

**AN ANALYSIS OF READING EXERCISE IN THE TEXTBOOK
“ THINK GLOBALLY ACT LOCALLY”
AT NINTH GRADE OF SMPN 17 JAMBI CITY**

THESIS

**Submitted Partial Fullfillment of the Requirements to Obtain
The Degree of Sarjana Pendidikan**



Written By :

MEIDYTIA RAHAYU

1800888203030

ENGLISH EDUCATION

STUDY PROGRAM FACULTY OF TEACHER TRAINING AND

EDUCATION BATANGHARI UNIVERSITY

JAMBI

2021/2022

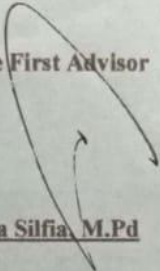
APPROVAL

This thesis is entitled "An Analysis Reading Exercise in the Textbook at Ninth Grade SMP N 17 Jambi city. written by Meidyta Rahayu, Student Number 1800888203030 has been corrected and approved to be tested in front of the board of examiners.

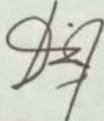
Jambi, 27 Januari 2022

Approved and Accepted By:


The First Advisor


Efa Silfia, M.Pd


The Second Advisor


Kartika Dewi, M.Pd

The Head of English Education
Study Program


Ridho Pradjia Dinata, M.Pd

The Dean of Teacher Training and
Education Faculty


Dr. H. Abdoel Gafar, S.Pd, M.Pd.

STATEMENT

I, the undersigned below:

Name : Meidytia Rahayu
ID : 1800888203030
Place and Date of Birth : Jambi, 14 Mei 2000
Gender : Female
Study Program : English Language Education

States that:

1. The thesis that I wrote with the title An Analysis Reading Exercise In The Textbook "Think Globally Act Locally" at Ninth Grade Of SMP N 17 Jambi City, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution..
2. This thesis is purely my own ideas, judgments, and formulations, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. In this thesis, there are no works or opinions that have been or have been published by other people, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the references.
4. I make this statement in truth, and if in the future it turns out that there are irregularities and untruths in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I received because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

Jambi, January 27th, 2022

I stated,



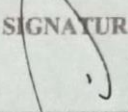
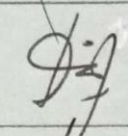

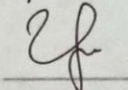
(Meidytia Rahayu)

1800888203030

LETTER OF RATIFICATION

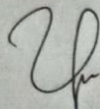
This thesis entitled "An Analysis Reading Exercise in the Textbook at Ninth Grade SMP N 17 Jambi city" written by Meidyta Rahayu Student Number 1800888203028, was accepted and approved by team examiners Faculty of Teacher Training and Education University of Batanghari on January, 27th 2022.

Team of Examiners:

NAME	POSITION	SIGNATURE
1. Efa Silfia, M.Pd	Chair Person	
2. Kartika Dewi, M.Pd	Secretary	
3. Dr. Yanti Ismiyati, M.Pd	Main Examiners	
4. Ridho Praja Dinata, M.Pd	Examiners	


Retified by :

The Head of English
Program



Ridho Praja Dinata, M.Pd

The Dean of Teacher Training Education
and Education Faculty



Dr. H. Abdoel Gafar, S.Pd., M.Pd

MOTTO

“ Allah does not burden a person except according to his ability”

(Q.S Al-Insyirah 94:5)

“I am slow walker, but I never walk back”

(Abraham Lincoln)

ACKNOWLEDGEMENT

Alhamdulillah, all praises to Allah SWT and Prophet Muhammad SAW For blessing and everything given to the writer in finishing a thesis title about “An Analysis Reading Exercise in the English Textbook at Ninth Grade SMP N 17 Jambi City in Academic Year 2021/2022.

The researcher admits that this thesis would't be completed properly without support, advice, help, and contribution from some people. Therefore, the writer wants to express her gratitude to everyone who has helped the researcher in a process a completing this thesis. The writer shows her gratitude to :

1. My beloved parents, Alm. Edi Rahmad (*father*) and Mahdalena (*mother*). who are always pray, giving me advice, support and help. Thank you,Ibu, Ayah.
2. H. Fachruddin Razi, S.H., M.H, as the Rector of Batanghari University.
3. Dr. H. Abdoel Gafar, S.Pd., M.Pd, as the Dean of Faculty of Teacher Training
4. Ridho Pradja Dinata, M.Pd a Chairman of English Language Education Department.
5. Efa Silvia, M.Pd. as the first advisor for guiding, giving information, suggestions, and correction in a process of accomplishing this thesis
6. Kartika Dewi, S.Pd., M.Pd as the second advisor who always support, giving motivation, suggestions, advice and correction in writing this thesis.
7. All of the lecturer of Faculty of Teacher Training and Educational Sciences who have given the knowledge and inspiration for the research.
8. My two beautiful Sisters, Zulva Olivia, and Sintya Ramadhani, who are always help me in all situation.

9. For my best friends Irma, Reta, and Suci, we are always supporting each other since the beginning and finally we end graduated together.
10. For my boyfriend Romero Pramudya Putra, who always giving me support and always help me in all situation.
11. Finally, Sng employee Yoga Prasetya, Reza Yulian, and Aan. Thank you for the always help and support.

The researcher realizes that this thesis is not perfect enough, Hence, the researcher needs some suggestions from readers to make this thesis become more valuable and better.

Jambi, 27 January 2022

Meidytia Rahayu

ABSTRACT

Meidytia Rahayu, 2022. *An Analysis of Reading Exercise In The Textbook “Think Globally Act Locally” at ninth Grade of SMPN 17 Jambi City*: Thesis, Faculty of Teacher Training and Education, Batanghari University. Supervisor I : Efa Silfia M.Pd. Supervisor II : Kartika Dewi M.Pd.

This research aimed to analyze the reading exercise relevant in English textbook used at SMP N 17 Jambi City based on aspect of reading exercise. The analysis of reading exercise in “Think Globally Act Locally” in term of aim of exercise, text type, type of reading exercise, social function, and language feature. The researcher use descriptive qualitative approach to analyzed the English textbook. Specifically, the researcher used content analysis in gathering the data. The data gathered by reading, identification, classification, and analysis. All the data the analyzed by using evaluating textbook (content analysis). The background of study is the importance of a good textbook for a guide in teaching and learning process and reading exercise are one of the content of textbook to improve the students’ skill. In order to collecting the data, the researcher use the instrument which was a observation checklist and documentation. The results in the table instruments above, the researcher found there are 57 types of reading exercise, which divided into: 10 aim of the text . 7 type of text (1 greetings card, 1 offer and suggestion, 1 giving information, 2 procedure text, 1 report text, 3 narrative teks, and 1 descriptive teks), 10 Social function, 2 type of the reading exercise (6 short-answer question and 10 long-answers question) and 10 Language features. So, the reading exercise in “Think Globally Act Locally” are relevant with some aspects of reading exercise. While the reading exercises in the textbook do not cover some aspects in term of Type of text and type of Reading Exercise.

Key words: Reading Exercise, English Textbook

TABLE OF CONTENT

PAGE OF TITTLE	i
APPROVAL	ii
LETTER OF RATIFICATION	iii
MOTTO	iv
ACKNOWLEDGMENTS	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLE	iv
LIST OF APPENDIX	x
CHAPTER I : INTRODUCTION	1
1.1 Background of the Research	1
1.2 Formulation of the Problem	3
1.3 Purpose of the Research	3
1.4 Focus of the Research	3
1.5 The Significance of the Research	3
1.6 Definition of Keyterms	4
CHAPTER II : REVIEW OF RELATED LITERATURE	6
2.1 Definition of Reading	6
2.1.1 Kinds of Reading	7
2.1.2 The Advantages of Reading	9
2.2 Technique of Reading	10
2.3 Theory of Reading Exercise	11
2.4 Definition of Reading Exercise	12
2.5 Theory of Textbook	13
2.6 Textbook Analysis	14
2.7 Previous Study	15
2.8 Conceptual Framework	17

CHAPTER III : RESEARCH METHODOLOGY	19
3.1 Research Design	19
3.2 Subject of the Research	20
3.3 Instrument of the Research	20
3.4 Technique of Data Collection	22
3.5 Technique of Data Analysis.....	23
CHAPTER IV : FINDINGS AND DISCUSSION	24
4.1 Research Findings.....	24
4.1.1 Analysis of reading exercise “ Think Globally Act Locally”	27
4.2 Discussion.....	43
CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusion	47
5.2 Suggestion.....	47
REFERENCES.....	
APPENDIXES	

LIST of TABLE

1. Aspect Indicator Observation Checklist	21
2. Results from the analysis of English Textbook “Think Globally Act Locally”	26

LIST of APPENDIXES

1. Cover of the Textbook “Think Globally Act Locally”
2. The Table of Contents in the Textbook.....
3. The Documentation of The Task.....

CHAPTER 1

INTRODUCTION

1.1 Background of the Research

Reading is one of the abilities in English that must be dominated by the understudies when they are learning English. Along these lines, understudies need to pick up reading just as different abilities to dominate English. Nunan (2003) clarified that reading is a course of building the importance of the text. Reading join data from the text with their experience of information. Alyousef (2005) believed that reading is an intelligent interaction between the peruser and the text which prompts automaticity or understanding familiarity. In this way, reading is a functioning abilities that needs so often to practice and exercise. The improvement of thereading cognizance depends on the work they provide for work on it. It implies that the more they read, the better their understanding appreciation

According, Saville-Troike (2006), reading is an open movement for individuals "to foster a second language in scholastic skill". He clarified that perusing is utilized to make it more straightforward for reading to recall and add jargon that isn't yet known. The capacities allude in building student ability as well as in showing their challenges. Along these lines, reading turns into an ability in English that ought to be dominated by individuals

Reading exercise is that of understanding a subject has achieved concerning record. Reading exercise incorporates the ability to rapidly perceive and dissect words and comprehend the mental ideas driving the words. Jargon has a major influence in reading exercise since it leave an expansion of terms in a single tongue an it help with word and sound affiliation.

Be that as it may, to further develop the understudy understanding perception and understanding it is important to direct a more profound investigation of the understanding activity. The justification for this is that in view of the scientist's involvement with showing practice, a large portion of the understudies confronted hardships in perusing English texts because of the different English language highlights from their first dialects. The analysis seen that as a large portion of the understudies felt exhausted, aloof and apathetic in getting the hang of reading in the class. They were mistaken for the message which had long and peculiar sentences and feared committing errors. These issues also make it hard to comprehend or understand the text.

According by Tomlinson (1999), a course book is the primary procuring material which is normally utilized by instructor and understudy. The Course reading additionally enjoys many benefits in the instructing and learning process. A portion of those benefits are giving construction and a schedule to a program; helping normalized guidance; keeping up with quality; giving an assortment of learning assets; being productive; giving compelling language models and info; preparing educators; and being outwardly engaging.

Based on the problem above, this researcher will analysis the reading exercise in the English textbook which was published by Kemendikbud used in SMP Negeri 17 Jambi City. By looking at the problem above, The very important to identify whether the reading exercise meets the needs of the student.

1.2 Formulation of the Problem

The problem of this research How is the analysis of reading exercise in the Textbook “*Think Globally Act Locally*” at ninth grade of SMP N 17 Jambi City ?

1.3 Purpose of the Research

The purpose of this research analyze reading exercise the text book “*Think Globally Act Locally*” at ninth grade of SMP N 17 Jambi City.

1.4 Focus of the Research

The focused on reading exercise in the text book. The researcher chooses English textbook “*Think Globally Act Locally*” published by Kemendikbud in 2018, the English textbook for the ninth grade of SMP N 17 students.

1.5 Significance of the Research

a. For teacher

The results of this exam can ideally be used by educators as an early stage of further development of students' understanding of reading exercise.

b. For students

It is very important to know their capacity in understanding reading exercise activities .

c. For readers

The research is expected to facilitate the reader in giving identify about reading exercise in the textbook.

d. For Research

The research will get more knowledge by doing this research. The research also get experience which will be used for this time and for the future.

1.6 Definition of Key Terms

The method involved with breaking down a complex subject or substance into its smaller components to gain a better understanding is known as analysis.

1. Reading

Kennedy states (1981:5) says that reading is the capacity of a person that perceive a visual structure to connect the structure with the sound or which means gained previously, and, on the previous experience, comprehend, and decipher is meaning. In light of the clarification, it very well may be reasoned that reading is individual capacity in comprehension and tracking down the message.

2. Reading Exercise

Crawley and Merri (2000) says that this sort of activity decides realities, decides causes, knows fundamental thoughts, reaches determinations, and peruses carefully. There are 5 sorts of understanding activities, specifically:

1. Decide current realities, this is an activity to decide a specific piece of the c determination.
2. Perceiving the fundamental thought, this can be communicated from the principle thought or which means of a section.
3. Make ends. Making ends should be founded on realities. understudies conjecture by interfacing what the writer has written in the text with their own experience data.
4. The connection. A might imparted in various ways, both straightforwardly and by implication. It is worried about each feeling, topic, state of mind, or activity that happens, regardless of whether deliberately or coincidentally.

3. Textbook

Assaly and Igarria (2014) says that a coursebook reading is a critical that sends information and data, yet additionally creates a invigorates higher speculation processes by giving the establishment to exercises to grow understudies' reasoning. Furthermore, because most instructors' instructional activities are geared around assessments, they overlook what isn't on the exam. In this regard, it is impossible to create a productive generation based on people's ability to study, discuss, assess, and evaluate genuine problems.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Definition of Reading

Accordance by Pang (2003:6) reading is characterized as understanding composed texts. He says that reading comprises of two related cycles: word acknowledgment and understanding. Word acknowledgment is characterized as the method involved with getting how composed images relate to one's communicated in language while cognizance is the most common way of making the importance of words, sentences and associated message. He keeps on expressing that a reading with foundation information, jargon, syntactic mastery, text experience, and different procedures can work on inside the appreciation of composed materials.

Klingner (2007:2) says that reading appreciation is "the most common way of building significance by planning various complex cycles that included word perusing, word and world information, and familiarity". It alludes to the capacity in deciphering the words, understanding the importance and the connections between thoughts passed on in a text. He set up for the understudy a three-venture approach for picking up understanding cognizance: presenting, rehearsing, and surveying. That is, educators recognize the capacities that understudies want to learn, give opportunities to them to rehearse those abilities through exercise manuals or work sheets, and afterward survey whether or not they have mastered the expertise adequately.

Reading overall can be characterized into a few definitions. As indicated by Rivers (1981), reading is a cycle articulating the customary way the sound

represented by the printed or composed markers on the content. Brown (2004), add that reading is a course of exchange of significance. In this cycle, the reading carry their initial idea to the net pieces of perusing interaction to at long last arrive at their comprehension about the importance of the text they read.

According to Nunan (1989:72), reading is a singular movement where the reading engages a material on his or her own. To comprehend the meaning of a text, a reader uses both his language abilities and his previous knowledge of the world. This indicates that reading requires a quiet mind in order to comprehend the significance of what we've read and come to a conclusion.

In addition above, it very well may be reasoned that reading is a course of disentangling composed images, translates the composed message by the reading for getting importance of the message, to get fundamental thoughts, and to look through broad or explicit data from reading material, articles, or magazines. Reading is likewise the most common way of moving importance (knead) from the author to the reading can foster their reading expertise for getting a decent the understanding text.

2.1.1 Kinds Of Reading

Reading may likewise be portrayed as the cycle through which reading obtain information from what they read and apply it in a homeroom setting as a feature of their schooling (Grabe, 2009: 5). Gaining happens when the psyche shifts from an obscure to a natural circumstance. Since perusing is a piece of learning Readers endeavor to fathom the materials they are reading by breaking down, blending, surveying, and choosing key data, According to Patel and Praveen (2008), there are a few kinds of reading, specifically :

1. Skimming

Skimming is a strategy used to track down the 'center' of what the creator is talking about absent a lot of detail. This is utilized just need to review or see the material. Skimming is additionally utilized after the understudy has concentrated cautiously and he wants to return to the primary thoughts and ideas.

2. Scanning

Scanning isn't a reading strategy in the customary sense. It's a sort of looking for that requests the peruser to drift through the substance until he finds what he's searching for. The peruser then stops and reading as much as is needed to address his request. To examine successfully, he should know precisely the thing he is looking for, where he is probably going to track down it, and how he will perceive the data once he tracks down it. He'd check for numbers and such in the event that he was looking for a date. Each of the subtleties he want won't forever be given in a solitary or two sentences. For this situation he should filter until he has all the data he is looking for.

3. Reading with comprehension

Reading with perception implies getting what has been reading . It is a functioning reasoning cycle that relies upon perception abilities as well as on the understudies encounters and earlier information

4. Intensive reading

This type of strategy in appropriate when he reader wishes to examine the test is considerable depth, reflect upon or memorize all or part of the contents.

Consequently, such reading is normally undertaken at slower speed than in the two approaches mentioned above. Escalated reading includes students exhaustively with explicit learning points and errands. It very well may be contrasted and broad perusing, which includes students reading texts for enjoyment and to foster general understanding abilities. In the homeroom, escalated perusing exercises incorporate skimming a text for explicit data to answers valid or bogus proclamations or filling holes in a rundown, checking a text to match headings to passages, and filtering muddled section and afterward reading them cautiously to place them into the right request

5. Extensive Reading

Reading longer text normally is for one's pleasure. This is a familiarity action, principally including worldwide arrangement. The read many a books. Its consideration is paid to the importance of the actual text not the language. The motivation behind broad perusing is for delight and data. In this way, broad reading is additionally named as "beneficial reading"

6. Reading aloud

Reading longer text ordinarily is for one's pleasure. This is a familiarity movement, fundamentally including worldwide arrangement. The extensive read many more than one books. Its consideration is paid to the importance of the actual text not the language. The reason for broad perusing is for joy and data. Subsequently, broad perusing is likewise named as "advantageous perusing"

2.1.2 The Advantages of Reading

Advantages Reading is positive views concerning reading among students may improve. As stated by Sweet (2000), "effective reading instruction can develop engaged readers who are knowledgeable, strategic, socially interactive, and motivated," Grabe, as cited in Wilkinson (2012), discusses some of the benefits of reading, including the development of vocabulary and structural awareness, background knowledge, automaticity, improved comprehension skills, and the promotion of confidence and motivation.

There are several more advantages of learning to read. Many pupils believe that knowing how to read is unimportant. There are other pupils that understand the value of reading skills. As a result, the researcher feels that whenever pupils have the opportunity to improve their reading abilities, they should seize it. If they do, it will better for them to chances of success in life. It can be seen from there are many reasons reading is necessary in life. Students always think only one question, what is the advantage of reading? There are many reasons students should read. Students should read because it helps them to improve in English.

2.2 Technique of Reading

Anthony in Brown (2001: 14) characterizes strategy as explicit exercises appeared in the homeroom that were reliable with a technique and in this way were in agreement with a methodology too. These exercises can be taking care of undertakings or activities to acknowledge example targets. The exercises can help educator and understudies in many subjects in the homeroom like English. In the English subject, the instructor is additionally ready to involve the exercises in educating and acquiring interaction to work on four abilities in English subject; tuning, recorded as a hard copy, talking, and reading. In the understanding

movement, the instructor needs to comprehend that perusing is anything but a basic action since understudies need to get another information in an entry by utilizing their eyes, mind, and feeling. To orchestrate those things, the researchers apply a power well in other that gain something from the information they snatch in the section they read.

Reading may be a difficulty for students, even though they are required to do it as part of the learning process, particularly in the classroom. Because of a variety of factors, the kids' reading abilities are affected. Complacency, a lack of fascinating method, prior knowledge, habit, and so on are some of them. The instructor must recognize that she or he must address these issues in order for children to enhance their ability to read written material of all forms.

2.3 Theory of Reading Exercise

According to Grellet (1986: 14), there are around four unique sorts of understanding activities. Deriving the significance of obscure components, distinguishing connections inside words, associating sentences and ideas, and expecting by thinking about what will occur next are instances of these kinds of understanding activities.

A few sorts of activities, like the request about the reason for the entry, the overall game plan, the strong gadgets, the recommended reality, the derived significance, and the appraisal, might be utilized to construct different abilities in the understanding expertise, as indicated by Grellet (1986: 5). Reading required a functioning course of translation. Accordingly, the reading ought not expect to decipher a text in a similar way. As per those clarifications, reading is a significant ability to gain which needs a functioning speculation process from the peruser to

get importance about the text. It implies that to be a decent peruser must have a very smart. Assuming the understudies have a decent decisive reasoning, they could have a decent outcome in the perusing action since they know what the author reason recorded as a hard copy the understanding text and the importance of the actual text.

Kozak (2011: 7), is to instruct responsive abilities so that defined reading appreciation might be isolated into different gatherings relying upon the objectives to be accomplished. He underscored that the activity is in accordance with the learning targets to be met. He likewise referenced that reading exercises are separated into three classifications: pre-understanding activities, while-understanding activities, and post-understanding activities.

Matching Tests, True/False Reading Tests, Multiple Choice Item Tests, Completion Items, and Short or Long Answer Questions are on the whole instances of understanding activities, according J.B Heaton (1975). The course book essayists gave reading exercises in various decision things tests and finish thing tests, which was great and in accordance with J.B Heaton's hypothesis.

Based on the clarification above, it tends to be finished up that reading exercises have many types of reading exercises that develop students' reading skills so that learning objectives are achieved. And readers can create their reading skills to get a good understanding of the reading text.

2.4 Definition of Reading Exercises

The meaning of reading exercise has characterized by certain specialists. Miller (2002: 8) Reading cognizance is characterized as the ability to understand or get importance from any type of composed substance, as per studies. It is consequently why reading is a particularly significant piece of any substance

learning. Reading Exercises is an intuitive expertise wherein the reading interfaces with the text and draws on their earlier information and experience to reason the planned significance. To get a handle on the substance of the reading, the demonstration of reading needs data, contemplations, and an undeniable degree of concentration.

