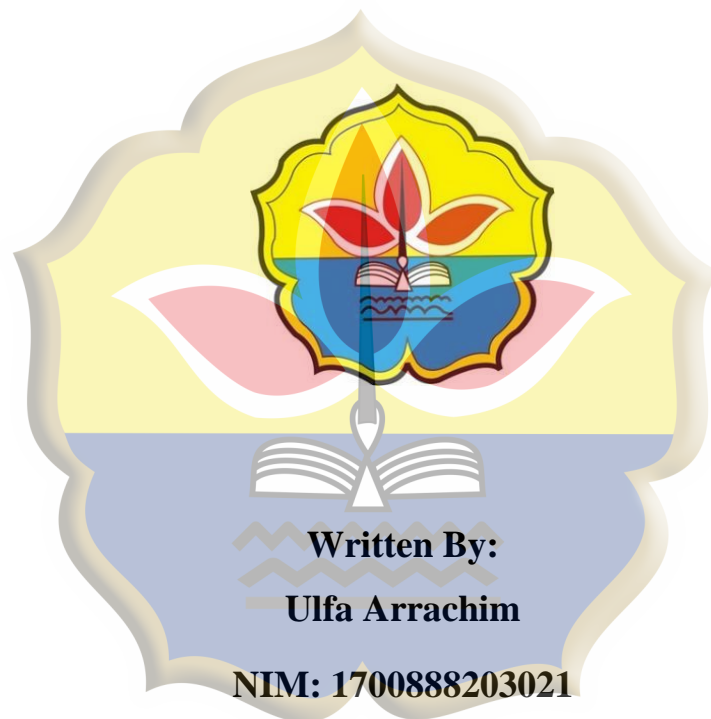


**AN ANALYSIS OF DEIXIS IN ENGLISH TEXTBOOK FOR
GRADE 12TH STUDENTS IN SENIOR HIGH SCHOOL 1 KOTA
JAMBI**

A THESIS

Submitted as a Partial Requirements of the Undergraduate Degree in English
Education



**ENGLISH EDUCATION STUDY PROGRAM
THE FACULTY OF TEACHERS TRAINING AND EDUCATION
BATANGHARI UNIVERSITY**

JAMBI

2021

APPROVAL

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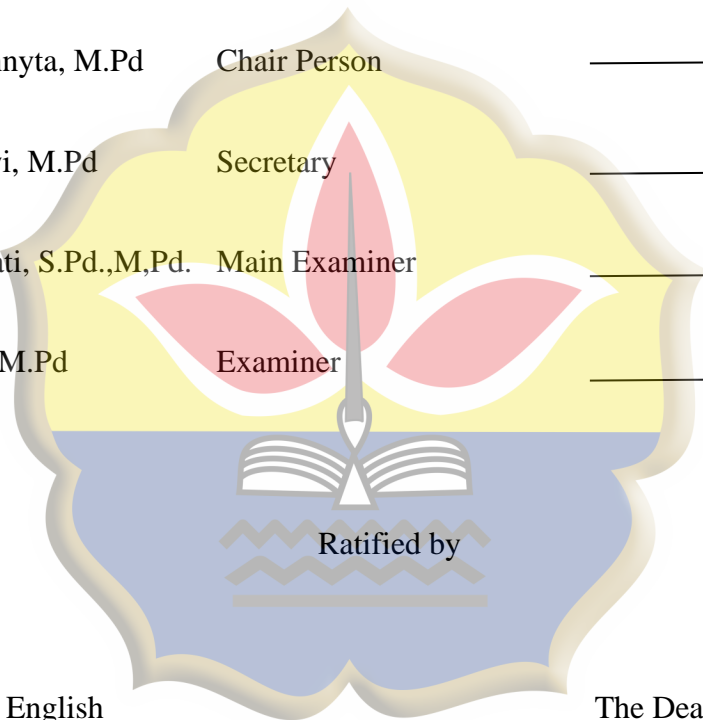
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MOTTO

A calm and modest life bring more happiness than the constant pursuit of success combined with constant restlessness.

Albert Einstein, Tokyo 1922.

Discipline Is the Bridge between the Ideals and Achievements.

John Rohn.

Habis Gelap Terbitlah Terang

R.A Kartini

STATEMENTS OF WORK'S ORIGINALITY

I declare this thesis is my own work and has not been submitted in any forms for another degree or diploma at any university or other institute or tertiary education, except the quotations and bibliographies, as a scientific paper.

Jambi, March 2021



UlfaArrachim

ABSTRACT

Arrachim, Ulfa. 2021. An Analysis of Deixis in English Textbook for Grade 12th Students in Senior High School 1 Kota Jambi. Thesis. English Language Education, Faculty of Teacher Training and Educational Sciences, University Of Batanghari, Jambi, 2020. First Advisor: Dra. Hj. Wennyta, M.Pd. and Second advisor: KartikaDewi, M.Pd.

Keywords: Deixis, English Textbook.

Language is a collection of words where each word has an abstract meaning and relationship with a concept. A good communication is when a speaker and listener understood the context of what they talk about. The words such as: I, You, We, Today, There, etc. can point out several references. All of these words can be called as Deixis. Deixis is the use of words which the meaning can be changed based on the context or the purpose by the speaker.

This study is aimed to find out the types of deixis used in English Textbook by KEMENDIKBUD for grade 12th students in Senior High School 1 Kota Jambi and to find out the type's deixis function. In collecting data, the researcher uses descriptive qualitative technique. The data are types and the function of deixis. The data source is English Textbook by KEMENDIKBUD published in 2018 for grade 12th students in Senior High School 1 Kota Jambi.

The result of this research show that there were three types of deixis based on George Yule's theory were; person deixis, spatial deixis, and temporal deixis. The fact that the theory from George Yule was used in this English Textbook for grade 12th students already correct and easy to understand for students also this book is worthy.

ACKNOWLEDGEMENT

Praise and gratitude we pray for the presence of Allah SWT., for the grace and His gift ever bestowed upon us all. Sholawat and greetings are hopefully given to the Prophet Muhammad SAW that had been in communicating the message of Islam to all mankind. For the grace of Allah, the author finally able to complete the thesis entitle “An Analysis of Deixis in English Textbook for Grade 12th students in Senior High School 1 Kota Jambi”

This thesis is a requirement for achieving a Bachelor’s Degree. Thank you to the confidence and support from some people morally and materially, that made the author finally faced and overcome the difficulties and obstacle well, so this could be completed. On this occasion, the author would like to express gratitude to a few parties where the assistance, guidance, and encouragement, namely to:

1. The late father Syahril Effendy and Mrs. Enita Permata, my parents, who never tired of supporting me morally and materially.
2. Beni Feriady and Al’aadiat, my brothers, who kept reminding me to finish my thesis.
3. Dra. Hj. Wennyta, M.Pd., and Kartika Dewi, M.Pd., my advisors, who kept guiding me until I could go through this. Thank you for your advices and comments until I can finish my thesis.
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7. Sandi Kurnia Riswanda, my partner, who always support me in every condition.
8. Debora Novita Sari, my bestfriend, who always cheer me up. Thank you for your support.

Hopefully this paper can be useful and provide guidance to the students who will carry out the thesis as well as to the various parties that needed.

Jambi, March 2021

Writer

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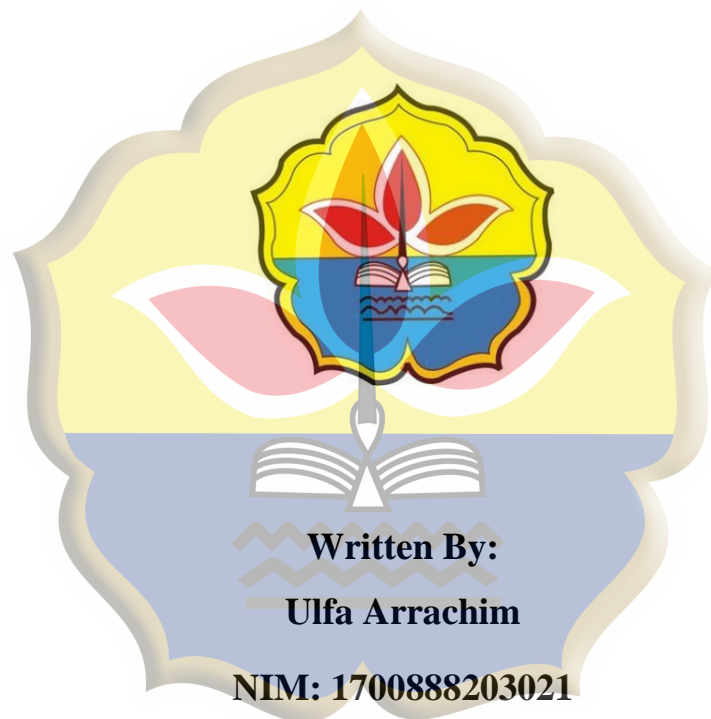
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CHAPTER I INTRODUCTION

1.1 Background of the Research

Language is a collection of words where each word has an abstract meaning and relationship with a concept. Human needs a language to communicate with others. Based on Kreidler (1998:19), he states that language is a way to interaction each other, whether in family, friends, social life, environment, institute, etc.

The language usage in communication needs two important mediums; those are linguistic medium and pragmatic medium. Linguistic medium is related to form accuracy and language structure, while pragmatic is the branch of linguistic which related to form accuracy and structure of using context. So, pragmatics is study of human language usage condition as specified by the context of the community.

The relevant context is our mental representation of those aspects of what is physically out there that we use in arriving at an interpretation. Our understanding of much of what we read and hear is tied to this processing of aspects of the physical context, particularly the time and place, in which we encounter linguistic expressions based on George Yule (2010:130). The context can influence the speaker on how to use the language. It is important in pragmatics because it has the relationship with meaning.

A good communication is when a speaker and listener understood the context of what they talk about. When the speaker and listener do not get the point of the topic in their conversation, the communication between speaker and listener will be a

misunderstanding. It is easy for people to understand the meaning of the utterance if we know the context. For example, the words such as: I, You, We, Today, There, etc. can point out several references. All of these words can be called as Deixis.

Deixis always found in our daily communication or in text. Deixis is the use of words which the meaning can be changed based on the context or the purpose by the speaker. Deixis is utilized to dissect the discussion, articulation or sentence on the context that each articulation is identified with pointing about individuals, something, event or time. If the listener or reader knows about who, where, and when the utterance is uttered, the meaning from the speaker will be clear if we understand deixis. Therefore, the researcher wants to analyze the deixis, and its types.

The study of pragmatics especially deixis is interesting to research because it always is found in the English Textbook. Certain situations are making an interpretation difficult or even impossible, mostly when we only get chunks of information and therefore lack of context considering the importance of deixis. Yule (2010:130) also categories the deixis into three kinds, they are to indicate time via temporal 4 deixis (now, then), to indicate people via person deixis (you, me), and to indicate the location via spatial deixis (here, there).

This research focuses on the three kinds of deixis; those are person deixis, place deixis, and time deixis based on George Yule's Theory. Deixis can appear in written language and spoken language. In this research, the researcher wants to explain about deixis used in written language in English Textbook for 12th grade which studied in one semester. So deixis will help people to understand the context in a text and avoid the misunderstanding.

The researcher tries to analyze the deixis used in English Textbook for grade 12 Senior High School because this book is used in most of schools in Jambi, the researcher also chooses grade 12th because the researcher had an internship where the researcher taught 12th grade students. The researcher chooses this topic to be analyzed because the researcher interested and want to find out the deixis used in English Textbook for grade 12th and wanted to know is this book use deixis correctly. The researcher will focus on analyzing the type of deixis proposed by George Yule (2010). From the reason explained above, the researcher will do the research with the title **“An Analysis of Deixis in English Textbook for Grade 12th Students in Senior High School 1 Kota Jambi”**

1.2 Focus of the Research

In this research, the researcher focused on the deixis used in English Textbook by KEMENDIKBUD using pragmatics approach by Yule (2010). Moreover, the researcher only focused on the book for 1 semester.

1.3 Problem of the Research

Based on the background explanation above, the problem of this research was “What are types of deixis used in English Textbook by KEMENDIKBUD?”

1.4 Objective of the Research

This research aimed to analyze and found out what are types of deixis used in English Textbook by KEMENDIKBUD.

1.5 Significance of the Research

The researcher expects this research would give the benefits for the reader and for the afterwards study about pragmatic especially on deixis study. This research is

not only for the pragmatics but also for the common people because we learn about deixis and knowing the referent meaning not only in school but also from people in our daily lives. In addition, this research tries to give some benefits as follows:

1. Theoretical Benefits

Theoretically, the results of the study are hoped that this research can give contribution to develop the study and analysis on linguistic study related to English Textbook. The researcher expects this research will give new knowledge and understanding about types of deixis used by English Textbook.

2. Practical benefit

Practically, this research is hoped can give valuable information about deixis theory, especially in the further research. This research also expected to give inspiration for the readers who are interested in deixis study and it will be an additional reference for the readers who interested in researching this study. Exactly, it can be the inspiration of the other researchers to complete their task in doing linguistic research or just to be knowledge.

1.6 The Definition of Key Terms

There are some keywords used in this research. There are mentioned as follows:

1. Deixis

George Yule (2010:130) state about deixis is there are some very common words in our language that can't be interpreted at all if we don't know the context, especially the physical context of the speaker. These are words such as here and there, this or that, now and then, yesterday, today or tomorrow, as well as pronouns such as you, me, she, him, it, them.

2. English Textbook

Alan Cunningsworth (1995:7) state that coursebooks are best seen as a resource in achieving aims and objectives that have already been set in terms of learners needs.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1 Definition of Pragmatics

George Yule, *Pragmatics* (Oxford: Oxford University Press, 1996), said pragmatics is concerned with the study of meaning as communicated by speaker (or writer) and interpreted by a listener (or reader).

Pragmatics is the study of speaker meaning. Pragmatics is the study of acts, is derived from a philosophical approach to the phenomenon sign and function, for that statement, people can make an interaction with interlocutor in a communication. And when we talked with people, we are not only speak or hear but also practice and express, such as using hands or facial expression to explain clearly what did you mean. It is the signal and one of the way to know the purpose of talk that used by speaker to hearer or receiver. Because it can be more understand to your friends and other speaker or hearer in communication. Using expression language in communication is one of pragmatic study.

Pragmatic can analyze and produce the meaning of language. The fact, people can make sense and create meaning what they talked in communication. Therefore, it is systematic way to explain language use in context purpose which cannot be found in feeling of talk.

The statements above have concluded that pragmatics is the study of meaning from the utterance by a speaker or a writer and interpreted by a hearer or a reader, and

it involves the context as a consideration of how the speaker or the writer organizes what they wants to say.

2.1.2 Definition of Deixis

Sometimes we use some words or pronouns to show or indicate something, such as ‘you’ to indicate the people who talk to us (also called addressee) or the word ‘there’ to show certain places. This phenomenon is called deixis. In his book about Pragmatics, Yule (1996:9) states that deixis is the most basic things we do with utterances. It means ‘pointing something via language’.

In our daily activity we usually used deixis, such as when we talk about certain object or someone or whoever who talk to us, we often points the object via language such as ‘this’, ‘that’, ‘you’, ‘them’, etc. It means that unconsciously we often use deixis every time when pointing something.

2.1.3 Types of Deixis

Here are some perspectives about types of deixis by some expert:

a. Levinson (1983:68) generates five types of deixis under the following two approaches:

- 1) Person Deixis (I, You, We, They, He, She, It)
- 2) Time Deixis (yesterday, today, tomorrow, next week, etc.)
- 3) Place Deixis (this, here, that, there)
- 4) Discourse Deixis (this, that)
- 5) Social Deixis (sir, ma’am, teacher, students, etc.)

b. Yule (1996:10-14) discusses the following three main types of deixis:

- 1) Person Deixis (I, You, We, They, He, She, It, his.)
- 2) Spatial Deixis (This, Here, That, There, Come, Go)
- 3) Temporal Deixis (Now, Then, Today, Yesterday etc.)

As a result there are three main categories of deixis:

- 1) Person deixis, used to point to objects (it, these, those books) and people (I, she, he, them, those students)
- 2) Spatial deixis, used to point to a location (here, there, that, this)
- 3) Temporal deixis, used to point to a time (today, now, yesterday, next week)

2.1.3.1 Person Deixis

First type of deixis is person deixis. There are three kinds of person deixis:

a. First Person Deixis

According to Levinson (1983:62), in some languages, sometimes the first person not only refers to the speaker, sometimes refers to the speaker and group of people. Examples of first person deixis as follows:

- (1) **I** believe in you.
- (2) **We** have to trust in our dream.

Pronouns 'I' and 'we' can include in first person deixis, which is 'I' refers to the speaker itself and 'we' can be refers to the speaker and addressee only or speaker with other(s) such as in speech event, based on context.

b. Second Person Deixis

Pronoun 'you' is used to operate second person deixis. According to Levinson (1983:62), second person is the encoding of the speaker's reference to one

or more addressee. From the Levinson's statement, we can know that second person deixis not only refers to one person but sometimes also more than one person. For example such as in: **You** can make a lot of money and pay lower tax rates than somebody who makes a lot less. In the sentence above, there are two possible meanings or referent of pronoun 'you'. First, maybe pronoun 'you' refers to one person that is addressee or one who talk with the speaker. Second, it may refer to more than one person in this case maybe those sentence said by a politician when he/she is getting speech in public with many audiences.

c. Third Person Deixis

Levinson (1983:62) states that third person is the encoding of reference to persons and entities which is neither speaker nor addressee of the utterance. It means that the third person deixis is the categories of person deixis that not indicate or refers to the both of speaker or addressee. Basically, there are some pronouns that included in third person deixis, they are in the form of singular; 'he/his', 'she/her', and 'it' and also in form of plural 'they/them'.

Table 1. Types of Person Deixis

Person	Singular	Plural
1 st person	I/Me	We/Us
2 nd person	You	You
3 rd person	He/Him, She/Her, It	They, Them

2.1.3.2 Spatial Deixis

Spatial deixis or space or place is the kind of deixis that its words are used to point to a location. According to Levinson (1983:62), place deixis is used to encoding place based on the speakers-place to someone or addressee. In this case, there are two kinds of distance can represent the reference of place deixis, called proximal and distal. Proximal means ‘close to the speaker’ and distal means ‘away from speaker’. For the example of proximal is “bring the glass **here**” can be seen the speaker asks to another people to bring the glass near to the speaker. The example for distal is “please put this box over **there**” it can be seen the speaker wants people to put the box away from the speaker.

Levinson (1983:62) explains that there are many more examples of place deixis, they are: here (proximal), there (distal), left, right, up, down, above, below, in front, behind, come, go, bring, and take. Examples of spatial deixis can be seen in the following:

1. **Here** are some Roses.
2. He is sitting over **there** for 15 minutes.
3. What is **that**? (Speaker is pointing to picture).

2.1.3.3 Temporal Deixis

Temporal deixis or we know as time deixis is used to pointing a relevant utterance time. For example: now: time coinciding with speaker utterance, then: past and future time relative to speaker's present time. Tomorrow, yesterday, tonight, today: tense. The tense can be further exemplified like simple present as proximal (I

work here) and simple past as distal (I worked there) Levinson (1983:62). There the example of temporal deixis by Yule: “Dinner at 8:30 on Saturday? Okay, I’ll see you then” This example, explain about the speaker word “then” that he/she would to meet the hearer in the time he/she has told before. In addition, Yule (1996:13) said that the psychological basis of temporal deixis seems to be similar to that of spatial deixis. We can treat temporal events as objects that move toward us (into view) or away from us (out view).

Based on the theories proposed by some experts above, the researcher focused on analyzing the deixis use the three main types of deixis proposed by George Yule. There are person deixis, spatial deixis, and temporal deixis.

2.1.4 Reference

Yule (1996:17) states that words we used to identify things in some direct relationship to those things. The word linguistic forms can be called as referring expression which can be **proper nouns** (Yule, Hawaii, Levinson) , **noun phrase** or **definite** (The author, the island, the singer), **indefinite** (a man, a women, a cat), and **pronouns** (she, he, her, it, they). Referring expression is a piece of language, a noun phrase, that is used in an utterance and is linked to something outside language, some living or dead, or imaginary entity or concept or group of entity or concept.

2.1.5 Context

Deixis always relates to context, every aspect of the deixis rests on the existing context to get the proper and correct interpretation. If there is no context, then what we interpret is not valid because what we get is not synchronize with the

existing context. According to Leech (1983:13), he explains that context can be understood by people with various situations such as physical and social condition in order to get a good interpret and understand between the speaker and listener whether in written or spoken.

From the explanation above, the researcher concludes that the context is important between speaker and listener to get proper information that needed for interpreting the utterance.

2.1.6 Curriculum 2013

Curriculum 2013 is a curriculum in Indonesia that created in 2013. This curriculum created as a response to the various criticisms of School Based Curriculum 2006. Based on KEMENDIKNAS (2013) curriculum 2013 is revised version of CBC (2004) and KTSP (2006), which this curriculum builds the greater students' character, developing students' skills and what students need.

This English Textbook by KEMENDIKBUD (2018) uses Curriculum 2013. This book is designed to make students to be more active and easy to understand, in other words, it will be matched with student-centered approach which is applied in Curriculum 2013.

2.1.7 Description of English Textbook by KEMENDIKBUD

Textbook is a handbook that designed for learners in the classroom, being arranged by experts in the field. A textbook with a title "Bahasa Inggris" is used in SMA 1 Kota Jambi as a reference for learning. This book is designed for grade 12th

students, and published in 2018, there are three writers for this book: UtamiWidiati, ZuliatiRohmah, and Furaidah.

This book consists of 11 chapters in it, they are;**chapter 1:** May I Help You?, **chapter 2:** Why Don't You Visit Seattle?, **chapter 3:** Creating Caption, **chapter 4:** Do You Know How To Apply For A Job?, **chapter 5:** Who was Involved?, **chapter 6:** Online School Registration, **chapter 7:** It's Garbage in, Art Works Out, **chapter 8:** How to Make, **chapter 9:** Do it Carefully!, **chapter 10:** How to Use Photoshop, **chapter 11:** Let's Make a Better World for All.

2.2 The Previous Study of the Research

The researcher takes previous research to strengthen the researcher data about deixis. The first is written by Fatimah AqillahIrani(2017) "An Analysis of Deixis Used by English Teacher of the Eleventh Grade Students of Man Sukoharjo in Academic Year of 2016/2017". This study investigated definition of deixis, the types of deixis, reference, and context. In this research, the researcher used descriptive qualitative method. The data were classified based on George Yule's theory of Deixis which is divided into three types, namely Person deixis, Spatial deixis, and Temporal deixis.

In this case, the mostly types of deixis were obtained during classroom activities were the use of word "I" and "you" uttered by the English teacher. The word "I" in teaching learning process referred to the teacher as the speaker, while the word "you" referred to the students as the addressee.

The researcher found there is a relationship between her research and the researcher's study, this research focused on deixis in English textbook while her research focused on usage of deixis by English Teacher. This research and her research use George Yule's Theory of deixis.

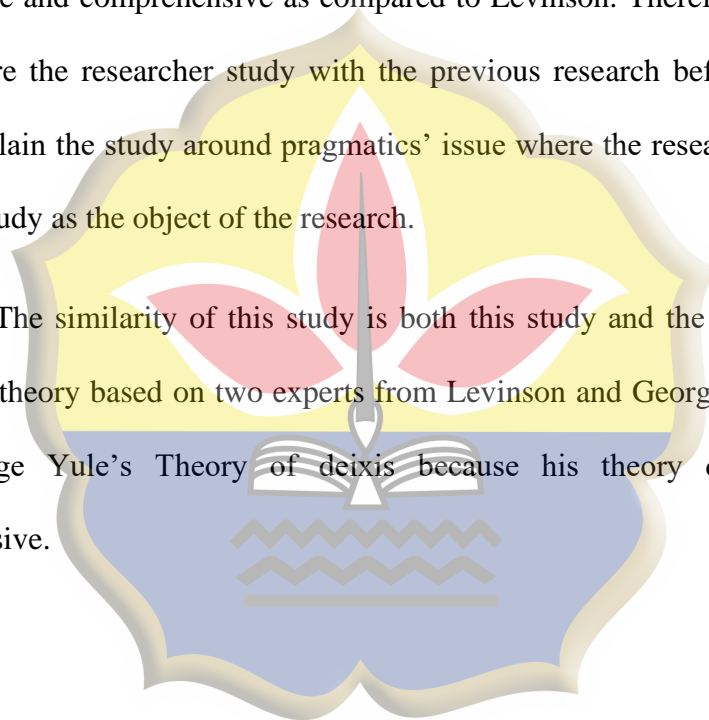
The second previous study from Isyqi Amaliyah(2017) entitled "A Pragmatics Study on Deixis Analysis in the Song Lyrics of Harris J's Salam Album Song". The research investigated types of deixis based on the three main deixis proposed by George Yule on Harris J's Salam Album song lyrics. In his research, the researcher used descriptive qualitative method. The researcher used this song because in the lyrics consist of such deictic word.

The result of her research was show that the three types of deixis using George Yule (1996) theory such as person deixis, spatial deixis and temporal deixis are used in the Salam Album song lyrics of Harris J. The use of personal deixis indicated the participant in this song. While the spatial deixis indicated location and place of event from the participant. Moreover, the temporal deixis indicated the timing of speech event which is used in this song. In addition, the most dominant deixis is person deixis. Because it tells about the moral value, speakers' experiences and feelings in his religious life.

