Manuhutu and Mr Wirakusuma?
- c. Why does Andi Manuhutu send a letter to Mr Wirakusuma?
- d. What does Andi Manuhutu expect by sending the letter?
- e. Why do you think Andi Manuhutu has Mr Wirakusuma reserve a room for him?

No.	Statements	True	False
a.	Dude Manuhutu is going to be a speaker in the 2013 conference.		
b.	Andy Manuhutu, the managing director of NX company, answered the letter sent by Mr Wirakusuma.		
c.	Andy Manuhutu and Dude Manuhutu are working for Internet Consultant office.		
d.	The copy of the letter is sent to NX modems Product Manager.		
e.	While answering the letter sent by Mr Wirakusuma, Dude Manuhutu also encloses a preliminary proposal.		
f.	During the conference, Mr Andy Manuhutu is going to stay in the Mutiara Hotel.		
g.	Mr Wirakusuma is going to book a hotel for the speaker of the conference.		
h.	The letter was written two days after receiving a letter to be a speaker in Internet 2014 Conference.		
i.	From the closure of the letter we may conclude that the writer does not know Mr Wirakusuma quite well.		

Reading to find similar meaning from contextual clues.

Match the words in column A with their appropriate meanings in column B.

Column A
director
conference
confirm
intend
modems
enclose
preliminary
proposal
reserve
encl
cc

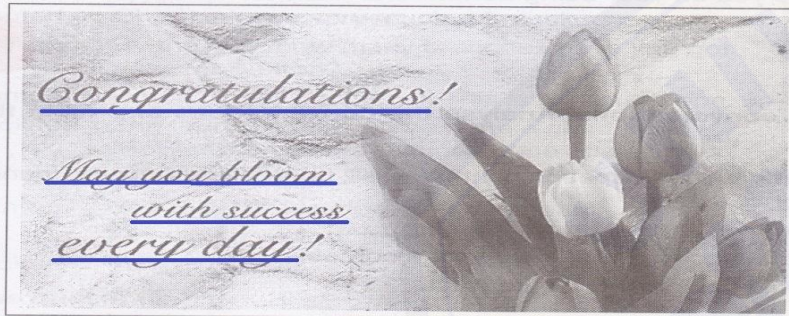
Column B
To show that a document is enclosed
An electronic device
To send something in the same envelope
Manager of a company
To have as a plan
To show that a copy has been sent to another person
A written suggestion
Coming before
To make an arrangement
A meeting lasting a few days
To keep something for a particular purpose

Chapter V (Congratulation!)

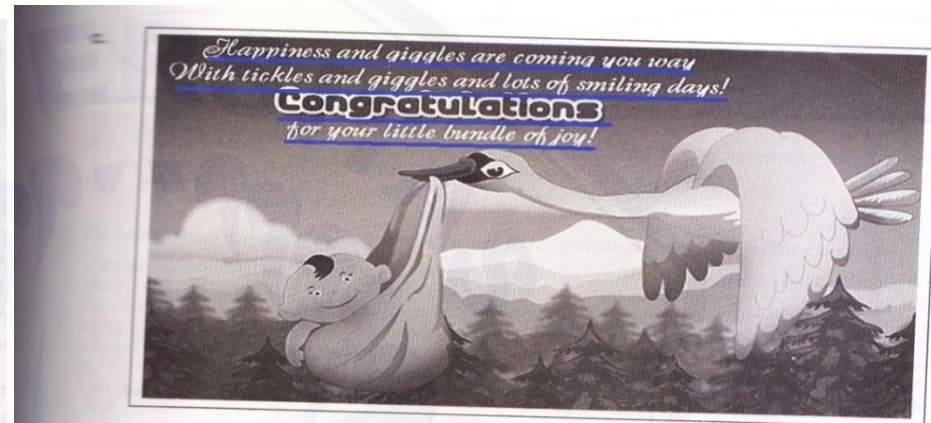
● = Friendly/Communicative

9. Read the following cards and answer the questions.

a.



b.



d. What are the functions of the cards?

e. The three cards share similar structures. Mention them.

Note:

To make a wish you can use

- *May* : May God bless you always.
- *Wish* : - I wish you all the best in your new job.
- We wish you a merry Christmas.
- We wish you the best of luck.

11. Complete the sentences with the clues.

a great career new special wish wished hoped

1. I wish you all the best in your _____ job.
2. I wish you lots of joy and happiness on this _____ day.
3. I wish you have _____.
4. My father _____ me good luck on passing exam.
5. I heard you're opening a new laundry. I _____ you will succeed.

11. Read the following congratulations letter and answer the questions.

495 West Village Way
Suite 975
New York, New York
10023-6825

25 June 2013

Belinda Asher
620 Mayview Ave.
Pineville, WV 24874

Dear Belinda,

I would like to sincerely congratulate you on your recent graduation from Mountain State University with your MBA (Marketing).

I must say that I was not surprised at your success. As an employee in our company I noted how bright you are and how you have a very quick mind for business. I can only hope that your experience working with us contributed in some small way to your success.

On behalf of the management and staff at Deerwood Resorts, I wish you all the best in your future career and life endeavors, whatever they may be.

Yours sincerely,

Bruce Atkinson
President and CEO

Questions:

- What is the letter about?
- To whom is the letter addressed?
- Who wrote the letter?
- Why did he write the letter?
- Where did Belinda graduate from?

Chapter VI (I Have Been There)

● = Inquisitive

● = Friendly/Communicative

Read the text carefully and answer the following questions.

[No Subject] Hide Details

To pipit_w@yahoo.com
From melania_s@yahoo.com ★

Dear Pipit,
It has been such a long time since the last time I saw you. So far my holiday in North Sumatra was great.
I spent two days in a wonderful hotel near Toba Lake. Lake Toba's stunning beauty is beyond words to describe. It took almost 6 hours to reach Parapat from Medan's Kuala Namu Airport and another 30 minutes to Samosir Island but it's worth the long journey. It's a pity we only stayed for 1 night at Samosir Island before proceeding to Berastagi, so it's no doubt I want to go there again sometime in the future.
I took a boat ride and saw the lake and mountains. It was very tiring but the view of the lake was just gorgeous.
I hope your vacation has been going well for you too. There is only a week left of Eid ul Fitr vacation and after that we are back to school. Would you like meet up sometime before school starts?