2.5 Theory of Textbook

Textbook is the most frequently used of all printed educational materials. In the hands of knowledgeable practitioners, the textbook becomes one of many aids to assist students in acquiring clear concepts of subject matter. According to Richards (2001) textbooks are used in different ways in language program. For example, a reading textbook might be the basis for a course on reading skill, providing both set of reading texts and exercises for skills practice According to Nunan (2003) the sources used in English books as subjects in education are to identify and have assumptions to help educators and students achieve learning goals and have many benefits for student.

Chambliss and Calfee, as describe by muniroh (2016) says that textbooks provide students with many benefits for the ongoing learning process. Freeman and Porter (1989) that textbooks have many uses for conveying learning topics in class so that learning activities take place well, (Maffia, Dias, Brauna and Cruz, 2003) say that textbooks are an aid for their learning materials.

According (Pingel,2010) textbook and learning materials have the power to transmit knowledge, build skills, and shape the way learners interact with the world. It meant that textbook had fulfilled of knowledge, skills, and activities. The textbook is a tool, and the teacher must know not only how to use it, but how useful

it can be. As a tool, textbook was expected to be useful sources in guidance teaching. According (Williams,1983) the primary purpose of textbook is to transmit knowledge, values, attitudes, skill and behavior that are a constant. It stated that textbook was important learning tool, because all capabilities of learning were provided. From the explanation above, it can be stated that textbook was a tool of learning resources that had provided knowledge, skill, values, attitudes, activities, and esthetical to motivate learner achieve capability of education and textbooks do not only influence what and how students learn, but also what and how teachers teach. Related to this research, the textbook also influence how the students learn reading.

2.6 Textbook analysis

Textbook examination, Reading and yet again understanding records, looking for likenesses and differences that permit the specialist to create subjects and classes, is a subjective substance investigation method to information investigation. It involved examining the material of a textbook in light of an assortment of variables like similitudes, errors. The significance, qualities, and learning practice of a course reading not set in stone by examining the language of the substance. The purpose of the reading material investigation is to survey the general quality of the textbook by utilizing the classification of the book to be analyzed by the researcher. Moreover, reading has explicit qualities, Muslich (2010 :61-62) the attributes are :

a) Based on the curriculum, b) Has a purpose, c) There is a subject, d) There is student orientation in each book), e) teachers practice teaching according to the direction of the book, f) foster creative students practice reading exercises.

2.7 Previous Study

In the previous study, this material has ever been examined by Alifah haibatil fadhillah (2019) in the title reading exercises of text type in the textbook “English for a Better Life”. The method used is descriptive qualitative, and the results of this study are the percentage of research that is the other with a percentage of 20 reading exercises (42.55%) and 27 reading exercises (57.45%) using the 2006 curriculum. The same between Alifah thesis with the researcher is the thesis analysis reading exercise in the textbook English for a Better Life. The differences between them is that Alifah an analysis reading exercise in the textbook Think Globally Act Locally. According to the results of this study, the aspects that need the KTSP are not suitable for doing reading exercises for the continuation of learning because books and the needs of the KTSP do not complement each other.

Pratiwi (2014) entitled the Revised version of Bloom's Taxonomy in the article question of the reading practices in Pathway to English course book, the target of this review is to get exact proof of the dissemination of the greater request thinking ability in view of the updated release of Bloom's Taxonomy in the paper question of the perusing practices in Pathway to English reading material which is ready for the 11Th grade of senior secondary school understudy. The aftereffects of this study demonstrate that perusing texts are troublesome, so they are difficult to come to, The likeness of this examination and specialist's review is about Hots in understanding activities. The distinctions of this examination, the analyst's involving English Textbook for 7th grade in Junior High School understudies and

the exploration of Pratiwi involving English reading material for 11th grade in Senior High School.

Next, research was written by Ilma (2018) entitled Analysis of reading exercise in “BRIGHT” *coursebook*. In this type of reading practice has many goals to think intelligently in learning and analyze reading exercises. according to the results reading exercises relevant to “Bright Coursebook”. The same of the research and researcher’s study the thesis about analysis reading exercise in coursebook. The difference between them is that ilma analysis reading exercise in the textbook “BRIGHT”.

And the last by Lan and Chern (2010). The title of the research analyzing English textbook and tests by the Revised Bloom’s Taxonomy. The researchers used cognitive dimension of the Revised Bloom’s Taxonomy as the instrument of the study. The result showed the textbook and the tests placed emphasis on the lower order thinking process: remembering, understanding, and applying. It shows that they do not appropriate with the cognitive dimension theory of Bloom’s taxonomy. It did not cover the entire cognitive dimension because there are many uneven cognitive dimension activitie. The different of this research Lan and Chern used college entrance examinations from 2002 to 2006 in Taiwan, Dahostino used the Malaysian test. The same of this research is a analyzing textbook.

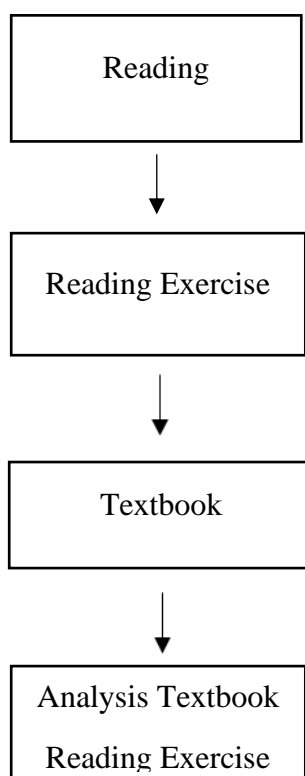
Based on the explanation above, there are some different that the similarity of this study is some of study above analyzing reading exercises in a textbook and also using qualilative method. While the difference of the research are course book revised Bloom’s Taxonomy.

2.8 Conceptual Framework

Figure 1.

Conceptual Framework

An analysis reading exercise in the textbook



Based on the conceptual framework above, it can be explained that the first step in this research is to analyze the textbook. In this case, the researcher only focuses on analysis reading exercise. This researcher reads all of texts provided for reading exercise.

Urquhart and Weir (1998) expressed that reading is a capacity to utilize while connecting with texts semantically. Other than that, reading centers around the words, sentences, sections and furthermore its importance. Then, at that point,

it tends to be inferred that perusing is cycle of getting data and thoughts from the text semantically. Reading causes individuals to comprehend the significance and the setting of the words, sentences and sections.

The course readings, as indicated by Brown (2001: 141), are one type of text, a book expected for use in an instructive program. Practices in course books have a significant impact in the English learning process since they permit understudies to scrutinize their abilities and accomplish positive outcomes in the educating and learning process.

Cunningsworth (1995), says coursebook readings have breezed through the distributor's capability assessment in coordinating schooling prior to being made accessible to the overall population. As indicated by Gebhard (2013), distributing organizations, government associations, educational plan advancement groups on school marks, and homeroom teachers give the base fundamental of guidance in EFL/ESL course readings.

To meet the criteria or not in analyzing books, you must meet reading practice standards as the first step in analyzing an English textbook.

Finally, the researcher achieves the result of this research based on the data provided. The researcher will later present the result of this research, That based on the of reading text which later will be explained and discussed. From the discussion, the researcher will be conclude the result of this research.

CHAPTER III

RESEARCH METHDOLOGY

3.1 Research Design

In this research, the research used qualitative. Miles and Huberman (2014), states that qualitative analysis use word that is arranged in the text that is expanded. In other words, qualitative research is the collecting, analysis, and interpretation of narrative and visual data to acquire insights into a specific topic of interest. The goal of qualitative research is to promote a comprehensive and complete knowledge of a phenomena, such as an environment, a process, or even a belief.

Regarding to this research, the researcher used Descriptive qualitative. Meanwhile, Bogdan and Biklen (2003) explained that descriptive is the characteristics of method in qualitative research. in this research usually taken from documents, and picture. An assertion is upheld by Cresswell (2018) that exploration of which the information assembled structure words and picture are subjective. Subsequently, this study is classified as a subjective examination plan since this review is meant to break down the course book.

As a result, descriptive research is a study undertaken with the goal of carefully summarizing the facts and features of a subject (students of SMPN 17 Jambi City). In this study, the researcher used a descriptive methodology, focusing on a specific phenomena in the educational setting, namely, pupils' troubles in fathoming English understanding text.

In this research design , the information will be as descriptive. Therefore, it very well may be reasoned that the examination plan of investigation on this English

textbook for ninth-grade SMPN 17 Jambi City is arranged as elucidating subjective and kinds of the review is content examination.

3.2 Subject of the Research

Subject of a research is reading exercises in the textbook think globally act locally at ninth grade SMP N 17 Jambi City. There are ten reading exercise the course book that will be investigated.

3.3 Instrument of the Research

Research conducting qualitative research, key of instrument Creswell (2014:235). The researcher collect data through examining document. Based on directed/deductive analysis, Patton (2002,p.453) stated, “data are analyzed according to an existing framework”. It means the researcher build their patterns or categorized base on the theory and put in the checklist column.

1. Documentation

The researcher used documentations as the instruments of the research, the data is collected from English textbook a tittle “Think Globally Act Locally” by Kemendikbud, written by Siti Wachidah, Asep Gunawan, and Diyantri. This textbook is published by Kemendikbud in 2018 based on the 2013 curriculum.

2. Observation checklist

The research specialist involved the observation checklist for the instrument. Lemma in the Merriam-Webster dictionary describes a checklist as a “list of things to be checked or done”.

Tabel 1.

Observation Checklist

No.	Aspect indicator		Reading exercise provided in the textbook	Relevant	Irrelevant
1.	Aim				
	Type of text	Greetings Card			
		Offer and Suggestion			
		Giving information			
		Prosedure text			
		Report text			
		Narrative text.			
		Descriptive text			
3.	Social Function				
4.	Language Feature				
5.	Type of the Reading Exercise	Short-answers question			
		Long Answers Question			

Source : English Think Globally Act Locally

Link : <http://bse.mahoni.com/854>

3.4 Technique of Data Collection

The research collects data for this study by doing observation and Documentation.

1. Observation checklist

Observation is an intricate cycle, an interaction that organized from different natural and mental cycles. Two of them which are the most significant are perception and recognition processes. The scientist noticed the information by utilizing observation checklist. Here the scientist did a few stages of gathering information as follows:

In the First, specialist decided the course book which will be broke down, Second the analyst read and noticed the materials of the course book cautiously, Third Analyzing the information, the examination investigations it by offering an agenda hint on the table of the section in table instrument, and the last scientist gathered the information then, at that point, dissected them.

2. Documentation

Documentation is to combine data sets. from documentation that is the researchers get results from the observation process book .

3.5 Technique of Data Analysis

Miles and Huberman (2014) express that subjective examination utilized the word that is organized in the text. They are information decreasing, information showed and end.

1. Data Reducing

Data reducing using selecting, focusing on disentanglements, abstracting, and transforming raw facts into written field notes. Reducing data is a sort of

analysis that involves sharpening, categorizing, directing, eliminating, and organizing data in order to arrive at a and confirmation It signifies that the researcher selected if most data impotent from the acquired data. Then, in Academic Year 2021/2022, the researcher categorizes the data linked to students' challenges and variables producing understudies' hardships in understanding English textbook at Ninth grade of SMP N 17 Jambi City. The information comes from an interview and a text. The researcher abstracted the data in this way.

2. Data Displayed

The data is then shown once it has been reduced to the most significant information. The information is presented in a narrative format. The data narrative enables for discussion of the study's conclusion. This researcher summarizes the information in the structure of a narrative while presenting it. With the proper proportion from the understanding in a reading text, the researcher categorizes the student comprehension of the reading text.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Research Findings

In this section, the researcher findings of the study, This study finds a description of the data obtained in data collection, and further in the results a study analysis reading exercise in the textbook. The data was ten reading exercise in the English textbook at ninth grade SMPN 17 Jambi City

The first analysis way to investigate and observe the results is to distinguish all parts of the book, then analyze the reading exercises on the textbook published by Kementerian Pendidikan dan Kebudayaan Republic of Indonesia. The results obtained are entered into the instrument table on the following page.

Examination of reading exercise on the reading material "Think Globally Act Locally" an English textbook for ninth grade SMPN 17 Jambi City Published by the Kementerian Pendidikan dan Kebudayaan Republik Indonesia based on :

1. Aim of the reading exercise?
2. Text type?
3. Types of reading exercises?
4. Social function?
5. Language Features?

Observation Checklist

No .	Aspects Indicator		Reading exercise provided in the textbook	relevant s	irrelevant
1.	Aim		C.1/T.1, 2, 3, 4/P.2-17 C.2/T.1,2,3,4/P.18-30 C.3/T.1,2,3,4,5,6,7,8,9/P.34-50 C.4/T.1,2,3,4,5,6/P.54-64 C.5/T.1,2,3,4,5,6,7,8,9/P.80-103 C.6/T.1,2,3,4,5,6,7,8,9/P.108-129 C.7/T.1,2,3,4,5/P.133-141 C.8/T.1,2,3,4,5/P.140-157 C.9/T.1,2,3,4/P.166-183 C.10/T.1 ,2/P.192-198	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	
2	Type of text	Greetings card	C.1/T.1, 2, 3, 4/P.2-17	✓	
		Offer and Suggestion	C.2/T.1,2,3,4/P.18-30	✓	
		Giving information	C.3/T.1,2,3,4,5,6,7,8,9/P.34-50	✓	
		Prosedure text	C.4/T.1,2,3,4,5,6/P.54-64 C.5/T.1,2,3,4,5,6,7,8,9/P.80-103	✓ ✓	
		Report text	C.6/T.1,2,3,4,5,6,7,8,9/P.108-129	✓	
		Narrative text.	C.7/T.1,2,3,4,5/P.133-141 C.8/T.1,2,3,4,5/P.140-157 C.10/T.1 ,2/P.192-198	✓ ✓ ✓	
		Descriptive text	C.9/T.1,2,3,4/P.166-183	✓	
3.	Social Fungction		C.1/T.1, 2, 3, 4/P.2-17 C.2/T.1,2,3,4/P.18-30 C.3/T.1,2,3,4,5,6,7,8,9/P.34-50 C.4/T.1,2,3,4,5,6/P.54-64 C.5/T.1,2,3,4,5,6,7,8,9/P.80-103 C.6/T.1,2,3,4,5,6,7,8,9/P.108-129 C.7/T.1,2,3,4,5/P.133-141 C.8/T.1,2,3,4,5/P.140-157 C.9/T.1,2,3,4/P.166-183 C.10/T.1 ,2/P.192-198	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	

4.	Language feature		C.1/T.1, 2, 3, 4/P.2-17 C.2/T.1,2,3,4/P.18-30 C.3/T.1,2,3,4,5,6,7,8,9/P.34-50 C.4/T.1,2,3,4,5,6/P.54-64 C.5/T.1,2,3,4,5,6,7,8,9/P.80-103 C.6/T.1,2,3,4,5,6,7,8,9/P.108-129 C.7/T.1,2,3,4,5/P.133-141 C.8/T.1,2,3,4,5/P.140-157 C.9/T.1,2,3,4/P.166-183 C.10/T.1,2/P.192-198	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	
5.	Type of the reading exercise	Shorts-answers questions	C.3/T.1,2,7/P.34-42 C.5.T.4,5,6/P.80-95 C.6/T.3,4,5/P.119-129 C.8/T.1/P.146-147 C.9/T.3/P.180 C.10/T.1/P.196-198	✓ ✓ ✓ ✓ ✓ ✓	
		Long-answers questions	C.1/T.1, 2, 3, 4/P.2-17 C.2/T.1,2,4/P.18-30 C.3/T.3,4,5,6,8,9/P.34-50 C.4/T.1,2,3,4,5,6/P.54-64 C.5/T.1,2,3,7,8,9/P.80-103 C.6/T.1,2,6,7,8,9/P.108-129 C.7/T.1,2,3,4,5/P.133-141 C.8/T.2,3,4,5/P.140-157 C.9/T.1,2,4/P.166-183 C.10/T.2/P.192-198	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	

Source : *English Think Globally Act Locally*

Notes :

C = Chapter

T= Task

P= Page

The results in the table instruments above, the researcher found there are 57 types of reading exercise, which divided into: 10 aim of the text . 7 type of text (1 greetings card, 1 offer and suggestion, 1 giving information, 2 procedure text, 1 report text, 3 narrative teks, and 1 descriptive teks), 10 Social function, 2 type of the reading exercise (6 short-answer question and 10 long-answers question) and 10 Language features.

4.1.1 Analysis of reading exercise in “Think Globally Act Locally”

In this chapter, the researcher explains one by one the chapters of reading exercises published by English textbooks from chapters 1 until 10. From the identification results in the instrument table above, the researchers obtained 57 exercises that match the criteria published by English textbooks.

1. Chapter 1 task 1 page 2-6

In this reading, students know what the purpose of the text is to express hopes and wishes to others. This type of text long-answer questions and congratulation expression text types. The social function of this text is to express hope as well as to congratulate others and make students able to find linguistic elements in the text. Language feature first, second, then, and everybody

2. Chapter 1 task 2 pages 7-9

In this task, students are instructed to congratulate and hope for their test scores. This type of text is a congratulatory expression. The social function of this text is for us to give appreciation to the winners. And the type of reading practice is long answer questions. Language feature loudly, clearly, anf finally. This is in accordance with English textbooks in order to help students understand this.

3. Chapter 1 task 3 pages 11-12

In this task, students are expected to form groups so that they learn to pronounce words and sentences correctly and meaningfully. This type of text greetings card an expression of congratulations and a type of reading exercise long-answer questions. Language feature first, second, and carefully. This is in accordance with English textbooks so that students better understand learning and increase students' reading levels.

4. Chapter 1 task 4 pages 13-15

In this text, students are instructed to complete sentences with the information above. This type of text is an expression of congratulations and a type of reading exercise long answer questions. The social function of this text is for us to congratulate others and make them happy. Language feature in the text very beautiful, This text is included in published by English textbooks so that students focus and achieve useful learning.

5. Chapter 2 task 1 page 18

In this reading text has a purpose to state the purpose or intention to do something. The types of reading exercises are long answer questions. Language feature first, then, so that. This is in accordance with being published by English textbooks because it can help students answer questions better and correctly.

6. Chapter 2 task 2 pages 20-22

In this reading text, it has the intent and purpose that we must have breakfast so that we have energy to carry out activities during the day. The second reading text explains that jogging makes the lungs strong. In the third text that the type of

instant food is not good for our health and can cause disease. Type reading exercise text long answer questions the type of the text offers and suggestion. And there are language features such as to and so not. This is in accordance with English textbooks because it can foster students' reading ability and answer questions properly and correctly.

7. Chapter 2 task 3 pages 23-26

In this text, students are expected to complete the sentences in the text. Type the text of this reading exercise a long answer question and the language features in this text are so and in order. This is in accordance with those published by English textbooks so that students find language feature and answer questions properly and correctly.

8. Chapter 2 task 4 pages 28-30

In this text, students are expected to form groups by writing down what they can and cannot do in each place. Type this text of reading exercise long answer questions and language features agree and good. This is in accordance with English textbooks because it helps students understand the reading text and answers properly and correctly.

9. Chapter 3 task 1 page 34

In this reading text it is explained that pinux drug syrup is a pain reliever label, this type of reading exercise text is a short answer question and type of the text giving information. And the social function of this text is to inform the reader about the cough medicine. Language feature correctly and clearly. This is in according English textbooks because it tells the reader the use of the drug.

10. Chapter 3 task 2 page 35

In the reading text, the column provides information so that students know the meaning and purpose of reading. Type of the text Type in the reading exercise short answer question. Language feature on the text available. This is in according English textbooks.

11. Chapter 3 task 3 page 36

In this assignment students are expected to explain and fill in the blank text. The type of reading exercise text is long answer questions. The social function of the text is to provide information on what the use of sipalas medicine is. Language feature first and then. This is in according English textbooks so that we can read the text properly and correctly.

12. Chapter 3 task 4 page 37

In this reading text, students are instructed to look at the pictures to explain the purpose of the pictures. Type the text of this reading exercise is a long answer question. The social function of this text is what is the use of the Sina-Spirit medicine. And Language feature then.

13. Chapter 3 task 5 pages 39-40

In this text, students are expected to know the meaning and purpose of the text. This type of text includes long answer questions and descriptive text types. The language feature used is verb action. The social function of the text is to inform the reader so that they know the use of the drug. This is in according English textbooks because it can increase students' interest in reading practice.

14. Chapter 3 task 6 page 41

In this task students are expected to complete the reading text and explain the purpose of the text. Type text in long answer questions. This type of text is recount. Language feature first and then. This expert is in accordance with the English ettbook so that students read and answer questions well.

15. Chapter 3 task 7 pages 42-43

In this task students make groups to read the facts and objectives of the text. Type the text in the short answer questions and type the recount text. The social function is to provide back information about the use of drugs properly and correctly. Language feature in the text facts and available. This is in accordance with English textbooks so that students repeat what they know.

16. Chapter 3 task 8 pages 44-47

In this task, students are instructed to look at the picture that has been shown and explain the task. Type the text of the exercise long answer questions and type the text of the procedure text. And has a social function contained in the text to inform the steps in drinking creatone tea. The language features used are like action verbs. This is in accordance with English textbooks so that students can find social functions and linguistic elements in the text.

17. Chapter 3 task 9 pages 48-50

In this task students work in groups or in pairs to discuss the given topic. Type text of the reading exercise long answer questions and the type of text procedure text. The social function in the text is to inform the reader about the ingredients contained in oatmeal. This is in according with the language features in order to train students' reading levels and what they are used for.

18. Chapter 4 task 1 page 54-55

This reading text includes the type of procedure text and the type of reading exercise long answer questions. The social function of the text is so that the reader knows what materials are used in the text. The language features in this text use action verbs. This is in accordance with the English text in order to improve students' ability to understand the readings in the text.