Her research focused on deixis in song lyrics where her research used George Yule's theory of deixis. This research analyzed deixis in English textbook for 12th grade students.

The third previous study comes from the journal international written by Muhammad Abdullah, Ph.D. Scholar with the title “Deixis: A Pragmatics Analysis” (12 December 2015). The study discusses deixis comparatively with theories from Levinson and Yule in terms of its clarification of concepts, appropriate exemplification and coherent argumentation as propounded in their respective works on pragmatics. This journal stated through this discussion that the approach of Yule is quite precise and comprehensive as compared to Levinson. Therefore, the researcher can compare the researcher study with the previous research before. This research tried to explain the study around pragmatics’ issue where the researcher took a focus on deixis study as the object of the research.

The similarity of this study is both this study and the researcher’s study take deixis theory based on two experts from Levinson and George Yule. This study used George Yule’s Theory of deixis because his theory quite precise and comprehensive.



2.3 Conceptual Framework

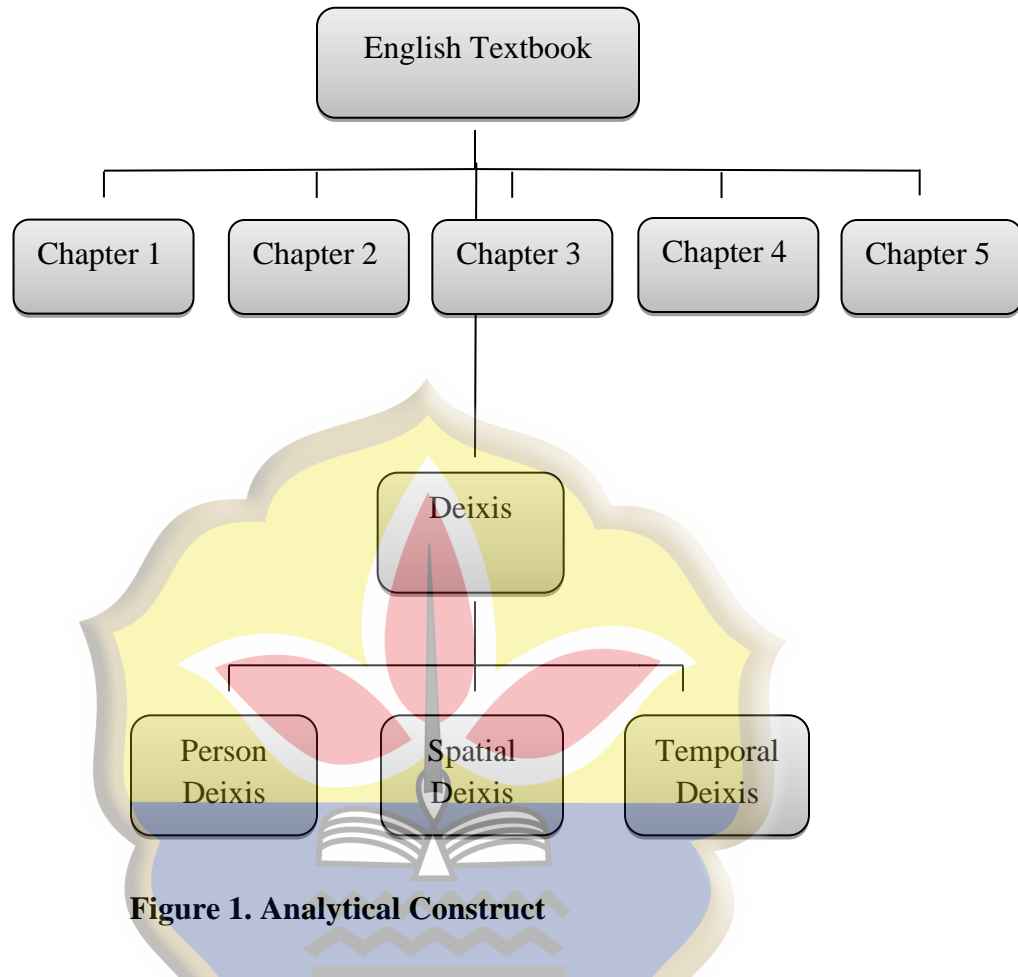


Figure 1. Analytical Construct

Language is a collection of words where each word has an abstract meaning and relationship with a concept. Language is very important in social life for human communication. Sometimes in communication people cannot say what they want to convey explicitly, it is why the researcher uses deixis which one branch of pragmatics study to make clearly what people mean.

The researcher chooses English Textbook by KEMENDIKBUD as the research object. The researcher hadan experience in teaching in grade 12th in SMA 1

Kota Jambi and researcher used this book as a reference. The researcher analyzed texts in the English textbook from chapter 1 until chapter 5 which this chapter taught for 1 semester and found the deixis and types of deixis used in the English Textbook. All the data is classified based on George Yule's theory which is used to analyze the types of deixis used in the English textbook.



CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design

The researcher used the descriptive qualitative method in this research. This is called descriptive because the researcher just collected the data, made an analysis, and drew the conclusion from the analysis. Creswell (2014:23), states that the qualitative method is different from the quantitative method, which qualitative to collect data, analyze data, to report writing, and interpretation. Besides, the qualitative method puts the researcher as the main point of the research. This research did not include the calculation number as the result of the research, but the descriptive form, that arranged by the researcher as the interpretation of the result by using some supporting equipment such as computer, dictionary, and reference theories instruments. Therefore, the purpose of this research was to know the deixis in the English Textbook using George Yule's (1996) theory of pragmatics.

3.2 Setting of the Research

The researcher collected the data in a month. The data was collected from the English Textbook for grade 12th students that were used in SMA 1 Kota Jambi in 1 semester from chapter 1 until chapter 5.

3.3 Subject of the Research

The subject of this research was an English Textbook published in 2018 using 2013 curriculum, this book is designed for grade 12th students, and there are three writers for this book: UtamiWidiati, ZuliatiRohmah, and Furaidah.

This book consists of 11 chapters in it, which **chapter 1:** May I Help You?, **chapter 2:** Why Don't You Visit Seattle?, **chapter 3:** Creating Caption, **chapter 4:** Do You Know How To Apply For A Job?, **chapter 5:** Who was Involved?, **chapter 6:** Online School Registration, **chapter 7:** It's Garbage in, Art Works Out, **chapter 8:** How to Make, **chapter 9:** Do it Carefully!, **chapter 10:** How to Use Photoshop, **chapter 11:** Let's Make a Better World for All.

3.4 Instruments of the Research

3.4.1 Documentation

In this research, researcher used qualitative method where the researcher used documentation as the form. The researcher used table for taking a note for the data which related to the objective of the research. The table could help the researcher to identify and analysis of the data. The form of the data was to present in this table. It will be seen in the frequency what is the most widely used types of deixis in the English Textbook (2018).

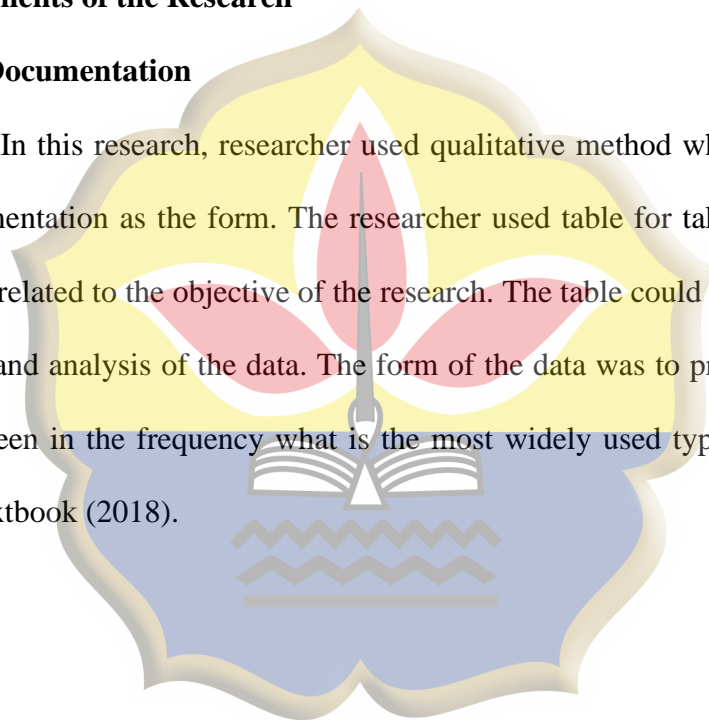


Table 2. Table of Finding Deixis Data

Person Deixis

Division	Kind of Expression	Type of Pronoun	Number of Finding Data
First Person	Singular	I	
		Me	
		My	
		Myself	
		Mine	
	Plural	We	
		Us	
		Our	
		Our self	
		Ours	
Second Person		You	
		Your	
		Yours	
		Yourself	
		Yourselves	
Third Person	Singular	He	
		Him	
		Himself	
		She	
		Her	
		Herself	
	Plural	It	
		They	
		Their	
		Them	
		Themselves	

Spatial Deixis

Division	Kind of Expression	Type of Pronoun	Number of Finding Data
Spatial Deixis	Singular	This	
		Here	
		There	
		That	
	Plural	These	
		Those	

Temporal Deixis

Division	Kind of Expression	Type of Pronoun	Number of Finding Data
Temporal Deixis		Ago	
		Later	
		Soon	
		Today	
		Yesterday	
		Tomorrow	
		Last day	
		Last week	
		Last month	
		Last year	
		Next week	
		Next month	
Next year			

3.5 Technique of Data Collection

The data in this research was collected from texts in the English Textbook from chapter 1 until chapter 5. The researcher read the whole texts in the book and analyzed the types of deixis used related to objective of the research. The researcher wrote the data based on the table 2 and classified the types of deixis used.

3.6 Technique of Data Analysis

The researcher not only collected the data but also analyzed the data to find out the result. Based on Bogdan (2008:244), he states that data analysis is a process of collecting data from various sources to make it easier for the researcher to do the research. Here are the steps to analyze the data:

1. Identify the texts in chapter 1 until chapter 5 in the English Textbook for grade 12th.
2. Classify the data based on the problem of the research.
3. Analyze data.
4. Tabulate the types of deixis in the table.
5. Describe the data in order to answer the formulation of the research

CHAPTER 4 FINDINGS AND DISCUSSIONS

4.1 Research Finding

4.1.1 Types of Deixis in the English Textbook for Grade 12th Students by KEMENDIKBUD

After collecting data from the English Textbook published in 2018 by KEMENDIKBUD, the researcher analyzed the data on deixis analysis. There are types of deixis in the English Textbook by KEMENDIKBUD classified based on types of deixis according to George Yule's Theory. A detailed explanation would be presented in the following:

Person Deixis in Chapter 1

Division	Kind of Expression	Type of Pronoun	Total of Finding Data
First Person	Singular	I	29
		Me	3
		My	7
		Myself	0
		Mine	0
	Plural	we	10
		Us	0
		Our	4
		Our self	0
		Ours	0
Second Person		You	39
		Your	24
		Yours	0
		Yourself	1
		Yourselves	0
Third Person	Singular	He	1
		Him	2
		Himself	0
		She	9
		Her	6
		Herself	0
		It	0
	Plural	They	1
		Their	1
		Them	2

First Person Deixis “I” in Chapter 1

Chapter 1 page 1

Citation: “May **I**¹ help you?”

In this sentence the word **I** referred to the speaker. This word was a first person deixis. It was the title of the chapter 1 that this chapter will study about offering help.

Citation: May **I**² help you? What can **I**³ do for you? What if ...?

This sentence referred to the speaker. This sentence lies within the learning objectives in chapter 1. This sentence asks students to pay attention to the linguistic elements from the sentence.

Dialog 1 page 4

Citation: “dr. Nahda : You look terrible. What can **I**⁴ do for you?”

Based on the citation above, the word **I** referred to dr. Nahda. This is part of conversation between dr. Nahda and Fafa. dr. Nahda as a doctor said that her patient looks bad and what dr. Nahda can do something for Fafa.

Citation: “Fafa: **I**⁵ can’t go to school today.”

The word **I** in this sentence referred to Fafa as a speaker. Fafa said to the doctor that she cannot go to school today.

Citation: “dr. Nahda : Oh, **I**⁶ am sorry to hear that. What’s the problem?”

The sentence above, **I**⁷ referred to dr. Nahda. The utterance **I**⁸ mean to dr. Nahda felt sorry to her patient Fafa. Because Fafa cannot go to school and the doctor asked why.

Citation: “Fafa: My stomach hurts terribly. **I**⁹ think **I**¹⁰ have a fever as well.”

The utterance said by Fafa. The word **I** in this sentence means Fafa explain to the doctor that she got a fever and her stomach hurts terribly.

Citation: “dr. Nahda: Alright then, **I**¹¹’ll give you a prescription. You have to take the pills three times a day, okay?”

Based on the sentence above, the word **I** referred to the dr. Nahda. The doctor will give Fafa a prescription for her sick and told to Fafa to take the pills three times a day.

Dialog 2 page 5

Citation:” Tania: Hello, Sir. May **I**¹² help you? Where’s your destination?”

The utterance said by Tania. Tania as a bus agent offer a help to the stranger and asking where is the stranger’s destination.

Citation:” Stranger: Yes. **I**¹³ need to go to Jakarta. How long will it take from this bus station? Is this Arjosari station?”

The word **I** in this sentence said by stranger. The stranger said to the bus agent, Tania that he wants to go to Jakarta and the stranger asked to Tania how long take time to go to Jakarta from this bus station.

Citation: “Stranger: Do **I**¹⁴ have to change buses after arriving in Jakarta?”

The word **I** in this sentence referred to stranger. The stranger asked to Tania as a bus agent should he change buses if he arriving in Jakarta.

Citation: “Stranger: Thank you. **I**¹⁵ will buy the bus ticket, then.”

The word **I** referred to stranger. The stranger will buy the ticket after heard the explanation of destination to Jakarta by bus agent Tania.

Citation: “Tania: Wait a moment, please, **I**¹⁶’ll process it quickly.”

The word **I** in this sentence referred to Tania. Tania will process the ticket of the stranger after the stranger decided to buy the ticket.

Citation: “Riza: That’s wonderful! **I**¹⁷ haven’t even started yet.”

In this sentence the word **I** referred to Riza. Riza was talk to Dhea about their due date for the final project. Riza said that she have not started yet to do her final project.

Citation: “Riza: No, thanks. **I**¹⁸’ll do it as soon as possible. **I**¹⁹ know that you’re as busy as **I**²⁰ am.”

The utterance said by Riza. Riza refuse the offer a help from Dhea because Riza did not want to distress Dhea.

Dialog 4 page 6

Citation: “Diana: Really? I²¹ didn’t know that she was that old. I²² thought that she was still around 60. She looks much younger.”

The utterance said by Diana. Diana was talk to Hamada. They talked about age of Hamada grandmother’s. Diana thought Hamada grandmother’s was younger.

Citation: “Diana: What if I²³ help you with the preparation?”

The utterance said by Diana. Diana wants to help Hamada for prepare the Hamada grandmother’s birthday party.

Citation: “Hamada: Oh, it’s very nice of you. But I²⁴’m going to do it with my sister. Thanks for the offer.”

The word I referred to Hamada. Hamada felt Diana was a kind person but Hamada decline the offer a help from Diana because Hamada will prepare her grandmother’s birthday party with her sister.

Dialog 1 page 8

Citation:” I²⁵ am fine. We can do it together.”

The word I in this sentence refer to Roni. Roni was talk to Roy about their favorite singer is Maher Zain.

Dialog 3 page 10

Citation: "Diani: Oh, **I**²⁶ don't have any _____ and **I**²⁷ don't have enough time to find ones."

The word **I** referred to Diani. She said that she did not have any winter clothes and she said she did not have enough time to buy winter clothes.

Page 11

Citation: "May **I**²⁸ ...? May **I**²⁹ help you?"

The word **I** referred to the speaker. This sentence was in the table of example of offer a help or service.

First Person Deixis "Me" in Chapter 1

Dialog 1 page 4

Citation: "dr. Nahda : Okay, let **me**¹ check your stomach. (The doctor puts the stethoscope in Fafa's belly and strikes it lightly). Does it hurt here?"

The word **Me** in this sentence referred to dr. Nahda. dr. Nahda wants to check Fafa's belly because Fafa said her stomach hurts terrible.

Dialog 3 page 5

Citation: "Dhea: Okay. Just let **me**² know if you need my help."

The word **Me** uttered by Dhea. Dhea wants Riza tell her if Riza needs Dhea's help.

Dialog 1 page 8

Citation: "Roy: We will get a discounted price for the concert
in the news agency if we can show our student ID card. Would
you like **me**³ to get your ticket?"

The word **Me** in this sentence referred to himself, Roy. Roy offer a help to Roni for get a discount price of the ticket if they are show their students ID card.

First Person Deixis "My" in Chapter 1

Dialog 1 page 4

Citation: "Fafa: **My**¹ stomach hurts terribly. I think I have a fever as well."

The word **My** referred to herself, Fafa. In this sentence Fafa said that her stomach hurts terrible and Fafa felt she got a fever as well.

Dialog 3 page 5

Citation: "Dhea: Would you need **my**² help?"

The word **My** in this sentence referred to Dhea as a speaker. Dhea offer a help to her friend Riza.

Citation: “Dhea: Okay. Just let me know if you need **my**³ help.”

The word **My** in this sentence referred to Dhea as a speaker. Dhea offer a help to Riza.

Dialog 4 page 6

Citation: “Hamada: **My**⁴ extended family is going to a surprise birthday party for **my**⁵ grandmother next week.”

The word **My** uttered by Hamada. **My** in this sentence referred to Hamada’s family who is going to birthday party for Hamada’s grandmother.

Citation: “Hamada: Oh, it’s very nice of you. But I’m going to do it with **my**⁶ sister. Thanks for the offer.”

The word **My** uttered by Hamada. It referred to Hamada’s sister.

Citation: “Riana: **My**⁷ sister has two jackets good enough for going out in _____ What if _____?”

My this sentence referred to Riana’s sister. Riana said that her sister have winter clothes that Diani could wear.

First Person Deixis “We” in Chapter 1

Dialog 1 page 8

Citation: “Roy: **We**¹ will get a discounted price for the concert
..... in the news agency if **we**² can show our student ID
card. Would you like me to get your ticket?”

We in this sentence referred to the speaker, Roy. **We** means Roy and his friend name Roni. They talked about their favorite singer Maher Zain.

Citation: “Roni: I am fine. **We**³ can do it together.”

In this sentence **We** referred to Roni. **We** means Roni and Roy. Roni want to buy ticket together with Roy.

Dialog 2 page 9

Citation: “Raisa: Wow! That’s **We**⁴ should be very proud.”

We in this sentence referred to Raisa and Zahra. Raisa and Zahra talked about their school got Grade A from the National Accreditation Body and Raisa said they should proud of it.

Citation: “Zahra: **We**⁵ are. It means that our school is of _____”

We in this sentence referred to Zahra and Raisa. **We** means they both were proud to their school because got Grade A from the National Accreditation Body.

Citation: “Raisa: **We**⁶ should celebrate it, don't you think?”

We in this sentence referred to Raisa and Zahra. Raisa thought that they should celebrate the Grade that given from National Accreditation Body.

Dialog 3 page 10

Citation: “Diani: What do **we**⁷ have to prepare for the next trip?”

The word **We** in this sentence referred to Diani and Riana. Diani asked to Riana what they should prepare for the next trip.

Citation: “Riana: **We**⁸ are supposed to bring winter clothes. Three pieces at least. **We**⁹ also have to take our personal medication.”

The **We** in this sentence referred to Riana and Diani. Riana said that they supposed to bring winter clothes and personal medication for the trip.

Citation: “Diani : Are **we**¹⁰ supposed to bring some food as well?”

The word **We** in this sentence referred to Diani and Riana. Diana asked to Riana that they were supposed to bring food also besides winter clothes and personal medication.

First Person Deixis “Our” in Chapter 1

Dialog 1 page 8

Citation: “Roy: You know what! **Our**¹ favourite singer Maher Zain is touring again here next month.”

In this sentence, the word **Our** referred to Roy and Roni. The word **Our** means Roy and Roni favourite singer Maher Zain is touring in their city.

Citation: “Roy: We will get a discounted price for the concert
in the news agency if we can show **our**² student ID card.
Would you like me to get your ticket?”

In this sentence, the word **Our** referred to Roy and his friend Roni. Roy said they will get a discount price if they were show their ID card as students.

Dialog 2 page 9

Citation: “Zahra: We are. It means that **our**³school is of _____”

The word **Our** in this sentence referred to Zahra and her friend Raisa. Zahra said that their school got grade A from accreditation body.

Dialog 3 page 10

Citation: “Riana: We are supposed to bring winter clothes. Three pieces at least. We also have to take **our**⁴ personal medication.”

The word **Our** in this sentence referred to Riana and Diani. Riana said that they should bring personal medication for their trip.

Second Person Deixis “You” in Chapter 1

Chapter 1 page 1

Citation: “May I Help **You**¹?”

The word **You** in this sentence referred to the speaker. This is a title of chapter 1 which this chapter will study about offering help.

Citation: “May I help **you**²? What can I do for **you**³? What if ...?”

This sentence referred to the speaker. This sentence lies within the learning objectives in chapter 1. This sentence asks students to pay attention to the linguistic elements from the sentence.

Dialog 1 page 4

Citation: “dr. Nahda: **You**⁴ look terrible. What can I do for **you**⁵?”

This sentence said by dr. Nahda. **You** referred to her patient, Fafa. dr. Nahda said that Fafa looks bad and dr. Nahda asked what she could do for Fafa.

Citation: “dr. Nahda: Alright then, I’ll give **you**⁶ a prescription. **You**⁷ have to take the pills three times a day, okay?”

This sentence said by dr. Nahda. **You** in this sentence referred to Fafa as her patient. dr. Nahda said that she will give Fafa prescription and remind Fafa to take the pills three times a day.

Dialog 2 page 5

Citation: “Tania: Hello, Sir. May I help **you**⁸? Where’s your destination?”

This sentence referred to addressee, stranger. Tania as a bus agent asked to stranger where is the stranger’s destination and what stranger’s needs.

Citation: “Tania: It will leave at 02.30 p.m. So, **you**⁹ just need to wait for 45 minutes.”

The word **You** in this sentence referred to stranger. Tania as a bus agent said to stranger the bus will leave at 02:30 p.m and asked stranger to wait about 45 minutes.

Citation: “Tania: After arriving in Lebak Bulus Terminal, **you**¹⁰ have a lot of options to reach your final destination. **You**¹¹ can get in a ‘Trans Jakarta’ bus, metro mini, bajaj, taxi as well as ojek. **You**¹² can ask the bus driver there.

The word **You** in this sentence referred to stranger. Tania explained to stranger that he have a lot of option to reach the stranger’s destination. Tania mentioned a several transportation that the stranger can use.

Citation: “Stranger: Thank **you**¹³. I will buy the bus ticket, then.”

The word **You** in this sentence was thank you expression from the stranger.

Dialog 3 page 5

Citation: “Dhea: Have **you**¹⁴ heard that the due date for the final project is extended?”

The word **You** in this sentence referred to addressee Riza. Dhea as a speaker asked Riza about the due date of their final project will extend.

Citation: “Dhea: Would **you**¹⁵ need my help?”

The word **You** referred to Riza as addressee. Dhea offered a help if Riza need a help.

Citation: “Riza: No, thanks. I’ll do it as soon as possible. I know that **you**¹⁶’re as busy as I am.”

The word **You** in this sentence referred to Dhea. Riza declined the offered from Dhea because Riza knew that Dhea is busy.

Citation: “Dhea: Okay. Just let me know if **you**¹⁷ need my help.”

The word **You** in this sentence referred to Riza. Dhea said if Riza need Dhea’s help just tell Dhea and Dhea will help Riza.

Dialog 4 page 6

Citation: “Diana: What if I help **you**¹⁸ with the preparation?”

The word **You** in this sentence referred to Hamada. Diana offered a help to prepare the birthday party.

Citation: “Hamada: Oh, it’s very nice of **you**¹⁹. But I’m going to do it with my sister. Thanks for the offer.”

The word **You** in this sentence referred to Diana. Hamada said that Diana is a kind person because Diana wants to help Hamada prepare the birthday party.

Questions page 6

Citation: “1. Where do **you**²⁰ think each conversation takes place?”

The word **You** in this research referred to hearer. This is a question where the question ask about every dialog above.

Dialog 1 page 8

Citation: “Roy: **You**²¹ know what! Our favourite singer Maher Zain is touring again here next month.”

The word **You** referred to Roni as addressee. Roy told to Roni that their favourite singer Maher Zain is touring in their city.

Citation: “Roy: We will get a discounted price for the concert
in the news agency if we can show our student ID card. Would
you²² like me to get your ticket?”

In this sentence the word **You** referred to Roni. Roy offered Roni to buy a ticket for Roni.

Dialog 2 page 9

Citation: “Zahra: Have **you**²³ heard the latest news about our school?”

In this sentence the word **You** referred to Raisa. Zahra asked to Raisa about latest news.