Your friend,
Melanie

Send x

6. What does the writer mean when he wrote 'It was very tiring but the view of the lake was just gorgeous?'
7. What kind of a person do you think the writer is?
8. What kind of a person do you think the receiver is?

Check your understanding.

1. a. Who wrote the letter?
2. b. Who is the letter likely to be for?
3. c. What is the writer's purpose of writing the letter?
4. d. Use the clues in the sentences to guess the meaning of the words in bold.
 - a) Toba Lake's **stunning** beauty is beyond words to describe.
 - b) ... but it's **worth** the long journey.
5. e. Give the following details about

North Sumatra	
Lake Toba	
Kuala Namu Airport	
Samosir Island	

Chapter VII (Describe People)

● = Friendly/Communicative

24. The following letter is describing Brendan Miller who will meet Rob Gibson at the airport because Mr Miller has never seen Mr Gibson before. Read it carefully.

82 Wright Lane, London
WB. 5TZ, England

Dear Mr Miller,

In your last letter, you kindly requested me to describe myself as you are going to pick me up at John F. Kennedy International Airport, New York. So let me tell you about myself.

I'm forty (40) years old. I'm of average height, about 1.69m. I have quite a dark complexion. I have a straight and strong body. My hair is curly, short and black. There is a small mole at the right side of my nose. I always wear glasses. I will be wearing a white shirt with blue stripes and a dark blue necktie. My trousers are dark blue, too. Well, that's all the description of me.

By the way, I would like to reconfirm my arrival in New York. My BA987 flight destination New York is scheduled to arrive at 10.46 New York's time. We'll meet at the arrival area soon. You can contact me on the usual number.

Thank you for your good cooperation and kindest attention.

Sincerely yours,
Rob Gibson

25. Complete the following sentences with the information from the text.

- a) The letter is telling us about _____
- b) Mr Miller lives in _____
- c) Mr Gibson lives in _____
- d) Mr Gibson has never _____ before.
- e) The plane will arrive in New York at _____

26. Complete the following table with suitable information above.

Look	
Build	
Height	
Age	
Special feature	
Complexion	
Clothes	

27. This flyer shows the description of a missing person. Read it carefully and answer the questions.

MISSING



NAME-JAMES LEWIS
AGE- 67
HEIGHT- 5'4"
WEIGHT- 128
EYE-BROWN
HAIR- BLACK/GRAY
LAST SEEN-
2800 Black-Pennsylvania
Ave Washington DC
03-11-06

Last seen wearing blue jeans and grey/blue shirt

WASHINGTON DC POLICE:
Missing Person: James Lewis
Phone- (202) 727-90099

PLEASE HELP!

James Lewis

Washington, DC - The Metropolitan Police Department is seeking the assistance of the public in attempting to locate a missing person. James Lewis was reportedly last seen leaving his residence in the 2800 block of Pennsylvania Avenue, SE, at approximately 12.30 p.m., on Saturday, 11 March 2014. At this time, Mr Lewis has failed to return.

- a) What is the text about?
- b) What is the name of the missing person?
- c) What is his complexion like?
- d) How old is he?
- e) What is his address?
- f) What time was he last seen?
- g) What was he wearing?
- h) If someone meets this person, what should he she do?

Chapter VIII (Describing Place)

23. This text is taken from an encyclopedia, (<http://en.wikipedia.org/>). It is written in the descriptive form. Read it carefully .

Semarang is a city on the north coast of the island of Java, Indonesia. It is the capital of the province of Central Java. The city of Semarang is headed by a Mayor. The northern part of the city is built on the coastal plain while the southern parts, known as Candi Lama and Candi Baru, are on higher ground.



The city has an area of 225.17 km² and is divided into 16 subdistricts. The 16 districts are: West Semarang, East Semarang, Central Semarang, North Semarang, South Semarang, Candisari, Gajahmungkur, Gayamsari, Pedurungan, Genuk, Tembalang, Banyumanik, Gunungpati, Mijen, Ngaliyan, and Tugu.

Semarang features a tropical wet and dry climate, with distinct wet and dry seasons. The city's wet season lasts from November until May, while the dry season lasts from June to December.

The population of Semarang is approximately 1.5 million people, making it Indonesia's fifth largest city, and is predominantly Javanese, though with smaller numbers of people from many regions in Indonesia. The city is known for its large ethnically Chinese population. The main languages spoken are Indonesian and Javanese. Sometimes Hokkien Chinese or Mandarin is spoken among the Chinese residence.

As a result of its large ethnically Chinese population, the city boasts several Chinese temples. The greatest one is Sam Po Kong (Gedung Batu), built in honour of the Chinese Great Admiral Zheng He who visited the area

in 1405. Blenduk Church, a 1753 Protestant church built by the Dutch, is located in the old town (called "Oudstad"). Tugu Muda (Youth Monument), a monument to heroes of Indonesia's independence struggle, is located in a large roundabout surrounded by famous buildings such as Gedung Lawang Sewu and the Semarang Cathedral. Pemuda Street, one of the roads leading into the roundabout, is a major shopping street.

24. Complete the table with the information in the text.

1. Population: _____
2. Location: _____
3. Seasons: _____
4. The dry season: _____
5. The wet season: _____
6. Numbers of subdistricts: _____
7. Ethics: _____
8. Languages: _____
9. Area: _____
10. Head of Semarang: _____
11. Historical buildings: _____

27. Read the text to your friends.

The Borobudur Temple



Social Function: to describe a particular place

Language features used in a description text

Identification identify phenomenon to be describe

Description describe the quality

Parts

Characteristic

Borobudur is a Hindu-Buddhist temple built in the 9th century under the Syailendra Java. It is located near Magelang, Central Java, Indonesia.

Abandoned in the 11th century and partially excavated by archaeologists in the early 20th century, Borobudur temple is well-known all over the world.

Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consists of eight step like stone terraces, one on top of the other.

The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief; the upper three are circular, each with a circle of bell-shaped stupas (Buddhist shrines).

The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km (some 3 mi) of passages and stairways.

The design of Borobudur, a temple-mountain symbolizing the structure of the universe, is similar to the temples built at Angkor, Cambodia.

The Borobudur Temple, rededicated as an Indonesian national monument in 1983, is a valuable treasure for Indonesian people.