19. Chapter 4 task 2 Page 56

In this reading text, it explains the steps in the procedure text. And type reading exercise long answer questions. And the language features used are action verbs. This is according with English textbooks so that students understand the reading and find the linguistic elements of the text.

20. Chapter 4 task 3 pages 58-60

In this assignment, students can find language features that use action verbs, and the type of text is an exercise in reading long answers to questions and the type of procedure text. The social function of the text above is so that students know the ingredients to make something. This is in accordance with the English Textbook so that students understand learning better.

21. Chapter 4 task 4 page 61

In this task students are expected to present the materials in making something. Type the text of the reading exercise long-answer questions and include in the procedure text. And use action verbs. This is in accordance with published by English textbooks so that students read and answer questions correctly.

22. Chapter 4 task 5 pages 62-63

In this assignment, students are expected to work on the column to fill in using conjunctions. This type of reading exercise is long-answers questions and has a social function to provide information about how to make something. This is in accordance with English textbooks in order to help students find linguistic elements in the text.

23. Chapter 4 task 6 pages 64

In this text, the goal is to make something, type the procedure text and the type of reading exercise long-answer questions. And using action verbs, the social function of the text is to provide an explanation of how the steps are to make something. This is in accordance with English textbok helping students in reading practice and at the same time knowing the linguistic elements and social functions of the text.

24. Chapter 5 Task 1 pages 80 - 83

In this reading, students work in groups to read each conversation carefully to communicate on going activities, the type of reading exercise is a short answer question and type of the text is a Prosedure text, its social function is to provide information and has language features calling, doing, and helping. The type of text is simple future continuous, this is in according English textbooks because it makes students' interest in learning even better.

25. Chapter 5 Task 2 pages 84 - 86

In this task students are expected to make groups and explain verb sentences, the type of reading exercise text is long-answer question, its social function is to provide information on what verbs are used by its language features

such as first, second and third. This is in accordance with English textbooks that will help students understand learning

26. Chapter 5 task 3 pages 88 - 89

In this reading is the type of short answer text and its social function to inform others of its features such as working, sitting and chatting. This is in accordance with English textbooks in order to find the purpose and social function of the text.

27. Chapter 5 task 4 pages 90-91

In this task students are expected to form groups to study and learn the facts from the conversation, the type of text is long answer questions, language features such as His, this is in accordance with English books.

28. Chapter 5 task 5 page 92-93

In this task, students are expected to answer the questions well, type in the reading practice text, namely long answer question, the social functions are so that students practice reading and answering questions well, language feature in the text called and visiting. This is in accordance with English textbooks so that students answer questions well

29. Chapter 5 task 6 pages 94-95

In this reading, Instructions for students to look at the picture and write what they know from the picture, it means that they will read first before answering, type this text is a short answer question, Language feature first, second and finally. This is in accordance with English textbooks, namely helping students to practice reading better.

30. Chapter 5 task 7 pages 96-98

In this task, Instruction students to look at the picture and read carefully about what the text is talking about, type in this text long-answer questions, its social function is so that students understand the text and at the same time to practice their level of reading practice, language feature in the text comes and locked. this is in accordance with language textbooks. English.

31. Chapter 5 task 8 pages 99-101

In this task, students are instructed to make groups and construct. To complete the statements in the box by using verbs, type of the reading exercise short answer questions, and having language features such as rain, cry, and work, this is in accordance with English textbooks for students to understand the text better. and discover language features

32. Chapter 5 task 9 page 103

In this task, Instructions students to work on eight conversations and fill in verbs or past events between brackets, typing this text is a long-answer questions and has language features such as playing and seeing, its social function is so that we can understand and the purpose of the text, This is in accordance with English textbooks, namely so that students can answer questions well and practice students' reading levels.

33. Chapter 6 task 1 pages 108 - 110

In this question, students are expected to form groups and learn to pronounce words and sentences correctly, typing this text is learning descriptive text, type of the reading exercise long-answer questions and type of the text is a report text, the social function of this text is to entertain orphans and celebrate

birthdays there. , and the language features here are Have visit, has been, has and had. This is according to English textbooks.

34. Chapter 6 task 2 pages 111 – 112

About this students are instructed to form groups and will play the role of the speaker in the conversation. the type of reading exercise long answer questions and linguistic characteristics are known, have come, and live. The social function of the text helps an orphan in an orphanage, this is in accordance with English textbooks so that students can practice reading and understanding well.

35. Chapter 6 task 3 page 113

In this question students are instructed to complete the blank paragraphs with information that fits the conversation, type this text Short-answers questions and the text has social functions and language features, this is in accordance with the English books so that students practice reading and answering questions properly and correctly.

36. Chapter 6 task 4 pages 116-118

In this question, students aim to make students read the conversation well and actually work to fill in the blank questions and answers. Type this text descriptive text and type of reading exercise long answer questions, language features My grandfather died even before I was born, this is according to English textbooks.

37. Chapter 6 task 5 page 119

In this question, students are instructed to answer a reflection question about an action that has been or has not been done, type of reading exercise short answer to a question and has language features and social functions and type in the

description text. This is in accordance with English textbooks to help students understand learning.

38. Chapter 6 task 6 Pages 120-122

In this question, students fill in the differences in current or past events, the social function in the text so that students understand the difference, the type of reading exercise is long-Answers questions and has language features such as I have been and has been. This is in accordance with English textbooks to find social functions and linguistic elements.

39. Chapter 6 task 7 pages 123-125

In this problem students are instructed to read and understand the text with students placing each verb in the correct form. The type of reading exercise text is long answer questions, the type of text is descriptive text. The social function and the text are sharing to people who need it more than themselves because there are still many people who need our help. This is in accordance with English textbooks because it trains students' reading skills in a text.

40. Chapter 6 task 8 pages 126-127

In this problem students will read the lyrics of a song from the voice of an orphan. The social function in the text is that orphans have a happy life and don't have to worry because there are still many people who care about them and can even help others too. namely learning description text, the type of reading exercise text is long answer questions. This is in accordance with English textbooks because it is good for the continuity of learning.

41. Chapter 6 task 9 pages 128-129

In this question, students are expected to form groups and fill in the answers correctly and understand from the lyrics that contain the message given. This type of text is short-answer questions and social functions. Language feature in the text born and raised. This is according to English textbooks.

42. Chapter 7 Task 1 page 133

In this problem students read the questions and answer questions correctly about the sangkuriang text. This type of text is a narrative text and the type of reading exercise is long-answers question. The social function of the text is to give a message to the reader not to marry his own mother. language feature in the text happened. This is in accordance English textbook because it can train students to practice reading and understanding the meaning of the text.

43. Chapter 7 task 2 pages 134-135

In this question, students are expected to form groups by reading clearly and aloud as well as answering the blank questions in the column. This type of text is a narrative text and the type of reading exercise is long answer questions, the language features are beautiful, sometimes and married. This is in accordance with English textbooks so that students can understand the text well and correctly

44. Chapter 7 Task 3 page 137

In this problem, students are expected to sequence the story paragraphs correctly and read clearly and aloud, the social function of the text is not to marry one's own mother because this is strictly prohibited, the language features in the text are like and one day. The type of the reading exercise long-answers questions.

This is in accordance with English textbooks because it helps students in learning well.

45. Chapter 7 task 4 page 139

In this question, students make groups and complete the three sentences in the text, The type of reading exercise text is a long-answers questions and the type of text is a narrative text. Language feature in the text carefully. This is in accordance with English textbooks so that students can understand the reading well and correctly.

46. Chapter 7 task 5 pages 140-141

This question aims to increase students' awareness of the characteristics of the text in the genre of social function and the structure of the text. The social function of this text is to give the reader a mandate not to be greedy and grateful for what we have. Type of the reading exercise long-answers questions. The language feature in this text is an adverb. Some time ago, finally, and on the way. This is in accordance with English textbooks so that students can understand the reading and find the language feature.

47. Chapter 8 task 1 page 146-147

In this text, it has a social function to mention identity, material formation of objects, circumstances regarding objects, and feelings. This type of text is about narrative text. And the type of the reading exercise is short-answers question, and there are language features such as made, marinated, and serve. This is in accordance with English textbooks in order to train students' reading level.

48. Chapter 8 task 2 page 148

In this text, it aims to deepen the process of in-depth observation of each sentence in the text, the type of text reading exercise is long-answer questions. In this text, students are asked to underline the verbs that we find in the text, such as made. This is in accordance with English textbooks to make students understand more in the learning process.

49. Chapter 8 task 3 pages 149-151

In this text students are expected to read and try to apply the passive form to describe objects, by only completing the missing sentences about the handicrafts that have been described. The social function of the text is to know what the use of the musical instrument is. Type the text of this reading exercise a long-answers questions and type the text as descriptive text. Language feature called and used. This is in accordance with English textbooks to help in the learning process to walk well.

50. Chapter 8 task 4 pages 152-153

In this task, students make groups to complete sentences with the appropriate verbs in passive sentences, type in the text of the reading exercise long answer questions. This is in accordance with English textbooks because students are instructed to read first and answer questions properly and correctly.

51. Chapter 8 task 5 page 157

In this task students read the text and explain the form and function of the verbs in bold. The type of text of reading exercise long-answers questions and the type of text is descriptive text, there are language features in the form of simple present tense such as are and contain. The purpose of this text is to provide clear

information about the object described to the reader. This is in accordance with English textbooks because it trains students to practice reading and discovers the linguistic elements of the text.

52. Chapter 9 task 1 page 166-168

In this text students listen and read texts about animals that live in Indonesia in order to train students in reading exercises properly and correctly. Type text of the reading exercise is long-answers questions and this type of text is descriptive text, Languages features are in simple form. present tense such as are, love, and have. This is in accordance with English textbooks to help students understand learning.

53. Chapter 9 task 2 page 174

Students are expected to form groups and read carefully, typing this text. The text of the report and the type of reading exercise long answer questions. Language feature longer. This is in accordance with English books so that students can practice their reading well.

54. Chapter 9 task 3 page 180

In the text students are expected to make groups and do the exercises on the text. Type the text of the reading exercise short questions and answers and language features in this text such as come and made. This is in accordance with English textbooks because it helps students in understanding the lesson.

55. Chapter 9 task 4 pages 182-183

In this text, students are expected to make groups and identify punctuation marks in the text. This type of text is a report text and the type of reading exercise is long answer questions. The social function of this text is to be responsible for

paying taxes regularly. Language feature citizens. This is according to English textbooks.

56. Chapter 10 task 1 page 192

In this text students read recipes, the type of this text is narrative text and the type of reading exercise short-answers questions. The purpose of this text is to inform and invite potential customers about the products being sold. Language feature specially. This is in accordance with English textbooks so that students can practice reading well.

57. Chapter 10 task 2 pages 196-198

In this text students make groups to read the text and will correctly identify various types of information in advertisements. Type the text of the reading exercise in the short answer questions. The purpose of this text is to provide information on the competition schedule. Language feature first and second. This is in accordance with English textbooks to help students understand the reading and answer questions correctly.

There are five aspects of exercise . The exercise has the type : (1) Aim, (7) type of the text (greetings card,offer and suggestion, giving information, procedure text, report text, narrative text, and descriptive teks. (1) Social function, (2) type of the reading exercise (6 short-answers question and 10 long-answers question, (10) language feature

After doing research, there are 57 aspect of reading exercise that meet five of aspect as published by English textbook, which is divided into : 10 aim of the text. 7 type of text (1 greetings card, 1 offer and suggestion, 1 giving information, 2 procedure text, 1 report text, 3 narrative text, and 1 descriptive teks), 10 Social

function, 2 type of the reading exercise (6 short-answer question and 10 long-answers question), 10 language feature.

The results of this research are found 57 aspects that are in accordance with the aspects published by English textbooks, this shows that this book is good for the learning process and published by English textbooks.

4.2 Discussion

The research aimed to analyze the reading text provided in English textbook used in SMP Negeri 17 Jambi City based on criteria of reading exercise. There are five criteria used to analyze the texts including aim of the reading exercise, text type, types of reading exercise, social function, and language feature.

Aim of the reading exercise. The results found in this criteria is that 10 aim of the reading exercise that the reading text contains source relevant in accordance with the topics. Meanwhile the all text received the social function which implied that the reading text contains source relevant. The reason for this results is that this text is relevant with the English textbook. In summary, although the reading texts provided in the textbook were mostly taken from out data source, they can still be used in teaching reading as long as it is relevant with the contents

Type of the text provided by the textbook. The reason for this results is that the texts in the textbook are varied from narrative text, offer and suggestion, giving information, procedure text, report text, descriptive text, and greeting card. From 7 type of text, 1 greetings card, 1 offer and suggestions, giving information, 2 prosedure text, 1 report text, 3 narrative text, 1 descriptive text. According to McCormick (2007), Marzban & Seifi (2013) and Yuliana (2018) the most common text type used for improving students reading skills ability is narrative, expository

and recount. In addition, the same view also presented by Lutviana (2016). Lutviana explained that is the type of the text that commonly used to improve the fluency in reading.

The third social function in the book provides many social functions of each of these texts and provides benefits to the reader in terms of learning, 10 social functions contained in the text. English textbook “Think Globally Act Locally”. Language content of the textbook have language style that matched to social function. In language skills all main skills of English are adequately covered. According to Sulistyani (2017) the English textbook should be relevant. Therefore, the students can learn in accordance to their ability and the task given would be more suitable (Berardo as in Apsari, 2014). In summary, although the reading texts relevant in the textbook were mostly taken from out of date sources, they can still be used in teaching reading as long as it is relevant with the content.

In each chapter there are language features that can add deeper knowledge and insight to students. The exercise of the text provided were mostly related to the English textbook. there is a positive relationship between reading practice and reading interest (Charzynska, 2015). In her research, Charzynska also explains that education will be positive if you read well and correctly. The textbook was good enough in presenting the language use and they were appropriate with the level of the students ability. The good point of the textbook language feature. This results is supported by Norman (2015). Norman explained that the interrelationship between language skills and influence reading exercise is significant.

The last criteria is the type of reading exercise. It means that the reading exercise provide task and assignment that produce and develop written text. Based

on the analysis, it is found that the exercise provided in the textbook. All of the texts has two exercise which includes long-answers questions, and short-answers questions J.B Heaton (1975). In this criteria all of the text received the 6 short-answers question and 10 long-answers question. Following this results, the textbook also relevant in the reading text that received the 6 short-answers questing and 10 long answers question difficult for the junior high school students. Based on the these results it can be conclude that reading texts relevant in English textbook is more suitable for the students in the ninth grade than junior high school students.

After collecting data and analyzing the data based on aspect in the reading exercise. There are numerous ways that can be utilized by educators. One of the sources utilized as a kind of perspective is reading material. Books as learning media that can work with instructors in the educating and learning process. This exploration centers around angles distributed by English course books. The reason for this examination is to see if the part of the reading exercise in the reading material Think Globally Act Locally is as per the viewpoint distributed by the English course book.

Based on the discussion above, in can be conclude that the reading exercise provided in English text book used in SMP N 17 Jambi City met the criteria of reading. Of all the text received the 10 aim of the reading exercise which indicates it completely meet the criteria. The criteria of aim of reading exercise, type of text, social fuction, language feature, and type of the reading exercise. Type of the text in the textbook received the 7 type text in the English textbook which implies that the reading texts is almost meet the criteria for the type of the text. The social functions in the text terdapat 10 social function pada English textbook. The results

found that most of the reading exercise has the relevant for the students at the ninth grade. Type of reading exercise short-answers question and long-answers question. The results found that most of the reading exercise has the type of reading exercise which more suitable for the students junior high school. Meanwhile there were 6 short-answers question and 10 long-answers question in the English textbook. Language feature which implies that the reading texts is almost meet the criteria for the language feature. The reason for this results is because on of the text relevant in the English textbook. Meanwhile there were 10 social function in the text.

The results of this research is that there are aspects are found that match with the aspect as published by English textbook, this proves that this book is appropriate with the aspect as published by English textbook.

BAB V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

In this research about to analyze chapter 1 until 10, The researcher conclude analysis reading exercise in the English textbook, there are five aspects of reading exercise : Aim of the text, type of the text, social function, type of reading exercise, and language feature. After the analyzing the data from the English textbook “Think Globally Act Locally” for ninth grade published by Kementerian Pendidikan Dan Kebudayaan Republik Indonesia.

Futhermore, the research fine of 10 chapters in the English textbook “Think Globally Act Locally” , there are 5 aspects with the 57 types of reading exercise that meet five sorts of angles by English reading material, what separated into: 10 aim of the text. 7 type of text (1 greetings card, 1 offer and suggestion, 1 giving information, 2 procedure text, 1 report text, 3 narrative text, and 1 descriptive teks), 10 Social function, 2 type of the reading exercise (6 short-answer question and 10 long-answers question), 10 language feature.

From the analysis, it is the conclude the reading exercise that was found from 10 chapters joined in five aspects and apporiate with the aspects by English textbook.

5.2 Suggestion

Based on the conclusion above, the results of this study clearly show that the activity of reading material is significant with several aspects. Some ideas for the process of teaching and learning English, as follows:

1. For the author is very useful because the author can learn and identify the book well. At the same time add insight.
2. The English teacher reading exercise relevant with resources makes teachers in delivering a learning more easily to teach children.
3. For students so that they can learn well and can identify and find aspects contained in the reading exercise text
4. For the next researcher, this thesis is still a lot of shortcomings, I hope to the next researcher to complete the shortcomings of my research better.

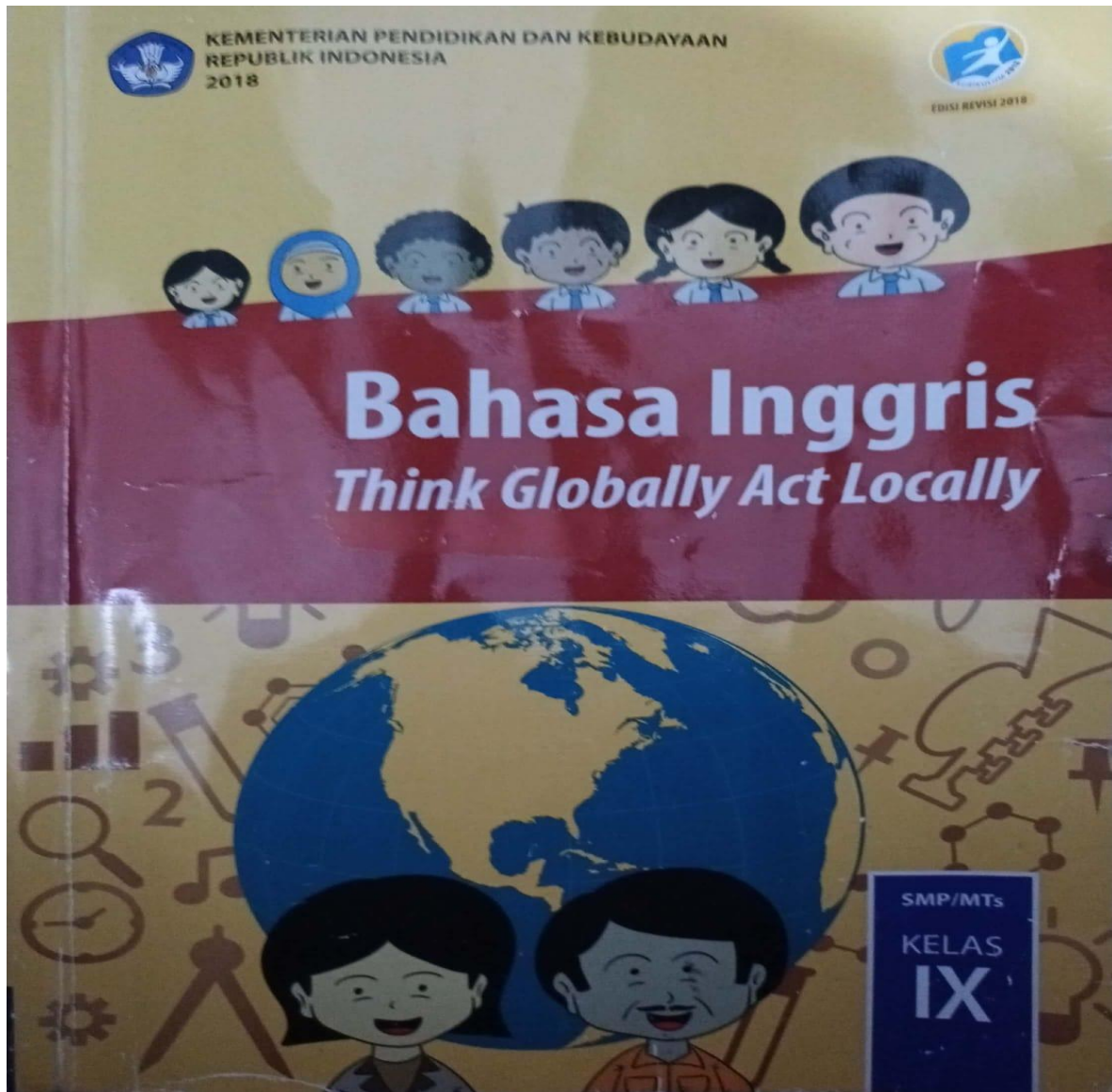
REFERENCE

- Ary, D. e. (2010). United States of Amerika: Wadsworth. *Introduction to Reseachr in Education (Eighth Edition)*.
- Brown, H. D. (2004). Pedagogy. Longman. *Teaching by principles an Interactive Approach to Language*.
- Campbell, E. a. (2015). The CATESOL Journal. Vol.27. *analyzing thr role of visual cues in developing Prediction- Making Skills of Third and Ninth Grade English Languages Learners*, 1.
- Creswell, J. W. (2014). United States of America:. *Library of Congress Cataloging-in-publication Data, Research Design: Qualitative, Quantitative and Mixed Method Approaches*.
- Cunningsworth, A. (1995). Oxford: Heinemann. *Choosing your course book*.
- Denzin, N. K. (2009). 2 editions, New Delhi, Teller Road Thousand Oaks,California, USA: Sage Publication. *Handbook of Qualitative Research*.
- Freeman, D. J. (1989). Do textbook dictate the content of mathematics instruction in elemantary school. *American educational research journal* 26(3), 403-421.
- Grellet, F. (1986). Cambridge: Cambridge University Press. *Developing Reading Skills. A Practical Guide to Reading Comprehension Exercises*.
- Head, S. B. (2005). Reading exercise. *The analysis of reading exercise in English textbook*, 11.
- J.B. Heaton. (1975). (London: Longman). *Writing English Language Test*.
- Kennedy, E. (1981). England: Peacock Publishers,Inc. *Methods in Teaching Developmental Reading*.
- Merriam-Webster.(n.d.). (2020). *Merriam-Webster.com dictionary*. Retrieved Desember 2021, from [https://www.merriam webster.com/dictionary textbook](https://www.merriam-webster.com/dictionary/textbook)
- Miles, M. H. (2014). USA: Sage Publications, Edition 3. *Qualitative Data Analysis, A Methods Sourcebook*,.
- Nunan, D. (1989). United kingdom: Prentice Hall International Ltd. *Language Teaching Methodology*.
- Nunan, D. (2003,). The impact of English as a global language on educational policies and practices in the Asia pacific Region. *TESOL quarterly*,37(4),, 589-613.