Citation: “Raisa: We should celebrate it, don't **you**²⁴ think?”

The word **You** in this sentence referred to Zahra. Raisa said that she wants to celebrate the good news about their school and asked to Zahra about her idea.

Page 11

Citation: “May I help **you**²⁵?”

The word you referred to the reader or hearer. This sentence is an example of pattern of expressions to offer a help or service.

Task 1 page 12

Citation: “1. **You**²⁶ are doing the History Project with your group at the library after school. Your best friend cannot finish his/her part. Offer a help to do it together.”

The word **You** in this sentence referred to students. This is a question asked students to work in group and answers the several questions. This question is about offer a help if the students cannot finish the part of History project.

Citation: “2. School holiday is coming soon. **You**²⁷ and your family have a plan to go abroad, but do not have time to surf the internet to find the best place and best deal. Offer your parents to find the needed information and to arrange the vacation with the tour agent.”

The word **You** in this sentence referred to students. This is a question asked students to work in group and answers the several questions. This question is about offer a help to student’s parents to use tour agent if they did not have time to search in the internet about their destination.

Citation: “3. **You**²⁸ work in a tour agency. **You**²⁹ see a young gentleman enter your office awkwardly. Offer your service and try to convince him to take one of your holiday packages.”

The word **You** in this sentence referred to students. This is a question asked students to work in group and answers the several questions. This question is about how to offer a help if you work as a tour agency.

Citation: “4. A friend is absent because she is sick. **You**³⁰ visit her this afternoon. Your friend needs your help to communicate with the teacher about an assignment that she hasn't finished yet. Offer her a help.”

The word **You** in this sentence referred to students. This is a question asked students to work in group and answers the several questions. This question is about how to offer a help if your friend was sick and how to communicate with the teacher.

Citation: “5. **You**³¹ want to go to the movie this weekend. **You**³² ask several friends to go with **you**³³. Two of your friends cannot make up their minds. Offer to treat them so that they can go with **you**³⁴.”

The word **You** in this sentence referred to students. This is a question asked students to work in group and answers the several questions. This question is about how to offer to treat some friends if they are did not want to go to cinema.

Reflection page 14

Citation: “1. Do **you**³⁵ know how to offer a help/a service?”

The word **You** in this sentence referred to the students. This sentence is a question to know the learning progress. This question is about how to offer a help or service.

Citation: “2. Do **you**³⁶ know how to respond to an offer/a service?”

The word **You** in this sentence referred to the students. This sentence is a question to know the learning progress. This question is about how to respond to an offer a help or service from someone.

Citation: “3. Do **you**³⁷ know how to accept an offer/a service?”

The word **You** in this sentence referred to the students. This sentence is a question to know the learning progress. This question is about how to accept an offer a help or service from someone.

Citation: “4. Do **you**³⁸ know how to refuse an offer/a service?”

The word **You** in this sentence referred to the students. This sentence is a question to know the learning progress. This question is about how to refuse an offer a help or service from someone.

Citation: “If **you**³⁹ answer "no" to any of the questions above, please discuss it with your friends or consult it to your teacher.”

The word **You** in this sentence referred to the students. This is an explanation about the questions before this sentence.

Second Person Deixis “Your” in Chapter 1

Pronunciation Practice page 3

Citation: “Task: Listen to **your**¹ teacher and repeat after him/her.”

The word **Your** in this sentence referred to students. This sentence is a task that every students should listen what teacher said.

Citation: “Listen to **your**² teacher reading these words and phrases.
Repeat after him/her.”

The word **Your** in this sentence referred to students. The students asked to listen what teacher said the words after this instruction and repeat after the teacher said.

Dialog 1 page 4

Citation: “dr. Nahda: Okay, let me check **your**³ stomach. (The doctor puts the stethoscope in Fafa’s belly and strikes it lightly). Does it hurt here?”

The word **Your** in this sentence referred to Fafa’s stomach. The doctor said to Fafa that she wanted to check Fafa’s belly because Fafa said she got a problem on her stomach.

Dialog 2 page 5

Citation: “Tania: Hello, Sir. May I help you? Where’s **your**⁴ destination?”

This sentence said by Tania. The word **Your** in this sentence referred to stranger’s destination. Tania as a bus agent ask to stranger where his destination.

Citation: “Tania: After arriving in Lebak Bulus Terminal, you have a lot of options to reach **your**⁵ final destination. You can get in a ‘Trans Jakarta’ bus, metro mini, bajaj, taxi as well as ojek. You can ask the bus driver there.”

This sentence said by Tania. The word **Your** in this sentence referred to the stranger’s destination. Tania explained to the stranger what he can use as a transportation to reach his final destination.

Page 7

Citation: “Listen to **your**⁶ teacher reading the dialogs above. Then, work in pairs. Take turns reading and practicing dialogs 1, 2, 3, and 4.”

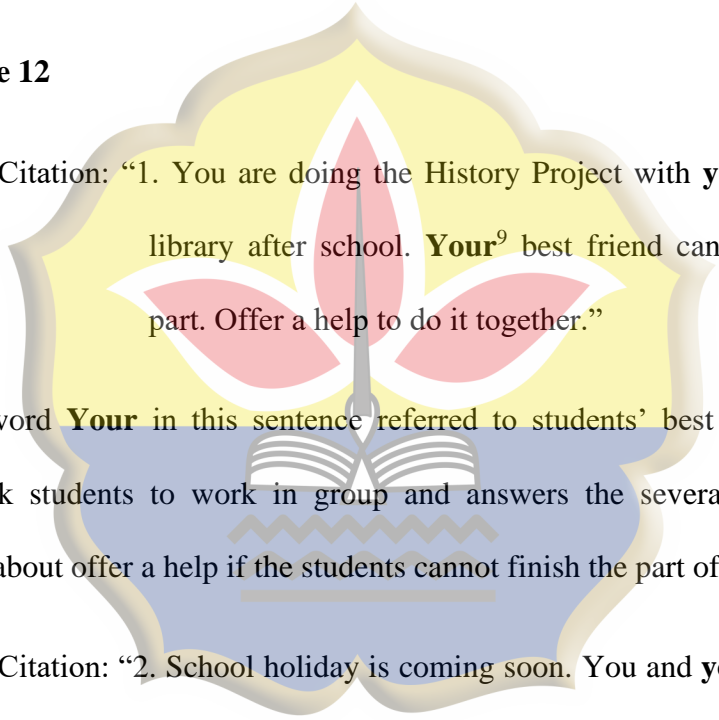
The word **Your** in this sentence referred to teacher’s reading. This sentence is a task where the students asked to listen the teacher reading the dialogs and they should answer the questions.

Dialog 1 page 8

Citation: “Roy: We will get a discounted price for the concert
in the news agency if we can show our student ID card. Would
you like me to get **your**⁷ ticket?”

The word **your** in this sentence referred to Roni’s ticket. Roy offered to buy a ticket for Roni by show the student ID card.

Task 1 page 12



Citation: “1. You are doing the History Project with **your**⁸ group at the library after school. **Your**⁹ best friend cannot finish his/her part. Offer a help to do it together.”

The word **Your** in this sentence referred to students’ best friend. This is a question ask students to work in group and answers the several questions. This question is about offer a help if the students cannot finish the part of History project.

Citation: “2. School holiday is coming soon. You and **your**¹⁰ family have a plan to go abroad, but do not have time to surf the internet to find the best place and best deal. Offer **your**¹¹ parents to find the needed information and to arrange the vacation with the tour agent.”

The word **Your** in this sentence referred to students’ family. This is a question ask students to work in group and answers the several questions. This question is

about offer a help to student's parents to use tour agent if they did not have time to search in the internet about their destination.

Citation: "3. You work in a tour agency. You see a young gentleman enter **your**¹² office awkwardly. Offer **your**¹³ service and try to convince him to take one of **your**¹⁴ holiday packages."

The word **Your** in this sentence referred to students' service. This is a question ask students to work in group and answers the several questions. This question is about how to offer a help if you work as a tour agency.

Citation: "4. A friend is absent because she is sick. You visit her this afternoon. **Your**¹⁵ friend needs **your**¹⁶ help to communicate with the teacher about an assignment that she hasn't finished yet. Offer her a help."

The word **Your** in this sentence referred to students' friend. This is a question ask students to work in group and answers the several questions. This question is about how to offer a help if your friend was sick and how to communicate with the teacher.

Citation: "5. You want to go to the movie this weekend. You ask several friends to go with you. Two of **your**¹⁷ friends cannot make up their minds. Offer to treat them so that they can go with you."

The word **Your** in this sentence referred to students' friends. This is a question asked students to work in group and answers the several questions. This question is about how to offer to treat some friends if they are did not want to go to cinema.

Task 2 page 14

Citation: "With **your**¹⁸ group, choose one of the dialogs from Task 1 and perform it in front of **your**¹⁹ class. Show **your**²⁰ best performance to **your**²¹ classmates."

This sentence said by teacher. This is a task where the students asked to role play the dialog, they should make a group and choose the dialog from chapter 1.

Citation: "At the end of this chapter, ask yourself the following questions to know **your**²² learning progress."

The word **Your** in this sentence referred to students' learning progress.

Citation: "If you answer "no" to any of the questions above, please discuss it with **your**²³ friends or consult it to **your**²⁴ teacher."

This sentence said by teacher. The students asked to answer the questions and discuss it with their friends.

Second Person Deixis “Yourself” in Chapter 1

Page 14

Citation: “At the end of this chapter, ask **yourself**¹ the following questions to know your learning progress.”

This is one and only word **yourself** in chapter 1. The word **Yourself** in this sentence referred to students. Students asked to answer the question to know their learning progress.

Third Person Deixis “He” in Chapter 1

Page 7

Citation: “2. What does Tania offer to the stranger? Does the stranger accept Tania’s offer? What does **he**¹ say?”

This is the one and only word **He** in chapter 1. The word **He** referred to the stranger. This question ask what the stranger’s response to the Tania’s offer.

Third Person Deixis “Him” in Chapter 1

Pronunciation Practice page 3

Citation: “Task: Listen to your teacher and repeat after **him**¹/her.”

The word **Him** referred to teacher based on the English teacher that taught. Students asked to listen what teacher said.

Citation: “Listen to your teacher reading these words and phrases. Repeat after **him**²/her.”

The word **Him** in this sentence referred to the English teacher that taught. The teacher will say several words and students asked to listen and repeat after the teacher said.

Citation: “3. You work in a tour agency. You see a young gentleman enter your office awkwardly. Offer your service and try to convince **him**³ to take one of your holiday packages.”

The word **Him** in this sentence referred to young gentleman. This is a question ask students to work in group and answers the several questions. This question is about how to offer a help if you work as a tour agency.

Third Person Deixis “She” in Chapter 1

Dialog 4 page 6

Citation: “Diana: Wow! That sounds great. How old is **she**¹?”

The word **She** referred to Hamada’s grandmother. Diana ask to Hamada how old her grandmother.

Citation: “Hamada: **She**²’ll be 75 on August 13.”

The word **She** referred to Hamada’s grandmother. Hamada told to Diana that her grandmother will be 75 years old on August, 13.

Citation: “Diana: Really? I didn’t know that **she**³ was that old. I thought that **she**⁴ was still around 60. **She**⁵ looks much younger.”

The word **She** referred to Hamada’s grandmother. Diana said that Hamada’s grandmother looks younger than her age.

Page 7

Citation: “7. Who is offering a help in Dialog 3? What does **she**⁶ say? Is the offer accepted?”

The word **She** referred to Dhea in dialog 3 who is offering a help to Riza.

Third Person Deixis “Her” in Chapter 1

Pronunciation Practice page 3

Citation: “Task: Listen to your teacher and repeat after him/**her**¹.”

The word **Her** referred to teacher based on the English teacher that taught. Students asked to listen what teacher said.

Citation: “Listen to your teacher reading these words and phrases. Repeat after him/**her**².”

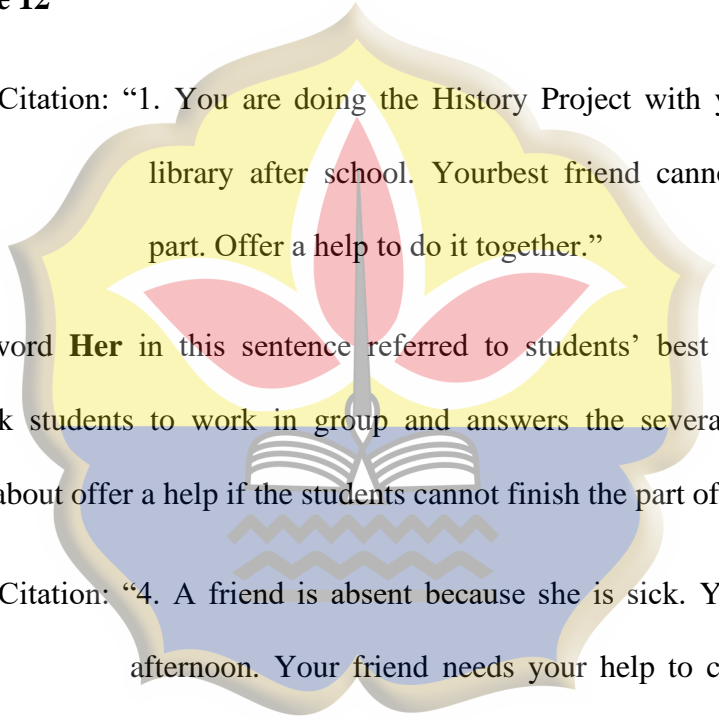
The word **Her** in this sentence referred to the English teacher that taught. The teacher will say several words and students asked to listen and repeat after the teacher said.

Dialog 2 page 5

Citation: "Tania works at a bus agent located at Arjosari terminal. A stranger is walking approaching **her**³ bringing a suitcase."

The word **Her** in this sentence referred to Tania. A stranger comes to Tania as a bus agent.

Task 1 page 12



Citation: "1. You are doing the History Project with your group at the library after school. Your best friend cannot finish his/**her**⁴ part. Offer a help to do it together."

The word **Her** in this sentence referred to students' best friend. This is a question ask students to work in group and answers the several questions. This question is about offer a help if the students cannot finish the part of History project.

Citation: "4. A friend is absent because she is sick. You visit **her**⁵ this afternoon. Your friend needs your help to communicate with the teacher about an assignment that she hasn't finished yet. Offer **her**⁶ a help."

The word **Her** in this sentence referred to students' friend. This is a question ask students to work in group and answers the several questions. This question is about how to offer a help if your friend was sick and how to communicate with the teacher.

Third Person Deixis “They” in Chapter 1

Page 13

Citation: “5. You want to go to the movie this weekend. You ask several friends to go with you. Two of your friends cannot make up their minds. Offer to treat them so that **they**¹ can go with you.”

The word **They** in this sentence referred to students’ friends. This is a question asked students to work in group and answers the several questions. This question is about how to offer to treat some friends if they are did not want to go to cinema.

Third Person Deixis “Their” in Chapter 1

Page 13

Citation: “5. You want to go to the movie this weekend. You ask several friends to go with you. Two of your friends cannot make up **their**¹ minds. Offer to treat them so that they can go with you.”

The word **Their** in this sentence referred to students’ mind. This is a question asked students to work in group and answers the several questions. This question is about how to offer to treat some friends if they are did not want to go to cinema.

Third Person Deixis “Them” in Chapter 1

Page 13

Citation: “5. You want to go to the movie this weekend. You ask several friends to go with you. Two of your friends cannot make up their minds. Offer to treat **them**¹ so that they can go with you.”

The word **Them** in this sentence referred to students’ friends. This is a question asked students to work in group and answers the several questions. This question is about how to offer to treat some friends if they are did not want to go to cinema.

Spatial Deixis in Chapter 1

Division	Kind of Expression	Type of Pronoun	Total of Finding Data
Spatial Deixis	Singular	This	5
		Here	3
		There	1
		That	0
	Plural	These	4
		Those	0

Spatial Deixis “This” in Chapter 1

Dialog 2 page 5

Citation: “Stranger: Yes. I need to go to Jakarta. How long will it take from **this**¹ bus station? Is **this**²Arjosari station?”

The word **This** in this sentence referred to Arjosari bus station. The stranger ask to Tania as a bus agent where is the relevant stranger stand is Arjosari station.

Citation: “Tania: Yes. **This**³ is Arjosari bus station. It takes about 22 hours from here to Jakarta.”

The word **this** in this sentence referred to Arjosari bus station. Tania as a bus agent confirms to the stranger that the location of them is Arjosari bus station.

Page 13

Citation: “4. A friend is absent because she is sick. You visit her **this**⁴ afternoon. Your friend needs your help to communicate with the teacher about an assignment that she hasn’t finished yet. Offer her a help.”

The word **This** in this sentence referred to relevant time to the speaker said. This is a question ask students to work in group and answers the several questions. This question is about how to offer a help if your friend was sick and how to communicate with the teacher.

Reflection page 14

Citation: “At the end of **this**⁵ chapter, ask yourself the following questions to know your learning progress.”

The word **This** in this sentence referred to chapter 1 where this sentence is the end of chapter that asked students to answer the questions are they understand to the chapter 1.

Spatial Deixis “Here” in Chapter 1

Dialog 1 page 4

Citation: “dr. Nahda: Okay, let me check your stomach. (The doctor puts the stethoscope in Fafa’s belly and strikes it lightly). Does it hurt **here**¹?”

The word **Here** referred to the Fafa’s belly. The doctor put the stethoscope to Fafa’s belly to check where the ache is.

Citation: “dr. Nahda: **Here**²?”

The word **Here** in this sentence referred to location where the doctor put the stethoscope. The doctor find where the ache is.

Dialog 1 page 8

Citation: “You know what! Our favourite singer Maher Zain is touring again **here**³ next month.”

The word **Here** in this sentence referred to the relevant location that Roy talked about. He said Maher Zain is touring next month.

Spatial Deixis “There” in Chapter 1

Dialog 1 page 8

Citation: “Tania: After arriving in LebakBulus Terminal, you have a lot of options to reach your final destination. You can get in a ‘Trans Jakarta’ bus, metro mini, bajaj, taxi as well as ojek. You can ask the bus driver **there**¹.”

The word **There** in this sentence referred to location of stranger's final destination. Tania as a bus agent explain to the stranger what he can use for transportation.

Spatial Deixis "These" in Chapter 1

A. Warmer: Word Finding page 2

Citation: "The following is a list of top 10 qualities of a good friend.

However, the words are written connectedly with one another.

The capitalization is not correct, either. Find the ten words by reading carefully **these**¹ two groups of seemingly-nonsense words from the left top down and then up to the right and down again."

The word **These** in this sentence is a plural form of this. The word **these** referred to two groups of list of top 10 qualities of a good friend.

B. Vocabulary Builder page 3

Citation: "Look at **these**² words and phrases. Write down the meaning of each word and phrase."

The word **these** referred to words and phrases that available under the instruction.

Citation: "Listen to your teacher reading **these**³ words and phrases.

Repeat after him/her."

The word these referred to words and phrases that available under the instruction. This is an instruction asked students to hear what teacher said.

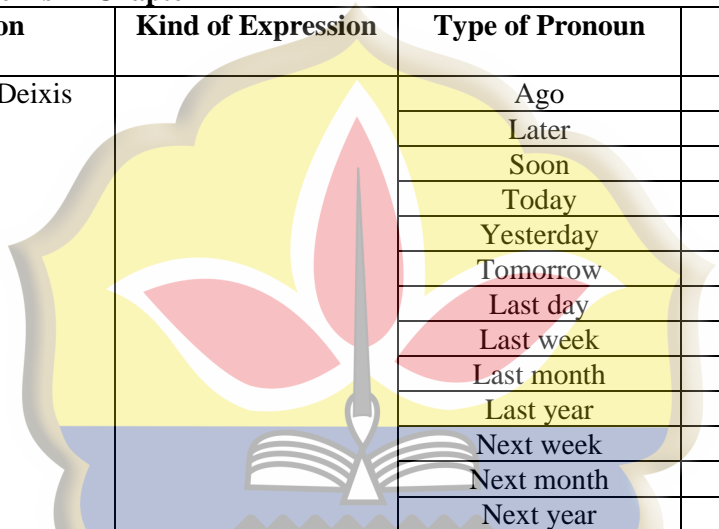
Task 1 page 4

Citation: “Read **these**⁴ dialogs. Pay attention to the italicized expressions.

Answer the questions that follow.”

The word **these** referred to several dialogs. This instruction asked students to read the dialogs and pay attention to italicized expressions and answer every questions.

Temporal Deixis in Chapter 1

Division	Kind of Expression	Type of Pronoun	Total of Finding Data
Temporal Deixis		Ago	0
		Later	0
		Soon	0
		Today	1
		Yesterday	0
		Tomorrow	0
		Last day	0
		Last week	0
		Last month	0
		Last year	0
		Next week	1
		Next month	2
		Next year	0

Temporal Deixis “Today” in Chapter 1

Dialog 1 page 4

Citation: “Fafa: I can’t go to school **today**¹.”

The word **today** in this sentence referred to relevant time. Fafa said that she cannot go to school this day because she got problem on her stomach.

Temporal Deixis “Next month” in Chapter 1

Dialog 3 page 5

Citation: “Dhea: Yes. It will be due **next month**¹.”

The word Next month referred to a month after this month. Dhea said to Riza that their final project will collect next month.

Dialog 1 page 8

Citation: “You know what! Our favourite singer Maher Zain is touring again here **next month**².”

The word **next month** referred to Maher Zain is touring in Roy and Roni city.

Temporal Deixis “Next week” in Chapter 1

Dialog 4 page 6

Citation: “Hamada: My extended family is going to a surprise birthday party for my grandmother **next week**¹.”

The word **next week** referred to the day when Hamada and their big family will hold birthday party for her grandmother.

Person Deixis in Chapter 2

Division	Kind of Expression	Type of Pronoun	Total of Finding Data
First Person	Singular	I	7
		Me	0
		My	0
		Myself	0
		Mine	0
	Plural	we	4
		Us	0
		Our	0
		Our self	0
		Ours	0
Second Person		You	55
		Your	23
		Yours	0
		Yourself	1
		Yourselves	0
Third Person	Singular	He	0
		Him	1
		Himself	0
		She	0
		Her	1
		Herself	0
		It	0

	Plural	They	0
		Their	1
		Them	1
		Themselves	0

First Person Deixis “I” in Chapter 2

Task 3 page 22

Citation: “5. If **I**¹ am in the San Juan Islands, **I**² will be able to enjoy _____”

The word **I** in this sentence referred to the speaker. This is one of questions that students should answer.

Dialog 2 page 25

Citation: “Dela: Where can **I**³ get inexpensive good quality shoes?”

The word **I** referred to Dela. Dela ask to her friend, Emi, where is Dela can get inexpensive shoes but in good quality.

Dialog 3 page 25

Citation: “Nyoman: Sure, **I**⁴ will.”

The word **I** referred to Nyoman. Nyoman was talk to Mr. Luqman about being chair of OSIS.

Dialog 5 page 25

Citation: “Joko: If **I**⁵ am elected president, **I**⁶ will waive taxes for poor people.”

The word **I** in this sentence referred to Joko. Joko said if he is elected president he will waive taxes for poor people.

Citation: “Edwin: **I**⁷ wish you all the best.”

The word **I** in this sentence referred to Edwin. Edwin wish the best for Joko.

First Person Deixis “We” in Chapter 2

Task 2 page 20

Citation: “Beni: What can **we**¹ do at the Bloedel Reserve?”

The word **we** in this sentence referred to Beni and Alex. Beni asks to Alex what they can do at the Bloedel Reserve.

Citation: “Alex: **We**² can visit seasonal gardens and natural woodlands.”

The word **we** in this sentence referred to Alex and Beni. Alex answer the the question from Beni, that they can visit seasonal gardens and natural woodlands.

Dialog 1 page 21

Citation: “A: What can **we**³ do at the Pike Place Market?”

The word **we** in this sentence referred to the speaker and hearer. The speaker ask to hearer what they can do at the Pike Place Market.

Citation: “B: **We**⁴ can tour _____ and _____”

The word **we** in this sentence referred to the speaker and hearer. The hearer answer the question from the speaker based on the text before about six things to do if you visit Seattle.

Second Person Deixis “You” in Chapter 2

Chapter 2 page 15

Citation: “Why Don't **You**¹ Visit Seattle?”

The word **you** in this sentence referred to hearer. This is a title of chapter 2 which the topic of chapter 2 is visit Seattle.

A. Warmer: Pair Work page 16

Citation: “What will **you**² discuss with your friends when **you**³ come to a new city? What do **you**⁴ expect? What do **you**⁵ see? What do **you**⁶ feel?”

The word **you** in this sentence referred to students. This instruction asked students to work in pairs and answer this question.

D. Reading Comprehension Page 17

Citation: “Have **you**⁷ ever heard about Seattle? Do **you**⁸ know what and where Seattle is? What do **you**⁹ expect to see and enjoy there?”

The word **you** in this sentence referred to students. This task ask about Seattle and students asked to read the text about Six Things to Do if You Visit Seattle.

Citation: “There are 6 must-have experiences that **you**¹⁰ should do if **you**¹¹ visit Seattle where city and nature come together. If **you**¹² visit Seattle, arrive with this list in hand and **you**¹³’ll be off to a foolproof start for exploring the Emerald City’s most unforgettable sights and sounds.”