The use of Simple Present tense

The use of relating verbs

The use of participle phrases

The use of compound adjectives

The use of comparative degree

28. Answer the following questions.

1. What is the text telling you about?
2. What is the purpose of the writer writing this text?
3. When was Borobudur temple built?
4. What makes Borobudur temple well-known?
5. What specific things does Borobudur have?
6. Does the text use adjectives? Mention them!
7. Is the text in simple present tense?

29. Read the following text. Identify its structure and generic features.

When you say 'Bali', most westerners will think of a tourism paradise. Bali is a famous beautiful island known as 'The Island of The Gods'.

Bali is located between Java and Lombok. It has an area of 5620 square km. The island is dramatically mountainous. Bali is densely populated with approximately 3.1 million people. Most of its citizens are concentrated in Denpasar, the capital of Bali. Ninety percent of its people are Hindus. Therefore, there are many famous temples in Bali for example : Tanah Lot Temple and Ulu Watu Temple, and traditional ceremonies such as Ngaben, Nyepi, and Galungan.

Bali has 9 regencies. They are : Denpasar, Jembrana, Tabanan, Klungkung, Karangasem, Bangli, Badung, Gianyar, and Buleleng.

The average temperature hovers around 30 degree Celcius all year. There are two seasons in Bali i.e. the wet season and the dry season. The wet season runs from October and lasts until March while the dry season runs from April and lasts until September.

Bali has some traditional foods such as "Betutu Chicken", which is made of chicken with spices inside. "Sate Languan" is made of sea fish, green coconut, spices, and brown sugar. Those foods are all spicy.



Identification : paragraph _____

Description : paragraph _____

Mention the descriptive adjective : _____

Mention the nounphrase : _____

Mention the participle : _____

- 1) What is the text about?
- 2) What is the purpose of the text?
- 3) What should the participant do if he/she wants to join this activity?
- 4) How much should one pay for the seminar and workshop?

17. In pairs, read the announcements below. Then, fill in the table with the information from the text.

Since the mathematics teacher is having a technical meeting of National Olympic Competition in Jakarta from 27 to 29 March 2014, the mathematics lesson for Class X8 and X9 are cancelled today. The lesson will be held again on 2 April 2014. Please be well informed.

✓ Margana
Maths Teacher

1) Topic	
2) Reason	
3) Next lesson	
4) The writer	

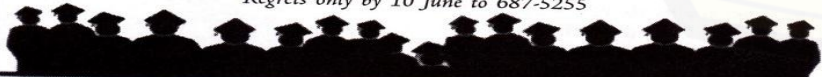
18. Read these three announcements and decide whether the statements are True (T) or False (F).

*The President, Faculty and Graduating Class of
Nichols State University
announce that*

*James Todd Le Soleil
is a candidate of a
Bachelor's of Science Degree.*

*The commencement exercises will be held
21 June at 3 pm at the Athletic Auditorium
Reception immediately following at our home.*

*William and Maria
Regrets only by 10 June to 687-5255*



To celebrate the anniversary of SMA Negeri 5, Semarang, the Students' School Organization will hold a goodwill basketball competition.

The competition will be held:

Date : 25 - 30 June 2014

Time : 9 a.m. and 3 p.m.

Venue : SMA 5 basket ball courtyard

The school teams who will participate in this competition should pay the enrollment fee Rp100.000,.

For further information, contact: Heru@g-mail.com or call 35447893.

Students of Computer Extra-curricular Activity who failed in the Basic Windows Computer Final Examination last month are given another chance to improve their final test score.

For further information, please contact Mr Ali Perbawa, S.Kom at 08188837679.

- | | T | F |
|--|--------------------------|--------------------------|
| 1) William and Maria will get a bachelor degree | <input type="checkbox"/> | <input type="checkbox"/> |
| 2) The basketball competition will last for 3 days. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3) Each team should pay for one hundred thousand rupiahs for the registration. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) There are some students who did not pass the Windows Examination. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5) The graduation ceremony will be done in the Athletic Auditorium | <input type="checkbox"/> | <input type="checkbox"/> |

Chapter X (A Time In Life)

● = Inquisitive ● = Hard Working

14. Read the following diary and answer the questions.

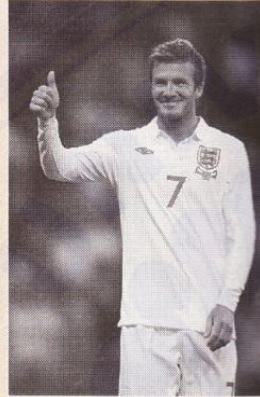
Friday 31 August	Saturday 1 September
Today is the last day at sea before we reach Batavia. The ship has died out. Everyone is working feverishly in the cabins. Packing and getting luggage ready is the watchword.	Since 5 o'clock in the morning we have been lying quietly in the roadstead of Tanjung Priok, the harbour of Batavia. The immigration officials came on board here. The ship will dock once this is finished. Passports and travel tickets are taken from us, emigrants, so that we cannot take off.

- 1) What is the diary about?
- 2) When was the diary written?
- 3) Where was the diary written?
- 4) Why couldn't the emigrants continue their journey?

20. Read this text carefully.

DAVID BECKHAM

David Beckham is an English footballer who was currently just retired from his professional football career and he is also an established member of the England National Team.



Beckham was born on the 2nd of May 1975 in Leystone, London, England. He is the son of a kitchen fitter and a hairdresser. When he was a child, he regularly played football in Ridgeway Park and attended Chase Lane Primary School and Chingford Foundation School. Beckham said, "At school, whenever the teachers asked, 'What do you want to do when you are older?' I would say, 'I want to be a footballer.' And they would say, 'No, what do you really want to do for a job?' But that was the only thing I ever wanted to do."

At the age of 17, Beckham's career began when he signed a professional contract with Manchester United (MU), making his first-team debut in 1992. During his time there, MU won the Premier League six times, the FA Cup twice and the UEFA Champion League in 1999. He left MU to sign for Real Madrid in 2003, where he remained for four seasons.

Beckham played in all of England's matches at Euro 2004, but the tournament was a disappointment for him. He has a penalty saved in England's 2-1 defeat France and missed another in a penalty shoot-out in the quarter-final against Portugal. England lost the shoot-out and went out of the competition.

Beckham became a UNICEF Goodwill Ambassador in January 2005 and was involved in promoting London's successful bid for 2012 Olympic Games.