- Pang, E. A. (2003). *Teaching Reading Educational Practice*, 12.
- Patton, M. (2002). Thousand Oaks, CA : Sage Publications. *Qualitative research & evaluation methods (3rd ed.)*.
- Rivers, W. (. (n.d.). The University of Chicago Press, Chicago. *Teaching Foreign-Language Skills*.
- Tomlinson. ((1999)). Alexandria: Virginia. *The Differentiated Classroom: Responding to the Needs of All Learners (2nd ed.)*.
- Urquhart, A. H. (1998). Longman : London. *Reading and a second Language*.

APPENDIXES

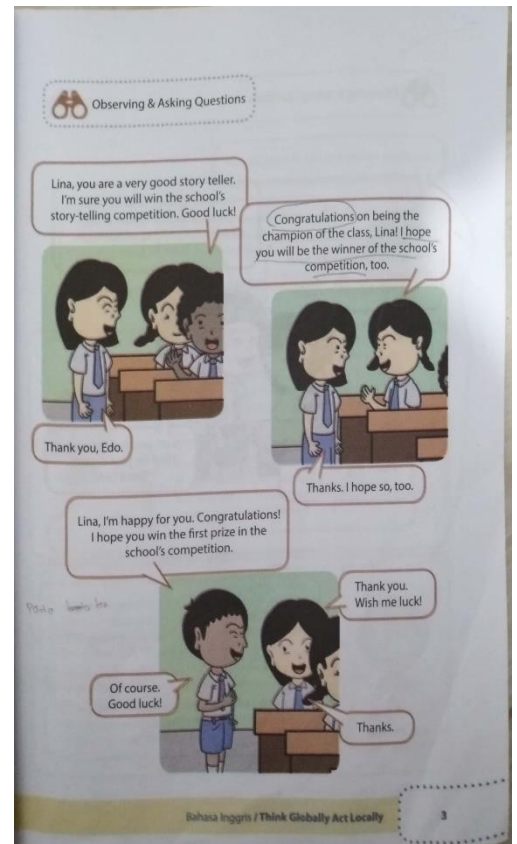
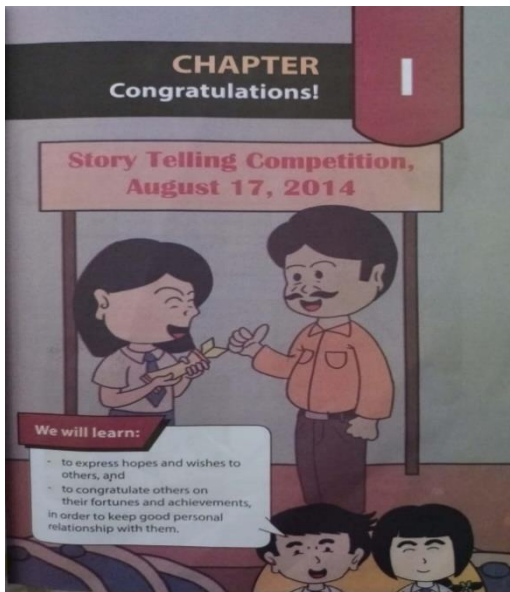
1.1 Cover of the Textbook “Think Globally Act Locally”



2.1 The Table of Contents in the Textbook

 DAFTAR ISI	
Kata Pengantar	iii
Daftar Isi	v
First Semester	
Chapter I. Congratulations!	1
Chapter II. Let's live a healthy life!	17
Chapter III. Be healthy, be happy	33
Chapter IV. This is how you do it!	53
Chapter V. Everybody is always in the middle of something	79
Chapter VI. We have been to an orphan home. We went there last Sunday.	107
Second Semester	
Chapter VII. Sangkuriang	131
Chapter VIII. They are made in Indonesia	145
Chapter IX. What is it?	165
Chapter X. Come and visit us!	191
Chapter XI. You can always come back home	203
References	209
Profil Penulis	213
Profil Penelaah	216
Profil Editor	217
Profil Ilustrator	218
Bahasa Inggris / Think Globally Act Locally	

3.1 The Documentation of The Task



Observing & Asking Questions

We will play the roles of the speakers in the pictures.

Here are what we will do. **First**, we will listen carefully to our teacher reading the conversation. **Second**, we will repeat the conversation after him/her, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

The winner of the story-telling competition in this class is Lina. Congratulations, Lina!

Congratulations, Lina!

Lina, because you are the winner of the story-telling competition in this class, you will represent this class for the story-telling competition of our school next month.

Thank you, Ma'am. Thank you, everybody.

Prepare your best for the competition, will you? I hope you win the first prize, too. Good luck!

I hope so too, Ma'am. Yes, I'll do my best.

2 Bahas DE SMP/MTs

Observing & Asking Questions

Congratulations, Lina! It's your dream to be the winner of the school's story telling competition, isn't it?

Yes, it's my dream. And I have practiced every day for the last two months with my dad.

Thank you, Siti, Udin, for your support.

Sure, you have to work hard for your dreams. Good luck!

Mingustaban kang ror din kaseo

4 Bahas DE SMP/MTs

Observing & Asking Questions

We will learn to ask and answer questions.

Here are what we will do. **First**, we will listen carefully and repeat the examples after the teacher. **Then**, we will do the activity loudly, clearly, and correctly.

First, you will learn to ask what they say to congratulate Lina. For example, if I say "**the teacher**", you will ask, "What does **the teacher** say to congratulate Lina?" And the answer is, "Congratulations, Lina!"

If I say "**her friends**", you will ask, "What do **her friends** say to congratulate Lina?" And the answer is, "Congratulations, Lina!"

Let's start now.


Now, you will learn to ask what Lina says to respond to them. For example, if I say, "**the teacher**", you will ask, "What does Lina say to respond to **the teacher**?" And the answer is, "Thank you, Ma'am."

If I say, "**everybody**", you will ask, "What does Lina say to respond to **everybody**?" And the answer is, "Thank you, everybody."

Let's start now.

Bahas Inggris / Think Globally Act Locally

5

 Observing & Asking Questions

Now, you will learn to ask what they say to hope for Lina's success in the school's story-telling competition next month. For example, if I say **"the teacher"**, you will ask, "What does **the teacher** say to express her hope for Lina's success?" And the answer is, "I hope you win the first prize, too. Good luck!"


If I say **"Lina"**, you will ask, "What does **Lina** say to express her hope for her success?" And the answer is, "I hope so too, Ma'am!"

Let's start now.

Now, you will ask what Lina says to respond to them. If I say, **"the teacher"**, you will ask, "What does Lina say to respond to **the teacher**?" And the answer is, "I hope so too, Ma'am. Yes, I'll do my best."

If I say, **"Edo"**, you will ask, "What does Lina say to respond to **Edo**?" And the answer is, "Thank you, Edo."

Let's start now.

 Collecting Information

We will read some other situations. Dayu, Siti, Lina, Edo, Beni, and Udin congratulate and express their hopes for others' success. We will complete the conversations for them.

Here are what we will do. We will work in groups. **First**, we will read the situations carefully. **Second**, we will discuss and decide what the speaker in each conversation would say. **Third**, every one of us will handwrite the conversations on a piece of paper. **Finally**, we will play the roles of the speakers in the conversation.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Here is the situation that we will read.

Lina has just got the result of her Math test. She is waiting for the result of her English test. Dayu congratulates her on the result of her Math test and hopes that she gets an A for the English test, too.

The conversation:

Lina: "Thank God, I've got an A for my Math test. But, I don't know the result of my English test, yet."

Dayu: _____

Collecting Information

Here is what we handwrite on our paper.
Lina has just got the result of her Math test. She is waiting for the result of her English test. Dayu congratulates her on the result of the Math test and hope that she gets an A for the English test, too.

The conversation:
 Lina: "Thank God, I've got an A for my Math test. But, I don't know the result of my English test, yet."
 Dayu: "Congratulations on the result of your Math test! I hope you get an A for the English test, too."

Situation 2:
 Dayu is going to participate in a bike race to celebrate the Independence Day. Siti shows her hope that Dayu will get a prize.

The conversation:
 Dayu: "Siti, wish me luck. I will take part in a bike race to celebrate the Independence Day."
 Siti: _____

Situation 3:
 Edo's father has given him permission to go hiking. Beni is happy for him and expresses his hope that he will have a safe trip.

The conversation:
 Edo: "Thank God. Finally my father gives me permission to go hiking."
 Beni: _____

Bahasa Inggris / Think Globally Act Locally

Collecting Information

Situation 4:
 Lina tells Udin that she will get a scholarship from the government to finish her school. Udin congratulates her and wishes her for the best with her studies.

The conversation:
 Lina: "Udin, I will get a scholarship from the government to finish my school."
 Udin: _____

Situation 5:
 Beni has fulfilled all the requirements to run for the OSIS Chairman. Udin is happy for him and hopes that he will be the next OSIS Chairman.

The conversation:
 Beni: "The vice principal said that I met all the requirements to run for the OSIS Chairman."
 Udin: _____

Bahasa Inggris / Think Globally Act Locally

Associating

We will learn to give a compliment when we congratulate others on their success or achievements. We will play the roles of the speakers in the pictures.

Here are what we will do. We will work in groups. **First**, we will read each conversation carefully. **Second**, we will learn to say the words and sentences correctly and meaningfully. **Finally**, we will play the roles of the speakers in the conversations.

We will say the sentences loudly, clearly, and correctly.

Happy birthday, Udin! You are a big boy now. I'm proud of you.

Thank you, Dad. I'm proud of you, too.

Amazing! You run like a panther. I'm sure you will win the race.

I hope so. Thanks.

Bahasa Inggris / Think Globally Act Locally

Associating

Thank God, the tent is done.

Good work, boys! You are super. I'm very proud of you.

Mom, I have cleaned up my room.

Good girl! It looks tidy now, doesn't it? I love it.

Many people have come to our table. They like my cookies. They are sold out.

Udin, I got a scholarship.

Congratulations, Siti. You deserve it. Your mom and dad must be proud of you.

Great! Your cookies are very popular now.

Yes, thanks. It will help my parents a lot.

Bahasa Inggris / Think Globally Act Locally

Associating

We will read some other situations. We will complete the conversations for them.

Here are what we will do. We will work in groups. **First**, we will read the situations carefully. **Second**, we will discuss and decide what the speakers in each conversation would say. **Third**, every one of us will handwrite the conversations on a piece of paper. **Finally**, we will play the roles of the speakers in the conversations.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Here is the situation that we will read.

Siti has just made a very beautiful handycraft from pandan leaves. Beni praises her craft and hope that she win the national crafts competition.

Beni: _____
Edo: "Thank you. I hope so, too."

Bahasa Inggris / Think Globally Act Locally 13

Associating

Here is what we handwrite on our paper.

Siti has just made a very beautiful handycraft from pandan leaves. Beni praises her craft and hope that she win the national crafts competition.
Beni: "That's a very beautiful handycraft."
I'm sure you will win the national crafts competition."
Edo: "Thank you. I hope so, too."

Situation 2:
Lina has just finished drawing a picture of Mrs. Ani, her English teacher. She will present it to her on her birthday. Siti praises the picture and she's sure that Mrs. Ani will like it.

Siti: _____
Beni: "Thanks. I hope so, too."

Situation 3:
Udin has just finished making fried tofuf for his friends. Dayu says that they look yummy and she's sure that everybody will like them.

Dayu: _____
Siti: "Thank you. I hope so, too."

14 Kelas IX SMP/MTs

CHAPTER II

Let's live a healthy life!

Observing and Giving Suggestion

We will learn:

- to state the purpose or intention to do something, and
- to agree or disagree with a suggestion or an idea.

Bahasa Inggris / Think Globally Act Locally 13

Observing & Asking Questions

We will play the roles of the speakers in the pictures. Today Dayu is having a diarrhea. She's too weak, so she's staying home. After class, Udin, Lina, Beni, Edo, and Siti visit her at home.

Here are what we will do. **First**, we will listen and repeat the conversation after the teacher, sentence by sentence. **Then**, in our groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

13 Kelas IX SMP/MTs



Observing & Asking Questions

Siti: "Hi Dayu, have you taken any medicine, yet?"
 Dayu: "Yes, I have. But it only helps a little."
 Siti: "Maybe you just have to take some rest **in order to** get well soon."
 Dayu: "You are right. In fact, I have been to the toilet many times today."
 Edo: "Poor you. You need to drink a lot of water **so that** you will not get dehydrated."
 Dayu: "This is a good lesson for me. I never care about what I eat."
 Udin: "Right. Guys, don't forget to wash your fruits and vegetables before you eat them **so** you will not take any germs into your tummy."
 Dayu: "Yes, Boss. You are right. We should always clean our food well. I should be more careful now."
 Lina: "Dayu, you look very pale. I think you need to see the doctor soon **in order to** get help. Don't take diarrhea lightly."
 Dayu: "No, of course not. Actually, My mom is on her way from the office to take me to the hospital."
 Siti: "Good. We'll help you to get ready now."



Observing & Asking Questions

We will work in groups. We will learn to read to each other Siti's, Edo's, Lina's, and Udin's advice to be healthy.

Here are what we will do. **First**, we will listen carefully to our teacher reading each of the texts. **Second**, we will repeat the advices after the teacher, sentence by sentence. **Then**, in groups we will learn to read each of the students' advices to each other.



We will say the sentences loudly, clearly, and correctly.



We should eat enough vegetable, fruit, rice, meat, egg, fish, tofu, and **tempe to** be healthy. We should eat well **in order not to** get sick easily. Don't skip breakfast. We should eat breakfast to have energy to do our activities during the day.

Observing & Asking Questions

Regular exercise is good for your health, too. We can jog to have stronger lungs. We can also swim in order to have strong muscles. Swimming is also good to stay in shape. Remember, always do a warm up before doing any exercise so that you will not get muscle injury.

Many kinds of instant foods are not good for your health. They contain dangerous chemicals, like MSG, preservatives, and artificial colours. We should not eat too much instant foods so that we will not get serious diseases. In order to stay healthy, we should eat a lot more healthy home-made foods.

Bahasa Inggris / Think Globally Act Locally 21

Observing & Asking Questions

The activity is an oral drill, and we will do it fast. To do the activity, we have to remember all the advices given by Siti, Edo, Lina and Udin.

Here are what we will do. **First**, the teacher will state the advice. We will listen to it carefully. **Then**, we will state the purpose to complete the sentence.

We will say the sentences loudly, clearly, and correctly.

For example, if I say "Siti says we should eat enough in order ...", quickly say "to be healthy".

If I say "we should eat enough fruit so that ...", you will quickly say, "we will be healthy".

Let's start now.

Bahasa Inggris / Think Globally Act Locally 23

Observing & Asking Questions

We will learn to ask questions about the purpose of doing or not doing something: what you should do or should not do something for?

Here are what we will do. We will work in groups. We will use Siti's, Edo's, Lina's and Udin's advice to be healthy. **First**, we will read the advice carefully. **Second**, we will discuss and decide the question of what we should do the advice for. **Third**, every one of us will handwrite the complete statements on a piece of paper.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Siti's advice

Dialogue 1
Lina: _____
Siti: "To be healthy."

Dialogue 2
Udin: _____
Siti: "So that we have energy to do our activities during the day."

Bahasa Inggris / Think Globally Act Locally 24

Observing & Asking Questions

Here is what you hand-write on your paper.

Siti's advice

Dialogue 1
Lina: "What for do we need to eat various kinds of healthy food?"
Siti: "To stay healthy."

Dialogue 2
Udin: "What should we have breakfast for?"
Siti: "So that we have energy to do our activities during the day."

Edo's advice

Dialogue 1
Dayu: _____
Udin: "To have stronger lungs."

Dialogue 2
Beni: _____
Udin: "So that we have strong muscles."

Dialogue 3
Siti: _____
Udin: "In order to avoid muscle injury."

Bahasa Inggris / Think Globally Act Locally 25

Collecting Information

We will work in groups. We will discuss to decide what to do and not to do in (1) the kitchen, (2) the library, and (3) in the market, and state the purposes.

Here are what we will do. **First**, we will write down what to and not to do in each place, with the purposes. Here we can use English or Bahasa Indonesia. **Second**, we will discuss to state each sentence in English. **Third**, every one of us will handwrite the sentences on a piece of paper. **Finally**, we will present our group's work to the class orally.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

28 Kelas IX SMP/MTs

Associating

We will work in groups. We will learn to agree or disagree with a suggestion or an idea.

Here are what we will do. **First**, we will listen to the teacher reading each conversation carefully. **Second**, we will repeat the conversation after the teacher, sentence by sentence. **Then**, in the groups we will play the roles of the speakers in the conversations.

We will say the sentences loudly, clearly, and correctly.

Conversation 1

Lina: "I don't feel well. I'm catching a cold."
 Udin: "You should go to the doctor."
 Beni: "I don't think that's a good idea. Just take a good rest and drink a lot of water, Lina."
 Siti: "I agree with Udin. You should go to the doctor, Lina. You look very pale. I think you need to take medicine."
 Edo: "I don't agree with you, Siti. Too much medicine is not good. Lina, just take a rest, drink a lot of water, and eat only healthy food."
 Dayu: "I think the best to do is go home, Lina. Your mom and dad know better what you should do."

Bahasa Inggris / Think Globally Act Locally 29

Associating

We will find from the two conversations the students' suggestions and the statements of agreement and disagreement with each of them. We will use a table to do the activity.

Here are what we will do. We will work in groups. **First**, we will study the examples carefully. **Second**, we will discuss and fill in the tables like the examples. **Finally**, every one of us will handwrite the work on a piece of paper.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No.	Advice	Agreement or Disagreement		
		+	-	
1.	You should go to the doctor.		✓	I don't think that's a good idea.
2.	Just take a good rest and drink a lot of water, Lina.	✓		I agree with Udin.

Bahasa Inggris / Think Globally Act Locally 31

CHAPTER
Be healthy, be happy

Giving the information...

INSTANT NOODLES

COLA


VITAMIN

ASPIRIN

We will learn:

- to choose healthy and safe products,
- to avoid harmful effects, and
- to get the best results.

Observing & Asking Questions




PINUX
Children's Cough Syrup
75 ml
Cough Mixture of Formula 440
Presented by Pinux
Use Medicine According to Physician's Instructions
Keep it in Moderate Temperature
Keep away from Children

NO	FACTS	AVAILABLE?	STATEMENTS
1	Brand of drug	Yes	Pinux
2	Name of drug	Yes	Children's cough syrup
3	Description	Yes	Cough mixture of formula 440
4	Content/Amount	Yes	75 ml
5	Use(s)	No	Not available
6	Directions to use & dosage	Yes	Use medicine according to physician's instructions.
7	Directions to store	Yes	1) Keep it in moderate temperature. 2) Keep away from children.
8	Expiration date	No	Not available

Bahasa Inggris / Think Globally Act Locally

Observing & Asking Questions



SIPALAS
Acetaminophen Liquid
PAIN RELIEVER - FEVER REDUCER
Alcohol Free
Aspirin Free
Sugar Free
473 ml
DO NOT USE IF TAMPER EVIDENT
SAFETY SEAL AROUND CAP IS
BROKEN OR MISSING

Drug Facts

Active ingredients (in each 5 mL = 1 teaspoon):
Acetaminophen, 160 mg
Propylene Glycol, hydroxyethylcellulose, polyethylene glycol, saccharin sodium, sodium benzoate, sodium citrate, sodium chloride, sodium phosphate dibasic, sodium phosphate monobasic, sodium phosphate tribasic, sodium sorbitol, sucralose, xanthan gum, and water.

Temporarily relieves these signs and symptoms of the common cold, flu, headache, sore throat, toothache, and minor aches and pains.

Use throat lozenges if sore throat is severe, persists for more than 3 days, is accompanied or followed by fever, headache, stiff neck, or swelling, or occurs frequently.

Do not use with any other products containing acetaminophen unless your doctor instructs you. Do not exceed recommended doses. Always use with caution. If you are taking acetaminophen for more than 3 days, please consult your doctor. Do not use for more than 3 days unless your doctor instructs you to do so.

Always read and follow all directions.

Overdoses, overdosages, taking more than the recommended dose (overdose) may cause liver damage. In case of overdose, get medical help or contact a poison control center right away. Some medical conditions are critical areas if you do not notice any signs of symptoms.

Keep out of reach of children. Do not take more than directed (see important information). If needed, take only every 4 hours or as directed by a doctor - do not give more than 5 doses in 24 hours.