The word **you** in these sentences referred to students or hearer. This text explained there are 6 must-have experiences if you visit Seattle.

Citation: “If **you**¹⁴ visit Seattle, do the following things”

The word **you** in these sentences referred to students or hearer. These sentences said do the things if you visit Seattle.

Citation: “1. Feel the fresh air on your face as **you**¹⁵ sail to Bainbrige Island on a Washington State Ferry.”

The word **you** in this sentence referred to students or hearer. This is the first things to do if you visit Seattle, feel the fresh air if you sail to Bainbrige Island.

Citation: “From the ferry **you**¹⁶ can enjoy the view of the Seattle skyline. If **you**¹⁷ want to enjoy Bainbrige Island, stroll around downtown’s galleries, boutiques, coffee houses and cafes.

The word **you** in this sentence referred to students or hearer. This is the first things to do if you visit Seattle, you can enjoy the view from the ferry and if you want to walk around to downtown’s galleries, boutiques, coffee houses and cafes.

Citation: “2. Why don’t **you**¹⁸ tour the Pike Place Market’s produce stands to buy something **you**¹⁹’ve never tasted.”

The word **you** in this sentence referred to students or hearer. This is the second things to do if you visit Seattle. This sentence said that there are so much things that you have never tasted.

Citation: “Unless **you**²⁰ have allergic to noises, make sure **you**²¹ take time to spot these beloved icons.”

The word **you** referred to students or hearer. These sentence talks about do not forget to visit Pike Place Market, this market is noises but this is beloved icon in Seattle.

Citation: “3. If **you**²² have enough time, tour the numerous art galleries in Friday Harbor. **You**²³ can also enjoy naturalist-guided tours, wildlife spotting, whale watching and storm watching.”

The word **you** referred to students or hearer. This is the third things to do if you visit Seattle. You can visit numerous art galleries in Friday Harbour and enjoy some activities.

Citation: “4. If **you**²⁴ visit this city, **you**²⁵ should explore the Space Needle and Pacific Science Center.”

The word **you** referred to students or hearer. This is the fourth things to do if you visit Seattle. You should explore the Space Needle and Pacific Science Center.

Citation: “5. If **you**²⁶ are curious to know about it, **you**²⁷ should explore the dynamics of flight and experience new aviation innovation. Go behind the scenes at Boeing to watch the very same jets **you**²⁸ may one day be a passenger on being assembled.”

The word **you** referred to students or hearer. This is the fifth things to do if you visit Seattle. You should explore the dynamics of flight and experience new aviation innovation.

Example page 22

Citation: “If **you**²⁹ visit Seattle, arrive with _____”

The word **you** in this sentence referred to students or hearer. This is a question that asked students answer it based on the text about six things to do if you visit Seattle.

Citation: “If **you**³⁰ visit Seattle, arrive with this list of six must-have experiences.”

The word **you** in this sentence referred to students or hearer. This is answer of the question above. The question and answer is an example for fill in the blank question.

Citation: “8. If **you**³¹ were an aircraft factory staff, what would **you**³² say to offer help for your visitors.”

The word **you** referred to students. The question asks what the students would do if they were an aircraft factory staff.

Citation: “10. Imagine **you**³³ are visiting Lake Toba with your classmates.”

The word **you** in this sentence referred to the students. The sentence ask students to imagine they were visit Lake Toba with their classmates.

Citation: “What would **you**³⁴ say to help them _____”

The word **you** in this sentence referred to the students. This question asks students what they would do to help their friend who wants canoeing.

Personalisation page 23

Citation: “If **you**³⁵ have an opportunity to visit Seattle, what will **you**³⁶ do? Write down your plan on a piece of paper.”

The word **you** in this sentence referred to the students. This sentence asks students what they will do if they have an opportunity to visit Seattle.

Citation: “Now, discuss with your friends about ‘if’ sentence patterns as appear in the reading text "Why Don't **You**³⁷ Visit Seattle?" above. Write down the patterns in the following space.”

The word **you** in this sentence referred to the title of the text. This sentence ask students to write the patterns “if” in text why don’t you visit Seattle?.

Citation: “Task 1: Identify the "if" sentences. Read again the text "Why Don't **You**³⁸ Visit Seattle?" and identify the "if" sentence along with its pattern. Look at the example.”

The word **you** in this sentence referred to the title of the text. This sentence ask students to identify the patterns “if” in text why don’t you visit Seattle?.

Citation: “Sentence 1: If **you**³⁹ visit Seattle, feel the fresh air on your face as **you**⁴⁰ sail to Bainbridge Island on a Washington State Ferry.”

The word **you** in this sentence referred to the students. This is an example of “if” sentence.

Dialog 1 page 24

Citation: “Father: If **you**⁴¹ want to pass the exam, **you**⁴² have to study harder.”

The word **you** in this sentence referred to son. The father said to his son to study harder if he wants to pass the exam.

Dialog 2 page 25

Citation: “Emi: If **you**⁴³ want a good price, why don't **you**⁴⁴ go to the factory outlet?”

The word **you** in this sentence referred to Dela. Emi suggested Dela to go to factory outlet if Dela wants cheap price.

Dialog 3 page 25

Citation: “Mr. Luqman: If **you**⁴⁵ want to be the chair of OSIS, offer a good program to improve the school environment.”

The word **you** in this sentence referred to Nyoman. Mr. Luqman suggest Nyoman to be chair of OSIS and offer a good program to improve the school environment.

Dialog 4 page 25

Citation: “Mom: If **you**⁴⁶ don't put some cherries on it, your cake will look pale and dull.

The word **you** referred to Etty. Mom said that Etty's cake will look pale and dull if there are no cherries.

Citation: “Etty: Yes, **you**⁴⁷'re right. A cherry or two will help with the appearance.”

The word **you** referred to mom. Etty agree with her mom that cherry will help with the appearance.

Dialog 5 page 25

Citation: “Edwin: I wish **you**⁴⁸ all the best.”

The word **you** in this sentence referred to Joko. Edwin wishes the best for Joko.

Task 3 page 26

Citation: “1. An example of ‘if clause’ + a reminder is: If **you**⁴⁹ want to pass the exam, **you**⁵⁰ have to study harder.”

The word **you** in this sentence referred to students or reader. This is an example of “if clause” question.

Task 2 page 28

Citation: “Task 2: Exchange your work. Exchange your group's work with other group's work. Check the work. **You**⁵¹ may give some corrections and suggestions in other piece of paper.”

The word **you** referred to students. This is an instruction asked students to work in pairs and exchange the group's work with other group's work.

Example page 29

Citation: "If **you**⁵² visit Seattle, you have to"

The word **you** in this sentence referred to the students.

Reflection page 30

Citation: "1. Do **you**⁵³ know how to tell your friends about visiting a place using 'if' clause followed by imperatives/suggestions?"

The word **you** in this sentence referred to the students. This is a question are the students know how to use "if clause"

Citation: "2. Do **you**⁵⁴ know how to write texts about visiting a place using 'if' clause followed by imperatives/suggestions?"

The word **you** in this sentence referred to the students. This is a question are the students know how to write texts using "if clause"

Citation: "If **you**⁵⁵ answer "no" to any of the questions above, please discuss it with your friends or consults it to your teacher."

The word **you** in this sentence referred to the students.

Second Person Deixis “Your” in Chapter 2

A. Warmer: Pair Work page 16

Citation: “What will you discuss with **your**¹ friends when you come to a new city? What do you expect? What do you see? What do you feel?”

The word **your** in this sentence referred to students friend. This instruction asked students to work in pairs and answer this question.

Citation: “Task: Listen and repeat after **your**² teacher. Listen to **your**³ teacher reading these words. Repeat after him/her.”

The word **your** referred to teacher. This instruction asked students to listen what teacher say and repeat the words.

Citation: “1. Feel the fresh air on **your**⁴ face as you sail to Bainbrige Island on a Washington State Ferry.”

The word **your** in this sentence referred to students or hearer. This is the first things to do if you visit Seattle, feel the fresh air if you sail to Bainbrige Island.

Citation: “5. Watch the world’s most sophisticated aircraft be built before **your**⁵ eyes at the Boeing factory in Mukilteo.”

The word **your** referred to students’ eyes or hearers’ eyes. This sentence talked about the world’s most sophisticated aircraft, this is the fifth things to do if you visit Seattle.

Citation: “8. If you were an aircraft factory staff, what would you say to offer help for **your**⁶ visitors.”

The word **your** in this sentence referred to the students. This question asks what the students would do if they were an aircraft factory staff.

Citation: “10. Imagine you are visiting Lake Toba with **your**⁷ classmates.”

The word **your** in this sentence referred to the students’ classmates. The sentence asks students to imagine they were visit Lake Toba with their classmates.

Citation: “10. **Your**⁸ friends want to go canoeing but do not know how to do it.”

The word **your** in this sentence referred to the students’ friends. The sentence talked about the students’ friends wanted to try canoeing but they do not know how to do it.

Personalisation page 23

Citation: “If you have an opportunity to visit Seattle, what will you do? Write down **your**⁹ plan on a piece of paper.”

The word **your** in this sentence referred to students’ plan. This sentence asks students what they will do if they have an opportunity to visit Seattle.

Citation: “Now, discuss with **your**¹⁰ friends about ‘if’ sentence patterns as appear in the reading text "Why Don't You Visit Seattle?" above. Write down the patterns in the following space.”

The word **your** in this sentence referred to students’ friends. This sentence ask students to write the patterns “if” in text why don’t you visit Seattle?.

Citation: “Sentence 1: If you visit Seattle, feel the fresh air on **your**¹¹ face as you sail to Bainbridge Island on a Washington State Ferry.”

The word **you** in this sentence referred to the students face. This is an example of “if” sentence.

Task 2 page 24

Citation: “Read and practice the dialogs below with **your**¹² friend. Pay attention to the use of "if" clause.”

The word **your** referred to students’ friend. The students asked to read and practice the dialogs.

Dialog 1 page 24

Citation: “Father: Exam is around the corner. It's about time to go back to **your**¹³ study”

The word **your** in this sentence referred to son’s study. The father ask his son to back study.

Dialog 4 page 25

Citation: “Mom: If you don't put some cherries on it, **your**¹⁴ cake will look pale and dull.

The word **your** referred to Etty's cake. Mom said that Etty's cake will look pale and dull if there are no cherries.

Task 1 page 27

Citation: “Work in groups of 3-5 students. Find other text that uses "if clause" in it. Then, identify the "if clauses" in **your**¹⁵ text together with **your**¹⁶ group.”

The word **your** referred to students' friends. This is an instruction asked students to work in pairs.

Task 2 page 28

Citation: “Task 2: Exchange **your**¹⁷ work. Exchange **your**¹⁸ group's work with other group's work. Check the work. You may give some corrections and suggestions in other piece of paper.”

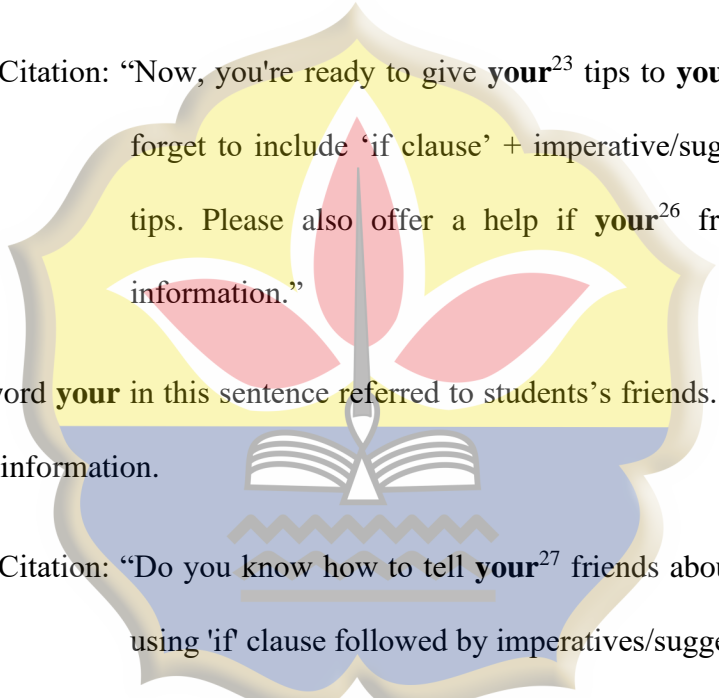
The word **your** referred to students' friends. This is an instruction asked students to work in pairs and exchange the group's work with other group's work.

Citation: “Task: Have a conversation with **your**¹⁹ friend. Remember **your**²⁰ visit to an interesting place sometime ago. **Your**²¹

friends plan to visit that place. Give suggestions to **your**²² friends. To prepare yourself, make a note. Look at the following example.”

The word **your** referred to students’ friends. This is a work in pairs and make conversation about visit interesting place.

Page 28



Citation: “Now, you're ready to give **your**²³ tips to **your**²⁴ friends. Don't forget to include ‘if clause’ + imperative/suggestion in **your**²⁵ tips. Please also offer a help if **your**²⁶ friends need more information.”

The word **your** in this sentence referred to students’s friends. Offer a help who needs more information.

Citation: “Do you know how to tell **your**²⁷ friends about visiting a place using 'if' clause followed by imperatives/suggestions?”

The word **your** in this sentence referred to students’ friend.

Citation: “If you answer "no" to any of the questions above, please discuss it with **your**²⁸ friends or consults it to your teacher.”

The word **your** in this sentence referred to students’ friend.

Second Person Deixis “Yourself” in Chapter 2

G. Speaking Practice Page 28

Citation: “Task: Have a conversation with your friend. Remember your visit to an interesting place sometime ago. Your friends plan to visit that place. Give suggestions to your friends. To prepare **yourself**¹, make a note. Look at the following example.”

The word **yourself** referred to students. The text was about visit interesting place.

Third Person Deixis “Him” in Chapter 2

Citation: “Task: Listen and repeat after your teacher. Listen to your teacher reading these words. Repeat after **him**¹/her.”

The word **her** in this sentence referred to the teacher who taught English.

Third Person Deixis “Her” in Chapter 2

Citation: “Task: Listen and repeat after your teacher. Listen to your teacher reading these words. Repeat after him/**her**¹.”

The word **her** in this sentence referred to the teacher who taught English.

Third Person Deixis “Their” in Chapter 2

Page 20

Citation: “6. Tour the Theo Chocolate Factory in Freemont and learn how **their**¹ delicious confections are made.”

The word **their** in this sentence referred to Theo Chocolate Factory. This sentence is the last things to do if you visit Seattle. The last things to do we can visit Theo Chocolate Factory and learn how to made delicious chocolate are made.

Spatial Deixis in Chapter 2

Division	Kind of Expression	Type of Pronoun	Total of Finding Data
Spatial Deixis	Singular	This	1
		Here	0
		There	3
		That	0
	Plural	These	2
		Those	0

Spatial Deixis “There” in Chapter 2

Page 20

Citation: “This factory has a mission to create change in the Democratic Republic of Congo (DRC) where it has 300,000 square miles of farmable land but only 2% is being farmed due to conflict **there**¹.”

The word **there** in this sentence referred to Democratic Republic of Congo (DRC) which this sentence talked about miles of farmable land where the land is used for grow the high quality of cocoa.

D. Reading Comprehension Page 17

Citation: “Have you ever heard about Seattle? Do you know what and where Seattle is? What do you expect to see and enjoy **there**²?”

The word **there** referred to a location was Seattle. This task talked about Seattle.

Spatial Deixis “This” in Chapter 2

Reflection page 30

Citation: “At the end of **this**¹ chapter, ask yourself the following questions to know your learning progress.”

The word **this** in this sentence referred to chapter 2 where this sentence is the end of chapter that asked students to answer the questions are they understand to the chapter 2.

Spatial Deixis “These” in Chapter 2

Page 18

Citation: “Unless you have allergic to noises, make sure you take time to spot **these**¹ beloved icons.”

The word **these** in this sentence referred to a location is Pike Place Market. This sentence talks about visit Pike Place Market that have so much stands to buy.

Temporal Deixis in Chapter 2

Division	Kind of Expression	Type of Pronoun	Total of Finding Data
Temporal Deixis		Ago	0
		Later	0
		Soon	0
		Today	0
		Yesterday	0
		Tomorrow	0
		Last day	0
		Last week	0
		Last month	0
		Last year	0
		Next week	0
		Next month	0
		Next year	0

There is no temporal deixis found in chapter 2.

Person Deixis in Chapter 3

Division	Kind of Expression	Type of Pronoun	Number of Finding Data		
First Person	Singular	I	4		
		Me	2		
	Plural	My	1		
		Myself	0		
		Mine	0		
		We	0		
		Us	0		
		Our	0		
		Our self	0		
		Ours	0		
		Second Person		You	33
				Your	19
		Yours	0		
		Yourself	1		
		Yourselves	0		
Third Person	Singular	He	1		
		Him	1		
		His	2		
		She	0		
		Her	1		
		Herself	0		
		It	0		

	Plural	They	2
		Their	2
		Them	1
		Themselves	0

First Person Deixis “I” in Chapter 3

Dialog 1 page 37

Citation: “A: I¹ think ___”

The word **I** in this sentence referred to the students. This is a dialog between 2 persons talked about captions.

Dialog 2 page 37

Citation: “B: I² like caption number 4.”

The word **I** in this sentence referred to the students. The dialog part B like caption number 4.

Citation: “A: I³ like number 5 best.”

The word **I** in this sentence referred to the students. The dialog part A like caption number 5.

Citation: “B: I⁴ like it, too. The words also _____”

The word **I** in this sentence referred to the students. The dialog part B like caption number 5 too.

First Person Deixis “Me” in Chapter 3

Dialog 1 page 37

Citation: “B: Can you tell **me**¹ why you like it?”

The word **me** in this sentence referred to the students who is reading this dialog. This is a dialog between 2 persons talked about captions.

Page 40

Citation: “Show **me**² your driving license.”

The word **me** in this sentence referred to the police in the picture. The police stop the boy who drives a bike.

First Person Deixis “My” in Chapter 3

Page 40

Citation: “Oh, **my**¹ goodness!”

The word **my** in this sentence referred to the boy which is stopped by police.

Second Person Deixis “You” in Chapter 3

A. Warmer page 32

Citation: “Work in pairs. Your teacher will show **you**¹ a fragment of a mute film, so **you**² can see the actions but **you**³ cannot hear the voices.”

The word **you** in this sentence referred to the students. This instruction asked students to work in groups and the teacher will show a movie to the students without voices so the students cannot hear the voices from the movie.

Citation: “What **you**⁴ should do is guessing what is said by the characters in the film.”

The word **you** in this sentence referred to the students. This instruction asked students to guess what the characters said in the movie.

Citation: “Your teacher will pause in certain points to give **you**⁵ time to write down the possible conversations between the speakers.”

The word **you** in this sentence referred to the students. The instructions said will give the students time to write down what students guess by the characters in the movie said.

Task 2 page 34

Citation: “Answer the questions to help **you**⁶ understand them better.”

The word **you** in this sentence referred to the students. This instruction asked students to answer the question that given.

Citation: “1. Can **you**⁷ mention some attitude problems?”

The word **you** in this sentence referred to the students. This is a question number 1 and its about attitude problem based on the pictures.

Citation: “7. What does friendship mean to **you**⁸?”

The word **you** in this sentence referred to the students. This is a question number 7 and its about meaning friendship.

Citation: “9. What do **you**⁹ think about the quote in this caption?”

The word **you** in this sentence referred to the students. This is a question number 9 and its about friendship based on the pictures.

Citation: “10. What do **you**¹⁰ think about the picture? Is the man happy?
What does this man symbolize?”

The word **you** in this sentence referred to the students. This is a question number 10 and its about quotes from Albert Einstein.

Task 4 page 36

Citation: “Where can **you**¹¹ find these captions?”

The word **you** in this sentence referred to the students. This is ask where usually students can find the caption based on the picture.

Dialog 1 page 37

Citation: “A: Which caption(s) do **you**¹² like?”

The word **you** in this sentence referred to the students. This question asked students which one caption they like.

Citation: “A: Why do **you**¹³ think so?”

The word **you** in this sentence referred to the students. This is a response to the question before.

Citation: “B: What about **you**¹⁴, which one(s) do **you**¹⁵ like?”

The word **you** in this sentence referred to the students. This is a response to the question before.

Citation: “B: Can you tell me why **you**¹⁶ like it?”

The word **you** in this sentence referred to the students. This is a dialog between 2 persons talked about captions.

Citation: “B: Do **you**¹⁷ think the description in caption 1 reflects the content of the chart?”

The word **you** in this sentence referred to the students. This is a dialog between 2 persons talked about caption 1 reflects the content of the chart.

Dialog 2 page 37

Citation: “B: What about **you**¹⁸, which one do **you**¹⁹ like the best?”

The word **you** in this sentence referred to the students. This is a dialog between 2 persons and they talked about which caption the student like the most.

Citation: “A: Do **you**²⁰ agree with the words written in caption 1?”

The word **you** in this sentence referred to the students. This is dialog ask about words in caption 1.

Task 1 page 39

Citation: “The words that **you**²¹ choose depend on the message that **you**²² want to send to your reader.”

The word **you** in this sentence referred to the students. This instruction written that the words on caption would you writes is depend on the message that you want to send to reader.

Page 40

Citation: “From the picture above, **you**²² can create different kinds of caption.”

The word **you** in this sentence referred to the students. This sentence wrote that from the picture the students can create many kinds of captions.

Citation: “**You**²³ can write “Poor boy!” to show your sympathy to the boy.”

The word **you** in this sentence referred to the students. From the picture the students can write poor boy as example of caption.

Citation: “**You**²⁴ can also write down, “Show me your driving license”.”

The word **you** in this sentence referred to the students. From the picture the students can write caption like the words above.

Citation: “**You**²⁵ might want to write, “Oh, my goodness!”

The word **you** in this sentence referred to the students. From the picture the students might write another example of caption based on picture.

Citation: “**You**²⁶ can also put the words in different positions to create the best layout.”

The word **you** in this sentence referred to the students. The students can put the words in everywhere the students want.

Page 41

Citation: “Activities in groups. How do **you**²⁷ do it?”

The word **you** in this sentence referred to the students. This sentence is a title for students’ task.

Reflection page 42

Citation: “1. Do **you**²⁸ know why people write captions?”

The word **You** in this sentence referred to the students. This sentence is a question to know the learning progress. This question is about why people write captions.

Citation: “2. Where do **you**²⁹ usually find captions?”

The word **You** in this sentence referred to the students. This sentence is a question to know the learning progress. This question is about where the students usually find a caption.

Citation: “4. Do **you**³⁰ know how to write texts accompanying captions?”

The word **You** in this sentence referred to the students. This sentence is a question to know the learning progress. This question is about how to write texts accompanying captions.

Citation: “5. What can **you**³¹ learn from this chapter?”

The word **You** in this sentence referred to the students. This sentence is a question to know the learning progress.

Citation: “6. Do **you**³² have any difficulties in understanding and writing captions?”

The word **You** in this sentence referred to the students. This sentence is a question to know the learning progress. This question ask students understand to write caption.

Citation: “If **you**³³ answer "no" to any of the questions above, please discuss it with your friends or consult it with your teacher.”

The word **You** in this sentence referred to the students. This sentence is a question to know the learning progress. Consult to the teacher if you still confuse about writing caption.

Second Person Deixis “Your” in Chapter 3

A. Warmer page 32

Citation: “Work in pairs. **Your**¹ teacher will show you a fragment of a mute film, so you can see the actions but you cannot hear the voices.”

The word **you** in this sentence referred to the teacher. This instruction asked students to work in groups and the teacher will show a movie to the students without voices so the students cannot hear the voices from the movie.

Citation: “**Your**² teacher will pause in certain points to give you time to write down the possible conversations between the speakers.”

The word **you** in this sentence referred to the teacher. The instructions said will give the students time to write down what students guess by the characters in the movie said.

B. Reading Captions page 32

Citation: “Task 1: Discuss with **your**³ chair-mate which ones are captions.”

The word **your** in this sentence referred to students’ chair-mate. This task ask students to work with their chair-mate and discuss about the pictures which ones are captions.

Page 35

Citation: “5. Explain **your**⁴ quotes to **your**⁵ friends.”

The word **your** in this sentence referred to students’ friend quotes. This is question number 5 that ask students to make their own quotes about nature and explain it.

Citation: “6. Compare **your**⁶ quotes and the quote in the caption.”

The word **your** in this sentence referred to the students’ quotes. This question ask to compare quotes to friends.

Citation: “11. Write **your**⁷ own caption inside this photo.”

The word **your** in this sentence referred to the students' own quotes. This question ask to write their own caption.

Task 3 page 35

Citation: "Discuss with **your**⁸ friends the following points"

The word **your** in this sentence referred to the students. This question ask to discuss several questions with friends.

Task 4 page 36

Citation: "Discuss with **your**⁹ chair-mate to find the answer. Write down **your**¹⁰ answer in the space below."

The word **your** in this sentence referred to the students. This question ask to discuss several questions with friends.

Page 38

Citation: "Continue having a chat with **your**¹¹ friends about each caption. Express **your**¹² opinions to **your**¹³ friends and respond to their opinions."

The word **your** in this sentence referred to the students. This instruction asked students to express and respond the caption each other.