In England's opening game at the 2006 World Cup, against Paraguay Beckham's free kick led to an own-goal by Carlos Gamarra as England won 1-0.

In January 2007, it was announced that Beckham signed a new contract with Major League Soccer Club Los Angeles Galaxy and this gave him the highest player salary. His playing contract in 2007, 2008 and 2009 was worth \$6.5 million each year.

Beckham is married to a former singer of Spice Girl, Victoria Adam. The couple has four sons.

adapted from Wikipedia

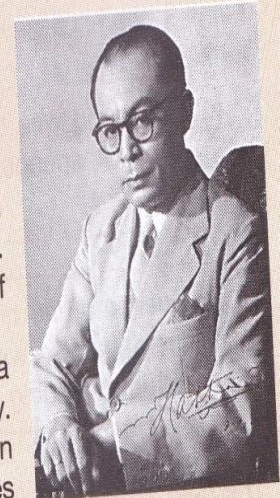
21. Check your comprehension. Answer these questions.

1. What is the text about?
2. Where and when was he born?
3. What football club did Beckham join firstly?
4. Has Beckham ever lost a game? When?
5. How much did he earn at Los Angeles Galaxy?
6. What was Beckham's role as a UNICEF Goodwill Ambassador?
7. "...this gave him the highest player salary." (paragraph 7) What does the word "this" refer to?
8. What is the main idea of the last paragraph?
9. What do you think of David Beckham?

24. Read aloud this text to your friend.

Mohammad Hatta is my hero because he is an important person in my life. He is almost a perfect person to me. He took us out from the darkness into the light. He is the father of cooperative economic enterprise in Indonesia. He was a political leader. I admire his thoughts about politics and economics. And there are many reasons why I became one of his admirers.

Mohammad Hatta was born in West Sumatra in 1902. He comes from an aristocratic family. Mohammad Hatta got the best education available in the Netherlands Indies. Then, he continued his studies in economics at the Rotterdam School of Commerce.



He joined the Indonesian Independence Movement and edited a journal, "Indonesia Merdeka." He was arrested in 1927 by the Dutch colonialists. He had a court trial, but he was released. Hatta returned to Sumatera in 1932 and he became the chairman of the Indonesia National Education (*Pendidikan Nasional Indonesia*), a nationalist organization. He was again arrested by the colonialists and exiled in 1935 for his activities.

Hatta, Soekarno and other nationalist leaders decided to cooperate with the Japanese to further the purpose of Indonesian independence. So, on the 17th of August 1945, Hatta and Soekarno joined in proclaiming the independence of Republic of Indonesia. Soekarno became the president, and Hatta became the vice president. The Indonesian people were very happy because they got their freedom, but the Dutch colonialists resisted the nationalists. Hatta became a defense minister in 1948 to fight against the Dutch troops. Again, he was imprisoned by the Dutch in 1948. Then, he became the vice president of the republic again, as before.

taken from www.myhero.com

25. Rearrange the jumbled sentences into a good and meaningful paragraph.

Text 1

- 1 He was a prominent leader of Indonesia's nationalist movement during the Dutch colonial period and spent over a decade under Dutch detention until released by the invading Japanese forces.
- 2 Upon Japanese surrender, Soekarno and Mohammad Hatta declared Indonesian independence on 17 August 1945, whereby Soekarno was appointed as first president.
- 3 Soekarno led Indonesians in resisting Dutch recolonization efforts via diplomatic and military means until the Dutch acknowledged Indonesian independence in 1949.
- 4 Soekarno was the leader of his country's struggle for independence from the Netherlands and was Indonesia's first president from 1945 to 1967.
- 5 Soekarno and his fellow nationalists collaborated to garner support for the Japanese war effort from the population, in exchange for Japanese aid in spreading nationalist ideas.

The best arrangement is _____.

Text 2

- 1 I turned to the professor, saying, "Let's play the man a trick; we'll hide his shoes and hide ourselves behind the bushes and wait to see him confused when he can't find his shoes."
- 2 I was one day taking a walk with a professor who was commonly called "the students' friend" because of his kindness to all his students.
- 3 In this way, you'll give yourself a much greater pleasure by means of the poor man. Let your gentleness be evident to all.
- 4 "My friend," answered the professor, "You are rich. Why don't we put some coins into each shoe, and then we'll hide ourselves and watch how the man was pleased with his discovery."
- 5 As we went along, we saw a pair of old shoes lying in the path. The shoes belonged to a poor man who was employed in a field nearby. He had nearly finished his day's work.

Chapter XI (A Long Time Ago...)

● = Inquisitive ● = Friendly/Communicative

Read the following dialogue.

Situation : Louisa and Anisah are in the canteen.

Louisa : Well, what do you want to drink?

Anisah : Hmm . . . I'd like es cendol. What about you?

Louisa : Me? I'll have es kolang-kaling.

Anisah : Hey, do you like kolang-kaling, too?

Louisa : Hmm . . . not really. Yesterday I read a folktale from North Sumatera. It's about kolang-kaling. I'm curious about it, so I would like to try es kolang kaling.

Anisah : So, what's the story?

Louisa : Well, let me tell you. A long time ago, a husband and a wife lived happily in a village. They had two children, a son and a daughter. The son's name was Tare Iluh and the daughter's name was Beru Sibou. Their happy life ended when their parents died.

Anisah : Oh, what a pity. And then?

Louisa : Later, Tare Iluh and Beru Sibou stayed at their uncle's house. Days passed by and those kids have grown into adults. Tare Iluh decided to find a job in another village. He wanted to make money in a short time. He thought gambling was the answer.

Anisa : Gambling is not the way to get money. Well, go on.

Louisa : At first, he won some money. He was so happy and used all the money. Sadly, he lost. All the money he had was gone. He was upset. After that, he borrowed money from the villagers, he lost again and again. He kept on borrowing some money until he had a lot of debts. The villagers were angry because he could not pay the debt. They put him in the jail!

Anisa : Did his sister know about it?

Louisa : Finally, Beru Sibou heard that his brother was in the jail. She rushed to go and wanted to meet her brother. Beru Sibou did not know the way to the village. She was lost in a jungle. In the jungle, she met an old man and asked about his brother. The old man knew that there was a man in the jail because of gambling. He, then, suggested Beru Sibou to climb a high tree and sang a song about his brother.

Anisa : And then?