Keep out of reach of children 24 hours - see a doctor
 Children 2-3 years (20-30 mL): 2 teaspoons (10 mL)
 Children 4-5 years (40-60 mL): 2-4 teaspoons (10-20 mL)
 Children 6-11 years (60-120 mL): 2-5 teaspoons (10-25 mL)
 Children 12 years and older: 2-6 teaspoons (10-30 mL)

Other acetaminophen stores at room temperature 25-30°C (77-86°F)
 Storage temperature: 2-8°C (32-46°F) and 15-30°C (59-86°F) and do not store in a hot car.
 Contains 160 mg acetaminophen per 5 mL (1 teaspoon) of liquid.
 Contains 160 mg acetaminophen per 5 mL (1 teaspoon) of liquid.
 Contains 160 mg acetaminophen per 5 mL (1 teaspoon) of liquid.
 Contains 160 mg acetaminophen per 5 mL (1 teaspoon) of liquid.
 Contains 160 mg acetaminophen per 5 mL (1 teaspoon) of liquid.

NO	FACTS	AVAILABLE?	STATEMENTS
1	Brand of drug	Yes	Sipalax
2	Name of drug	Yes	Acetaminophen Liquid
3	Description	Yes	1) Pain reliever 2) Fever reducer 3) Alcohol free 4) Aspirin free 5) Sugar free
4	Content/Amount		
5	Use(s)		
6	Directions to use & dosage		
7	Directions to store		
8	Expiration date		

Kelas IX SMP/MTs

Observing & Asking Questions

We will do the same activity with two other labels. With the same table, we will find the different kinds of facts available on the labels of Anidan and Sina-Spritz.

Here are what we will do. We will work in groups. **First**, we will discuss and fill in the tables with the facts stated on each label. **Then**, every one of us will handwrite the work on a piece of paper.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

ANIDAN

ORAL TABLETS CONTAINING Propylthiouracil 100 mg

INDICATIONS:
Adults, the elderly and young adults aged 12 years of age or older.
Take 2 tablets with a drink of water.
Repeat every 4 hours as required.
DO NOT TAKE MORE THAN 2 TABLETS IN 24 HOURS.

SINA - SPRITZ

INSTANT HAND DISINFECTANT


Kills 99.99% of E. coli, Salmonella enterica and Staphylococcus aureus (MRSA) in 15 seconds.


Collecting Information


We will learn to present the different kinds of information in our tables orally. We will use a presentation guide to present the tables about the labels of Pinux and Sipalax.

Here are what we will do with each label. **First**, we will listen carefully to the teacher reading each piece of information in the presentation guide. **Second**, we will repeat after the teacher, sentence by sentence. **Then**, in groups we will learn to present all the facts in each table to each other.

We will say the sentences loudly, clearly, and correctly.

 Collecting Information

	Brand of drug	The brand of the drug is Sipalas.
	Name of drug	The drug is Acetaminophen Liquid.
	Description	It is pain reliever, fever reducer, alcohol free, aspirin free, and sugar free.
	Content/Amount	The package contains four hundred and seventy-three millilitres.
	Use(s)	The drug is used to relieve minor aches and pains due to the common cold, flu, headache, sore throat, and toothache. It also temporarily reduces fever.
	Directions to use & dosage	<p>These are the directions and dosages to use the drug.</p> <ol style="list-style-type: none"> 1) Do not take more than directed (see overdose warning). 2) If needed, repeat dose every four hours or as directed by a doctor. 3) Do not give more than five doses in twenty four hours. 4) Children under two years (under twenty four pounds): ask a doctor. 5) Children two to three years (twenty four to thirty five pounds): one teaspoonful (five millilitres) 6) Children four to five years (thirty six to forty seven pounds): one and a half teaspoonful (seven and a half millilitres)
	Directions to store	<p>These are the directions to store the drug.</p> <ol style="list-style-type: none"> 1) Keep out of reach of children. 2) Store at room temperature 20-25°C (68-77°F).
	Expiration date	There is no information about the expiration date.

 Collecting Information

We will do the same activity to present the information on the labels of Anidan and Sina-Spritz. We will work in groups.

Here are what we will do with each label. First, we will use the tables about Anidan and Sina-Spritz. We will also use the presentation guide. Then, in groups we will learn to present all the facts in the table to each other.

We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Presentation Guide

Facts	Start by saying
Brand of drug	The brand is ...
Name of drug	The drug is ...
Description	The drug is ...
Content/Amount	The package contains ...
Use(s)	The drug is used to cure ...
Directions to use & dosage	These are the directions and dosages to use the drug ...
Directions to store	These are the directions to store the drug ...
Expiration date	The drug must not be used from ... (or) no date is available on the label.

Associating

Now, we will look closely into the labels of food and drink. With a similar table, we will find the different kinds of facts available on the labels of Kraton Tea and Geae.

Here are what we will do. We will work in groups. **First**, we will study and handwrite the example to analyse the label of Kraton Tea on a piece of paper. **Second**, we will discuss and fill in the table with the facts stated on the label Geae. **Then**, every one of us will handwrite the work on a piece of paper.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Bahasa Inggris / Think Globally Act Locally

Collecting Information

KRATON TEA
FOR THE PERFECT CUP OF TEA

Use 1 bag per cup.
Pour fresh bubbling water over tea bag.
Steep for 3 to 5 minutes and remove tea bag.

FOR INFORMATION
CALL TOLL FREE
1-777-546-3821

Net weight 60 ml
Best before

Bahasa Inggris SMP/MTs

Collecting Information

Kraton Tea

NO.	FACTS	STATEMENTS
1	Brand of product	Kraton Tea
2	Name of product	Tea
3	Content/Amount	Net weight 60 ml
4	Description	For the perfect cup of tea
5	Ingredients	Not available
6	Directions to use	<ul style="list-style-type: none"> Use 1 bag per cup. Pour fresh bubbling water over tea bag. Steep for 3 to 5 minutes and remove tea bag.
7	Directions to store	Not available.
8	Expiration date	Best before (no date available)

Now we will analyse the label of Geae Greek Natural Olive Oil.

Bahasa Inggris / Think Globally Act Locally

Collecting Information

GEAE
Greek Natural Olive Oil
With Oregano

Olive oil obtained directly from olives and solely by mechanical means, naturally flavored with wild, sun-dried oregano.

WITH OREGANO
This product may become cloudy at less than 8 degrees Celsius but will clear at room temperature. Store in a cool dry place. Do not expose to direct sunlight. Shake well before use.

NUTRITIONAL INFORMATION (per 100 g)
Energy 3700 kJ/880 kcal
Protein 0 g
Carbohydrate 0 g
Fat 100 g
Of which saturated 14 g
Fiber 0 g
Sodium 0 g

Ingredients: Extra virgin olive oil (98%), wild sun-dried oregano (2%).
Product of Greece
Packed by GEAE PRODUCTS S.A.
Info@geae.gr, www.geae.gr

250 ml

Geae Greek Natural Olive Oil

NO.	FACTS	STATEMENTS
1	Brand of product	Geae
2	Name of product	Greek natural olive oil with oregano
3	Content/Amount	
4	Description	
5	Ingredients	
6	Directions to use	
7	Directions to store	
8	Expiration date	

Bahasa Inggris SMP/MTs

Associating

We will work in groups. We will learn to present the information on the labels of Kraton Tea and Geze Greek Natural Olive Oil orally.

Here are what we will do with each label. **First**, we will use the tables about Kraton Tea and Geze Greek Natural Olive Oil. We will also use the presentation guide. **Then**, in group we will learn to present all the facts in the table to each other.

We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Presentation Guide

Facts	Start by saying
Brand of product	The brand of the product is
Name of product	The product is
Content/Amount	The package contains
Description	The product is
Ingredients	The product is made from
Directions to use & dosage	These are the directions to use the product
Directions to store	These are the directions to store the product
Expiration date	The product must not be used from ... (or) no date is available on the label.

Bahasa Inggris / Think Globally Act Locally 47

Associating

Dr. Mivola
NOVEL TEA
 100% Organic
 Tuber Tea Extract
 Full Flavor. Antioxidant Tea. It is rich in polyphenols to boost metabolism.
 Caffeine Free
 No Artificial Colors
 No Artificial Flavors
 No Preservatives
 No Wt. 2 Fl. Oz. (56.7ml)

Nutrition Facts
 Serving Size: 1 Cup (237 mL)
 Amount Per Serving
 Calories 0
 % Daily Value
 Total Fat 0g
 Sodium 0mg
 Total Carbohydrate 0g
 Protein 0g
 Total Polyphenols 100%

FARM HOUSE
OATMEAL BREAD
 INGREDIENTS:
 Stone ground organic whole grain wheat flour, organic oat flakes, water, honey, yeast, salt
 NET WT. 1 lb 8 oz (880 g)

Nutrition Facts
 Serving Size: 1 Slice
 Amount Per Serving
 Calories 100
 % Daily Value
 Total Fat 2g
 Sodium 100mg
 Total Carbohydrate 20g
 Protein 3g
 Total Fiber 2g
 Total Sugar 5g
 Total Protein 3g

50 Kelas IX SMP/MTs

Communicating

This is a group project. We will analyse and present the facts of the labels on the packaging of real products in English.

Here are what we will do in each group. **First**, we will go out or use the Internet to find one label of drug, one label of drink, and one label of food. **Second**, we will analyse each label. We will present the analysis on a poster. **Third**, we will put the poster of each group on the walls of our classroom. **Finally**, we will present the posters to the people who come to visit our posters.


We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Bahasa Inggris / Think Globally Act Locally 51

CHAPTER IV
This is how you do it!

We will learn:

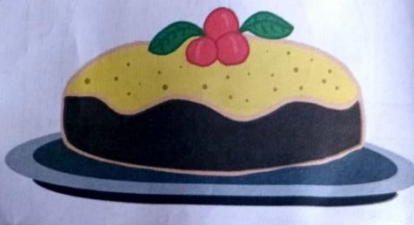
- to read recipes and manuals, in order to know:
 - how to get the best results, and
 - how to avoid an accident, damage, or unnecessary waste.

 Observing & Asking Questions


We will work in groups. We will learn to read the recipes to each other.


Here are what we will do with each recipe. **First**, we will listen carefully to our teacher reading each of the recipes. **Second**, we will repeat each part after the teacher. **Then**, in groups we will learn to read the recipe to each other.

We will say the sentences loudly, clearly, and correctly.



Bahasa Inggris / Think Globally Act Locally 55

 Observing & Asking Questions




ICED FRUIT COCKTAIL WITH CONDENSED MILK
Es Teler

150 g (1½ cups) sugar
2 pandan leaves, shredded lengthwise and tied in a knot
3½ tablespoons (50ml) water
400g ripe avocado, cut into 1-cm cubes
400g ripe jackfruit, deseeded and cut into 1-cm cubes
3 young coconuts, meat scraped out
crushed ice
condensed milk

- To make syrup, combine sugar, pandan leaves and water in a small saucepan and heat the mixture for a few minutes over low heat until sugar dissolves. Cool syrup.
- To serve this dessert, place generous spoonful of cubed avocado, jackfruit and young coconut into a serving bowl. Add a little syrup milk. Serve immediately.

Serves 4-6

 Observing & Asking Questions

We will learn how to state each **INGREDIENT** in the recipe. We will use a table to analyse the structure of each ingredient.

Here are what we will do. We will work in groups. **First**, we will study the examples carefully and copy them in the notebook. **Second**, we will analyse the other ingredients, like the examples. We will discuss and put the right words into the right columns. **Finally**, every one of us will handwrite the analysis in the notebook or type it on a computer.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Novel Apple Pudding

Amount/Number	Kind	THING	Action applied
4	green	apples	peeled, cored, and thickly sliced
¼ cup/45 g	self-raising	flour	sifted



Observing & Asking Questions

Iced Fruit Cocktail with Condensed Milk

Amount/Number	Kind	THING	Action applied
150 g (1½ cups)		sugar	
2	pandan	leaves.	shredded lengthwise and tied in a knot

We will say each ingredient orally, like the examples.

Here are what we will do with each ingredient. We will work in groups. **First**, we will listen carefully to the teacher reading the examples. **Second**, we will repeat the examples after the teacher, one by one. **Third**, every one of us will copy the examples in the notebook. **Next**, we will write how to say all the ingredients like the examples. **Finally**, in each group we will learn to present all the ingredients to each other orally.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the ingredients loudly, clearly, and correctly.



Observing & Asking Questions


As shown in the examples, when you present an ingredient orally,

1. you use 'of' between the unit and the thing.

- ¼ cup ... sugar >> A quarter cup **of** sugar
- 45g ... self-raising flour >> Forty-five grams **of** self-raising flour
- 150 g ... sugar >> One hundred and fifty grams **of** sugar
- 1 ½ cup ... sugar >> One and a half cups **of** sugar

2. you tell the audience to do an action as required by the action stated after the thing.

- 4 green apples, **peeled** >> **Peel** them (the apples).
- ¼ cup self-raising flour, **sifted** >> **Sift** it (the self-raising flour).
- 2 pandan leaves, **shredded** >> **Shred** them (the pandan leaves).

 Observing & Asking Questions

We will learn how to state each STEP in the recipe orally. We will use a table to analyse the structure of each step.




Here are what we will do. We will work in groups. **First**, we will study the examples carefully and copy them in the notebook. **Second**, we will analyse the other ingredients, like the examples. We will discuss and put the right words into the right columns. **Finally**, every one of us will handwrite the analysis in the notebook or type it on a computer.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Novel Apple Pudding

No.	Conjunction	ACTIONS	Ingredients	Place, Time, Manner, etc.
1.		Place	apple	in a heat-proof dish.
		Place	flour	in a bowl
		Rub in	margarine	with a spatula
2.		Stir in	sugar and water	(mixture should be lumpy).

 Collecting Information

We will design a recipe of spicy coconut salad or 'urap'. It has two parts, the 'Vegetables' and the 'Coconut Dressing'. We have all the ingredients and the steps to cook the vegetables and the coconut dressing, but they are mixed and not in a good order.

Here are what we will do. We will work in groups. **First**, we will put the ingredients in the right lists (Vegetables or Coconut Dressing). **Second**, we will put the steps in the right lists and in the right orders. **Third**, we will use an attractive design to make the recipe. We will use a beautiful picture of the food. The title of the recipe is 'Spicy Coconut Salad'. We will add three pieces of information, (1) Serves 4, (2) Preparation Time 20 mins, (3) Cooking time 20 mins. **Fourth**, we will hand write the recipe or make it with a computer. **Next**, we will put the recipe on the wall of our classroom. **Finally**, we will answer the questions from the people who come to visit our recipe.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the ingredients and the steps loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information

Ingredients

VEGETABLES	COCONUT DRESSING
200g (2 cups) bean sprouts	3 kaffir lime leaves, sliced
3 cloves garlic	1 teaspoon salt
200g (2 cups) coarsely grated fresh coconut	150g (1 cup) long beans, cut in 3-cm length
150g (2 cups) kangkung or spinach	4 large red chillies, sliced
2 teaspoons kencur	½ teaspoon ground coriander
150g (1 cup) young cassava leaf, optional	1 tablespoon finely chopped palm sugar

Method

VEGETABLES	COCONUT DRESSING
- Add the coconut dressing to the vegetables and toss thoroughly.	- Cook vegetables separately in boiling water. Do not overcook them.
- Leave to cool to room temperature.	- Drain vegetables and place in a large bowl.
- Process all the ingredients, except the grated coconut.	- Put it in a steamer and cook over boiling water, 30 minutes.
- Serve at room temperature.	- Stir in the coconut.
- Wrap the mixture in banana leaf.	

Reflecting



We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.

Now I know that ...

- A recipe consists of three parts:
 - 1) The GOAL (title) of the recipe
 - 2) The INGREDIENTS, stating the materials needed to make the food/drink
 - 3) The METHOD, stating the steps to make the food/drink
- The GOAL of the recipe is _____
- The INGREDIENTS consist of _____
- The METHOD consists of _____
- The structure of an ingredient consists of _____
- The structure of a step consists of _____

Associating

HOW TO COOK RICE

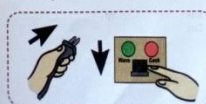
1. Measure rice with the measuring cup. Then, rinse the rice thoroughly using other container.
2. Put the rinsed rice in the pan and add water to the recommended scale or to your personal taste.
3. Soak the rice in water at least for 30 minutes.
4. Place the pan into the body. Make sure the pan settles properly.



5. Close the lid firmly.



6. Plug in and press the switch. The light indicating "COOK" will be on. The cooking will start immediately.



Associating

7. When the rice is cooked, the switch will move up to the keep warm, and the light indicating "WARM" will be on. After the switch moves up, leave the lid closed for at least 15 minutes to steam the rice fully. Scoop and mix the rice well.



8. Unplug.



 Associating

Now, we will read the method and then present the steps orally.

Here are what we will do. We will work in groups. We will handwrite the work or type it on a computer. **First**, every one of us will make a table of two columns. The left column is WRITTEN, the right column is SPOKEN. **Second**, we will put all the steps in the left column. **Next**, in the right column we will plan what to say to present the steps orally. **Finally**, every one of us will learn to present the steps orally.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the words and sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

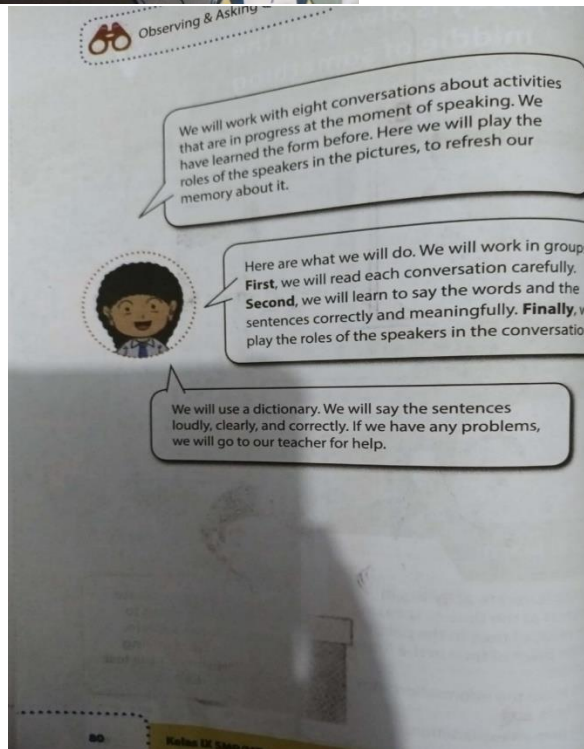
Method


Here are the steps to cook rice.

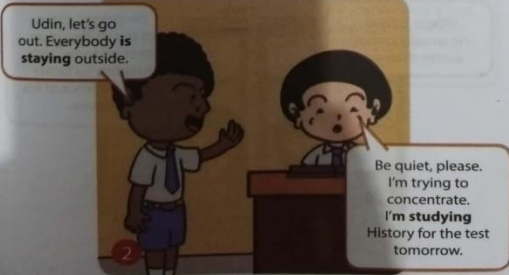
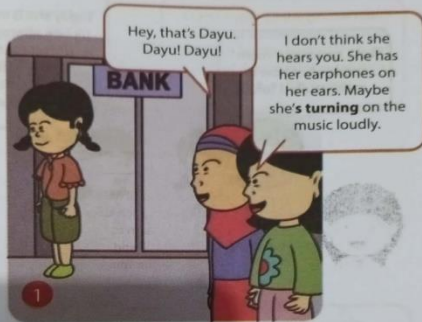
	Written	Spoken
1.	Measure rice with the measuring cup. Then, rinse the rice thoroughly using other container.	First, measure rice with the measuring cup. Then, rinse the rice thoroughly using other container.
2.	Put the rinsed rice in the pan and add water to the recommended scale or to your personal taste.	Put the rinsed rice in the pan and then add water to the recommended scale of your personal taste.


 Associating

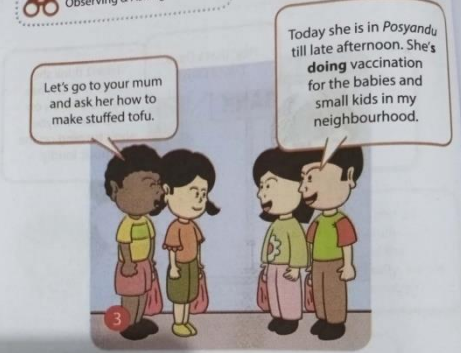
3.	Soak the rice in water at least for 30 minutes.	
4.	Place the pan into the body. Make sure the pan settles properly.	
5.	Close the lid firmly.	
6.	Plug in and press the switch. The light indicating "COOK" will be on. The cooking will start immediately.	
7.	When the rice is cooked, the switch will move up to the keep warm, and the light indicating "WARM" will be on. After the switch moves up, leave the lid closed for at least 15 minutes to steam the rice fully. Scoop and mix the rice well.	
8.	Unplug.	

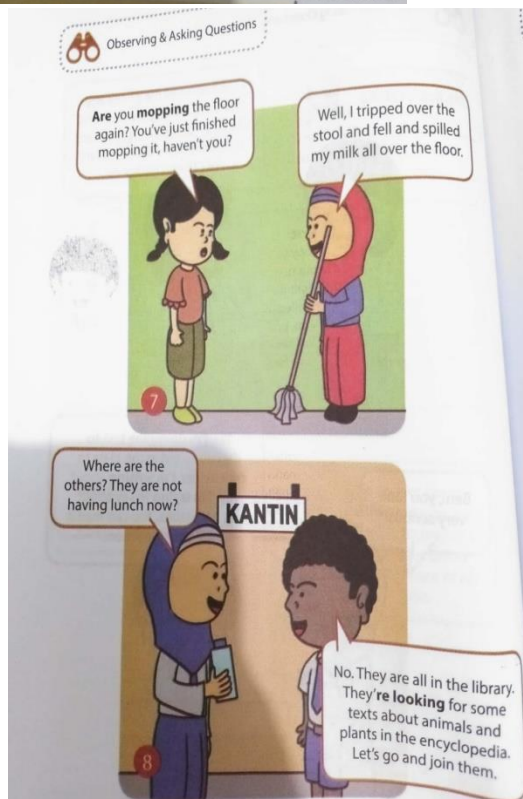



 Observing & Asking Questions



 Observing & Asking Questions







 Observing & Asking Questions

We will be drilled by our teacher to say the verbs in four different forms. We will start with the verbs we have used in **the conversation**.