Task 6 page 38

Citation: "Discuss with **your**¹⁴ friends by focusing on three things"

The word **your** in this sentence referred to the students. This instruction asked students to discuss about caption from previous page.

Task 1 page 39

Citation: “The words that you choose depend on the message that you want to send to **your**¹⁵ reader.”

The word **your** in this sentence referred to the reader. This instruction written that the words on caption would you writes is depend on the message that you want to send to reader.

Page 40

Citation: “Show me **your**¹⁶ driving license.”

The word **your** in this sentence referred to the boy who drive a bike in the picture. The words said by police.

Task 2 page 40

Citation: “Distribute them to **your**¹⁷ friends and ask them to write a caption on each picture.”

The word **your** in this sentence referred to students’ friends. This instruction asked students to share some pictures to friends and ask the students’ friends in the group to make caption for each picture.

Page 42

Citation: “If you answer "no" to any of the questions above, please discuss it with **your**¹⁸ friends or consult it with **your**¹⁹ teacher.”

The word **Your** in this sentence referred to the students' friends . This sentence is a question to know the learning progress. Consult to the teacher if you still confuse about writing caption.

Second Person Deixis “He” in Chapter 3

Reflection page 42

Citation: “At the end of this chapter, ask **yourself**¹ the following questions to know your learning progress.”

The word **yourself** in this sentence referred to students to know the learning progress.

Third Person Deixis “He” in Chapter 3

Page 40

Citation: “You might want to write, “Oh, my goodness!” to echo the boy's mind why the police should stop him while **he**¹ is only riding his bicycle or the police is thinking why the boy wears a safety helmet for a motor rider.”

The word **he** in this sentence referred to the boy who drives a bike. In the picture the boy drive a bike but wear helmet for motor rider.

Third Person Deixis “Him” in Chapter 3

Page 40

Citation: “You might want to write, “Oh, my goodness!” to echo the boy’s mind why the police should stop **him**¹ while he is only riding his bicycle or the police is thinking why the boy wears a safety helmet for a motor rider.”

The word **him** in this sentence referred to the boy who drive a bike. In the picture the boy drive a bike but wear helmet for motor rider.

Third Person Deixis “His” in Chapter 3

Page 40

Citation: “You might want to write, “Oh, my goodness!” to echo the boy’s mind why the police should stop **him** while he is only riding **his**¹ bicycle or the police is thinking why the boy wears a safety helmet for a motor rider.”

The word **his** in this sentence referred to the boy who drive a bike. In the picture the boy drive a bike but wear helmet for motor rider.

Activities in groups page 41

Citation: “The first student will start by distributing a copy of **his**² or her caption to each student in the group.”

The word **his** in this sentence referred to the first student who will distribute a caption copy.

Third Person Deixis “Her” in Chapter 3

Activities in groups page 41

Citation: “The first student will start by distributing a copy of his or **her**¹ caption to each student in the group.”

The word **his** in this sentence referred to the first student who will distribute a caption copy.

Third Person Deixis “They” in Chapter 3

Task 6 page 38

Citation: “1) Wheter **they**¹ are good”

The word **they** in this sentence referred to captions in previous page. This question is about wheter the captions are good.

Citation: “2) What messages **they**² express”

The word **they** in this sentence referred to captions in previous page. This question is about messages that captions want to deliver

Third Person Deixis “Their” in Chapter 3

Page 38

Citation: “Continue having a chat with your friends about each caption.

Express your opinions to your friends and respond to **their**¹ opinions.”

The word **their** in this sentence referred to the students opinions. This instruction asked students to express and respond the caption each other.

Page 41

Citation: “After that, the students show the caption to **their**² friends and explain the message in it.”

The word **their** in this sentence referred to students’ friend in a group. This instruction the students should show the caption and explain the message in the caption.

Third Person Deixis “Them” in Chapter 3

Task 2 page 34

Citation: “Answer the questions to help you understand **them**¹ better.”

The word **them** in this sentence referred to pictures that students should answer the question based on the pictures.

Spatial Deixis in Chapter 3

Division	Kind of Expression	Type of Pronoun	Number of Finding Data
Spatial Deixis	Singular	This	4
		Here	0
		There	0
		That	0
	Plural	These	4
		Those	0

Spatial Deixis “This” in Chapter 3

Page 35

Citation: “10. What do you think about the picture? Is the man happy?

What does **this**¹ man symbolize?”

The word **this** in this sentence referred to the Albert Einstein. This is a question number 10 and its about quotes from Albert Einstein based on the picture.

Citation: “11. Write your own caption inside **this**² photo.”

The word **this** in this sentence referred to available photo for this question. This question asks to write their own caption.

Reflection page 42

Citation: “At the end of **this**³ chapter, ask yourself the following questions to know your learning progress.”

The word **this** in this sentence referred to the chapter 3 where this sentence is the end of chapter that asked students to answer the questions are they understand to the chapter 3.

Citation: “5. What can you learn from **this**⁴ chapter?”

The word **this** in this sentence referred to chapter 3. This question ask students what they get from chapter 3 about caption.

Spatial Deixis “These” in Chapter 3

Task 2 page 34

Citation: “Observe **these**¹ pictures and photos. What are **these**² pictures and photos trying to say?”

The word **these** in this sentence referred to pictures that students should see and answer the questions based on the picture.

Task 4 page 36

Citation: “Where can you find **these**³ captions?”

The word **these** in this sentence referred to the captions. This is ask where usually students can find the caption based on the picture.

Task 5 page 37

Citation: “Then, play **these**⁴ roles in front of the class.”

The word **these** in this sentence referred to the roles in task 1 and students asked to play roles in front of the class.

Temporal Deixis in Chapter 3

Division	Kind of Expression	Type of Pronoun	Number of Finding Data
Temporal Deixis		Ago	0
		Later	0
		Soon	0
		Today	0
		Yesterday	0
		Tomorrow	0
		Last day	0
		Last week	0
		Last month	0
		Last year	0
		Next week	0
		Next month	0
		Next year	0

In chapter 3, there is no temporal deixis.

Person Deixis in Chapter 4

Division	Kind of Expression	Type of Pronoun	Number of Finding Data
First Person	Singular	I	20
		Me	2
		My	11
		Myself	0
		Mine	0
	Plural	We	1
		Us	2
		Our	6
		Our self	0
		Ours	0
Second Person		You	38
		Your	25
		Yours	0
		Yourself	2
		Yourselves	0
Third Person	Singular	He	4
		Him	1
		His	1
		She	7
		Her	9
		Herself	0
		It	0
	Plural	They	1
		Their	2
		Them	0

First Person Deixis “I” in Chapter 4

Task 1 page 50

Citation: “**I**¹ am writing to you in response to your advertisement for a local branch manager newspaper appeared in the JawaPos on Sunday, June 15.”

The word **I** in this sentence referred to LilisHandayani as applicant. Lilis wrote in her letter that she knew from newspaper in Jawa Pos.

Citation: “**I**² also developed time management tools for staff using Access and Excel from Microsoft's Office Suite.”

The word **I** in this sentence referred to LilisHandayani as applicant. Lilis wrote she developed time management tools for staff using Access and Excel from Microsoft’s Office Suite.

Citation: “**I**³ look forward to the opportunity to personally discuss why **I**⁴ am particularly suited for this position.”

The word **I** in this sentence referred to LilisHandayani as applicant. Lilis hope the personel manager can call Lilis to go to the next step.

Citation: “**I**⁵ can be reached via telephone number 031-858564 or by email at lilish@yahoo.com.”

The word **I** in this sentence referred to LilisHandayani as applicant. Lilis wrote her number and email if the personel manager wants to contact her.

Citation: “4. I⁶ support Eva Tuarita to be the new head of our student association because she possesses all the _____ to be a good leader for us.”

The word **I** in this sentence referred to the speaker who said this sentence.

Citation: “5. RatuTita has written a letter addressed to the principal of our school asking permission not to attend classes for 2 days because she and I⁷ will join an English speech competition.”

The word **I** in this sentence referred to the speaker who said this sentence. This sentence explain that the speaker cannot attend classes because the speaker and Ratu Tita join an English speech competition.

Task 1 page 53

Citation: “1. I⁸ am particularly suited to this position.”

The word **I** in this sentence referred to William Smith. The speaker feels that he suited for the position in a job.

Citation: “2. I⁹ can also be reached by email.”

The word **I** in this sentence referred to William Smith. The speaker explains that he can be reached by email.

Citation: “**I**¹⁰ am writing to apply for the programmer position advertised in the Times Union.”

The word **I** in this sentence referred to John Donaldson as an applicant who writes this letter.

Citation: “As requested, **I**¹¹ am enclosing a completed job application, my certification, my resume and three references.”

The word **I** in this sentence referred to John Donaldson as an applicant who writes this application letter.

Citation: “**I**¹² believe that my strong technical experience and education will make me a very competitive candidate for this position.”

The word **I** in this sentence referred to John Donaldson.

Citation: “The key strengths that **I**¹³ possess for success in this position include: **I**¹⁴ have successfully designed, developed, and supported live use applications.

The word **I** in this sentence referred to John Donaldson. John explain his skills in his application letter.

Citation: “**I**¹⁵ strive for continued excellence, and **I**¹⁶ provide exceptional contributions to customer service for all customers.”

The word **I** in this sentence referred to John Donaldson. John explain his skills in his application letter.

Citation: “**I**¹⁷ have a full understanding of the full life cycle of a software development project. **I**¹⁸ also have experience in learning and excelling at new technologies as needed.”

The word **I** in this sentence referred to John Donaldson. John explain his skills in his application letter.

Citation: “**I**¹⁹ can be reached anytime via email at john.donaldsonemailexample.com or my cell phone, 909-555-5555.”

The word **I** in this sentence referred to John Donaldson. John gave his email and phone number to Mr. Sebastian to contact him.

Citation: “**I**²⁰ look forward to speaking with you about this employment opportunity.”

The word **I** in this sentence referred to John Donaldson. John really hope that he can join in Prosperous Company.

First Person Deixis “Me” in Chapter 4

Task 1 page 50

Citation: “Please call **me**¹ after 4.00 p.m. to suggest a time we may meet”

The word **me** in this sentence referred to LilisHandayani. Lilis wrote on her application letter that she can be contact after 4.00 pm.

Page 57

Citation: “I believe that mystrong technical experience and education will make **me**² a very competitive candidate for this position.”

The word **me** in this sentence referred to John Donaldson’s strong technical experience and education.

First Person Deixis “My” in Chapter 4

Task 1 page 50

Citation: “. As you can see from **my**¹ enclosed resume, **my**² experience and qualifications match this position's requirements.”

The word **my** in this sentence referred to her file that her enclosed to Jeans and Co.

Citation: “**My**³ current position, managing the local branch of a national shoe retailer”

The word **my** in this sentence referred toLilisHandayani.Lilis explain her position, managing the local branch of a national shoe retailer.

Citation: “where it is essential to be able to work closely with **my**⁴ colleagues in order to meet sales deadlines.”

The word **my** in this sentence referred toLilisHandayani’s colleagues.

Citation: “In addition to **my**⁵ responsibilities as manager”

The word **my** in this sentence referred to Lilis Handayani’s responsibilities. Lilis explain that her responsibilities as manager.

Citation: “I am enclosing a completed job application, **my**⁶ certification, **my**⁷ resume and three references.”

The word **my** in this sentence referred to John Donaldson certification and his resume.

Citation: “I believe that **my**⁸ strong technical experience and education will make me a very competitive candidate for this position.”

The word **my** in this sentence referred to John Donaldson’s strong technical experience and education.

Citation: “Please see **my**⁹ resume for additional information on **my**¹⁰ experience.”

The word **my** in this sentence referred to John Donaldson’s resume. John attach his resume for additional information.

Citation: “I can be reached anytime via email at john.donaldsonemailexample.com or **my**¹¹ cell phone, 909-555-5555.”

The word **my** in this sentence referred to John Donaldson's cell phone. John
enclose his phone number and his email.

First Person Deixis "We" in Chapter 4

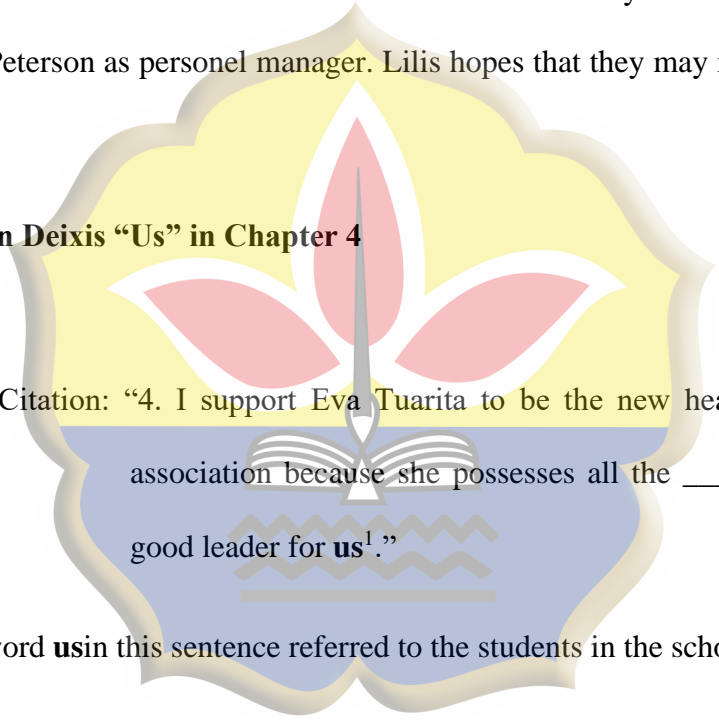
Task 1 page 50

Citation: "Please call me after 4.00 p.m. to suggest a time **we**¹ may meet"

The word **we** in this sentence referred to LilisHandayani as an applicant and
Mr. Frank Peterson as personel manager. Lilis hopes that they may meet to talk about
the job.

First Person Deixis "Us" in Chapter 4

Page 52



Citation: "4. I support Eva Tuarita to be the new head of our student
association because she possesses all the _____ to be a
good leader for **us**¹."

The word **us**in this sentence referred to the students in the school.

Citation: "Some of **us**² also went there together bringing her favorite
fruit."

The word **us**in this sentence referred to the teacher and the speaker who visited
another teacher who has been sick.

First Person Deixis “Our” in Chapter 4

Page 52

Citation: “4. I support Eva Tuarita to be the new head of **our**¹ student association because she possesses all the _____ to be a good leader for us.”

The word **our** in this sentence referred to the speaker and Eva as students association.

Citation: “5. RatuTita has written a letter addressed to the principal of **our**² school asking permission not to attend classes for 2 days because she and I will join an English speech competition.”

The word **our** in this sentence referred to the speaker and RatuTita.

Citation: “the letter is **our**³ completed application letter to join the event, which is also signed by **our**⁴ English teacher.”

The word **our** in this sentence referred to the speaker and RatuTita. The speaker said that this is for completed application letter to join the English speech competition.

Citation: “6. As good _____, **our**⁵ teachers visited **our**⁶ English teacher who has been sick for a week”

The word **our** in this sentence referred to the teachers. Other teachers want to visit English teacher who has been sick.

Second Person Deixis “You” in Chapter 4

Chapter 4 page 43

Citation: “Do **You**¹ Know How to Apply for a Job?”

The word **you** in this sentence referred to students. This is a title of chapter 4.

A. Warmer page 44

Citation: “Your teacher will divide the class into 4 groups and show **you**² how to play boardgame (mindmap).”

The word **you** in this sentence referred to students. This is an instruction how to play boardgame.

Page 48

Citation: “Discuss with your friend next to **you**³ what job **you**⁴ want to have in the future.”

The word **you** in this sentence referred to students. This instruction asks students to discuss about job that wanted for the future.

Citation: “**You**⁵ have five minutes to do the activity.”

The word **you** in this sentence referred to students. This instruction gives 5 minutes to do the activity.

Task 1 page 50

Citation: “As **you**⁶ read, try to figure out the answers to the following questions.”

The word **you** in this sentence referred to students. The students asked to read a application letter and answer the questions.

Citation: “Do **you**⁷ think that someday **you**⁸ will write a text like that?”

The word **you** in this sentence referred to students.

Citation: “Do **you**⁹ know the names of the parts of the text marked by the numbers and the meaning of the words in italics in the text?”

The word **you** in this sentence referred to students. This is a question that students should answer.

Task 1 page 50

Citation: “I am writing to **you**¹⁰ in response to your advertisement for a local branch manager newspaper appeared in the JawaPos on Sunday, June 15.”

The word **you** in this sentence referred to Mr. Frank Peterson as Personnel Manager. Lilis wrote in her letter that she knew from newspaper in Jawa Pos.

Citation: “. As **you**¹¹ can see from my enclosed resume, my experience and qualifications match this position's requirements.”

The word **you** in this sentence referred to Mr. Frank Peterson as Personnel Manager. Lilis enclose her resume, experience and qualifications.

Citation: “Thank **you**¹² for your time and consideration.”

The word **you** in this sentence means the expression of being grateful.

Task 2 page 51

Citation: “9. Do **you**¹³ think that Lilis is confident about her competence?

How do **you**¹⁴ know?”

The word **you** in this sentence referred to the students. This question ask to students is she confident to apply the job.

Task 3 page 51

Citation: “Do **you**¹⁴ still have questions?”

The word **you** in this sentence referred to the students. This is ask students is they have questions about application letter.

Citation: “If **you**¹⁵’re not sure, check the answers with the teachers.”

The word **you** in this sentence referred to the students. If the students still confuse or not sure to the answer the students can ask to the teacher.

Task page 51

Citation: “As **you**¹⁶ already know the meaning of the (new) words in vocabulary builder”

The word **you** in this sentence referred to the students.

Citation: “Don’t forget to attach your in your application letter and don’t forget to include all of the certificates of trainings **you**¹⁷ have attended.”

The word **you** in this sentence referred to the applicant who wants to apply a job.

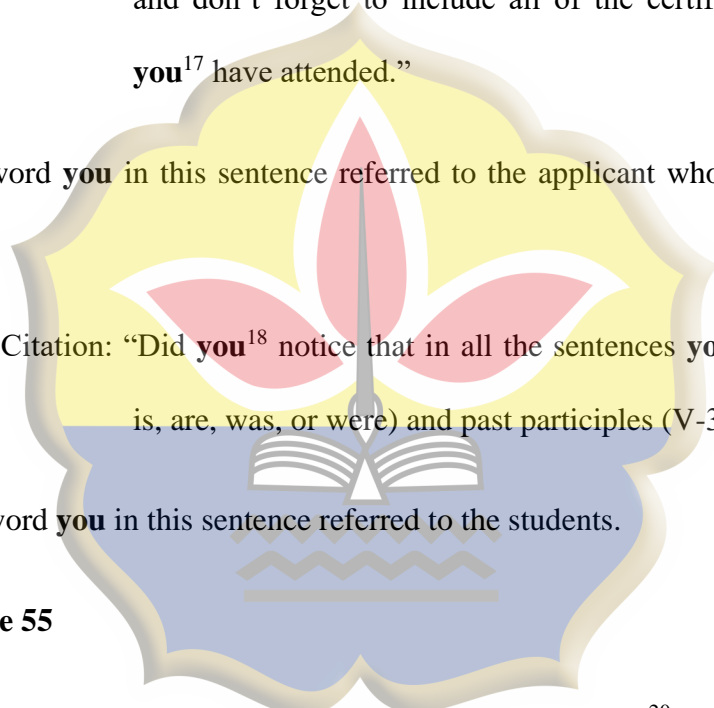
Citation: “Did **you**¹⁸ notice that in all the sentences **you**¹⁹ found be (am, is, are, was, or were) and past participles (V-3)?”

The word **you** in this sentence referred to the students.

Task 1 page 55

Citation: “2. The address of the company **you**²⁰ are writing to. Use complete title and address; don't abbreviate.”

The word **you** in this sentence referred to the applicant who wants to write application letter.



Citation: “4. Opening paragraph – Use this paragraph to specify which job **you**²¹ are applying for, or, if **you**²² are writing to inquire whether a job position is open, question the availability of an opening.”

The word **you** in this sentence referred to the applicant who wants to write application letter.

Citation: “but give strong reasons why **you**²³ are suited to the position.”

The word **you** in this sentence referred to the applicant. This part of application letter wrote that the applicant should give strong reasons to the position.

Citation: “Make it easy for the personnel department to contact **you**²⁴ by providing your telephone number and email address.”

The word **you** in this sentence referred to the applicant.

Citation: “7. Where do **you**²⁵ put your signature?”

The word **you** in this sentence referred to the applicant. This is a question to the students ask where the applicant should put the signature.

Citation: “8. What do **you**²⁶ need to consider in writing an application letter?”

The word **you** in this sentence referred to the applicant.

Task 1 page 58

Citation: “Read the vacancy and consider whether **you**²⁷ meet the qualification or not.”

The word **you** in this sentence referred to the students. Students should read and consider the job vacancy whether they find the qualification or not.

Citation: “If **you**²⁸ think **you**²⁹ have the confidence and the capability in **you**³⁰, then **you**³¹ are more than welcome to apply.”

The word **you** in this sentence referred to the reader. This is an example of job vacancy who wants to find new employee.

Task 2 page 59

Citation: “Use these points about parts of application letters to help **you**³².”

The word **you** in this sentence referred to the students. The instruction asks students to write application letter to respond the job vacancy.

Task 3 page 59

Citation: “Analyze whether **you**³³ can find the parts of application letters that **you**³⁴ have learned.”

The word **you** in this sentence referred to the students. The instruction asks students to analyze the application letters that have learned.

Reflection page 60

Citation: “1. Do **you**³⁵ understand the purpose of an application letter?”

The word **you** in this sentence referred to the students. This question ask students whether they understand to the purpose of an application letter or not.

Citation: “2. Do **you**³⁶ know what information appears in an application letter?”

The word **you** in this sentence referred to the students. This question ask students whether they know the information appears in application letter or not.

Citation: “3. Do **you**³⁷ know how to write an application letter?”

The word **you** in this sentence referred to the students. This question ask students whether they know how to write an application letter or not.

Citation: “If your answer is "no" to one of these questions, see your teacher and discuss with him/her on how to make **you**³⁸ understand and be able to write or talk about yourself better.”

The word **you** in this sentence referred to the students.

Second Person Deixis “Your” in Chapter 4

B. Warmer page 44

Citation: “**Your**¹ teacher will divide the class into 4 groups and show you how to play boardgame (mindmap).”

The word **your** in this sentence referred to students. This is an instruction how to play boardgame.

Page 48

Citation: “Discuss with **your**² friend next to you what job you want to have in the future.”

The word **your** in this sentence referred to students’ friends. This instruction ask students to discuss about job that wanted for the future.

Task page 49

Citation: “Task: Listen and repeat after **your**³ teacher.”

The word **your** in this sentence referred to the teacher. This instruction asked students to listen and repeat after teacher said the word.

Citation: “Listen and repeat after **your**⁴ teacher says the words below.
Practice more to perfect **your**⁵ pronunciation.”

The word **your** in this sentence referred to the teacher. This instruction asked students to listen and repeat after teacher said the word.

Task 1 page 50

Citation: “I am writing to you in response to **your**⁶ advertisement for a local branch manager newspaper appeared in the JawaPos on Sunday, June 15.”

The word **your** in this sentence referred to advertisement that Jeans and Co publish. Lilis wrote in her letter that she knew from newspaper in Jawa Pos.

Citation: “Thank you for **your**⁷ time and consideration.”

The word **your** in this sentence referred to the personel manager’s time.

Task 3 page 51

Citation: “Write down **your**⁸ questions and take turns asking and answering the questions with **your**⁹ partner.”

The word **your** in this sentence referred students’ partner. The students and her/his partner should answer the questions.

Citation: “Compare your answers to **your**¹⁰ partner’s.”

The word **your** in this sentence referred students’ partner. The students and her/his partner asked to compare their answer.

Citation: “Identify relevant words (data) from the text to support **your**¹¹ answers.”

The word **your** in this sentence referred students’ answer. The students check the data and their answer are there relevant.

Citation: “Don’t forget to attach **your**¹² in**your**¹³ application letter and don’t forget to include all of the certificates of trainings you have attended.”

The word **your** in this sentence referred application letter. The speaker remind to do not forget to attach application letter.

Task 1 page 55

Citation: “1. **Your**¹⁴ address”

The word **your** in this sentence referred to applicant’s address. This is parts of the application letter.

Citation: “This section should be used to highlight **your**¹⁵ work experience which most closely matches the desired job requirements presented in the job opening advertisement.”

The word **your** in this sentence referred to the applicant’s work experience.

Citation: “Do not simply restate what is contained in **your**¹⁶ resume, but give strong reasons why you are suited to the position.”

The word **your** in this sentence referred to the applicant’s resume.

Citation: “Make it easy for the personnel department to contact you by providing **your**¹⁷ telephone number and email address.”

The word **your** in this sentence referred to the applicant’s telephone number.

Citation: “Always sign the application letter. ("enclosure" indicates that you are enclosing **your**¹⁸ resume.)”

The word **your** in this sentence referred to the applicant's resume. The last parts of application letter assign the application letter.

Citation: "7. Where do you put **your**¹⁹ signature?"

The word **your** in this sentence referred to the applicant's signature. This is a question to the students ask where the applicant should put the signature.

Task 3 page 58

Citation: "Then, compare **your**²⁰ questions to the ones made by other pairs."