Louisa : Beru Sibou, then, climbed a high tree. She sang a song about his brother. She sang and screamed his brother's name. Nobody listened to the song and that made Beru Sibou frustrated. She, then, prayed to God. "God, I'm willing to pay my brother's debts. I will pay with my tears, my hair and all parts of my body, so they can be used by the villagers. But please free my brother." Do you know what happened then?

Anisa : You tell me.

Louisa : Right after she finished praying, heavy storm attacked and slowly Beru Sibou changed into a tree. It was just not an ordinary tree. All parts of tree were useful. Her tears changed into sweet water. Her hair changed into very strong leaves. People can use them as roof of their houses. The fruits of the tree, named *kolang kaling*, are very delicious. People name it as sugar palm tree or *pohon enau*. People in other villages name it as *pohon aren*.

Anisa : So, that's the story. What a tragic ending!

6. Complete the table with appropriate information from the dialogue.

Title	Characters	Location	Complications	Resolutions
_____	Good characters: _____	_____	Parents died	Stayed at their uncle's house.
	Bad characters: _____		_____	_____
	_____		_____	_____
	_____		_____	_____

7. Answer the following questions briefly.

- 1) What was the story about?
- 2) Why did Louisa order *es kolang kaling*?
- 3) Why did Tare Iluh do gambling?
- 4) What was the end of Tare Iluh?
- 5) What happened to Beru Sibou at the end?
- 6) Was the story a tragic one? Why?

13. Read the text carefully and answer the following questions.

The Legend of Si Pahit Lidah
(a folktale from South Sumatera)

As the story goes, there lived a mighty young man named Serunting in Semidang land, in South Sumatera. He was so powerful due to the son of a very powerful giant and the princess of the land, Princess Tenggara. Serunting had a brother-in-law named Arya Tebing since Arya Tebing's sister was Serunting's wife.

Both young men had a quarrel due to Serunting's jealousy over Arya Tebing. Each of them had rice paddies side by side, which were separated by a fallen tree. On this decayed fallen tree, some mushrooms grew. The ones that grew overlooking to Arya Tebing's rice paddy turned into gold, while those which grew overlooking to Serunting's rice paddy turned into useless thatch grass. This made Serunting envious. No matter how hard Serunting tried to move the decayed tree, the mushroom overlooking Arya's rice paddy remained gold forever.

Eventually, a violent fight broke out between them. Knowing that Serunting was mightier than Arya Tebing, Arya stopped the fight. He persuaded his sister to find out the weakness of Serunting mighty power. Serunting's wife told Arya that Serunting concealed his soul into the highest thatch grass which remained unshaken even when the wind blew it.

The next day, both young men continued to fight. Having known the secret, Arya Tebing pierced the thatch grass with his spear. Serunting fell and his leg was badly injured. Serunting knew that his wife had betrayed him so he left the land angrily. He headed his way to Mount Siguntang and asked the God of Mahameru for mighty power. The god told him to sit, meditating under a bamboo tree until his body was completely covered by the bamboo leaves. Serunting did it for two years and succeeded in getting the mighty power. Whatever he spoke, it would turn into a curse immediately. From then on, people called him "Si Pahit Lidah" (the bitter tongue). Woe to him who dare to oppose Serunting. Every body feared of him because every one who came across with Serunting turned into a stone by his curse.

taken from kids-ales.blogspot.com

1) Answer these questions:

- What made Serunting a mighty man?
- What was the quarrel between Serunting and Arya Tebing about?
- How did Arya Tebing defeat Serunting?
- How did Serunting feel when he lost the fight?
- When did Serunting get the power from the God of Mahameru?
- Do you think Serunting's new power is a blessing or a catastrophe? Why?

2) What do the underlined words refer to?

- Both young men had a quarrel.
- The ones which grew overlooking to Arya Tebing's rice paddy
- This made Serunting envious.
- Even when the wind blew it.
- He did it for two years.

3) Where would you put these expressions in the text?

- Serunting did not know what to do and said to himself, "What a lucky man he is!"
- "Sister, please find out what is Serunting's mighty power secret," begged Arya Tebing.
- "Let's fight and see who is the winner now!" Arya Tebing challenged Serunting.
- "I may lose today but I'll come back one day and take my revenge," he thought.
- He said, "Oh, mighty God, please endow me with your powerful strength."
- "Now, nobody will despise me," he said in his heart.

4) Which moral lesson is NOT appropriate for this story?

- One should think something wisely before he takes an action.
- Foul desire breeds evil thought and even murder.
- Think twice before you do something.
- Fighting is not a solution to overcome a problem.
- Envy will bring you to destruction.
- Be careful with what you wish for.
- Bitterness is very destructive.
- Hatred will result in revenge.

5) What do you think of the end of the story?

14. Discuss the following questions.

- Guess which of the following characters are good characters in a story entitled *The Green Knight*.
 - the dying queen
 - the king
 - the princess
 - the stepmother
 - the green knight
 - the herdsman
- Discuss with your friends where and when the following story might take place.

15. Read the text and answer the questions.

The Green Knight

A dying queen asked her husband to do whatever their daughter asked of him, and the king promised to do it. Meanwhile, a widow of a count and her daughter did everything to make themselves the princess' favourites. They persuaded the princess to have them stay in the castle and then the widow told her that they could not stay unless the king married her. The princess implored the king to do it and when his objections could not convince her, he married the woman.

As soon as she was her stepmother, the woman began to maltreat the princess. The king, seeing this, had a summer palace built for her and sent the princess to a summer palace. He went there one day to bid her farewell because he was going on a long journey to a great tournament. She told him to send her regard to the Green Knight. At the tournament, he did not meet the Green Knight, but on the way home, he came through a forest where he found a herdsman and asked him whose animals they were. He was told they were the Green Knight's. He went on and found a marvelous castle where the Green Knight, a handsome young man, lived. He gave him his daughter's greetings. The Green Knight had never heard of her. He said that she might think of the green of the graveyard, but he made the king welcome and gave him a gift; either a green book or a casket with his portrait.

The king returned home with a green book from the Green Knight. The princess had not known why she had spoken of the Green Knight and when she went through the pages of the book, he flew in as a bird and courted her. She recognized him as the man she dreamed of and he came to court her. Even, he promised to marry her. He always visited her secretly to avoid her stepmother, but her stepmother learnt of it. She put a pair of poisoned scissors in the window. In the others, she put a poisoned nail in the oar he used to row out. In all, he was injured and stopped visiting the princess.