Here are what we will do. **First**, we will do a written task in our group. We will copy the table with the verbs in the four forms to our notebooks. We will handwrite the work. While writing, we will say the words. **Second**, we will be drilled by our teacher to say the verbs in the four forms, orally. We must not see the table. Our teacher will say the "to..." form, and we will say the other three forms. We will do it very fast.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.





 Observing & Asking Questions

We will do the same activity. We will be drilled again to say the verbs in four different forms. **We will use all the verbs we have in the rest of this chapter.**

Here are what we will do. **First**, we will put this class into four groups. Each group will find all the verbs from each chapter, and put the verbs in the "to..." form in the first column of the table, like the example above. **Second**, each group will share their verbs to the other three groups. So, all the groups will have all the verbs from the four chapters in four different tables. **Third**, every one of us will hand-write all the four forms of the verbs in the tables in our notebooks. **Then**, each group will do the oral drill, with all the verbs. The members will take turns leading the activity. The leader will say the "to..." form, and the others will say the other three forms. We will do it very fast.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.




 Observing & Asking Questions

We will do another activity with the conversation. Here are four situations to be completed by facts that were happened at the same time with the activity stated in the first sentence. We will do the activity like the example.

Here are what we will do. We will work in groups. We will study the example carefully. **Second**, we will discuss and decide the facts from the conversation that can be stated to complete the other three situations. **Finally**, every one of us will handwrite the completed sentences on a piece of paper. **Finally**, in our group we will read the four situations to each other.

We will use a dictionary. We will say the sentences loudly and correctly. If we have any problems, we will go to our teacher for help.

- Dayu went to Udin's house last Sunday, but she did not find anybody there. Udin was going to the football practice and his brother was going out with his friends.
- Last Sunday, when Beni got to Edo's house, Edo was in the middle of something. _____
- Last Sunday, Edo's father got home at around four. At that time, _____
- Beni and Udin were actually not late to the football practice last Sunday. When they got to the field, _____ They were not playing yet. And, the coach, Mr. Ali, _____

 Observing & Asking Questions

Dayu: "Hi Udin. I went to your house around ten yesterday to return your magazine, but the door was closed. I knocked on the door many times but nobody came out."

Udin: "Nobody was at home yesterday. **I was going** to the football practice. My mom and dad **were attending** a wedding party, and my brother **was going** out with his friends."

Lina: "Did you all go to practise football?"

Beni: "Only Udin and I went to practise football. Edo could not come because he had much homework to do."

Udin: "Yes, when we got there to pick him up, he **was doing** his Math homework."

Beni: "What time did you finish your homework, Edo?"

Edo: "I don't remember what time I finished my homework. Maybe at five. I remember that when my dad got home around 4 pm, **I was still working** on my homework."

Edo: "By the way, did you get to the practice on time or late?"

Udin: "We were a bit late. When Beni and I got to the field, the others **were just sitting and chatting**. They said they **were waiting** for us."

Beni: "In fact, they **were not just waiting** for us. They **were also waiting** for our coach, Mr. Ali. He **was going** to the sports shop to buy a new whistle."

Collecting Information

We will do another activity related to the conversations in the pictures we have learned before. Here we have situations to be completed by facts that were happening at the same time with the activity stated in the first sentences. We will do the activity like the example.

We will use the same steps with the activity we have just done.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Here is the situation that we have to complete.

Siti: "Lina, I called you when _____ yesterday, but you did not hear me."
 Lina: "Really? I'm sorry I did not hear you. _____"

Here is what we handwrite on our paper.

Siti: "Lina, I called you when you were walking out of the bank yesterday, but you did not hear me."
 Lina: "Really? I'm sorry I did not hear you. I was listening to music with earphones."

Collecting Information

Lina: "Udin, why didn't Edo go out of the classroom during the break?"
 Udin: "He didn't go out _____"

Siti: "Beni, did you go to Dayu's mother to learn to make stuffed tofu?"
 Beni: "No, she was in Posyandu the whole day yesterday. _____"

Edo: "I'm sorry I didn't come to the study-group meeting. _____"
 Dayu: "It's fine, Edo. So far, you have only missed one meeting."

Dayu: "Lina is visiting her relative in Yogyakarta. She left early in the morning yesterday."
 Beni: "I don't think so. At eight she was still at home."
 Dayu: "How did you know she was still at home at eight yesterday?"
 Beni: "I called her at eight and her mom told me Lina could not take the phone because _____ Her hands were full of eggs and flour."

Collecting Information

We will do another activity with the conversation. Here we have four situations to be completed by facts that were happening at the same time with the activity stated in the first sentences. We will do the activity like the example.

Here are what we will do. We will work in groups. **First**, we will study the example carefully. **Second**, we will discuss and decide the facts from the conversation to be stated to complete the other three situations. **Third**, every one of us will handwrite the complete situations on a piece of paper. **Finally**, in our group we will learn to read the four situations to each other.

We will use a dictionary. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information

Udin, what (happen) to your foot?
 I (trip) and (fall) while I (carry) the pillows up the stairs at home.

I hope you'll get well soon, Udin.

Here is what we handwrite on our paper.

Lina: "Udin, what happened to your foot?"
 Udin: "I tripped and fell while I was carrying the pillows up the stairs at home."
 Lina: "I hope you'll get well soon, Udin."

Why (you, not, join) us to the picnic yesterday?
 I (help) mum. She (make) a lot of cup-cakes for the Papua community gathering in the community hall last night.

Reflecting

We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.

Now I know that the verb for an action in progress consists of **two** words, **BE** (in the right form for the subject) and the **main verb** in the last column (in the -ing form).

To state an action in progress now, at the moment of speaking, the verb BE is in the form of **is** or **are**, for example _____ (get some examples from the texts you have learned).


To state an action in progress at a certain point of time in the **past**, the verb BE is in the form of **was** or **were**, for example _____ (get some examples from the texts you have learned).

CHAPTER VI

We have been to an orphan home.
We went there last Sunday.

We will learn:

- to communicate past happening which is related to the present moment, in order:
 - to share the information with others,
 - to report the past happening to others, and
 - to give an explanation.


 Observing & Asking Questions

We will learn to communicate events or states in the past related to the present moment. We will play the roles of the speakers in a conversation.



Here are what we will do. **First**, we will listen and repeat the conversation after the teacher, sentence by sentence. **Second**, in groups we will learn to say the words and the sentences correctly and meaningfully. **Then**, we will play the roles of the speakers in the conversation. **Finally**, we will discuss the form and function of the bolded verbs with our teacher.

We will use a dictionary. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

 Observing & Asking Questions



Dayu, I really enjoyed our visit to the orphan home last week. It was really a good idea to celebrate your birthday there.

Hi, Edo. Yes, it was really fun. We all had a good time with the orphans there. They were very happy too. You know what? I **have visited** the orphanage five times so far.



Wow! No wonder you and the kids seemed to know each other very well.

Not really. Although I **have been** there five times, I **haven't met** each one of them quite closely. I **have met** Riri three times, but I **haven't had** a chance to talk to her personally. She **has been** very busy lately.



I **have never been** to an orphanage even once.

Why don't we plan a visit to the orphanage again during the Creativity Week next month? Our class **has never had** a program for children in an orphan home.




I agree one hundred percent with Edo. We can make a useful activity with them. We chip in to buy snacks and drinks to eat together with the kids.

That will be great. I can't wait. My sister **has just been** to an orphanage, too. Last week her class went to the orphan home on Jalan Pattimura to bring them some new books for the library. My sister **has come** there twice to teach the young children to read and write.

What a brilliant idea! I have an idea now. Why don't we teach them an English song? We can teach them to sing the song first and then ask them to sing together with us. Edo will play the guitar for us. Or we can also read them a short story in English.

Good ideas. But, it's time to class now. Let's talk about it more seriously soon because we need to meet the head of the orphanage for permission at least one month before the visit.

 Observing & Asking Questions

We will play the roles of the speakers in the conversation below. Siti, Dayu, and Udin are talking about an orphan. Her name is Riri.

Here are what we will do. **First**, we will listen and repeat the conversation after the teacher, sentence by sentence. **Second**, in groups we will play the roles of the speakers in the conversation. **Finally**, we will discuss the form and function of the bolded verbs with our teacher.

We will say the sentences loudly, clearly, and correctly.

Siti: "I think Riri is the most interesting orphan I **have ever known**. Unfortunately, I didn't have a chance to talk to her personally. Can you tell me how she **has come** to the orphan home?"


Dayu: "Well, I don't know much about her either, because I **have met** her only three times. What I know is that she was the only child. Her father **died** when she was a baby, and her mother **eight years ago**. She's **been** an orphan for eight years, but she's **lived** in the orphanage for only six years now."

Udin: "Why doesn't she live with her grandparents?"


Dayu: "They both **have passed away**. Her grandfather died even before she was born, and her grandmother died six years ago."

Siti: "Why doesn't she live with a relative?"

Dayu: "She has an uncle from her mother's side, but his house is small. He's a scavenger, and he has five children. He has put Riri there so that she can get better care and she can go to a good school!"

 Observing & Asking Questions

Lina: "Why doesn't she live with him instead?"
 Siti: "Does he often visit her?"
 Dayu: "Yes, her uncle and his family **have visited** her a lot of times. They routinely visit her once a month."
 Udin: "It must be sad to be an orphan and live in an orphan home."
 Dayu: "Riri is not a gloomy kid. She is a cheerful and friendly girl. She has even shown her great care for needy children like her."
 Siti: "What do you mean?"
 Dayu: "She **has participated** very actively in the group's activities. They **have made** handicrafts and sold them. They **have used** the profit to help street children and poor families. The program **has run** for almost two years now."
 Udin: "Wow! That's amazing. I've **never thought** of that before. I thought that the kids in orphan homes were sad kids who needed our help. But they help other people instead."
 Siti: "What have **they done** for street children?"
 Dayu: "They **have done** one thing for street children and one thing for poor families. To celebrate the 15th birthday of the orphanage, they gave thirty street children twenty thousand rupiahs each. Early this month they went to some poor families in the neighbourhood and gave each family a gift containing sugar, cooking oil, and rice."

 Observing & Asking Questions


We will read an incomplete paragraph about Riri, as we have known from the conversation. We will fill in the blank spaces with suitable information from the conversation.



Here are what we will do. We will work in groups. First, we will read the whole paragraph carefully. Second, we will find the missing information from the conversation. Third, we will fill in the blank spaces with suitable information. Finally, each one of us will handwrite the paragraph in our notebooks.

We will spell the words and use the punctuation marks correctly. While we are writing, we will also say the sentences loudly, clearly, and correctly.


For eight years, Riri has been an orphan. She has lived in the orphanage or orphan home for six years. She _____ there because she has no relative to take care of her. Her grandparents _____ . Her only relative is an uncle from her mother's side. He is a scavenger, and his house is very small. He has five children. He _____ because he wants her to get better care and to go to a good school. We know that her uncle and his family love her because _____ . Riri is very caring. She is an active member of the charity group of the orphanage founded two years ago. She _____ in the group's activities. She and the other members of the group _____ and _____. The charity group _____ for street children. On the orphanage's 15th birthday, they gave each child twenty thousand rupiahs. They also _____. Early this month they gave each family a gift containing sugar, cooking oil, and rice.


 Observing & Asking Questions

We will be drilled by our teacher to say the verbs in four different forms. We will use all the verbs in this chapter.

Here are what we will do. **First**, we will do a written task in our group. We will copy the table with the verbs in the four forms to our notebooks. We will handwrite the work. While writing, we will say the words. **Second**, we will be drilled by our teacher to say the verbs in the four forms, orally. We must not see the table. Our teacher will say the "to..." form, and we will say the other three forms. We will do it very fast.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.



 Observing & Asking Questions

We will learn to ask and answer questions about events or states in the past related to the present moment. We will complete the conversations between Dayu and Riri.

Here are what we will do. We will work in groups. **First**, we will study the example carefully. **Second**, we will read each conversation carefully. **Third**, we will discuss and decide the questions or the answers to fill in the blank spaces. **Then**, every one of us will handwrite the complete statements in our notebooks. We will first copy the examples. **Finally**, we will discuss the answers with our teacher.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Conversation 1


Dayu: "Riri, _____?"


Riri: "For eight years now. My father died when I was a baby, and my mother died eight years ago."

Conversation 1

Dayu: "Riri, how long have you been an orphan?"

Riri: "For eight years now. My father died when I was a baby, and my mother died eight years ago."



 Observing & Asking Questions

Conversation 2

Dayu: "Why don't you live with your grandparents?"
Riri: "_____ My grandfather died even before I was born, and my grandmother died six years ago."

Conversation 2

Dayu: "Why don't you live with your grandparents?"
Riri: "Because they have passed away, My grandfather died even before I was born, and my grandmother died six years ago."

Conversation 3

Dayu: "_____?"
Riri: "For about six years. I came here in 2012."

Conversation 4

Dayu: "How have you come to this orphanage?"
Riri: "_____."

Conversation 5

Dayu: "_____?"
Riri: "Never. He has five children and his house is very small."

Conversation 6

Dayu: "Have your uncle and his family visited you this year?"
Riri: "_____ They visit me routinely once a month."

 Reflecting




We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.

Now I know that the verb for an action that we have done or we have not done consists of **two** words, **HAVE** (in the right form for the subject) and the **main verb** in the last column (in past participle).

For example _____ (get some statements from the texts you have learned).

In questions, the word order is reversed. For example, _____ (get some questions from the texts you have learned).




 Collecting Information

We will look closely into every statement in the conversation that represents an event or state happening in the past. We will focus on the verb and decide if the event or state is related to a particular moment in the past or to the present moment.



Here are what we will do. We will identify if an event or state is related to a particular moment in the past or to the present moment. We will work with the sentences in the left column of the table. We will work in groups. **First**, we will do the activity one sentence at a time. We will look closely into the form of the underlined verb of every sentence. **Second**, we will discuss and decide if the event or state is related to a particular moment in the past, or if it is related to the present moment. We will do it like the examples. We will study the examples carefully. **Finally**, we will discuss the answers with our teacher.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

 Collecting Information

No.	Statements from the First Conversation	The Moment Related to the Event
1.	Dayu, I really <u>enjoyed</u> our visit to the orphan home last week.	Last week (in Dayu's birthday)
2.	It <u>was</u> a really good idea to celebrate your birthday there.	
3.	It <u>was</u> really fun.	
4.	We all <u>had</u> a good time with the orphans there.	
5.	They <u>were</u> very happy too.	
6.	I <u>have visited</u> the orphanage five times so far.	Now
7.	No wonder you and the kids <u>seemed</u> to know each other very well.	
8.	Although I <u>have been</u> there five times,	
9.	I <u>haven't met</u> each one of them quite closely.	
10.	I <u>have met</u> Riri three times	
11.	but I <u>haven't had</u> a chance to talk to her personally.	Now
12.	She <u>has been</u> very busy lately.	
13.	I <u>have never been</u> to an orphanage even once.	
14.	I <u>couldn't</u> come to your birthday	

We will work on six conversations. All the verbs stating past events or states are put between brackets. Some are related to a point of time in the past, and some are related to the present moment. We will put the verbs between brackets into the correct forms. We will handwrite our work in our notebooks, like the example.

Here are what we will do. We will work in groups. **First**, we will study the example carefully. **Second**, to work on each conversation, we will first read the sentences carefully to understand the situation. **Then**, we will put each verb in the correct form. **Finally**, every one of us will handwrite the conversations in our notebook.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Conversation 1

Siti: "Hi, Lina. I heard that you (visit) Cinta Kasih orphan home yesterday."
Lina: "Yes, I did. Finally, I'm very happy now that I (meet) them. They are happy kids. I want to know them better. I think I can learn a lot from them."
Siti: "Good on you. Let's visit them again soon."

Conversation 1

Siti: "Hi, Lina. I heard that you visited Cinta Kasih orphan home yesterday."
Lina: "Yes, I did. Finally, I'm very happy now that I have met them. They are happy kids. I want to know them better. I think I can learn a lot from them."
Siti: "Good on you. Let's visit them again soon."

Conversation 2

Udin: "Beni, let's take our friends to the orphan home at Ujung Genteng this holiday."
Beni: "That sounds a good idea. I (never, be) there before. Have you?"
Udin: "Yes, I have. I (go) there last year, but I would love to go again with you, guys. The beach there is so beautiful and quiet. I'm sure you'll love it."

Conversation 3

Edo: "Dayu, (you, contact) Riri? Yesterday you (promise) to call her to tell her where she could buy material for handicrafts."
Dayu: "No, I haven't. I completely (forget). Thanks for reminding me about that, Edo. I'll call her right away."
Edo: "That's better. So that you will not forget again."

Associating

Conversation 4

Lina: "Nani told me that she didn't have any relatives at all. I feel sorry for her."

Dayu: "It's true. She doesn't have any relatives, but her father has one close friend, uncle Malik. He and his family often visit Nani. This year they (visit) her 5 times."

Lina: "Good to hear that. I (think) she was completely alone."

Conversation 5

Edo: "I didn't know that kids at orphanage are cheerful and friendly kids. It turns out that they are happy and smart."

Beni: "Not only that. They (help) other kids, too. I think we should do something like that, too. So far we (be) busy thinking only about ourselves."

Edo: "Yes, you're right. Let's think about something that we can do to help the orphans and other needy children."

Conversation 6

Udin: "Siti, let's visit our friends at the orphanage again. Before we left, I (tell) them we would visit them again soon. I want to keep my promise."

Siti: "Let's go this weekend. I (never, hear) from them since Dayu's birthday last month. I'm sure Dayu, Lina, Beni, and Edo would like to go with us."


Udin: "I think so. Let's find them and ask them to go with us."

Communicating

We will read the lyric of a song. If we want, we can download the song from YouTube (<https://www.youtube.com/watch?v=BrnQORhbcWE>). It is the voice of an orphan. It sends a message that orphans should not worry about their lives because people care. They can even help other people. Riri is a good example.

Here are what we will do with the song. **First**, we will copy the song in our notebooks. **Second**, we will listen carefully to our teacher reading the lyric, meaningfully. **Third**, we will repeat the lyric after the teacher, line by line. **Finally**, in groups we will learn to read the lyric to each other meaningfully, too.

We will say the words loudly, clearly, and correctly.



"Orphan"
(Toto)

You're never alone in the world
You're never alone in the world
You believe in each and everyone
of us
You're never alone in the world

I was born in the lost and found
Often raised in the underground
Then one day I opened up my eyes
Looked around and I realized


No mother
No father
No sister
And no brother
So I cry out
To the heavens
Could this be all there really is
then someone said

You're never alone in the world
You're never alone in the world
baby
You believe in each and everyone
of us
You're never alone in the world
baby

Someone said we were family
Can that be with all this poverty
Time to reach out and make a start
Hold each other's hands and lift
each other's hearts

If you're thirsty drink the water from
my hand
If you're hungry take my bread I'll
understand
If you're lonely you can always
share my bed
Could this be all there really is
then someone said

You're never alone in the world
You're never alone in the world
baby
No you're never alone
You believe in each and everyone
of us
No
You're never alone in the world
baby

 Communicating

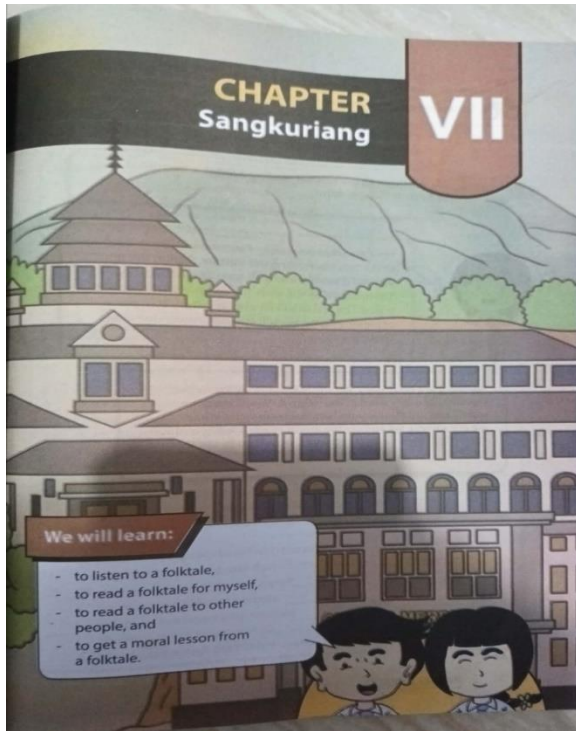
- The writer's early life was very rough.

- The writer's early life was very rough.
- I was born in the lost and found
- Often raised in the underground.
- One day, the writer realized that he was an orphan.

- Although orphans do not have parents and a family, many people care
for them and will help them.

- Being an orphan and poor does not mean that there is nothing you
cannot care for yourself and for others.

- Being an orphan, you can do many things to help other people.



Collecting information

We will work in a group. We will read the story to each other.

Here are what we will do. **First**, we will listen carefully to our teacher reading the story. **Second**, we will repeat the story after the teacher, sentence by sentence. **Then**, in our group we will read the story to each other.

We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help. We will take turn and we will correct any mistakes we hear.

We will work in groups to fill in the blank spaces in the summary of "Sangkuriang".

Here are what we will do. **First**, we will handwrite the summary on a piece of paper or type it on a computer. **Second**, we will fill in the blank spaces with the right words from the right column.

We will make sure we know the meaning of every word. We will use a dictionary. We will spell the words correctly. If we have any problems, we will go to our teacher for help.