The word **your** in this sentence referred to the students' questions.

Task 2 page 59

Citation: "1. Write **your**²¹ address."

The word **your** in this sentence referred to the applicant's address. This is parts of the application letter. The first thing is put the applicant address.

Citation: "2. Write the address of the company **your**²² application letter is sent to."

The word **your** in this sentence referred to the company's address. This is parts of the application letter. Do not forget to write the company's address.

Citation: "5. Write down specific information to indicate that **your**²³ capability matches the position."

The word **your** in this sentence referred to the applicant. This is parts of the application letter. The applicant should write on her or his application letter the specific information.

Citation: “7. Sign **your**²⁴ application letter.”

The word **your** in this sentence referred to the applicant sign. The last but not least the applicant should sign his or her application letter.

Reflection page 60

Citation: “At the end of this chapter, ask yourself the following questions to know **your**²⁵ learning progress.”

The word **your** in this sentence referred to learning progress of the students.

Second Person Deixis “Yourself” in Chapter 4

Reflection page 60

Citation: “At the end of this chapter, ask **yourself**¹ the following questions to know your learning progress.”

The word **yourself** in this sentence referred to the students.

Citation: “If your answer is "no" to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to write or talk about **yourself**² better.”

The word **yourself** in this sentence referred to the students. If the students still do not understand so they can ask to the teacher.

Third Person Deixis “He” in Chapter 4

Page 52

Citation: “8. Fighting? Never. Although Bejo is a great master in martial arts, **he**¹ never takes fighting into his _____ in dealing with problems.”

The word **he** in this sentence referred to Bejo. Bejo is a great master in martial arts.

Page 53

Citation: “**He**² is cleaning the rooms right now.”

The word **he** in this sentence referred to addressee.

Citation: “**He**³ has cleaned the rooms.”

The word **he** in this sentence referred to addressee. The addressee already cleaned the room.

Citation: “1. **He**⁴ manages the local branch of a national shoe retailer.”

The word **he** in this sentence referred to addressee. The addressee manages the local branch of national shoe retailer.

Third Person Deixis “His” in Chapter 4

Page 52

Citation: “8. Fighting? Never. Although Bejo is a great master in martial arts, he never takes fighting into **his**¹ _____ in dealing with problems.”

The word **his** in this sentence referred to Bejo. Bejo is a great master in martial arts.

Third Person Deixis “Him” in Chapter 4

Reflection page 60

Citation: “If your answer is “no” to one of these questions, see your teacher and discuss with **him**¹/her on how to make you understand and be able to write or talk about yourself better.”

The word **him** in this sentence referred to the teacher. The students can discuss about application letter.

Third Person Deixis “She” in Chapter 4

Task 2 page 51

Citation: “8. What other responsibilities does **she**¹ have at the moment?”

The word she in this sentence referred to Lilis Handayani as an applicant. The question asks what responsibilities that Lilis have.

Citation: “4. I support Eva Tuarita to be the new head of our student association because **she**² possesses all the _____ to be a good leader for us.”

The word **she** in this sentence referred to Eva Tuarita.

Citation: “5. RatuTita has written a letter addressed to the principal of our school asking permission not to attend classes for 2 days because **she**³ and I will join an English speech competition.”

The word **she** in this sentence referred to Ratu Tita, which the speaker and Ratu Tita will join an English speech competition.

Citation: “**She**⁴ cleans the room every day.”

The word **she** in this sentence referred to the addressee.

Citation: “**She**⁵ cleaned the room yesterday afternoon.”

The word **she** in this sentence referred to the addressee.

Citation: “**She**⁶ has cleaned the room.”

The word **she** in this sentence referred to the addressee. The addressee already cleaned the room.

Page 54

Citation: “4. **She**⁷ will enclose her resume in the application letter.”

The word **she** in this sentence referred to the addressee. The addressee will enclose her resume in her application letter.

Third Person Deixis “Her” in Chapter 4

Task 2 page 51

Citation: “7. What has **her**¹ current position provided with?”

The word **her** in this sentence referred to the applicant, Lilis. The question ask what Lilis has current position.

Citation: “10. Does Lilis indicate **her**² willingness for an interview? Find the evidence from the text.”

The word **her** in this sentence referred to the applicant, Lilis. The question ask students to find the evidence of willingness from Lilis.

Page 52

Citation: “1. Siti still cannot hide **her**³ happiness because **her**⁴ investigation report about high school students’ eating habit _____ on a regional newspaper yesterday.”

The word **her** in this sentence referred to Siti’s happiness because siti’s investigation report.

Citation: “2. Butet frequently initiates speaking in English with **her**⁵ classmates because one of the _____ appearing in job vacancy advertisements in the Internet and newspapers require English fluency.”

The word **her** in this sentence referred to Butet’s classmate. This sentence said that Butet frequently initiates speaking in English with her classmate.

Citation: “Some of us also went there together bringing **her**⁶ favorite fruit.”

The word **her** in this sentence referred to teacher who has been sick. The other teachers and the speaker bring her favourite fruit.

Citation: “7. Maya’s calm personality is really _____ for **her**⁷ role as one of the school mediators that help conflicting students to achieve conflict resolution.”

The word **her** in this sentence referred to Maya’s personality. The speaker said that Maya has calm personality which is suit for role as one of the school mediators.

Citation: “4. Shewill enclose **her**⁸ resume in the application letter.”

The word **her** in this sentence referred to the addressee. The addressee will enclose her resume in her application letter.

Citation: “If your answer is "no" to one of these questions, see your teacher and discuss with him/**her**⁹ on how to make you understand and be able to write or talk about yourself better.”

The word **her** in this sentence referred to the teacher. The students can discuss about application letter.

Third Person Deixis “They” in Chapter 4

Page 54

Citation: “**They**¹ will clean the rooms.”

The word **they** referred to the the addressee more than 1 person.

Third Person Deixis “Their” in Chapter 4

Page 52

Citation: “3. Students of XII E class made a class pledge stating **their**¹ commitment to stop bullying _____ create positive classroom atmosphere for every class member.”

The word **their** in this sentence referred to students of XII E class. The students create positive classroom atmosphere for every class member.

Job Vacancy page 59

Citation: “Interested candidates should send **their**² CV and scanned photograph to: Apika Plaza Ltd., Jl. A. Yani 25, Sukamakmur 65126”

The word **their** in this sentence referred to the applicants who wanted to apply in this job vacancy.

Spatial Deixis in Chapter 4

Division	Kind of Expression	Type of Pronoun	Number of Finding Data
Spatial Deixis	Singular	This	4
		Here	1
		There	1
		That	0
	Plural	These	3
		Those	0

Spatial Deixis “This” in Chapter 4

Page 56

Citation: “**This**¹ section should be used to highlight your work experience which most closely matches the desired job requirements presented in the job opening advertisement”

The word **this** in this sentence referred to the section parts of application letter that should be used to highlight the applicant work experience.

Page 57

Citation: “I believe that my strong technical experience and education will make me a very competitive candidate for **this**² position.”

The word **this** in this sentence referred to the position of the job. John as the applicant believes can fill the position.

Citation: “The key strengths that I possess for success in **this**³ position include”

The word **this** in this sentence referred to the position of the job. John as the applicant believes can fill the position.

Citation: “Thank you for your time and consideration. I look forward to speaking with you about **this**⁴ employment opportunity.”

The word **this** in this sentence referred to employment opportunity.

Spatial Deixis “Here” in Chapter 4

Task 1 page 58

Citation: “**Here**¹ is a job vacancy appeared in a local newspaper today.”

The word **here** in this sentence referred to job vacancy. The instruction asks students to read the job vacancy and find the qualification.

Spatial Deixis “There” in Chapter 4

Page 52

Citation: “Some of us also went **there**¹ together bringing favorite fruit.”

The word **there** in this sentence referred to where the teacher who has been sick place.

Spatial Deixis “These” in Chapter 4

Task page 51

Citation: “Task: Complete **these**¹ sentences.”

The word **these** referred to several sentences that students should complete it.

Task 1 page 55

Citation: “**These**² are the structures of application letters.”

The word **these** referred to the structures of application letters.

Reflection page 60

Citation: “If your answer is "no" to one of **these**³ questions, see your teacher and discuss with him/her on how to make you understand and be able to write or talk about yourself better.”

The word **these** referred to questions about whether or not the students understand to this chapter.

Spatial Deixis “Those” in Chapter 4

Page 53

Citation: “**Those**¹ sentences are called passive sentences.”

The word **those** is plural form from that. The word **those** in this sentence referred to sentences are called passive sentences.

Temporal Deixis in Chapter 4

Division	Kind of Expression	Type of Pronoun	Number of Finding Data
Temporal Deixis		Ago	0
		Later	0
		Soon	0
		Today	1
		Yesterday	6
		Tomorrow	0
		Days Ago	1
		Days	1
		A week	1
		Last month	0
		Last year	0
		Next week	0
		Next month	0

Temporal Deixis “Today” in Chapter 4

Task 1 page 58

Citation: “Here is a job vacancy appeared in a local newspaper **today**¹.”

The word **today** in this sentence referred to newspaper. The instruction asks students to read the job vacancy and find the qualification.

Temporal Deixis “Yesterday” in Chapter 4

Page 52

Citation: “1. Siti still cannot hide her happiness because her investigation report about high school students’ eating habit _____ on a regional newspaper **yesterday**¹.”

The word **yesterday** means to a day before today. Its referred to related utterance time.

Citation: “7. Several positions were offered in **yesterday**²’s local newspaper.”

The word **yesterday** referred to local newspaper where the newspaper offered several positions.

Page 53

Citation: “She cleaned the room **yesterday**³ afternoon.”

The word **yesterday** means a day before today said by relevant utterance time. This sentence explains that addressee already cleaned the room in yesterday afternoon.

Citation: “The room was cleaned **yesterday**⁴ afternoon.”

The word **yesterday** means a day before today said by relevant utterance time. This sentence explains that addressee already cleaned the room in yesterday afternoon.

Citation: “The cleaning service was cleaning the rooms at 12.00 **yesterday**⁵.”

The word **yesterday** means a day before today said by relevant utterance time. This sentence explains that the cleaning service already cleaned the room in yesterday afternoon at 12:00 o'clock.

Citation: “He couldn't check in at 12.00 noon **yesterday**⁶ because the rooms were being cleaned.”

The word **yesterday** means a day before today said by relevant utterance time. This sentence explains that the cleaning service already cleaned the room in yesterday afternoon at 12:00 o'clock.

Temporal Deixis “Days” in Chapter 4

Page 52

Citation: “5. Ratu Tita has written a letter addressed to the principal of our school asking permission not to attend classes for **2 days** because she and I will join an English speech competition.”

The word **2 days** referred to relevant time said by utterance. **2 days** mean a time as long as today and tomorrow.

Temporal Deixis “A Week” in Chapter 4

Page 52

Citation: “6. As good _____, our teachers visited our English teacher who has been sick for **a week**”

The word **a week** means to the time English teacher who has been sick.

Temporal Deixis “Days Ago” in Chapter 4

Task 1 page 53

Citation: “6. The application letter was sent **three days ago**¹.”

The word **three days ago** referred to the relevant time said by utterance. **Three days ago** means 3 days before today, so this sentence explain that the applicant already sent the letter 3 days ago.

Person Deixis in Chapter 5

Division	Kind of Expression	Type of Pronoun	Number of Finding Data
First Person	Singular	I	2
		Me	0
		My	0
		Myself	0
		Mine	0
	Plural	We	0
		Us	0
		Our	0
		Our self	0
Second Person		Ours	0
		You	44
		Your	30
		Yours	0
		Yourself	2
		Yourselves	0

Third Person	Singular	He	9
		Him	1
		His	0
		She	1
		Her	0
		Herself	0
		It	0
	Plural	They	6
		Their	3
		Them	0

First Person Deixis “I” in Chapter 5

Page 62

Citation: “**I**¹ haven’t had time to think about it _____ **I**² am very, very moved. It was something **I**³ did not _____ at all at any time.”

The word **I** in this sentence referred to Harold Pinter. He is a master of sparse dialog and menacing silences who has been an outspoken critic of the U.S.-led war in Iraq.

Second Person Deixis “You” in Chapter 5

A. Warner page 62

Citation: “Share with your chair-mate an interesting, important, or surprising piece of news that **you**¹ have heard from TV, radio, newspaper, or people around **you**².”

The word **you** in this sentence referred to the students. The students should share the interesting news that they heard.

Citation: “1. Where did **you**³ get the news item from? Did **you**⁴ get it from TV, radio, newspaper, or people around **you**⁵?”

The word **you** in this sentence referred to the students. This question asks where the students get the news.

Citation: “5. Do **you**⁶ consider the news item interesting, important, or surprising? Why do **you**⁷ think so?”

The word **you** in this sentence referred to the students. This question asks why the news that students got is interesting.

Listening page 63

Citation: “Check whether **you**⁸ can answer the questions following that.”

The word **you** in this sentence referred to the students. The students asked to check whether they can answer the question or not.

Citation: “Answer the following questions correctly based on the news **you**⁹ have just heard.”

The word **you** in this sentence referred to the students. The students asked to answer the questions correctly.

Citation: “6. How serious was the violation? Why do **you**¹⁰ think so?”

The word **you** in this sentence referred to the students. The students asked about the news.

Citation: “7. Are **you**¹¹ in favor of Mr. Subagio’s decision or against it? Why?”

The word **you** in this sentence referred to the students. The students asked which are they choose from Mr. Subagio’s decision.

Task 2 page 66

Citation: “1. Do **you**¹² know reported speech? In which text did **you**¹³ find reported speech?”

The word **you** in this sentence referred to the students. The question asks students about reported speech.

Citation: “2. Do **you**¹⁴ think that reported speech is commonly found in texts like Text 2? Why do **you**¹⁵ think so?”

The word **you** in this sentence referred to the students. The question asks students about reported speech.

Task 3 page 66

Citation: “Do **you**¹⁶ have any questions so far about the two texts?”

The word **you** in this sentence referred to the students. The question asks students about the two texts.

Citation: “Before **you**¹⁷ read the following news item about tenants of apartments, talk about these things in small groups.”

The word **you** in this sentence referred to the students. The students asked to read the news items about tenants of apartments and discuss it with their group.

Page 67

Citation: “1. Do **you**¹⁸ find any apartment in your towns or cities?”

The word **you** in this sentence referred to the students. The question asks about is there is apartment in the students’ town or cities.

Citation: “5. Can **you**¹⁹ think of the advantages or disadvantages of living in an apartment compared to living in a house?”

The word **you** in this sentence referred to the students. The question asks about the advantages and disadvantages of living in an apartment compared to living in a house.

Citation: “4. Why do **you**²⁰ think living in an apartment is getting popular?”

The word **you** in this sentence referred to the students. The question asks about living in an apartment is getting popular or not.

Citation: “. Can **you**²¹ identify some regulations of living in an apartment? What are they?”

The word **you** in this sentence referred to the students. The question asks about can the students identify some regulations of living in an apartment.

Citation: “7. Did **you**²² find any information about who in the text?”

The word **you** in this sentence referred to the students. This question asks can the students find any information about who in the text.

Citation: “8. Did **you**²³ find any information about where in the text?”

The word **you** in this sentence referred to the students. This question asks can the students find any information about where in the text.

Citation: “9. Did **you**²⁴ find any information about what in the text?”

The word **you** in this sentence referred to the students. This question asks can the students find any information about what in the text.

Citation: “10. Did **you**²⁵ find any information about why in the text?”

The word **you** in this sentence referred to the students. This question asks can the students find any information about why in the text.

Task 2 page 71

Citation: “**You**²⁶ will find many verbs in the past form (e.g. said, added, etc.)”

The word **you** in this sentence referred to the students. The instruction said the students will find many verbs in the past form.

Text Structure page 72

Citation: “What do **you**²⁷ know about a news item text?”

The word **you** in this sentence referred to the students. The instruction asks students does they know about news item text.

Task 3 page 74

Citation: “**You**²⁸ can go to the library or search in the Internet. Use the following questions to help **you**²⁹ select the text.”

The word **you** in this sentence referred to the students. The instruction asks to find another example of news item in the library or search in the internet.

Citation: “2. Is the information useful to share? Why do **you**³⁰ think so?”

The word **you** in this sentence referred to the students. The instruction asks is the information that already found useful to share or not.

Citation: “Take turns sharing the information **you**³¹ have with the class.”

The word **you** in this sentence referred to the students. The students asked to share what news item they got and share to the class.

Citation: “Share what **you**³² have with the class.”

The word **you** in this sentence referred to the students. The students asked to change the direct speech into indirect speech then share what news item they got and share to the class.

Task 1 page 75

Citation: “1. What is the trending news **you**³³ heard on TV or read in newspaper today?”

The word **you** in this sentence referred to the students. The students should answer this question.

Page 78

Citation: “Task 1/close test to give **you**³⁴ ideas on how to make one.”

The word **you** in this sentence referred to the students.

Page 79

Citation: “This is Agnez, serving **you**³⁵ the most leading news of the hour.”

The word **you** in this sentence referred to the hearer. This sentence is an example of the news reader on radio or television.

Citation: “Do **you**³⁶ know how to create a news item? Respond to these questions to check whether **you**³⁷ understand how to create a news item.”

The word **you** in this sentence referred to the students. This question is reflection to know the learning progress of the students.

Citation: “. Do **you**³⁸ use a catchy and interesting headline?”

The word **you** in this sentence referred to the students. This question is reflection to know the learning progress of the students. Does the students use catchy and interesting headline when writing news item.

Citation: “2. Do **you**³⁹ have a lead paragraph that summarizes the important event?”

The word **you** in this sentence referred to the students. This question is reflection to know the learning progress of the students. Does the students write a lead paragraph that summarize the important event.

Citation: “3. Do **you**⁴⁰ elaborate the summary into more detailed information?”

The word **you** in this sentence referred to the students. This question is reflection to know the learning progress of the students. Does the students elaborate the summary into more detailed information.

Citation: “4. Do **you**⁴¹ provide direct speech?”

The word **you** in this sentence referred to the students. This question is reflection to know the learning progress of the students. Does the students provide direct speech.

Citation: “5. Do **you**⁴² use past verbs?”

The word **you** in this sentence referred to the students. This question is reflection to know the learning progress of the students. Does the students use past verb.

Citation: “6. Do **you**⁴³ pay attention to spelling, punctuation, capitalization, and formatting?”

The word **you** in this sentence referred to the students. This question is reflection to know the learning progress of the students. Does the students pay attention to spelling, punctuation, capitalization, and formatting.

Citation: “if **you**⁴⁴ answer "no" to any of the questions above, please discuss it with your friends or consults it with your teacher.”

The word **you** in this sentence referred to the students. This question is reflection to know the learning progress of the students.

Second Person Deixis “Your” in Chapter 5

A. Warmer page 62

Citation: “Share with **your**¹ chair-mate an interesting, important, or surprising piece of news that you have heard from TV, radio, newspaper, or people around you.”

The word **your** in this sentence referred to the students’ chair-mate. The students should share the interesting news that they heard.

Citation: “Then, check them with **your**² friends. Consult **your**³ dictionary when necessary. After that, practice pronouncing the words with **your**⁴ friend.”

The word **your** in this sentence referred to the students’ friends. The students should work in pairs and practice to say the available words and find the meaning in dictionary.

Listening page 63

Citation: “**Your**⁵ teacher will read this piece of news aloud.”

The word **your** in this sentence referred to the teacher. The teacher will read a piece of news and the students should answer the question based on the news.

Citation: “8. In **your**⁶ opinion, what can prevent us from committing such a crime?”

The word **your** in this sentence referred to the students’ opinion.

Task 1 page 64

Citation: “Take turns to practice reading the news aloud. Pay attention to **your**⁷ pronunciation.”

The word **your** in this sentence referred to the students’ pronunciation. The students practice reading news.

Task 3 page 66

Citation: “Create **your**⁸ own questions about the two texts.”

The word **your** in this sentence referred to the students’ questions. The students asked to create their own questions based on the two texts.

Citation: “Write down **your**⁹ questions and ask **your**¹⁰ friends or **your**¹¹ teacher to get the answers.”

The word **your** in this sentence referred to the students’ questions. The students asked to create their own questions based on the two texts.

Page 67

Citation: “1. Do you find any apartment in **your**¹² towns or cities?”

The word **your** in this sentence referred to the students’ town or cities. The question asks about is there is apartment in the students’ town or cities.

Task 2 page 70

Citation: “Create **your**¹³ own sentences”

The word **your** in this sentence referred to the students. The students asked to create their own sentence using the available words.

Citation: “Create **your**¹⁴ own sentences using the words.”

The word **your** in this sentence referred to the students. The students asked to create their own sentence using the available words.

Citation: “Then, answer the given questions below based on the text and discuss the answers with **your**¹⁵ class.”

The word **your** in this sentence referred to the class. Students should answer the question based on the news item from the link and discuss it with the class.

Citation: “3. In pairs, discuss **your**¹⁶ answers. Compare **your**¹⁷ answers to those of **your**¹⁸ friends.”

The word **your** in this sentence referred to the answer. Students should answer the question based on the news item from the link.

Citation: “. Check **your**¹⁹ answers with the whole class.”

The word **your** in this sentence referred to the answer. Students should answer the question based on the news item from the link.

Citation: “Present **your**²⁰ text neatly and attractively so that the other groups want to read it.”

The word **your** in this sentence referred to the text. The students should present their news item text.

Citation: “Look through **your**²¹ text again.”

The word **your** in this sentence referred to the text.

Citation: “Write it up in the form of newspaper report for publication in **your**²² school magazine. Include these elements when writing.”

The word **your** in this sentence referred to school magazine. The students asked to write an interesting or newsworthy event that has happened at or around the school.

Citation: “3. Include direct speech in **your**²³ text.”

The word **your** in this sentence referred to the text. This is steps to write news item.

Citation: “Please write and present **your**²⁴ text neatly and attractively.”

The word **your** in this sentence referred to the text. Students asked to present their text neatly and attractively.

Citation: “Exchange **your**²⁵ writing. Check **your**²⁶ friend’s writing.”

The word **your** in this sentence referred to the writing. Students work in groups and check the writing each other.

Page 77

Citation: “Rewrite the news above using **your**²⁷ own words. Use this sentence to begin **your**²⁸ rewriting.”

The word **your** in this sentence referred to the writing. The students asked to rewrite the news using their own words.

Citation: “At the end of this chapter, ask yourself the following questions to know **your**²⁹ learning progress.”

The word **your** in this sentence referred to learning progress from the students.

Citation: “if you answer "no" to any of the questions above, please discuss it with **your**³⁰ friends or consults it with your teacher.”

The word **your** in this sentence referred to the students. This question is reflection to know the learning progress of the students.

Second Person Deixis “Yourself” in Chapter 5

Task 4 page 79

Citation: “Imagine **yourself**¹ as a news reader on a radio or television.”

The word **yourself** in this sentence referred to the students. Students asked to imagine that they are news reader on radio or television.

Citation: “At the end of this chapter, ask **yourself**² the following questions to know your learning progress.”

The word **yourself** in this sentence referred to the students. The students asked to themselves about learning progress in chapter 5.

Third Person Deixis “He” in Chapter 5

Page 68

Citation: “They have to abandon their mindset of living in a landed-house,” **he**¹ said.”

The word **he** in this sentence referred to the building architect. He said every tenants should abandon their mindset of living in a landed-house.

Citation: “**He**² said that an owner of apartment should also consider aspects of designing and building materials that are safe for children.”

The word **he** in this sentence referred to the building architect. He said that every tenant should pay attention to the design and the building materials.

Citation: “The quality of building materials should be prioritized,” **he**³ said.”

The word **he** in this sentence referred to the building architect. He said that the important thing is to pay attention to the quality of the building materials.

Citation: “Children’s safety should be the main concern with regards to the building materials that are used,” **he**⁴ said. “

The word **he** in this sentence referred to the building architect. He said that the materials should safety for children.

Page 70

Citation : “**He**⁵ said tenants have to obey certain regulations.”

The word **he** in this sentence referred to the building architect. He said that tenants have to obey certain regulations. This sentence is direct speech form.

Citation: “**He**⁶ said tenants had to obey certain regulations.”

The word **he** in this sentence referred to the building architect. He said that tenants have to obey certain regulations. This sentence is indirect speech form.

Citation: “**He**⁷ said many tenants are not ready for apartmentliving habits.”

The word **he** in this sentence referred to the building architect. He said that many tenants are not ready for apartment living –habit. This sentence is direct speech form.

Citation: “**He**⁸ said many tenants were not ready for apartmentliving habits.”

The word **he** in this sentence referred to the building architect. He said that many tenants are not ready for apartment living-habit. This sentence is indirect speech form.

Page 77

Citation: “**he**⁹ was _____ by Swedish Academy head Horace Engdahl”

The word **he** in this sentence referred to Harold Pinter. He is a master of sparse dialog and menacing silences who has been an outspoken critic of the U.S.-led war in Iraq

Third Person Deixis “Him” in Chapter 5

Page 68

Citation: “According to **him**¹, the trend of living in an apartment in Jakarta started only 10 years ago.”

The word **him** in this sentence referred to FendhiIbuhindar as building architect. He said that living in apartments become trend in Jakarta.

Third Person Deixis “She” in Chapter 5

Page 73

Citation: “e. Why was **she**¹ called ‘tech whiz’? What did **she**² create?”