The princess, not knowing why, overheard two birds talking of the Green Knight's illness and saying that nine young snakes in her father's stables could cure him. She got the snakes, went to the Green Knight's castle and got a job in the kitchen. There, she persuaded the cooks to let her cook the soup for him. For three days, she fed him a soup made from three of the young snakes and he recovered.

One morning, he went to the kitchen. He did not recognise her. Even, when she asked to marry him, he refused it because he had already promised to marry a princess. Finally, she cleaned herself up so that he recognised her. In all, they married.

taken from Wikipedia

- 1) What did the king promise to the queen?
- 2) Who were taking care of the princess after the queen passed away?
- 3) How was the princess' stepmother behaviour to the princess?
- 4) How did the king send the princess' regard to the Green Knight?
- 5) Had the princess and the Green Knight known each other very well?
- 6) "... when she went through the pages of the book, he flew in as a bird and courted her." What does the clause mean?
- 7) Why did the Green Knight visit the princess secretly?

- 8) Why did the Green Knight stop visiting the princess?
- 9) How did the princess save the Green Knight?
- 10) What do the underlined words refer to?

A dying queen asked her husband to do whatever their daughter asked of him, and the king promised to do it. Meanwhile, a widow of a count and her daughter did everything to make themselves the princess' favourites. They persuaded the princess to have them stay at the castle and then the widow told her that they could not stay unless the king married her. The princess implored the king to do it and when his objections could not convince her, he married the woman.

5. Choose the best answers.

- 1) "... a widow of a count and her daughter did everything to make themselves the princess' favourites." The underlined word is closest in meaning to
 - a. a social rank
 - b. a committee
 - c. a procedure
 - d. a candidate
 - e. a number
- 2) "... a widow of a count and her daughter did everything to make themselves the princess' favourites." The underlined word is closest in meaning to
 - a. a newly married woman
 - b. a person who has never married
 - c. a woman whose husband has died
 - d. a woman who was left by her husband
 - e. a person whose wife or husband has died
- 3) "The princess implored the king to do it, and when his objections could not convince her, he married the woman." The underlined word is closest in meaning to
 - a. wished someone not to do something
 - b. ran away from someone dangerous
 - c. being attacked by fierce behaviour
 - d. wanted to make someone angry
 - e. asked for something sincerely
- 4) "As soon as she was her stepmother, the woman began to maltreat the princess." The underlined word is closest in meaning to
 - a. to awaken someone's spirit
 - b. to get into someone's life
 - c. to treat someone cruelly
 - d. to love someone deeply
 - e. to take care of one well
- 5) "He went there one day to bid her farewell because he was going on a long journey to a great tournament." The underlined word is closest in meaning to
 - a. to ask
 - b. to plan
 - c. to greet
 - d. to refuse
 - e. to welcome

- 6) "... and when she went through the pages of the book, he flew in as a bird and courted her." The underlined word is closest in meaning to
- risked something
 - tried to serve well
 - behaved carelessly
 - tried to get attention
 - had a romantic relationship
- 7) "... and saying that nine young snakes in her father's stables could cure him." The underlined word is closest in meaning to
- boxes to save jewelry
 - buildings to keep horses
 - jugs to hold fresh water
 - boards for a particular purpose
 - clusters to surround something
- 8) "For three days, she fed him a soup made from three of the young snakes and he recovered." The underlined word is closest in meaning to
- missed his life
 - became worst
 - almost lost
 - got better
 - was dying

17. **Discuss the positive characteristics we may learn from the following characters.**
- the princess
 - the king
 - the queen
 - the Green Knight

18. **Complete the following text by filling the blank spaces without looking the story of the Green Knight.**

A queen who was 1) _____ asked her husband to fulfill their daughter's 2) _____ and the king promised to do it.

There 3) _____ a widow of a count and her daughter who did everything to make them 4) _____ by the princess. They persuade the princess to have them stay at the castle and then the widow told her that they could not stay if the king 5) _____ her. The princess implored the king to do it and when his objections could not convince her, he married the woman.

As soon as she 6) _____ the King, the woman began to treat the princess 7) _____. When the king 8) _____ this, he sent the princess to a summer palace and had one built for her.

9) _____ he went to the summer palace to say 10) _____ because he was going on a long journey to a great tournament. She told him to send her regard to the Green Knight. He did not meet the Green Knight 11) _____ but on the way home, he came through a forest where he found a herdsman and asked him whose animals they were. The 12) _____ told him that they were the Green Knight's. 13) _____ he went on and found the marvelous castle where the Green Knight, a handsome young man lived. He gave him his

daughter's regard. The Green Knight had never heard of her, but made the king welcome and gave him a gift; either a green book or a casket with his portrait.

The king returned home with the green book from the Green Knight. The princess wondered why she had spoken of the Green Knight and when she went through the pages of the book, she found 14) _____ fly in and courted her. She recognized him as the man she dreamed of and he came to court her.

15) _____ he visited her secretly to avoid her stepmother, but her stepmother 16) _____ it. She put a pair of poisoned scissors in the window. In the others, she put a poisoned nail in the oar he used to row out. In all, he was injured and stopped visiting the princess.

Fortunately the princess overheard two birds saying that the Green Knight was 17) _____, and the Knight could only be cured by 18) _____ in her father's stables. She got the snakes, went to the Green Knight's castle and got a job in the kitchen. There, she persuaded the cooks to let her cook the soup for him. For three days, she fed him a soup made from three of the young snakes and he recovered.

One morning, he went to the kitchen and found the Princess there. 19) _____ he did not recognize her. Even, when she asked to marry him, he refused it because he had already promised to marry a princess. Finally, she cleaned herself up to make the Green Knight _____ her. In all, they married.