134

Balas OK SMP/MTs

Collecting Information

Paragraph 1

Dayang Sumbi was a _____ and kind-hearted princess, but _____ she was very lazy. Her hobby was _____ cloth. _____ her weaving tool fell. Tumang, a _____ dog, came to bring her _____ back to her. As she had promised, she _____ him. Tumang was actually a _____ who had been cursed by a _____ to become a dog. But sometimes he could _____ back to a normal man. Dayang Sumbi and Tumang got one _____. His name was Sangkuriang. He did not know that Tumang was his _____ because he was a dog _____ he was with him. Tumang always accompanied _____ whenever he went hunting in the _____.

Sangkuriang
witch
turn
whenever
one day
father
male
weaving
tool
married
dog
son
woods
beautiful
sometimes
man
sadly

Bahasa Inggris / Think Globally Act Locally

135

Collecting Information

Paragraph 2

When he was twelve years old, Dayang Sumbi _____ Sangkuriang to bring her a deer's _____. But after many days in the _____, he could not find a _____. He did not want to _____ his mother, so he killed Tumang and _____ his heart home and _____ it to his mother. Because of her _____ to Tumang, Dayang Sumbi _____ it was his heart, not a _____ heart. She got very angry _____ Sangkuriang. She hit him with _____ wood on his forehead, and _____ him to go away. _____ wounded, Sangkuriang left her and the _____.

brought
leave
gave
village
badly
asked
a piece of
told
knew
love
at
deer's
deer
woods
heart
disappoint
want

Bahasa Inggris / Think Globally Act Locally

136

Collecting Information

We will put the sentences in the following next three paragraphs of the story in a good order.

Here are what we will do. **First**, we will read all the sentences in each paragraph. **Second**, we will think the good order of the sentences in it. **Third**, we will handwrite the good order of the sentences in each paragraph on a piece of paper.

We will use a dictionary. We will make sure we know the meaning of every word in the folktale. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problem, we will go to our teacher for help.

Paragraph 3

1. He fell in love with her at the first sight.
2. She could never get older because she was granted eternal youth by the gods.
3. There he met a beautiful young woman.
4. He did not know that she was Dayang Sumbi.
5. One day Sangkuriang went back to his village.
6. He was big and strong.

Bahasa Inggris / Think Globally Act Locally 137

Collecting Information

Paragraph 4

1. Then, she got an idea.
2. Dayang Sumbi saw the bad scar on his forehead.
3. She gave him a task which she thought was impossible for him to do.
4. She told him the truth again and again, but he would not believe her.
5. One day he approached Dayang Sumbi to propose her.
6. She asked him to make her a lake and a boat in one night.
7. She soon realized that he was her own son, Sangkuriang.
8. She was thinking hard to find a way not to marry him.
9. She did not know Sangkuriang had genies to help him to do the task.

Paragraph 5

1. Knowing Dayang Sumbi cheated him, Sangkuriang got very angry.
2. Dayang Sumbi got very worried.
3. She was thinking hard again to find a way to fail him.
4. The genies thought that the morning was almost broken.
5. It is now known as Mount Tangkuban Perahu.
6. By dawn both the lake and the boat were almost done.
7. She asked the people in the village to burn the woods in the east, so that the light made all the cocks in the village crow.
8. They ran away as fast as they could, leaving the boat unfinished.
9. Then, she had an idea.
10. He kicked the boat so hard that it went upside down.

138 Kelas IX SMP/MTs

Reflecting

We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.

I have learnt many new words from Sangkuriang, they are _____

I have learnt from the main character, Sangkuriang, that _____

I have learnt from Dayang Sumbi that _____

Bahasa Inggris / Think Globally Act Locally 139

Associating

We will listen to our teacher reading a folktale from Vietnam. The title is "The Golden Star-Fruit Tree".

Here are what we will do. We will listen carefully to our teacher reading the folktale. During the time, you will answer some questions about the story. We will ask our teacher questions, too.

We will use a dictionary. We will make sure we know the meaning of every word in the folktale. We will say the words loudly, clearly, and correctly.


THE GOLDEN STAR-FRUIT TREE

A long time ago, there was a rich old man living in Vietnam. He had two sons. They had very different attitudes. The older brother was very greedy, but the younger brother was very kind. When the old man died, the brothers divided his father's wealth into two parts. The big brother took almost everything. He gave his younger brother only a small piece of land, with a star-fruit tree in front of it. The younger brother did not mind. From then on he lived there and made his living only by selling star fruits from the tree.

Unfortunately, a very big raven often came and ate all the ripe fruits. At first, he was too afraid of the raven, and did not know what to do. But one day he dared to approach the raven. He begged it not to eat the fruits. "If you eat the fruits, I will have nothing to sell to the market, and my family will starve."

Surprisingly the raven was not angry. He replied, "I need the fruits too. Can I have them and I'll pay you with gold. Bring a 1-meter long bag, and I'll

140 Kelas IX SMP/MTs

 Associating


bring to a place full of gold and you can fill the bag full with gold." The younger brother then told his wife to make a 1-meter long bag. When the bag was done, he climbed on the raven's back and they flew to a place full of gold. He filled the bag full with gold, and then flew back home on the raven's back. From then on, the younger brother and his family could live happily in luxury.

On the commemoration of his father's death, he invited his older brother to come to his house. Thinking that his brother had a poor house, the big brother refused to come. But because his younger brother insisted, he and his wife finally decided to come. When they got to the younger brother's house, they were surprised to see that he was now very rich.

He asked his younger brother how he had got all his wealth, and the younger brother was happy to tell him the truth. Then, the greedy brother and his wife offered the younger brother to trade all their fortune for the star-fruit tree. The younger brother gladly accepted the offer. Soon the older brother and his family moved to the house with the star-fruit tree. When the raven came for the star fruits, the older brother made the same plea. As expected, the raven told him to bring a 1-meter long bag.

Because he was greedy, he asked his wife to make a much longer bag. When the bag was done, he climbed on the raven's back and then they flew to the place full of gold. He filled the big bag with gold. He also brought some gold in his pockets. On the way home, the load soon became too heavy for the raven. Unable to hang on, the raven swayed, and the greedy brother fell straight down to the sea with his bag and pockets full of gold. He sank very fast down the sea. The older brother finally died. He died because of his greediness.

Adapted from: www.iespring.org/legend/caykhe.html, visited on 10 October 2014 at 10:44 pm

 Associating

We will work in a group. We will read the story to each other.

Here are what we will do. **First**, we will carefully listen to our teacher reading the story. **Second**, we will repeat the story after the teacher, sentence by sentence. **Then**, in the group we will read the story to each other.



We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help. We will take turns reading and we will correct any mistakes we hear.

In our group we will identify the parts where the characters in 'Sangkuriang' and in 'The Golden Star-Fruit Tree' are introduced.



Here are what we will do. **First**, we will identify the parts where the characters in 'Sangkuriang' and in 'The Golden Star-Fruit Tree' are introduced. **Second**, we will handwrite our findings on a piece of paper with the heading 'The sentences to introduce the scenes and characters.' **Then**, we will share our work loudly and clearly to the class.

We will use a dictionary. We will make sure we know the meaning of every word in the folktale. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problem, we will go to our teacher for help.

Associating

In our group we will identify the parts where the characters in 'Sangkuriang' and in 'The Golden Star-Fruit Tree' face a problem.

Here are what we will do. **First**, we will identify the parts where the main character(s) in 'Sangkuriang' and in 'The Golden Star-Fruit Tree' face a problem. **Second**, we will handwrite our findings on a piece of paper with the heading 'The problems involving the characters in the story of...'

While we are writing, we will say the words loudly, clearly, and correctly. If we have any problem, we will go to our teacher for help. Then, we will share our work loudly and clearly to the class.

In our group we will identify the parts where the problem in 'Sangkuriang' and in 'The Golden Star-Fruit Tree' face is resolved.

Here are what we are going to do. **First**, we will identify the parts where the problem in Sangkuriang and in The Golden Star-Fruit Tree is resolved. **Second**, we will handwrite our findings on a piece of paper with the heading 'The resolution of the problem'.

While we are writing, we will say the words loudly, clearly, and correctly. If we have any problem, we will go to our teacher for help. **Then**, we will share our work loudly and clearly to the class.

Bahasa Inggris / Think Globally Act Locally 143


CHAPTER VIII
They are made in Indonesia

I'm Made In Indonesia



We will learn:

- to use sentences in the passive voice to describe objects.

 Observing & Asking Questions


We will play the roles of the speakers in the pictures.




Here are what we will do. **First**, we will listen carefully to our teacher reading each of the descriptions of four popular foods from Indonesia. **Second**, we will repeat the description after our teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers.

We will say the sentences loudly, clearly, and correctly.


Satay or 'sate' **is made of** chicken, beef, or lamb. 'Sate ayam' **is made of** chicken, 'sate kambing' **is made of** lamb, and 'sate sapi' **is made of** beef. Small pieces of meat **are marinated** in spicy soy sauce. Some pieces of well **marinated** meat **are skewered**. Then, on skewers, satay **is grilled** over very hot charcoal. It **is served** with peanut sauce or soy sauce.




 Observing & Asking Questions




'Lemper' **is made of** a handful lump of **steamed** glutinous rice. It **is filled** with chicken or beef filling. Each piece **is wrapped** in a banana leaf, and the wrapping **is secured** on both ends with tooth picks or 'lidi'. 'Lemper' in the banana leaf **is steamed, or cooked** over a very hot barbeque or grill. If the glutinous rice **is well-cooked** before 'lemper' **is filled** and **wrapped**, it **can be served** straight away with the banana leaf still green and fresh.





'Pempek' is a very popular food from South Sumatra. It **is made of** fish and tapioca starch. Fish, tapioca starch, and water **are mixed** to make thick dough. In different shapes and sizes, the dough **is boiled** until it floats. The **cooked** 'pempek' **is then deep-fried**. Pempek **is served** with very thin sauce called 'cuko'. 'Cuko' **is made of** water, palm sugar, chilly, garlic, tamarind, and salt.




'Kerupuk' are very crunchy crackers. Different kinds of crackers **are easily found** everywhere in Indonesia. It **is made of** tapioca starch. It **is flavoured** with fish, shrimp, or garlic. 'Kerupuk' **is shaped** in thin pieces. The pieces of 'kerupuk' **are dried** under the sun until it is completely dry and hard. Very dry 'kerupuk' **is deep-fried** in hot cooking oil. Some kinds of 'kerupuk' **are fried** in very hot sand.



 Observing & Asking Questions


We will list the facts about the traditional foods stated by Udin, Siti, Lina and Beni. We will list eight facts about satay, six facts about 'lemper', seven facts about 'pempek', and eight facts about 'kerupuk'.

Here are what we will do. We will work in groups. **First**, we will study and copy the examples to our book. **Second**, we will read the descriptions carefully. **Third**, we will handwrite in our book the facts we find in the descriptions. **Finally**, we will underline the verb in every sentence.



We will make sure we know the meaning of every word. We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. Eight facts about Satay stated by Udin.
- 1) 'Satay or 'sate' is made of chicken, beef, or lamb.
 - 2) 'Sate ayam' is made of chicken.
 - 3) 'Sate kambing' is made of lamb.
 - 4) Etc.


 Observing & Asking Questions

In the conversations below, some tourists who have been to Indonesia are talking about some Indonesian arts. We will play the roles of the speakers in the pictures.



Here are what we will do. **First**, we will listen carefully to our teacher reading each of the conversations. **Second**, we will repeat the conversations after the teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversations.

We will say the sentences loudly, clearly, and correctly.



Bill: "This awesome gift **was given** to me by my friend."
Harry: "Wow, that looks nice! What **is it called**? Is that **made** in Indonesia?"
Bill: "Yes, it is. This **is called** an 'angklung'. 'Angklung' is a musical instrument from the Sundanese culture of West Java. It **is made** of bamboo. It **is used** to play not only traditional but also modern music."

Observing & Asking Questions

Bill: "That cloth looks beautiful! Is it **made** in Indonesia?"
Harry: "Yes, it is a traditional cloth from the Batak culture, North Sumatra. It is **called** ulos."
Bill: "How do they wear it? When?"
Harry: "It is worn by men and women in ceremonial events like weddings and funerals. It is usually **draped** over one shoulder. Sometimes it is **worn** to cover both shoulders."
Bill: "What is it **made** of?"
Harry: "Ulos is **made** of cotton thread. The thread is **woven** by hand."



Bill: "I got this awesome souvenir when I was working in Papua last year. I love it!"
Harry: "What is that? Is that a bag or basket?"
Bill: "It is a bag. It is **called** a 'noken'. It is **made** in Papua."
Harry: "It looks strong. What is it **made** of?"
Bill: "It is **made** of wood fibre or leave fibre."
Harry: "The bag is very big and the straps are very long. How do you carry it?"
Bill: "Traditionally it is **hung** on the head to carry many things. I see it as a symbol of hard work."



Observing & Asking Questions

Bill: "The umbrella looks very artistic! I like the decoration of colourful flowers on it. Is that Indonesian art?"
Harry: "Yes. It is **called** 'payung geulis' or a beautiful umbrella. It is **made** in Tasikmalaya of the West Java province."
Bill: "What is it **made** of?"
Harry: "It is **made** of plain waterproof paper or cloth. Then, pictures of colourful flowers are **painted** or **embroidered** on the outer part of the paper umbrellas."
Bill: "Awesome!"



Collecting Information

1. This musical instrument _____ an *angklung*. It _____ in Indonesia. It is from Sunda, West Java. It _____ of bamboo. It _____ to play traditional as well as modern music.

This musical instrument is called an angklung. It is made in Indonesia. It is from Sunda, West Java. It is made of bamboo. It is used to play traditional as well as modern music.
2. This cloth _____ an *ulos*. It _____ in North Sumatra, Indonesia. It _____ in special events like weddings and funerals. It _____ on one's shoulder or both shoulders. It _____ of cotton. It _____ by hand.
3. This bag _____ a *noken*. It _____ in Papua, Indonesia. The bag is very strong because it _____ of wood fibre or leave fibre. It _____ to carry many things. It _____ on the head.
4. The beautiful umbrella _____ *payung geulis*. It _____ in Tasikmalaya, Indonesia. It _____ of plain waterproof paper or cloth. Beautiful pictures of flowers _____ on paper umbrellas. On cloth umbrellas, the pictures _____.

Collecting Information

We will be drilled by our teacher to say the verbs in four different forms. We will use the verbs in this chapter.



Here are what we will do. **First**, we will do a written task in our group. We will copy the table with the verbs in the four forms to our notebooks. We will handwrite the work. **Second**, we will be drilled by our teacher to say the verbs in the four forms, orally. We must not see the table. Our teacher will say the "to..." form, and we will say the other three forms. We will do it very fast.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No.	to-	Present	Past	For the Passive Voice
1.	to make	make	made	made
2.	to marinate	marinate	marinated	marinated
3.	to skewer	skewer	skewered	skewered
4.	to grill	grill	grilled	grilled
5.	to serve	serve	served	served
6.				

Reflecting

We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.

Now I know that the verb in the passive voice consists of two words, BE and the main verb in the last column (in past participle), for example _____
 (get some examples from the texts you have learned).

The verb 'is' and 'are' are the variations of the verb BE in the simple present tense.

The passive voice verb is very useful to describe objects.

1266 Bahasa Inggris 1976

Associating

We will listen carefully to our teacher reading four texts taken from an encyclopedia and a science book, one by one.

Here are what we will do. **First**, we will carefully listen to our teacher reading each text. **Then**, in groups we will learn to read the text to each other. **Finally**, we will discuss the form and function of the bolded verbs with our teacher.

We will say the sentences loudly, clearly, and correctly.

Rocks
 Rocks are very hard materials. Some rocks contain metals. They **are called** ores. Others contain fossils of animals or plants that die millions of years ago. Many rocks contain crystals. A few rock crystals, such as diamond, are extremely valuable because they are very rare. These crystals **are called** gems. Some rocks, such as sandstone, **are made** when mud or grains of sand **are slowly squashed** together.

(Adapted from Science Made Easy, 2008, p. 130)

Bahasa Inggris / Think Globally Act Locally 157

Fabrics

Fabrics **are used** around the house to make clothes, curtains, towels and furniture coverings. Fabrics such as cotton, linen, wool and silk **are made** from natural fibres, which come from plants and animals. Fabrics **can also be made** of plastic, or a mixture of plastic and natural fibres. Fabrics have different properties. For example, some are tough, while others wear away quickly.

(Adapted from: Science Made Easy, 2008, p. 12)

Chickens

Chickens **are kept** as farm animals all over the world. They **are related** to wild birds that were tamed by humans over 4,000 years ago. Chickens can fly for short distances, but they prefer to walk or run.

Farmyard chickens eat seeds and small insects. They will also peck grain that **is sprinkled** on the ground. On some big farms, however, hens **are fed** on special food and kept in small cages.

Male chickens **are called** cockerels and have large crests on their heads and a ruff of long feathers round their necks. They often make a loud crow, especially at daybreak. Female chickens **are called** hens. They are smaller and less colourful than cockerels. Hens **are kept** for both their meat and their eggs.

(Adapted from: The Little Animal Encyclopedia, 2001, p. 80)

Cows and Bulls

Female cattle **are called** cows and the males **are called** bulls. They **are kept** on farms all over the world for their meat, called beef, and for their milk. We also use their hides (skin) to make leather shoes and clothes.

Female cattle that **are reared** for their milk **are called** dairy cows. Twice a day they **are brought** in from the fields **to be milked**. Special machines suck the milk from the cow's udder.

Although they are not clever animals, cattle are very strong. In many parts of the world, they **are used** to pull ploughs and carts.

(Adapted from: The Little Animal Encyclopedia, 2001, p. 41)

Associating

We will work in groups to identify the uses of the passive voice. 1. To state the objects' identities; 2. To state the materials that make the objects; 3. To state the functions of the objects; 4. To state what happen/ happened to the objects.

Here are what we will do. **First**, we will copy and study the examples carefully. **Second**, we will read the texts carefully to find statements that match each of the use of the passive voice. **Third**, we will identify the statements that match each function. **Then**, every one of us will handwrite the work in our notebooks.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

160 **Kelas IX SMP/MTs**

Associating

To state the objects' identities

No.	Sentences in the Passive Voice	Title of Text
1.	They are called ores.	Rocks
2.	These crystals are called gems.	Rocks
3.		
4.		
5.		
6.		

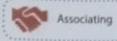
To state the materials that make the objects

No.	Sentences in the Passive Voice	Title of Text
1.	Fabrics can also be made of plastic, or a mixture of plastic and natural fibres.	Fabrics

To state the functions of the objects

No.	Sentences in the Passive Voice	Title of Text
1.	Fabrics are used around the house to make clothes, curtains, towels and furniture coverings.	Fabrics
2.		

Barbara Triggs / Think, Write, Read, Listen



To state what happen/happened to the objects

No.	Sentences in the Passive Voice	Title of Text
1.	Some rocks, such as sandstone, are made when mud or grains of sand are slowly squashed together.	Rocks
2.		
3.		
4.		
5.		
6.		
7.		

CHAPTER IX

What is it?

IX




Observing & Asking Questions

We will listen and read two texts about animals that also live in Indonesia, the "Buffalo" and the "Bat". We can find texts in an animal encyclopedia.

Here are what we will do. **First**, we will carefully listen to the teacher reading each of the texts. **Second**, we will repeat the texts after the teacher, sentence by sentence. **Finally**, in the group we will learn to read the texts to each other.

We will say the sentences loudly, clearly, and correctly.




Buffalo

Buffalo are big, strong, dark-coloured mammals with huge horns. African buffalo live in herds of several hundred – usually near water, as they love to wallow in mud. African buffalo have very bad tempers, so humans have never managed to tame them. Water buffalo are found in the wetter areas of Asia. Few are found in the wild now and they are mostly kept as farm animals. Water buffalo have been domesticated for 3,000 years. They are used to pull carts and ploughs, but they can be kept for their meat, milk, and hides. Only a few survive in the wild in Asia, but buffalo are released to run free in the swamps of the Northern Territory of Australia.

(Adapted from The Little Animal Encyclopedia, 2001, p. 99)

166 Kelas IX SMP/MTs

Observing & Asking Questions



Bat

Bats have big ears, furry bodies and wings like leather. They are nocturnal mammals. This means they sleep in caves and attics during the day and fly out to feed at night-time.

Bats are the only mammals that can fly. They are very fast and acrobatic. When they chase after insects, they twist and turn in mid-air. Bats use sound to catch insects in the darkness. They send out high-pitched squeals that humans cannot hear. The echoes that bounce back tell the bats exactly where they will find their prey.

Flying foxes, or fruit bats, are large bats that live in tropical Africa and Asia. They mainly eat fruit. Flying foxes are important because they help to spread the pollen and seeds of many plants.


(Adapted from The Little Animal Encyclopedia, 2001, p. 138)

Bahasa Inggris / Think Globally Act Locally 167

Observing & Asking Questions

Buffalo

MAIN IDEA	
Species	Buffalo are big, strong, dark-coloured mammals with huge horns
DETAILED FACTS	
Habitat	<ol style="list-style-type: none"> 1) Water buffalo are found in the wetter areas of Asia. 2) Few are found in the wild now 3) Only a few survive in the wild in Asia, 4) but buffalo are released to run free in the swamps of the Northern Territory of Australia.
Habits	<ol style="list-style-type: none"> 1) African buffalo live in herds of several hundred – usually near water, 2) as they love to wallow in mud.
Physical characteristics	Buffalo are big, strong, dark-coloured mammals with huge horns
Emotional characteristics	<ol style="list-style-type: none"> 1) African buffalo have very bad tempers, so humans have never managed to tame them. 2) Water buffalo have been domesticated for 3,000 years.
Functions	<ol style="list-style-type: none"> 1) They are mostly kept as farm animals. 2) They are used to pull carts and ploughs, 3) but they can be kept for their meat, milk, and hides.