The word **she** in this sentence referred to the person in the news item based on the link were given.

Third Person Deixis “They” in Chapter 5

Text 1 page 64

Citation: “**They**¹ are made of tens of thousands of kilometers of thin steel wires bound together.”

The word **they** in this sentence referred to the bridge. This sentence explains the bridges are made of tens of thousands of kilometers of thin steel wires bound together.

Citation: “**They**² are anchored firmly at each end.”

The word **they** in this sentence referred to the cables of the bridges. The cable anchored firmly at each end.

Page 68

Citation: “Most of Jakarta’s residents are more accustomed to living in a landed house and when **they**³ live in an apartment, many are not ready for apartment-living habits and regulations.”

The word **they** in this sentence referred to tenants. The building architect said that the most of Jakarta’s residents are not ready for apartment-living habits and regulation.

Citation: “**They**⁴ have to abandon their mindset of living in a landed-house,” he said.”

The word **they** in this sentence referred to tenants. The building architect said every tenant should abandon their mindset of living in a landed-house.

Text Structure page 72

Citation: “**They**⁵ usually start with an eye-catching title (the headline).”

The word **they** in this sentence referred to news item text. This sentence told how the news item text written.

Citation: “**They**⁶ summarize the events.”

The word **they** in this sentence referred to news item text. This sentence told how the news item text written.

Third Person Deixis “Their” in Chapter 5

Page 68

Citation: “They have to abandon **their**¹ mindset of living in a landed-house,” he said.”

The word **their** in this sentence referred to tenant’s mindset. The building architect said every tenant should abandon their mindset of living in a landed-house.

Task 1 page 69

Citation: “1. The government has just launched new _____ to make tax payers comply with **their**² obligation.”

The word **their** in this sentence referred to obligation. The government has just launched new regulation to make tax payers comply with the obligation.

Citation: “. Many people had to _____ **their**³ residence because of the frequent heavy earthquakes.”

The word **their** in this sentence referred to people in the sentence.

Spatial Deixis in Chapter 5

Division	Kind of Expression	Type of Pronoun	Number of Finding Data
Spatial Deixis	Singular	This	1
		Here	0
		There	0
		That	0
	Plural	These	5
		Those	1

Spatial Deixis “This” in Chapter 5

Page 68

Citation: “**This**¹ is important, especially for a family that has a young child,”

The word **this** in this sentence referred to pay attention if a family wants to living in apartment.

Spatial Deixis “These” in Chapter 5

Page 73

Citation: “Follow **these**¹ steps to download a news item text from the given site.”

The word **these** in this sentence referred to steps to download a news item text from the given site in this book.

Task 1 page 75

Citation: “Write a piece of news item by responding to **these**² questions”

The word **these** in this sentence referred to questions. The students asked to write a piece of news item and answer the questions.

Citation: “Write it up in the form of newspaper report for publication in your school magazine. Include **these**³ elements when writing.”

The word **these** in this sentence referred to elements of writing news item.

Task 3 page 76

Citation: “Pay attention to **these**⁴ points when reading it.”

The word **these** in this sentence referred to the points that available and check it when the students read the text.

Page 78

Citation: “Remember to include **these**⁵ elements in writing”

The word **these** in this sentence referred to elements in writing news item.

Spatial Deixis “Those” in Chapter 5

Page 73

Citation: “3. In pairs, discuss your answers. Compare your answers to **those**¹ of your friends.”

The word **those** in this sentence referred to the answer. Students should answer the question based on the news item from the link and compare it with friends.

Temporal Deixis in Chapter 5

Division	Kind of Expression	Type of Pronoun	Number of Finding Data
Temporal Deixis		Ago	0
		Later	0
		Soon	0
		Today	1
		Yesterday	0
		Tomorrow	0
		Last day	1
		Last week	2
		Other Day	2
		Last year	0
		Next week	0
		Next month	0
		Next year	0

Temporal Deixis “Today” in Chapter 5

Task 1 page 75

Citation: “1. What is the trending news you heard on TV or read in newspaper **today**¹?”

The word **today** in this sentence referred to relevant utterance time.

Temporal Deixis “Last Week” in Chapter 5

Task 3 page 71

Citation: “1. The distribution of NKRI maps _____ (begin) at Catur warga elementary school **last Friday**.”

The word **last Friday** in this sentence referred to the Friday in previous week.

Task 3 page 71

Citation: “. It’s so sad that many spectators _____ (throw) trash in the city stadium during the final football match **last week**.”

The word **Last week** in this sentence referred to the relevant utterance time.

Temporal Deixis “Other Day” in Chapter 5

Task 3 page 71

Citation: “4. My grandfather _____ (fly) to Denpasar the **other day** for a senior citizen award.”

The word **other day** in this sentence referred to several day before the relevant speaker time. The speaker’s grandfather flew to Denpasar to attend senior citizen award.

Temporal Deixis “Saturday night” in Chapter 5

Task 3 page 71

Citation: “5. One victim _____ (tell) the online news portal about the incident on **Saturday night**.”

The word **Saturday night** in this sentence referred to the night in Saturday. This sentence about a victim told to the online news portal about the incident.

4.2 Discussion

In this research, the aimed to found out types and the function of deixis used in the English Textbook by KEMENDIKBUD (2018) for grade 12th students in Senior High School 1 Kota Jambi.

Deixis is the use of words which the meaning can be changed based on the context or the purpose by the speaker. Deixis is utilized to dissect the discussion, articulation or sentence on the context that each articulation is identified with pointing about individuals, something, event or time. If the listener or reader knows about who, where, and when the utterance is uttered, the meaning from the speaker will be clear if we understand deixis.

This research used theory from George Yule. Based on George Yule's theory there were three types of deixis; first, person deixis and divided in to three categories were first person (I, Me, We, Us), second person (You), and third person (She, He, It, They). Second, spatial deixis (Here, There, That). Third, temporal deixis (Today, Yesterday, Tomorrow, Last week, Next Month).

The most dominant deixis were used in this English Textbook by KEMENDIKBUD for grade 12th students were person deixis, the second dominant

were spatial or we can know place deixis. It was clear the English Textbook by KEMENDIKBUD used types of deixis with George Yule's theory.

The researcher also explained the referent meaning types of deixis after the table. The table showed frequency types of deixis in the English Textbook by KEMENDIKBUD.



CHAPTER 5

CONCLUSION AND SUGGESTION

5.1 Conclusion

Following the discussion above, finally the researcher concluded that the English Textbook by KEMENDIKBUD (2018) from chapter 1 until chapter 5 which this chapter studied in one semester used all types of deixis using George Yule's theory which were person deixis, spatial deixis, and temporal deixis. First person deixis is referring to someone or sometimes group of people. Spatial deixis or space or place is the kind of deixis that its words are used to point to a location. Temporal deixis or we know as time deixis is used to pointing a relevant utterance time.

Totally, the types of deixis used in English Textbook by KEMENDIKBUD (2018) were: 1. Person deixis: 565 words. 2. Spatial deixis: 41 words. 3. Temporal deixis: 11 words.

5.2 Suggestion

Based on the conclusion above the researcher would like to suggest this linguistics study to other researcher who would like to do a research about deixis.

The researcher suggested to the readers and English learners who analyze deixis should comprehend and have knowledge about the theory of deixis because deixis will help people to understand the context in a text or in communication and avoid the misunderstanding. By knowing the kinds of deixis which are person deixis,

Spatial deixis, temporal deixis, as well as with the referent it can help the readers to comprehend text and also to understand the contents, the context and what the speaker means by the utterance.



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Appendices

Cover of the English Textbook

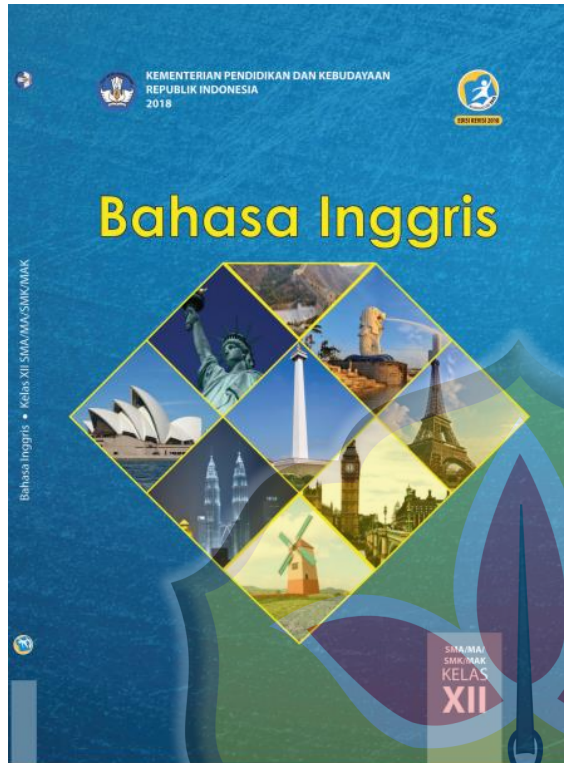


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Chapter 1

May I Help You?



Source: www.istockphoto.com

Tujuan Pembelajaran

Setelah mempelajari Bab 1, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapiinya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *May I help you? What can I do for you? What if ...?*)
- 4.3 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan menawarkan jasa, dan menanggapiinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

A. WARMER: WORD FINDING

The following is a list of top 10 qualities of a good friend. However, the words are written connectedly with one another. The capitalization is not correct, either. Find the ten words by reading carefully **these** two groups of seemingly-nonsense words from the left top down and then up to the right and down again. As an example, the first quality is trustworthy. What are the other nine qualities? Work in pairs and compete to be the quickest in finding **them**.

trust	peNda
worth	blere
yfong	spect
iVing	fuisE
loYa	liles
lstrA	ssupp
ightf	ortiv
orwar	enOnj
denth	udgme
usias	ntali
tide	nsPiring

Source: alltext100.blogspot.com

Are there any other qualities a good friend should have? Discuss it with the class.



Source: freepik.com

Content in Chapter 1

B. VOCABULARY BUILDER

Task: Find the meanings.
Look at **these** words and phrases. Write down the meaning of each word and phrase.

- extended family (n) :
- terrific (adj.) :
- decorate (v) :
- belly (n) :
- get well (v) :
- supposed (adj.) :
- due date (n) :
- extended (v) :
- approaching (adj.) :
- destination (n) :
- awkwardly (adv.) :

C. PRONUNCIATION PRACTICE

Task: Listen to your teacher and repeat after him/her.
Listen to **your** teacher reading **these** words and phrases. Repeat after **him/her**.

- extended family : /tk'stendɪd/ /fæməli/
- fantastic : /fæn'tæstɪk/
- preparation : /preɪpə'reɪʃən/
- decorate : /dɪ'keɪrət/
- I'd love to : /aɪd/ /lʌv / /tuː/
- terrible : /tɛrɪbəl/
- stomach : /stʌmək/
- terrific : /tə'rɪfɪk/
- hurt : /hɜrt/
- due date : /duː/ /dest/
- initiatives : /ɪnɪ'ʃetɪvz/

- favorite : /feɪvərɪt/
- touring : /tuərɪŋ/
- concert tickets : /kɒnsərt/ /tɪkɪts/

D. DIALOG: OFFERING HELP/SERVICES

Task 1: Observe the dialogs.
Read **these** dialogs. Pay attention to the italicized expressions.
Answer the questions that follow.

Dialog 1

dr. Nahda : Hello...
Fafa : Hello, doctor.
dr. Nahda : **You** look terrible.
What can I do for you?
Fafa : **I** can't go to school **today**.
dr. Nahda : Oh, I am sorry to hear that.
What's the problem?
Fafa : **My** stomach hurts terribly. **I** think I have a fever as well.
dr. Nahda : Okay, **let me check your** stomach. (The doctor puts the stethoscope in Fafa's belly and strikes it lightly). Does it hurt **here**?
Fafa : Not that one.
dr. Nahda : **Here**?
Fafa : Yes, that's really terrible.
dr. Nahda : Alright then, I'll give **you** a prescription. **You** have to take the pills three times a day, okay?
Fafa : Okay, doctor.
dr. Nahda : Good. Get well soon, Fafa. Bye.
Fafa : Thanks a lot. Bye, doctor.



Chapter 1

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Dialog 2

Tania works at a bus agent located at Arjosari terminal. A stranger is walking approaching **her** bringing a suitcase.

Stranger
Hello. Do **you** / **have** / **any** / **vacation** / **destination**?
Tania
Yes, I need to go to Jakarta. How long will it take from **this** / **bus station** / **to** / **Jakarta**?
Stranger
Yes, **from** / **Arjosari** / **bus station**, it takes about 30 hours from **here** / **to** / **Jakarta**.
Stranger
What time will it leave?
Tania
It will leave at 02:30 p.m. **So**, **you** / **just** / **need** / **to** / **wait** / **for** / **45** / **minutes**.
Stranger
Do I have to change buses after arriving at Jakarta?
Tania
After arriving in Jakarta, **Bali** / **Terminal**, **you** / **have** / **a** / **lot** / **of** / **options** / **to** / **reach** / **your** / **destination**. **You** / **can** / **get** / **a** / **train** / **Jakarta** / **bus**, **metro** / **taxi**, **etc.** / **as** / **well** / **as** / **you** / **can** / **see** / **the** / **bus** / **driver**.
Stranger
Thank, **you** / **will** / **buy** / **the** / **bus** / **ticket**, **then**.
Tania
Wait a moment, please. **I** / **process** / **it** / **quickly**.
Stranger
OK.

Dialog 3

Have **you** / **heard** / **that** / **the** / **due** / **date** / **for** / **the** / **final** / **project** / **is** / **extended**?
Dhea
Yes, it will be due **tomorrow**.
Riza
No, is it true?
Dhea
That's wonderful. I haven't even started yet.
Riza
No, thanks. I do it as soon as possible. I know that **you** / **are** / **as** / **busy** / **as** / **I** / **am**.
Dhea
Okay, just let **me** / **know** / **if** / **you** / **need** / **my** / **help**.

Chapter 1

Dialog 4

Hamada
My extended family is going to a surprise birthday party for **my** / **grandmother**.
Diana
Wow! That sounds great. How old is **she**?
Hamada
She / **is** / **75** / **on** / **August** / **15**.
Diana
Really? I don't know that **she** / **was** / **that** / **old**. I thought that **she** / **was** / **still** / **around** / **60**. **She** / **looks** / **much** / **younger**.
Hamada
Thanks.
Diana
What if I help **you** / **with** / **the** / **preparation**?
Hamada
Oh, it's very nice of **you**. But, it seems to do it well. **I** / **will** / **thank** / **you** / **for** / **the** / **offer**.
Diana
Okay, no problem.

Questions

- Where do **you** think each conversation takes place?
Dialog 1: _____
Dialog 2: _____
Dialog 3: _____
Dialog 4: _____
- What are the relationships between the speakers?
Dialog 1: _____
Dialog 2: _____
Dialog 3: _____
Dialog 4: _____
- What are the functions of the underlined words?

- What are the functions of the italicized words?

Bahasa Inggris

- In Dialog 1, what does dr. Nahda say to help Fafa? What will dr. Nahda do to help Fafa?
- Look at Dialog 2. What does Tania offer to the stranger? Does the stranger accept Tania's offer? What does **he** say?
- Who is offering a help in Dialog 3? What does **she** say? Is the offer accepted?
- In Dialog 4, what does Diana say to offer a help? Does Hamada accept or refuse the help? What does **she** say?
- Write the patterns of offering help/services.
- Write possible responses for offering help/services.

Task 2: Listen and read the dialogs.

Listen to **your** teacher reading the dialogs above. Then, work in pairs. Take turns reading and practicing dialogs 1, 2, 3, and 4.

E. VOCABULARY EXERCISE

- Task:** Complete the dialogs.
- Read the following dialogs carefully and then fill in the blanks with the appropriate expressions.

Dialog 1

Roy You know what, our favourite singer Maher Zain is touring again here.

Roni Wow! That sounds fantastic.

Roy We will get a discounted price for the concert in the travel agency. If we can show our student ID card. Would you like me to get some tickets?

Roni I'm in. We can do it together.

Dialog 2

Zahra Have you heard the latest news about our school?

Raissa No. What about it?

Zahra It got Grade A from the National Accreditation Body.

Raissa Wow! That's We should be very proud.

Zahra We are. It means that our school is of

Raissa We should celebrate it, don't you think?

Zahra Yes, you're right. What

Raissa That would be good. Thanks for having the initiatives.

Dialog 3

Diana What do we have to prepare for the next trip?

Riana We are supposed to bring winter clothes. Three pieces at least. We also have to take our personal medication.

Diana Oh, I don't have any and I don't have enough time to find ones.

Riana My sister has two jackets good enough for going out in What if

Diana That would be very helpful. Thank you very much.

Riana No worries, mate.

Diana Are we supposed to bring some food as well?

Riana No, by the school.

F. GRAMMAR REVIEW

- Task :** Fill in the table.
- Look back at the dialogs in part D. Pay attention to the italicized expressions and the last two questions following the dialogs. Write down the pattern of expressions to offer a help/ service and its responses. See the example.

Pattern	Examples	Responses
May I ...?	May I help you?	Thanks a lot.

G. SPEAKING

Task 1: Group work.
Work in groups of 4. Write a dialog for each of the following situations.



1. You are doing the History Project with your group at the library after school. Your best friend cannot finish his/her part. Offer a help to do it together.

2. School holiday is coming soon. You and your family have a plan to go abroad, but do not have time to surf the internet to find the best place and best deal. Offer your parents to find the needed information and to arrange the vacation with the tour agent.

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3. You work in a tour agency. You see a young gentleman enter your office awkwardly. Offer your service and try to convince him to take one of your holiday packages.

4. A friend is absent because she is sick. You visit her this afternoon. Your friend needs your help to communicate with the teacher about an assignment that she hasn't finished yet. Offer her a help.

5. You want to go to the movie this weekend. You ask several friends to go with you. Two of your friends cannot make up their minds. Offer to treat them so that they can go with you.

Task 2: Role Play the dialog.

With your group, choose one of the dialogs from Task 1 and perform it in front of your class. Show your best performance to your classmates.



H. REFLECTION

At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Do you know how to offer a help/a service?
2. Do you know how to respond to an offer/a service?
3. Do you know how to accept an offer/a service?
4. Do you know how to refuse an offer/a service?



If you answer "no" to any of the questions above, please discuss it with your friends or consult it to your teacher.

Chapter 1

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Bahasa Inggris

Content in Chapter 2

Chapter 2

Why Don't **You** Visit Seattle?



Source: www.thepaperkit.com

Tujuan Pembelajaran

Setelah mempelajari Bab 2, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

- 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengendalian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *if* dengan *imperative, can, should*).
- 4.3 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengendalian diikuti oleh perintah/saran, dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Halaman Apersepsi 15

A. WARMER: PAIR WORK

Task: Work in pairs.
What will **you** discuss with **your** friends when **you** come to a new city? What do **you** expect? What do **you** see? What do **you** feel?

B. VOCABULARY BUILDER

Task: Find the synonym.
Write down the synonym of the following words.

foolproof (adj.)	:
stroll (v)	:
produce (n)	:
amid (prep)	:
hubbub (n)	:
cozy (adj.)	:
wildlife (n)	:
leisure (n)	:
sophisticated (adj.)	:
aviation (n)	:
assemble (v)	:
treat (n)	:

C. PRONUNCIATION PRACTICE

Task: Listen and repeat after **your** teacher.
Listen to **your** teacher reading these words. Repeat after **him/her**.

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amid	: /ə'mɪd/
seattle	: /sɪ'æti/
emerald	: /ɛ'mærəld/
bainbridge island	: /beɪnbɪdʒ 'aɪlənd/
stroll around	: /s'trɒl ə'raʊnd/
gallery	: /gæləri/
boutiques	: /bu:'ti:ks/
cozy	: /kɔ:zi/
cafes	: /kæ'feɪs/
numerous	: /nʌmərəs/
leisure	: /lɪʒər/
sophisticated	: /sə'stɪkətɪd/

D. READING COMPREHENSION

Task 1: Read the text carefully.
Have **you** ever heard about Seattle? Do **you** know what and where Seattle is? What do **you** expect to see and enjoy **there**?

Six Things to Do if You Visit Seattle

There are 6 must-have experiences that **you** should do if **you** visit Seattle where city and nature come together. If **you** visit Seattle, arrive with this list in hand and **you**'ll be off to a foolproof start for exploring the Emerald City's most unforgettable sights and sounds. If **you** visit Seattle, do the following things:

1. Feel the fresh air on **your** face as **you** sail to Bainbridge Island on a Washington State Ferry. From the ferry **you** can enjoy the view of the Seattle skyline. If **you** want to enjoy



Source: www.bay.com

Bainbridge Island, stroll around downtown's galleries, boutiques, coffee houses and cafes. Seasonal gardens and natural woodlands at the Boedel Reserve are as the other options.

2. Why don't **you** tour the Pike Place Market's produce stands to buy something **you**'ve never tasted. The Pike Place Market is much more than a farmers' market. Its entire district is full of shopping, attractions and favorite sights. The area is festival of sounds, tastes and smells and it is part of the reason. It's called the 'soul of Seattle'. Unless **you** have allergic to noises, make sure **you** take time to spot **these** beloved icons.



Source: www.pikeplacemarket.org

3. Book a night at one of the many cozy B & Bs or resorts available throughout the Sun Juan Islands. Cozy bed and breakfasts are the perfect way to enjoy the friendly island culture. If **you** have enough time, tour the numerous art galleries in Friday Harbor. **You** can also enjoy naturalist-guided tours, wildlife spotting, whale watching and storm watching.



Source: www.visitseattle.com

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4. See exciting and experimental works at Chihuly Garden and Glass. A visit to this site is an opportunity to take full advantage of the location at the Seattle Center, a premier destination for arts, entertainment and leisure activities. If **you** visit this city, **you** should explore the Space Needle and Pacific Science Center. Experience Music Project and a variety of cultural activities offered throughout the year.



5. Watch the world's most sophisticated aircraft be built before **your** eyes at the Boeing factory in Mukiteo. If **you** are curious to know about it, **you** should explore the dynamics of flight and experience new aviation innovation. Go behind the scenes at Boeing to watch the very same jets **you** may one day be a passenger on being assembled.



6. Tour the Theo Chocolate Factory in Freemont and learn how **their** delicious confections are made. This factory has a mission to create change in the Democratic Republic of Congo (DRC) where it has 300,000 square miles of farmable land but only 2% is being farmed due to conflict **there**. The factory trains 2,000 Congolese farmers to grow high quality cocoa.



- **Taks 2:** Practice to ask and answer questions.
- Still related to the reading text above, play the roles of the speakers in the pictures. Complete the blanks with suitable expressions.



Dialog 1

A: What can we do at the Pike Place Market?
 B: We can tour _____ and _____.
 A: _____?
 B: Its entire district is full of shopping, attractions and sights.
 A: _____?
 B: The area's festival of sounds, tastes and smells.

- **Taks 3:** Complete the sentences.
- Please complete the following sentences by referring to the previous reading text.

Example:
 If **you** visit Seattle, arrive with _____
 If **you** visit Seattle, arrive with *this list of six must-have experiences*.

1. If **you** visit Seattle, the first thing to do is _____
2. The second thing to do is _____
3. The 'Soul of Seattle' is the name for _____ because _____
4. _____ is the third instruction to follow if you visit Seattle.
5. If **I** am in the San Juan Islands, **it** will be able to enjoy _____
6. The fourth instruction to follow is _____
7. Chihuly Garden and Glass customer service may offer a help to a guest saying _____
8. If **you** were an aircraft factory staff, what would **you** say to offer help for **your** visitors. What if _____

Dialog 2

A: _____ Chihuly Garden and Glass?
 B: It is a premier destination for arts, entertainment and favorite sights.
 A: _____ at Chihuly Garden and Glass?
 B: The Space Needle and Pacific Science Center.

Dialog 3

A: _____ for a sweet treat?
 B: Tour the Theo Chocolate factory in Freemont.
 A: _____?
 B: The mission of the chocolate factory is to create change in the Democratic Republic of Congo (DRC).

Dialog 4

A: Where _____?
 B: At the Boeing factory in Mukiteo.
 A: _____?
 B: Explore the dynamics of flights and experience new aviation innovation.

9. Two instructions to follow at the Boeing factory are _____ and _____.
10. Imagine **you** are visiting Lake Toba with **your** classmates. **Your** friends want to go canoeing but do not know how to do it. What would **you** say to help **them** _____.

Personalisation:

If **you** have an opportunity to visit Seattle, what will **you** do? Write down **your** plan on a piece of paper.

E. GRAMMAR REVIEW



Now, discuss with **your** friends about 'if' sentence patterns as appear in the reading text "Why Don't **you** Visit Seattle?" above. Write down the patterns in the following space.

Task 1: Identify the "if" sentences.

Read again the text "Why Don't **you** Visit Seattle?" and identify the "if" sentence along with its pattern. Look at the example.

1. **Sentence 1:**
If **you** visit Seattle, feel the fresh air on **your** face as **you** sail to Bainbridge Island on a Washington State Ferry.