THE LIST OF TABLES

Table 4.1.1

Chapter I (All About Me)

No	Page	Chapter	Sub-Chapter	The 8 Chapter values of the NCB								Total NCB	The stated sentences and the exercises that describe NCB	Explanation
				Fri/Com	Cte	Inq	Dem	Ind	Hw	Dis	Kor			
1	24	I All About Me	(Personal Information) The text is about Tom's information.						✓				<ul style="list-style-type: none"> I have my own site on the internet and i have done many program. I have played in many sport tournaments (foot ball sport, hand ball cup, races) in which together with my team, i have won many trophies. 	From the sentences, the writers of the book want to teach "Hard Working" by giving the example of Tom's character. Hard Working means capability that indicates a maximum and positive effort to overcome matters in learning process. Those sentences described "Hard Working" because Tom wants to do many things. Tom wants try to do many things then he got positive achievements, such as got many trophies at sports because of his efforts.
						✓						4	<ul style="list-style-type: none"> At first, I was just playing computer, games but sometime later, I noticed that I could do a lot of more things with the computer, for example programming. 	From the sentence, the writers of the book want to teach "Inquisitive" by giving the example of Tom's character. Inquisitive means psychological condition that indicates how somebody is always trying to find something, deeper and wider than everything received before. It described "Inquisitive" because Tom wants to find something deeper and wider than before with the computer.
				✓									<ul style="list-style-type: none"> One every two weeks, I meet with my friends and we play "middle earth ". 	From the sentence, the writers of the book want to teach "Friendly/Communicative" by giving the example of Tom's character. Friendly/Communicative means showing a sense of interesting chat, hanging out and working with other people. It described " Friendly/Communicative" because he met and worked with his friends routinely ones in 2 week.

Table 4.1.2

Chapter II (Well Done!)

No	Page	Chapter	Sub-Chapter	The 8 Chapter values of the NCB								Total NCB	The stated sentences and the exercises that describe NCB	Explanation
				Fri/Com	Cte	Inq	Dem	Ind	Hw	Dis	Kor			
2	43	II Well Done!	(Letter) Bob's letter to his wife	✓								2	<ul style="list-style-type: none"> This way I can sit down and gather my thought together and present them to you with small token of my love 	From the sentence, the writers of the book want to teach "Friendly/Communicative" by giving the example Bob's character. Friendly/Communicative means showing a sense of interesting chat, hanging out and working with other people. It described "Friendly/Communicative" because Bob wanted to talk with his wife through the letter with a sense of love.
						✓								<ul style="list-style-type: none"> Exercise: <ol style="list-style-type: none"> 7. What kind of a person do you think the writer is? 8. What kind of person do you think the receiver is?

Table 4.1.3

Chapter III (Are You Okey?)

No	Page	Chapter	Sub-chapter	The 8 chapter values of the NCB								Total NCB	The stated sentences and the exercises that describe NCB	Explanation
				Fri/Com	Cte	Inq	Dem	Ind	Hw	Dis	Kor			
3	64	III Are You Okay?	(Attention Card) The card is about expressing symphaty to their classmate	✓								2	<ul style="list-style-type: none"> • We heard about your accident. Oh my God, that's must've been very terrible. We know you're not feeling very well, but it won't be for too long. Because we are praying for your speedy recovery. Soon you'll be fit and strong. And back to your usual self: gregarious and cheery. Get well soon and see you in class! 	From the sentence, the writers of the book want to teach "Friendly/Communicative" by giving the example of expression in the attention card. Friendly/Communicative means showing a sense of interesting chat, hanging out and working with other people. It indicated "Friendly/Communicative" because they care to their classmate then sent an attention card to the classmate with showing a sense of love and by sending the card, they express their symphaty.
						✓								<ul style="list-style-type: none"> •Excercise : 6. what could of people do you think the writers are ?

Table 4.1.4

Chapter IV (I Will Improve My English)

No	Page	Chapter	Sub-chapter	The 8 chapter values of the NCB								Total NCB	The stated sentences and the exercises that describe NCB	Explanation
				Fri/Com	Cte	Inq	Dem	Ind	Hw	Dis	Kor			
4	84-85	IV I Will Improve My English	(Business Letter) The letter is about the confirmation to attend the conference	✓								2	<ul style="list-style-type: none"> I intend to talk about our next NX modems and enclose a preliminary proposal for your attention. I look forward to seeing you next year. 	From the sentence, the writers of the book want to teach “Friendly/Communicative” by giving the example of expression in the letter. Friendly/Communicative means showing a sense of interesting chat, hanging out and working with other people. It indicated “Friendly/Communicative” because the writers show that he will discuss about the proposal with the receiver of the letter.
						✓								<ul style="list-style-type: none"> Reading to find similar meaning from contextual clues.

Table 4.1.5

Chapter V (Congratulation)

No	Page	Chapter	Sub-chapter	The 8 chapter values of the NCB								Total NCB	The stated sentences and the exercises that describe NCB	Explanation
				Fri/Com	Cte	Inq	Dem	Ind	Hw	Dis	Kor			
5	100-102	IV Congratulation!	(Congratulation Card) Section 1 The card is about someone congratulate his fellow									2	<ul style="list-style-type: none"> • Congratulation ! may you with success everyday ! • In sweet companionship and love, with heart of faith and cheer, together may you keep the road. Through many happy years. • Happiness and gigyles are comming you may with breakless and giggles of smiling day ! • Congratulation for your little bundle of joy ! <p>I would like to congratulation you on your recent graduation from mountain state university with your MBA (marketing).</p>	From all of the congratulation the students will learn about how to congratulation their friends with interesting writing. Indirectly, they will learn “ friendly/communicative” by sending the congratulation card. Friendly/Communicative means showing a sense of interesting chat, hanging out and working with other people.
			Section 2 The text is about Bruce Atkinson’s letter to Congratulate Belinda Asher										<ul style="list-style-type: none"> • On behalf of the management and staff at Deewood Resorts, I wish you all the best in your future career and life endeavors, whatever they may be. 	From the sentences, the writers of the book want to teach “Friendly/Communicative” by giving the example of expression in the letter. Friendly/Communicative means showing a sense of interesting chat, hanging out and working with other people. It indicated “Friendly/ Communicative” because the writer showed an interesting chat with a sense of love to her friend.