 Observing & Asking Questions

We will look closely at the texts of "Buffalo" and "Bat" by using a table of analysis below.

Here are what we will do. **First**, we will study the examples carefully. **Second**, we will read each situation carefully. **Third**, we will discuss and decide the answers to fill in the blank spaces. **Finally**, we will handwrite the complete statements in our notebook. **Then**, we will underline the verbs in every sentence.



We will make sure we know the meaning of every word and spell it correctly. We will use a dictionary. We will use the punctuation marks carefully, too. While we are writing, we will say the words loudly, clearly and correctly.

BAT

MAIN IDEA	
Species	<ol style="list-style-type: none"> 1) They are nocturnal mammals. 2) Bats are the only mammals that can fly. 3) Flying foxes, or fruit bats, are large bats that live in tropical Africa and Asia.
DETAILED FACTS	
Habitat	This means they sleep in caves and attics during the day.
Habits	<ol style="list-style-type: none"> 1) This means they sleep in caves and attics during the day 2) and fly out to feed at night-time. 3) When they chase after insects, 4) they twist and turn in mid-air. 5) Bats use sound to catch insects in the darkness. 6) They send out high-pitched squeals that humans cannot hear. The echoes that bounce back tell the bats exactly where they will find their prey. 7) They (flying foxes) mainly eat fruit.
Physical characteristics	<ol style="list-style-type: none"> 1) Bats have big ears, furry bodies and wings like leather. 2) They are very fast and acrobatic.
Emotional characteristics	No information available
Functions	Flying foxes are important because they help to spread the pollen and seeds of many plants.

We will learn to present the texts orally. We will use the presentation guide.



Here are what we will do. **First**, we will listen and repeat each text with guiding sentences after the teacher, sentence by sentence. **Second**, in each group we will learn to present the analysis of each text to each other orally.

We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.



Here are the facts about the buffalo stated in the text.

There is one fact about their species. They are big, strong, dark-coloured mammals with huge horns.

There are four facts about their habitats. **One,** Water buffalo are found in the wetter areas of Asia. **Two,** few are found in the wild now. **Three,** only a few survive in the wild in Asia. **Four,** buffalo are released to run free in the swamps of the Northern Territory of Australia.

There are two facts about their habits. **One,** African buffalo live in herds of several hundred – usually near water. **Two,** they love to wallow in mud.

There is one fact about their physical characteristics. Buffalo are big, strong, dark-coloured, with huge horns.

There are two facts about their emotional characteristics. **One,** African buffalo have very bad tempers, so humans have never managed to tame them. **Two,** water buffalo have been domesticated for 3,000 years.

There are three facts about the functions of water buffalo to human beings. **One,** they [water buffalo] are mostly kept as farm animals. **Two,** they are used to pull carts and ploughs. **Three,** they can be kept for their meat, milk, and hides.



Here are the facts about the bat stated in the text.

There are three facts about their species stated in the text. **One,** they are nocturnal mammals. **Two,** bats are the only mammals that can fly. **Three,** Flying foxes, or fruit bats, are large bats that live in tropical Africa and Asia.

There is one fact about their habitats. This means they sleep in caves and attics during the day.

There are seven facts about their habits stated in the text. **One,** This means they sleep in caves and attics during the day. **Two,** they fly out to feed at night-time.

Three, they chase after insects. **Four,** they twist and turn in mid-air. **Five,** bats use sound to catch insects in the darkness. **Six,** they send out high-pitched squeals that humans cannot hear.

The echoes that bounce back tell the bats exactly where they will find their prey. And **seven,** they, or flying foxes, mainly eat fruit.

There are two facts about their physical characteristics. **One,** bats have big ears, furry bodies and wings like leather. **Two,** they are very fast and acrobatic.

There is no information available about their emotional characteristics.

There is only one fact about their functions to human beings. Flying foxes are important because they help to spread the pollen and seeds of many plants.

Collecting Information

We will read three more texts about animals that live in Indonesia: the dragonfly and damselfly, grasshopper, and fish. These texts have been adopted from an encyclopedia.

Here are what we will do. **First**, we will listen carefully to the teacher reading each of the texts. **Second**, we will repeat the texts after the teacher, sentence by sentence. **Then**, in groups we will learn to present each of the texts to each other orally.

We will say the sentences loudly, clearly, and correctly.

Dragonfly and Damselfly

Dragonflies are the fastest flying insects. They swoop over the streams and ponds up to 90 kilometres per hour. Damselflies have longer, thinner bodies and are more delicate, with a slow, fluttering flight. The wings of the damselfly are almost transparent. They shimmer as the damselfly searches for small insects to eat.

Dragonflies and damselflies live near water. They lay their eggs on plants. When they hatch, the young ones, called nymphs, come out of the eggs. They feed on other water creatures, and after two years the nymphs grow into adults.

(Adapted from The Little Animal Encyclopedia, 2001, p. 43)

174 *Kelas IX SMP/MTs*

Collecting Information

Grasshopper

Grasshoppers are insects that prefer to hop on their long back legs rather than fly. Males 'sing' to attract mates – grasshoppers do this by rubbing their back legs together.

Grasshoppers have very strong muscles in their long back legs and an amazing spring in their knees. The grasshopper can jump 12 times its own length – this would be like a child jumping over a house!

(Adapted from The Little Animal Encyclopedia, 2001, p. 43)

Fish

Fish live in saltwater and freshwater all over the world. They come in many different shapes and sizes, but most are covered in scales and have strong fins for swimming. A fish's scales all lie in the same direction to help the fish slip through water.

Like us, fish need oxygen to live. But instead of breathing air, they absorb the oxygen in water. Water enters the mouth and is swept over the gills. The oxygen passes from the water into tiny blood vessels in the gills.

Fish often swim in groups called shoals. One reason they do this is for protection. Many fish together can confuse a predator. This makes it hard for the predator to single out a fish.

(Adapted from The Amazing World of Living Things, no date, p. 73)

Bahasa Inggris / Think Globally Act Locally 175

Collecting Information

We will look closely at the three texts by using the same table of analysis.

Here are what we will do. We will work in groups. **First**, we will choose two from three texts to be analyzed. **Second**, we will discuss to fill in the tables with the facts stated in the texts. **Then**, every one of us will handwrite the analysis in the notebook or type it on a computer. **Finally**, in our group we will learn to present our analysis of the two texts orally to each other.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

176 *Kelas IX SMP/MTs*

Associating

We have learnt some texts about animals. Now, we will read texts about non-living objects.

Here are what we will do. **First**, we will listen carefully to the teacher reading each of the texts. **Second**, we will repeat the texts after the teacher, sentence by sentence. **Then**, in our groups we will learn to read each text to each other.

We will say the sentences loudly, clearly, and correctly.


MATERIALS


Our world is made up of many different materials. Metals come from rocks. Wood comes from trees. Plastics and glass are made in factories. Ceramics are made of mud and clay. Most fabrics are made of parts of plants or animals. We use all these materials to build our homes and to make the things we use every day.

A material that soaks up water well is said to be absorbent. A material that resists water is said to be waterproof. Tissues are made of a special absorbent paper.

Some materials, such as metal, feel cold when you touch them because they draw the heat from your hand. They are said to be good thermal conductors. Other materials, such as wood, feel warm to the touch. They do not draw heat from your hand and are said to be good thermal insulators.

Bahasa Inggris / Think Globally Act Locally 177


 Associating



Sponge

There are different types of sponges. Some sponges are natural and come from animals that live in warm seas. Most sponges found in the house are made of rubber. Sponge absorbs water well. Water is held in tiny holes inside a sponge. It will only come out when the sponge is squeezed. The best sponges mop up lots of water.

(Adapted from Learn Science, Dorling Kimberley, 2010)




Fabric

There are different kind of fabrics. Fabrics such as cotton, linen, wool and silk are made of natural fibres, which come from plants and animals. Fabrics can also be made of plastic, or a mixture of plastic and natural fibres. Fabrics have different properties. For example, some are tough, while others wear away quickly. Fabrics are used around the house to make clothes, curtains, towels and furniture coverings.

(Adapted from Learn Science, Dorling Kimberley, 2010)


Kelas IX SMP/MTs

 Associating

Materials


MAIN IDEA	
Class	1) A material that soaks up water well is said to be absorbent. 2) A material that resists water is said to be waterproof.
DETAILED FACTS	
Materials	1) Our world is made up of many different materials. 2) Metals come from rocks. 3) Wood comes from trees. 4) Plastics and glass are made in factories. 5) Ceramics are made of mud and clay. 6) Most fabrics are made of parts of plants or animals. 7) Tissues are made of a special absorbent paper.
Characteristics	1) Some materials, such as metal, feel cold when you touch them because they draw the heat from your hand. They are said to be good thermal conductors. 2) Other materials, such as wood, feel warm to the touch. 3) They do not draw heat from your hand and are said to be good thermal insulators.
Functions	We use all these materials to build our homes and to make the things we use every day.

Bahasa Inggris / Think Globally Act Locally 181

 Communicating

Now, we will work with two texts that are not punctuated at all. We will read them carefully in order to punctuate them properly, one by one. The texts are all about social phenomena. First we will study the example.

Here are what we will do. We will work in groups. **First**, we will read the text about 'tax' that is not punctuated. We will read carefully to identify the sentences in the text. We will do it orally. We will not see the punctuated text yet. **Second**, we will rewrite and punctuate the text. **Third**, we will read our sentences loudly to check if they are meaningful. **Finally**, we will check if they match the well punctuated text below.




We will say the sentences loudly, clearly, and correctly.

Not Punctuated

tax
 responsible citizens and companies pay tax regularly tax is money that is paid to the government there are different kinds of tax income tax property tax service tax sales tax and so on tax is also paid on goods and services people pay tax according to their income and business pay tax according to their profits the money that the government gets from tax is often called tax-payers' money with tax-payers' money the government can do many useful programs that benefit the citizens the government can build and maintain roads public transportation health-care system education sanitation public safety and so on good public services can only be realized if people and business companies pay tax

Kelas IX SMP/MTs


 Communicating

Properly Punctuated

Tax
 Responsible citizens and companies pay tax regularly. Tax is money that is paid to the government. There are different kinds of tax: income tax, property tax, service tax, sales tax, and so on. Tax is also paid on goods and services. People pay tax according to their income and business pay tax according to their profits. The money that the government gets from tax is often called tax-payers' money. With tax-payers' money the government can do many useful programs that benefit the citizens. The government can build and maintain roads, public transportation, health-care system, education, sanitation, public safety, and so on. Good public services can only be realized if people and business companies pay tax.

Now, we will study the example to analyse the text.

Here are what we will do. We will work in groups. **First**, we will copy the table that analyses the text entitled 'Tax' in our notebooks. We will handwrite it. **Second**, in the group we will learn to present the analysis of the texts orally to each other.



We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Bahasa Inggris / Think Globally Act Locally 183



Tax

MAIN IDEA	
Definition	<ol style="list-style-type: none"> 1) Tax is money that is paid to the government. 2) The money that the government gets from tax is often called tax-payers' money.
DETAILED FACTS	
Elements	<ol style="list-style-type: none"> 1) There are different kinds of tax: income tax, property tax, service tax, sales tax, and so on. 2) Tax is also paid on goods and services.
Characteristics	<ol style="list-style-type: none"> 1) Responsible citizens and companies pay tax regularly. 2) People pay tax according to their income and business pay tax according to their profits.
Functions	<ol style="list-style-type: none"> 1) With tax-payers' money the government can do many useful programs that benefit the citizens. 2) The government can build and maintain roads, public transportation, health-care system, education, sanitation, public safety, and so on. 3) Good public services can only be realized if people and business companies pay tax.



family

a family is a group of people who live together in the same house a complete family consists of parents and one or more children it is called a nuclear family in many countries a family can be extended to include relatives such as grandparents uncles aunts cousins nephews and nieces living together under the same house this big family is called an extended family the members of a family share the housework and take care of each other with the family we feel safe and happy to go home means to return to our family in order to have a rest to watch tv to eat together and to share happiness and sadness with each other with our family we grow up to be healthy and useful individuals

(Adapted from <https://en.wikipedia.org/wiki/Family>)

neighbourhood

a neighbourhood is a social community within a city, town or village a neighbourhood is made up of families who live near each other as neighbours there is a lot of face-to-face interaction among them neighbourhoods have many benefits for the members a strong and closely related neighbourhood is a safe environment for the children to grow up mothers and girls can also learn certain skills like cooking and knitting from each other with little or no money there are many enjoyable neighbourhood activities too like sports and celebrations neighbourhoods also protect the families from crimes

(Adapted from <https://en.wikipedia.org/wiki/Neighbourhood>)

Communicating

Now, we will analyse each text using a different table of analysis below.

Here are what we will do. We will work in groups. **First**, we will discuss to fill in the tables with the facts stated on the text, like the examples. **Then**, every one of us will handwrite the analysis in the notebook or type it on a computer. **Finally**, we will present our analysis of the two texts orally to each other.

We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

MAIN IDEA	
Definition	1) _____ 2) _____
DETAILED FACTS	
Elements	1) _____ 2) _____
Characteristics	1) _____ 2) _____
Functions	1) _____ 2) _____

Bahasa Inggris / Think Globally Act Locally 187

Communicating

Family

MAIN IDEA	
Definition	1) A family is a group of people who live together in the same house. 2) It is called a nuclear family. 3) This big family is called an extended family.
DETAILED FACTS	
Elements	1) A complete family consists of parents and one or more children. 2) In many countries, a family can be extended to include relatives such as grandparents, uncles, aunts, cousins, nephews and nieces living together under the same house.
Characteristics	The members of a family share the housework and take care of each other.
Functions	1) With the family we feel safe and happy. 2) To go home means to return to our family in order have a rest, to watch TV, to eat together, and to share happiness and sadness with each other. 3) With our family we grow up to be healthy and useful individuals.

188 Kelas IX SMP/MTs

Communicating

Now, we write one text about an animal, one text about a non-living thing, and one text about people.

Here are what we will do. We will work in group. **First**, we will choose one from the three objects:

- 1) ant, cockroach, mouse
- 2) desk, blackboard, bench
- 3) sport team, English club, boy scouting

Second, we will discuss to find ideas to write. We will use the same table to help us. **Third**, we will put the ideas into effective sentences, like those in the texts we have studied here. We will do it one part at a time. **Fourth**, we will read the sentences in the text to each other to check if they are meaningful. **Then**, we will write the final form of the texts on a piece of paper. **Finally**, we will present our texts on the wall of classroom. We will answer the questions from the people who come to visit our texts.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Bahasa Inggris / Think Globally Act Locally 189

CHAPTER X
Come and visit us!

Abracadabra Concert
Celebrating 10 years In to Free entry!

LEMONZ
100% SODA

Winning Trainer Needed

We will learn:

- to understand the promotion of goods and services in short and simple advertisements.

Bahasa Inggris / Think Globally Act Locally 193

Observing & Asking Questions

We will read two advertisements, Fried Kepok Banana Sensation and Grandma's Sambal Uleg.

Here are what we will do. **First**, we will listen carefully to our teacher reading the advertisements. **Second**, we will repeat after our teacher, sentence by sentence. **Then**, in groups we will learn to read the recipe to each other.

We will say the sentences loudly, clearly, and correctly.

Fried Kepok Banana Sensation

Come and taste our hot and sensational fried bananas of your choice

Chocolate banana -
Coconut banana - Original banana
IDR3,000/pack of 3 pieces
Every Wednesday & Friday
At the school canteen 12 pm - 3 pm
Maria, 0812345678
Murni, 0812098765

192 Kelas IX SMP/MTs

Observing & Asking Questions

Perfection Descended For Decades Grandma's Sambal Uleg

For a perfect dinner for the whole family, come for our grandma's sambal uleg.

Specialty mild sambal uleg for kids

Grandma's Kitchen
Jalan Congklak 25
Salatiga
0298-654321

Bahasa Inggris / Think Globally Act Locally 193

Observing & Asking Questions

We will identify different kinds of information in the advertisements with a table of analysis.

Here are what we will do. We will work in groups. **First**, we will study the examples carefully and copy them in our notebooks. **Second**, we will identify the different kinds of information in the other advertisements and put them in the right rows.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

194 Kelas IX SMP/MTs

Observing & Asking Questions

Goods/services *	Fried kepok banana
Varieties	Chocolate, coconut, original
Price	IDR3,000/packs of 3 pieces
Time/Place	Wednesday & Friday, 12 pm – 3 pm At the school canteen
Contact number/email address	Maria, 0812345678 Murni, 0812098765
Selling points/promoting words	hot and sensational

* Cross the one that does not refer to the object promoted.

Goods/services *	
Varieties	
Price	Not available
Time/Place	
Contact number/email address	
Selling points/promoting words	

* Cross the one that does not refer to the object promoted.

Bahasa Inggris / Think Globally Act Locally 195

Collecting Information

We will identify different kinds of information in some more advertisements with the same table of analysis.

Here are what we will do. We will work in groups. **First**, we will read the advertisements to each other. **Second**, we will identify the different kinds of information in the other advertisements and put them in the right rows.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

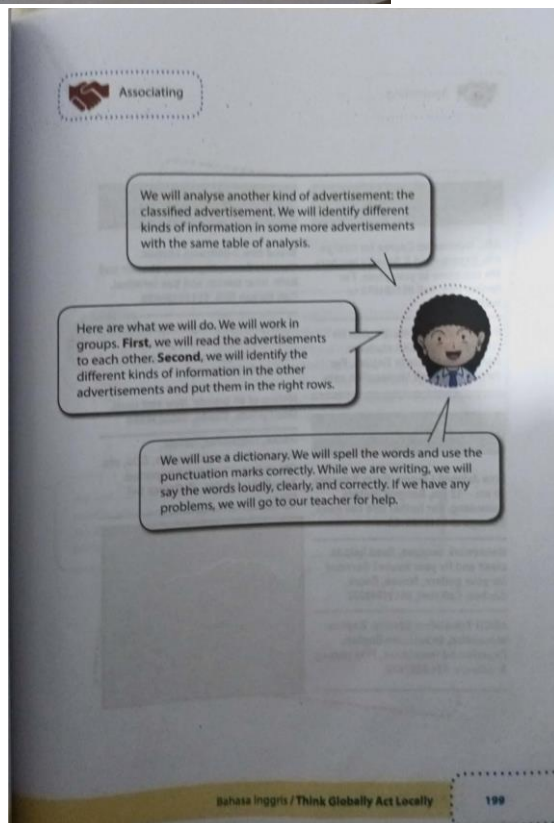
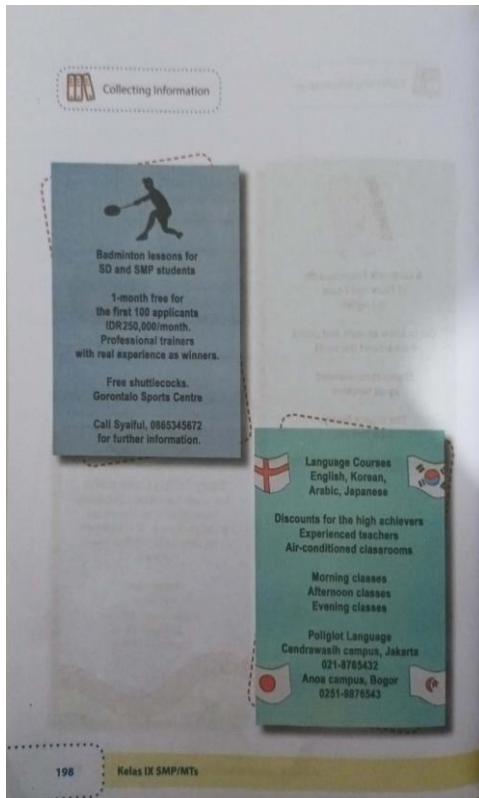
196 Kelas IX SMP/MTs

Collecting Information

A Complete Encyclopedia of Flora and Fauna in English
Get to know animals and plants from around the world.
Highly recommended by all teachers.
The school library 8 am to 1 pm

Story-Telling Competition
For Grade 7 and Grade 8 students
A special prize for the winner
A complete set of 10 story books for children for the first five winners.
Registration
Puk Inam
Administration Office,
8 am to 2 pm
Monday to Friday

Bahasa Inggris / Think Globally Act Locally 197



COURSES

ABC Indonesian Course for foreigners. Experienced & friendly teachers. We can come to your place. For further info, call 081201012 or lea@abc.com.

Bima English Course. English for children, SMP & SMA students. Interesting events in English. For further info, visit bimaenglish.com.

SERVICES

Free Jaipong Lesson. Every Saturday, 10 am – 12 pm, Bangsal Budaya, Sumedang. For further info call Asep Subagja at 0812128123.

Housework services. Need help to clean and fix your house? Services for your gutters, fences, floors, ditches. Call Heri, 08131940257.

ABCD Translation Service. English-Indonesian, Indonesian-English. Experienced translators. Free pick-up & delivery. 031-8627672.

GOODS

Brand new 2-bedroom houses. Ceramic floors, big sinks, shower and bath. Near market and bus terminal. Call Rumah Kita, 08159929439.

A 100-year-old antique cupboard. Solid teak wood. Newly polished. Delivered to your place for free. Call Ahmad, 021-28808080.

Motors of all brands. New and used. Good prices. Rianto, 0865234565

Books, magazines, novels, dictionaries, encyclopedias, CDs, etc. Old and new. Local and imported. Toko Buku Cerdas. Jl. Dwima 6-7 Bilatar.

We will find one advertisement of goods and one advertisement of service from a magazine or a newspaper. We will use the same table to analyse the structure of each advertisement.



Here are what we will do. We will work in groups. **First**, we will find one advertisement of goods and one of service from a magazine or newspaper. **Second**, we will analyse the advertisements. We will discuss and put the right words into the right rows. **Finally**, every one of us will handwrite the analysis in the notebook or type it on a computer.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.