Table 4.1.6

Chapter VI (I Have Been There)

No	Page	Chapter	Sub-chapter	The 8 chapter values of the NCB								Total NCB	The stated sentences and the exercises that describe NCB	Explanation
				Fri/Com	Cte	Inq	Dem	Ind	Hw	Dis	Kor			
6	119-120	IV I Have Been There	(Email) The Email is about Melanie share and tell her vocation to Pipit	✓									<ul style="list-style-type: none"> I hope your vacation has been going well for you too. Would you like meet up some time before school starts ? 	From the sentences, the writers of the book want to teach “Friendly/Communicative” by giving the example of expression in the letter. Friendly/Communicative means showing a sense of interesting chat, hanging out and working with other people. It described “Friendly/Communicative” because the writer show a sense of interesting chat and try to invite pipit to hanging out.
												2	<ul style="list-style-type: none"> Exercise 4. use the clueus in the sentences to guess the meaning of the words in gold <ul style="list-style-type: none"> a. toba lake’s stunning beauty is beyond words to describe. b. ...but it’s the long journey 6. What does the writer mean when he wrote “It was very tiring but the view of the lake was just gorgeous?” 7. What kind of a person do you think the writer is? 	From the direction, the writers of the book want to teach “Inquisitive” by giving this kind of exercise. Inquisitive means psychological condition that indicates how somebody is always trying to find something, deeper and wider than everything received before. It indicated “inquisitive” because it tells the students to find out the meaning of the words tought the text by using a clues. Then, from question no.6 and 7, the book writers want to develop the students’ ability in thinking something beyond the text. It will help the students to develop their character “Inquisitive”.

Appendix 4.1.7

Chapter VII (Describe People)

No	Page	Chapter	Sub-chapter	The 8 chapter values of the NCB								Total NCB	The stated sentences and the exercises that describe NCB	Explanation
				Fri/Com	Cte	Inq	Dem	Ind	Hw	Dis	Kor			
7	146-147	VII Describing people	(Describe a Person) Section I About the letter of Rob's description. He tells himself to mr. Miller					✓				1	<ul style="list-style-type: none"> So, let me tell you about myself Thank you for your good cooperation and kindness attention. 	From the sentences, the writers of the book want to teach "Friendly/Communicative" by giving the example of expression in the letter. Friendly/Communicative means showing a sense of interesting chat, hanging out and working with other people. The sentences described "friendly/communicative" because the writer is willing to introduce himself with a sense of interesting chat.

Table 4.1.8

Chapter IX (It's Missing)

No	page	Chapter	Sub chapter	The 8 chapter values of the NCB								Total NCB	The stated sentences and the exercises that describe NCB	Explanation
				Fri/Com	Cte	Inq	Dem	Ind	Hw	Dis	Kor			
9	181-185	IX It's Missing!	Section 2 : The text is about batik seminar and workshop announcement	✓								1	<ul style="list-style-type: none"> Instruction: In pairs, read the fact below and answer the question. 	From the direction, the writers of the book want to teach "Friendly/Communicative". Friendly/Communicative means showing a sense of interesting chat, hanging out and working with other people. It described "Friendly/Communicative" because the students have to do the exercise with their friend.
			Section 3 : The text is about cancelling mathematic class	✓									1	<ul style="list-style-type: none"> Instruction: In pairs, read the announcement below. Then, fill in the table with the information from the text.

Table 4.1.9

Chapter X (A Time in Life)

No	Page	Chapter	Sub-chapter	The 8 chapter values of the NCB									Total NCB	The stated sentences and the exercises that describe NCB	Explanation
				Fri/Com	Cte	Inq	Dem	Ind	Hw	Dis	Kor				
10	196-198	X (A Time in Life)	Section 2 : The text is about David Beckham Biography							✓			2	<ul style="list-style-type: none"> At the age 17, Beckham career began when he sign a professional contract with MU, making his first-team debut in 1992. During his time three, MU won the premier leagues six times, the FA cup cap twice and the UEFA champion league in 1999. Beckham became a UNICEF goodwill ambassador in January 2005 and was involve in promoting London successful bid for 2012 Olympiad games In January 2007, it was announced that Beckham signed a new contract with major league soccer club Los Angeles galaxy and this goal him the highest player salary. 	From the sentences, the writers of the book want to teach “Hard Working” by giving the example of Beckham character. Capability that indicates a maximum and positive effort to overcome matters in learning process. It described “Hard Working” because Beckham to do many things focusing on football sport and got many award at sports.

						✓								Exercise: 9. What do you think of David Beckham? (INQ)	From the direction, the writers of the book want to teach “Inquisitive” by giving this kind of exercise. Inquisitive means psychological condition that indicates how somebody is always trying to find something, deeper and wider than everything received before. It indicated “inquisitive” because the question number 9 of the exercise want to the student develop their ability in thinking beyond the text deeply and weedly.
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Table 4.1.10

Chapter XI (A Long Time Ago...)

No	Page	Chapter	Sub-chapter	The 8 chapter values of the NCB								Total NCB	The stated sentences and the exercises that describe NCB	Explanation
				Fri/Com	Cte	Inq	Dem	Ind	Hw	Dis	Kor			
11	224-224	XI (A long time ago)	(folklore) Section I The text is about the history Kolang-Kaling	✓								2	<ul style="list-style-type: none"> Situation: Louise and anisah are in the canteen Louisa : well, what do you want to drink ? Anisa : mmm I'd like es cendol . What about you? Louisa : Me ? I'll have es kolang kaling Anisa : hey do you like kolang kaling too? Louisa : hmmm... not really. Yesterday, I read folktale from north Sumatra. It's a bout kolang-kaling. Anisah : so what's the story ? Louisa : well, let me tell you 	From the direction, the writers of the book want to teach "Friendly/Communicative". Friendly/Communicative means showing a sense of interesting chat, hanging out and working with other people. It described "Friendly/Communicative" because the dialogue between Louisa and Anisah show an interesting chat.
			Section 2 The text s about the story of Si			✓							<ul style="list-style-type: none"> Questions: 3. where would you put these expression in the text 4. Which moral lesson is not appropriate for tell story? 	From the direction, the writers of the book want to teach "Inquisitive" by giving this kind of exercise. Inquisitive means psychological condition that indicates how somebody is always trying to find something, deeper and wider than everything received before. It indicated

			Pahit Lidah												5. What do you think of the end of the story?	“inquisitive” because questions no.3, 4 and 5 develop the students’ ability in thinking something beyond the text. It will help the students. To develop their character “Inquisitive”.
			Section 3 The text is about The Green Knight Story	✓										2	• Instruction: Discuss the following questions.	From the direction, the writers of the book want to teach “Friendly/Communicative”. Friendly/Communicative means showing a sense of interesting chat, hanging out and working with other people. It described Friendly/Communicative because the students have to work and communicate with their friends to discuss the questions.