Pattern 1:
'If clause' + an imperative

2. **Sentence 2:** _____
Pattern 2: _____
3. **Sentence 3:** _____
Pattern 3: _____
4. **Sentence 4:** _____
Pattern 4: _____
5. **Sentence 5:** _____
Pattern 5: _____

Task 2: Practice the dialogs.
Read and practice the dialogs below with **your** friend. Pay attention to the use of "if" clause.

Dialog 1

Father : Exam is around the corner. It's about time to go back to **you** study.
Son : Okay, Dad.
Father : If **you** want to pass the exam, **you** have to study harder.
Son : Thanks, Dad.

Dialog 2

Dela : Where can I get inexpensive good quality shoes?
Emi : If **you** want a good price, why don't **you** go to the factory outlet?

Dialog 3

Mr. Lugman : If **you** want to be the chair of OSIS, offer a good program to improve the school environment.
Nyoman : Sure, I will.

Dialog 4

Mom : If **you** don't put some cherries on it, **your** cake will look pale and dull.
Etty : Yes, **you**'re right. A cherry or two will help with the appearance.

Dialog 5

Joko : If I am elected president, I will waive taxes for poor people.
Edwin : I wish **you** all the best.

Task 3: Fill in the blanks.

Complete the following blanks by looking at the information in the conversations above. Number 1 is done as an example.

1. An example of 'if clause' + a reminder is:
If **you** want to pass the exam, **you** have to study harder.
2. An example of 'if clause' + a suggestion is:

3. An example of 'if clause' + a general truth is:

4. An example of 'if clause' + an imperative is:

5. An example of 'if clause' to show a dream is:

F. WRITING

- **Task 1:** Work in groups.
- Work in groups of 3-5 students. Find other text that uses "if clause" in it. Then, identify the "if clauses" in **your** text together with **your** group. Find the patterns as well. Write the result in the following spaces.

If Clause	Patterns

- **Task 2:** Exchange **your** work.
- Exchange **your** group's work with other group's work. Check the work. **You** may give some corrections and suggestions in other piece of paper.

G. SPEAKING PRACTICE

- **Task:** Have a conversation with **your** friend. Remember **your** visit to an interesting place sometime ago. **Your** friends plan to visit that place. Give suggestions to **your** friends. To prepare **yourself**, make a note. Look at the following example.

Now, **you're** ready to give **your** tips to **your** friends. Don't forget to include "if clause" + imperative/suggestion in **your** tips. Please also offer a help if **your** friends need more information.

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Example:

- If **you** visit Seattle, **you** have to:
1. Sail to Bainbridge Island on a Washington State Ferry.
 2. Visit the Four Pike Place Market.
 3. Book a night at Sun Juan Islands.
 4. Visit Chihuly Garden and Glass.
 5. Watch the aircraft being built at the Boeing factory.
 6. Book a tour at the Theo Chocolate factory in Fremont.

H. REFLECTION



At the end of **this** chapter, ask **yourself** the following questions to know **your** learning progress.

1. Do **you** know how to tell **your** friends about visiting a place using "if clause" followed by imperatives/suggestions?
2. Do **you** know how to write texts about visiting a place using "if clause" followed by imperatives/suggestions?

If **you** answer "no" to any of the questions above, please discuss it with **your** friends or consults it to **your** teacher.

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Content in Chapter 3

Chapter 3

Creating Captions



Tujuan Pembelajaran

Setelah mempelajari Bab 3, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

- 3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks caption, dengan memberi dan meminta informasi terkait gambar/foto/tabel/grafik/bagan, sesuai dengan konteks penggunaannya.
- 4.31 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk caption terkait gambar/foto/tabel/grafik/bagan.
- 4.32 Menyusun teks khusus dalam bentuk teks caption terkait gambar/foto/tabel/grafik/bagan, dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Halaman Apersepsi 31

A caption, also known as a cutline, is a text that appears below an image. Most captions draw attention to something in the image that is not obvious, such as its relevance to the text. Captions can consist of a few words of description, or several sentences. Along with the title, lead, and section headings, captions are the most commonly read words in an article, so they should be succinct and informative.

Captions also include a short title or heading of an article in a magazine or newspaper. Words shown on a cinema or television screen to establish the scene of a story are also called captions. Captions can also be inserted below/above charts, figures, graphics and tables.

There are several criteria for a good caption. A good caption clearly identifies the subject of the picture without detailing the obvious. It is succinct. It establishes the picture's relevance to the article, provides context for the picture, and draws the reader into the article.

(Adapted from: en.m.wikipedia.org)

- Task 2:** Observe **these** pictures and photos.
- What are **these** pictures and photos trying to say? Answer the questions to help **you** understand **them** better.

1. Can **you** mention some attitude problems?
2. What kind of personality is difficult to handle?
3. What kind of caption is it?



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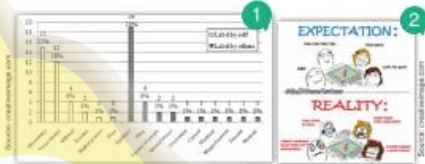
A. WARMER: VIDEO WATCHING

Work in pairs. Your teacher will show you a fragment of a mute film, so you can see the actions but you cannot hear the voices. What you should do is guessing what is said by the characters in the film. Your teacher will pause in certain points to give you time to write down the possible conversations between the speakers.



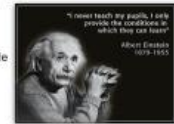
B. READING CAPTIONS

Task 1: Observe the pictures in pairs. Now, look at the following pictures. Discuss with your chair-mate which ones are captions.



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4. Make some quotes about nature.
5. Explain your quotes to your friends.
6. Compare your quotes and the quote in the caption.
7. What does friendship mean to you?
8. Write a sentence or phrase under the word 'friendship' in the caption.
9. What do you think about the quote in this caption?
10. What do you think about the picture? Is the man happy? What does this man symbolize?
11. Write your own caption inside this photo.



- Task 3:** Have a group discussion. Discuss with your friends the following points:
1. What are captions?
 2. What is the importance of captions?
 3. Why do people use caption?

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Task 4: Have a discussion in pairs. Back to the captions number 1-9. What messages are sent by the writers? Where can **you** find **these** captions? Discuss with **your** chair-mate to find the answer. Write down **your** answer in the space below.

Caption	Message	Venue
Caption 1	Not all expectations can be achieved.	
Caption 2		
Caption 3		
Caption 4		
Caption 5		
Caption 6		
Caption 7		
Caption 8		
Caption 9		



Task 5: Work in pairs. Refer to the pictures in previous Task 1 and complete the blanks with suitable expressions. Then, play **these** roles in front of the class.

Dialog 1

A : Which caption(s) do **you** like?
 B :
 A : Why do **you** think so?
 B :
 A : What about **you**, which one(s) do **you** like?
 A : I think
 B : Can **you** tell me why **you** like it?
 A :
 B : Do **you** think the description in caption 1 reflects the content of the chart?
 A :

Dialog 2

A : Which ?
 B : I like caption number 4. The font is so interesting and the combination of black and white colours provides a clear contrast. What about **you**, which one do **you** like the best?
 A : I like number 5 best. The yellow colour with the green nature background
 B : I like it, too. The words also
 A : Do **you** agree with the words written in caption 1?
 B :
 A : Why?
 B :

Continue having a chat with your friends about each caption. Express your opinions to your friends and respond to their opinions.



Source: Kemdikbud

A note to remember:

There are several criteria for a good caption. A good caption clearly identifies the subject of the picture without detailing the obvious. It is succinct. It establishes the picture's relevance to the picture, provides context for the picture, and draws the reader into the message. So related to the structure of a caption, it can be written in the form a word(s), phrase(s) or sentence(s).

C. WRITING AND DESCRIBING CAPTIONS

- **Task 1:** What's the caption?
- Look at the following picture and write a caption for the picture.
-

When writing a caption, the **descriptive words** accompanying the caption should offer more complete information about the picture. The words that **you** choose depend on the message that **you** want to send to **your** reader.

descriptive words



From the picture above, **you** can create different kinds of caption. **You** can write "Poor boy!" to show **your** sympathy to the boy. **You** can also write down, "Show me **your** driving license." to create a satire commenting on the police officer. **You** might want to write, "Oh, **my** goodness!" to echo the boy's mind why the police should stop **him** while **he** is only riding **his** bicycle or the police is thinking why the boy wears a safety helmet for a motor rider. Many other expressions are possible. **You** can also put the words in different positions to create the best layout.



Task 2: Work in groups. Now, sit in groups of four. Bring a picture from home and make four copies. Distribute **them** to **your** friends and ask **them** to write a caption on each picture.



Source: karnavikid.com

Activities in Groups. How do You Do It?

The first student will start by distributing a copy of his or her caption to each student in the group. All students then write a caption of the same picture, table, chart or graphic. After that, the students show the caption to their friends and explain the message in it. The second, third, and fourth students repeat the process.

D. REFLECTION

Chapter 4

Do **You** Know How to Apply for a Job?



Source: www.istock.com

At the end of **this** chapter, ask **yourself** the following questions to know **your** learning progress.

1. Do **you** know why people write captions?
2. Where do **you** usually find captions?
3. What can make people understand the messages in captions?
4. Do **you** know how to write texts accompanying captions?
5. What can **you** learn from **this** chapter?
6. Do **you** have any difficulties in understanding and writing captions?

If **you** answer "no" to any of the questions above, please discuss it with **your** friends or consult it with **your** teacher.

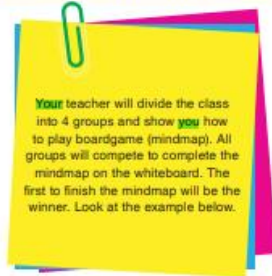
Kompetensi Dasar:

Setelah mempelajari Bab 4, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

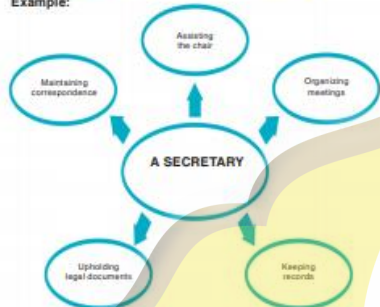
- 4.2.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri dan latar belakang pendidikan/ pengalaman kerja, sesuai dengan konteks penggunaannya.
- 4.2.2 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja yang memberikan informasi terkait jati diri dan latar belakang pendidikan/ pengalaman kerja.
- 4.2.3 Menyusun teks khusus surat lamaran kerja, yang memberikan informasi antara lain terkait jati diri dan latar belakang pendidikan/ pengalaman kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Content in Chapter 4

A. WARMER: BOARDGAME (MINDMAP)



Example:



B. VOCABULARY BUILDER

Task: Match the words. Match the English words on the left with the Indonesian equivalents on the right. Follow the example.

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A	B
<ul style="list-style-type: none"> requirement qualification enclosed 	<ul style="list-style-type: none"> termuat di koran terlampir jenis keterampilan/kepribadian/pengalaman yang membuat seseorang cocok untuk suatu pekerjaan tertentu agar persyaratan kollega pertimbangan cocok untuk daftar riwayat hidup/ curriculum vitae (CV)
<ul style="list-style-type: none"> colleagues to appear resume consideration be suited in order to 	

C. PRONUNCIATION PRACTICE

Task: Listen and repeat after your teacher. Listen and repeat after your teacher says the words below. Practice more to perfect your pronunciation.

1. to appear : /tu ə'piə/
2. be enclosed : /bi: ən'kloʊzd/
3. qualification : /ˌkwɒlɪfə'keɪʃən/
4. in order to : /ɪn'ɔ:rdə tu:/
5. requirement : /rɪ'kwəɪmənt/
6. colleagues : /'kɔ:lɪg/
7. consideration : /kən'sɪdə'reɪʃən/
8. be suited : /bi:su:td/
9. resume : /rɪ'zʊm/

D. READING COMPREHENSION

Task 1: Read the text carefully.

As you read, try to figure out the answers to the following questions. What is the type of the following text? Why do people write such text? Do you think that someday you will write a text like that? Do you know the names of the parts of the text marked by the numbers and the meaning of the words in *italics* in the text?

Lilis Handayani Jl. A. Yani 389 Surabaya, 65151 April 19, 2015	(1)
Mr. Frank Peterson, Personnel Manager Jeans and Co. Jl. Raya Pandaan 196 Pandaan Pasuruan, Jawa Timur, 98502	(2)
Dear Mr. Peterson:	(3)
(4) I am writing to you in response to your advertisement for a local branch manager newspaper appeared in the Jawa Pos on Sunday, June 15. As you can see from my enclosed resume, my experience and qualifications match this position's requirements.	
(5) My current position, managing the local branch of a national shoe retailer, has provided the opportunity to work under a high-pressure, team environment, where it is essential to be able to work closely with my colleagues in order to meet sales deadlines. In addition to my responsibilities as manager, I also developed time management tools for staff using Access and Excel from Microsoft's Office Suite.	
(6) Thank you for your time and consideration. I look forward to the opportunity to personally discuss why I am particularly suited for this position. Please call me after 4.00 p.m. to suggest a time we may meet. I can be reached via telephone number 031-858564 or by email at lilish@yahoo.com.	
Sincerely,	(7)
Lilis Handayani	

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Task 2: Answer the questions. Answer the following questions based on the text.

- To whom is the letter sent?
- Who wrote the application letter?
- What is the purpose of writing the letter?
- What position is being advertised?
- How did Lilis Handayani know the vacancy?
- What is Lilis' current position?
- What has **her** current position provided with?
- What other responsibilities does **she** have at the moment?
- Do **you** think that Lilis is confident about **her** competence? How do **you** know?
- Does Lilis indicate **her** willingness for an interview? Find the evidence from the text.

Task 3: Let's have some questioning activities. Do **you** still have questions? Write down **your** questions and take turns asking and answering the questions with **your** partner. Compare **your** answers to **your** partner's. Identify relevant words (data) from the text to support **your** answers. If **you**'re not sure, check the answers with the teachers.

E. VOCABULARY EXERCISES

Task: Complete **these** sentences. As **you** already know the meaning of the (new) words in vocabulary builder, now use the following words to fill in the blanks. Consider the context of the sentences in choosing the right words.

be suited
requirement
attached to

consideration
qualification
resume/CV

appear
in order to
colleague

- Siti still cannot hide **her** happiness because **her** investigation report about high school students' eating habit _____ on a regional newspaper **yesterday**.
- Butet frequently initiates speaking in English with **her** classmates because one of the _____ appearing in job vacancy advertisements in the Internet and newspapers require English fluency.
- Students of XII E class made a class pledge stating **their** commitment to stop bullying _____ create positive classroom atmosphere for every class member.
- I** support Eva Tuarita to be the new head of **our** student association because **she** possesses all the _____ to be a good leader for **us**.
- Ratu Tita has written a letter addressed to the principal of **our** school asking permission not to attend classes for **2 days** because **she** and **I** will join an English speech competition. _____ the letter is **our** completed application letter to join the event, which is also signed by **our** English teacher.
- As good _____ **our** teachers visited **our** English teacher who has been sick for **3 weeks**. Some of **us** also went **there** together bringing **her** favorite fruit.
- Maya's calm personality is really _____ for **her** role as one of the school mediators that help conflicting students to achieve conflict resolution.
- Fighting? Never. Although Bejo is a great master in martial arts, **he** never takes fighting into his _____ in dealing with problems.
- Don't forget to attach **your** _____ in **your** application letter and don't forget to include all of the certificates of trainings **you** have attended.

F. GRAMMAR REVIEW

PASSIVE VOICE

Task 1: Read the following sentences. Observe the italicized verbs. Look how the "to be" changes the verb.

- I** am particularly suited to this position.
- I** can also be reached by email.
- The application letter is written by William Smith.
- The programmer position is advertised in the Times Union.
- Three references are enclosed in the application letter.
- The application letter was sent **three days ago**.
- Several positions were offered in **yesterday's** local newspaper.

Did **you** notice that in all the sentences **you** found **be** (**am, is, are, was, or were**) and **past participles (V-3)**? **Those** sentences are called **passive sentences**. Study the following examples to see how passive sentences are formed from active ones.

Active Voice	Passive Voice
She cleans the room every day.	The room is <i>cleaned</i> every day.
He is cleaning the rooms right now.	The rooms are <i>being cleaned</i> right now.
She cleaned the room yesterday afternoon.	The room was <i>cleaned</i> yesterday afternoon.

The cleaning service was cleaning the rooms at 12.00 yesterday .	He couldn't check in at 12.00 noon because because the rooms were <i>being cleaned</i> .
She has cleaned the room.	The room <i>has been cleaned</i> .
He has cleaned the rooms.	The rooms <i>have been cleaned</i> .
They will clean the rooms.	The rooms <i>will be cleaned</i> .

Task 2: Do the exercise. Change the following active sentences into passive.

- He** manages the local branch of a national shoe retailer.
- The company has advertised the job opportunity in the national newspaper.
- He** developed time management tools for staff.
- She** will enclose **her** resume in the application letter.
- Linda is writing an application letter for the position as a secretary.

NOTE:
In passive voices, the subjects disappear. Passive voices are usually used when the subjects (doers) are not really important, therefore they might be erased from the sentences. In passive voices, the process is more important than the doers.

G. TEXT STRUCTURE

Task 1: Pay attention to the table below. **These** are the structures of application letters. Find an example of an application letter and try to identify its text structure.

No.	Parts of the Application Letter
1	You address
2	The address of the company you are writing to. Use complete title and address; don't abbreviate.
3	Always make an effort to write directly to the person in charge of hiring.
4	Opening paragraph – Use this paragraph to specify which job you are applying for, or, if you are writing to inquire whether a job position is open, question the availability of an opening.

5	Middle paragraph(s)/body – This section should be used to highlight your work experience which most closely matches the desired job requirements presented in the job opening advertisement. Do not simply restate what is contained in your resume, but give strong reasons why you are suited to the position.
6	Closing paragraph – Use the closing paragraph to ensure action on the part of the reader. One possibility is to ask for an interview appointment time. Make it easy for the personnel department to contact you by providing your telephone number and email address.
7	Always sign the application letter. ("enclosure" indicates that you are enclosing your resume.)

Task 2: Read the text carefully. The following text is another example of an application letter. Read it carefully. Then, identify parts of the application letter by referring to the guiding questions below.

Guiding questions:

1. Which part indicates the address of the job applicant?
2. Which part indicates the address of the company the letter is sent to?
3. Which part indicates the person in charge?
4. Which part indicates the opening of the letter? What information is provided?
5. Which part contains any information that matches the position? What specific information is highlighted?
6. Which paragraph closes the application letter? What information is written in this part?
7. Where do **you** put **your** signature?
8. What do **you** need to consider in writing an application letter?

January 23, 2014
George Sebastian
Prosperous Company
25 Saint John Court
Hatfield, VA 08645

Dear Mr. Sebastian,
I am writing to apply for the programmer position advertised in the Times Union. As requested, I am enclosing a completed job application, my certification, my resume and three references.

The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position. The key strengths that I possess for success in this position include: I have successfully designed, developed, and supported live use applications. I strive for continued excellence, and I provide exceptional contributions to customer service for all customers. With a BS degree in Computer Programming, I have a full understanding of the full life cycle of a software development project. I also have experience in learning and excelling at new technologies as needed.

Please see my resume for additional information on my experience. I can be reached anytime via email at john.donaldson@example.com or my cell phone, 909-555-5555.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Sincerely,
Signature (for hard copy letter)
John Donaldson

Task 3: Let's work in pairs. Refer back to the comprehension questions under the application letter written by Lili Handayani. Observe and study the questions carefully. In pairs, make comprehension questions based on the application letter written by John Donaldson. Then, compare your questions to the ones made by other pairs.

H. WRITING

Task 1: Read the text carefully. Here is a job vacancy appeared in a local newspaper. Read the vacancy and consider whether you meet the qualification or not.

VACANCY

Apika Plaza, a reputed and well-established showroom, is seeking to fulfill job vacancy from qualified, motivated, and experienced individuals.

If you think you have the confidence and the capability in you, then you are more than welcome to apply.

Position: Sales Executive
Qualifications:

- Bachelor's degree in any discipline
- Minimum 2 years of experience in a similar position
- Proficiency in both English and Indonesian
- Basic computer skills
- Charming personality and good interpersonal skills

Content in Chapter 5

Roles and Responsibilities:

- Deal and negotiate with customers
- Respond to customers' queries about various products and services

Interested candidates should send their CV and scanned photograph to: Apika Plaza Ltd., Jl. A. Yani 25, Sukamakur 65126
(Attn: Mr. Feliks Diansyah, Manager)

Task 2: Let's apply for a job.

- Write an application letter to respond to the above job vacancy. Use these points about parts of application letters to help you.

1. Write your address.
2. Write the address of the company your application letter is sent to.
3. Write down the name of the person in charge.
4. Write down any necessary information in the opening of the letter.
5. Write down specific information to indicate that your capability matches the position.
6. Write down any necessary information in the closing.
7. Sign your application letter.

Task 3: Do the project individually.

- Find another example of application letters in the Internet.
- Analyze whether you can find the parts of application letters that you have learned. Exchange with friends.

I. REFLECTION

At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Do you understand the purpose of an application letter?
2. Do you know what information appears in an application letter?
3. Do you know how to write an application letter?



If your answer is 'no' to one of these questions, see your teacher and discuss with them on how to make you understand and be able to write or talk about yourself better.

Chapter 4

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Chapter 5

Who was Involved?



Tujuan Pembelajaran

Setelah mempelajari Bab 5, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

- 5.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.
- 5.2 Menangkap makna dalam teks berita sederhana dari koran/radio/TV.

Halaman Apresiasi 61

A. WARMER: GROUP SHARE



Share with your chair-mate an interesting, important, or surprising piece of news that you have heard from TV, radio, newspaper, or people around you. Take turns doing that.

Consider the following questions when sharing:

1. Where did you get the news item from? Did you get it from TV, radio, newspaper, or people around you?
2. What is the news about?
3. Where did it happen?
4. When did it happen?
5. Do you consider the news item interesting, important, or surprising? Why do you think so?

B. VOCABULARY BUILDER

- **Task:** Find the meanings of the words.
- Guess the meaning of each following word. Then, check them with your friends. Consult your dictionary when necessary. After that, practice pronouncing the words with your friend.

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obey	: /əʊ beɪ/
regulation	: /regjə'leɪʃən/
occurrence	: /ə'kɔː rəns/
tenant	: /'tenənt/
owner	: /'oʊnər/
(be) accustomed	: /bi: ə'kʌstəmd/
abandon	: /ə bə'ndən/
concern	: /kən 'sɜːrni/

C. LISTENING

Task 1: Listen to the news item.
Your teacher will read **this** piece of news aloud. Check whether **you** can answer the questions following that.

Task 2: Do the comprehension questions.
 Answer the following questions correctly based on the news **you** have just heard.

1. What is the news about?
2. Where did it happen?
3. When did it happen?
4. Why did that happen?
5. Who were involved in the event?
6. How serious was the violation? Why do **you** think so?
7. Are **you** in favor of Mr. Subagio's decision or against it? Why?
8. In **your** opinion, what can prevent us from committing such a crime?

D. READING

Task 1: Read the text aloud.
 Take turns to practice reading the news aloud. Pay attention to **your** pronunciation.

Text 1

Since 1981, the Humber Bridge in England has been the world's longest-span (1,410 meters) bridge. Like most other long-span bridges, it is a suspension bridge. In a suspension bridge, the bridge deck hangs, or is suspended, from thick steel cables. **They** are made of tens of thousands of kilometers of thin steel wires bound together.



The cables go up and over tall towers on either side of the gap to be spanned. **They** are anchored firmly at each end. In the largest suspension bridges, the towers have to be built slightly out of parallel to allow for the curve of the Earth!

(Source: Children's First Cyclopedia, compiled by M. Dempsey)

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Task 2: Observe the texts.
 Read the texts in Task 1 again and answer the following questions orally.

1. Do **you** know reported speech? In which text did **you** find reported speech?
2. Do **you** think that reported speech is commonly found in texts like Text 2? Why do **you** think so?

Task 3: Let's make comprehension questions.
 Create **your** own questions about the two texts. Do **you** have any questions so far about the two texts? Write down **your** questions and ask **your** friends or **your** teacher to get the answers.

Task 4: Think about it.
 Before **you** read the following news item about tenants of apartments, talk about **these** things in small groups.

1. Do **you** find any apartment in **your** towns or cities?
2. Where are apartments usually found?
3. What do apartments generally look like?
4. How are apartments different from houses?
5. Can **you** think of the advantages or disadvantages of living in an apartment compared to living in a house?



Source: iStock.com

Task 5: Read the text.
 Read the following text carefully. Answer the comprehension questions briefly.

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Tenants advised to obey regulations on apartment

Jakarta: A building architect has advised families planning to live in an apartment to study all the relevant regulations prior to moving in to help prevent unexpected security-related occurrences.

"Tenants must obey certain regulations when living in an apartment, which is far different from living in a landed-house," Fendhi Ibhindar said.

"Tenants of an apartment should abide by regulations set by the owner of the high-rise building," he added.

"This is important, especially for a family that has a young child," he was quoted as saying by okezone.com.

According to him, the trend of living in an apartment in Jakarta started only 10 years ago. Living in an apartment has increasingly become popular.

"Most of Jakarta's residents are more accustomed to living in a landed house and when they live in an apartment, many are not ready for apartment-living habits and regulations. They have to abandon their mindset of living in a landed-house," he said.

He said that an owner of apartment should also consider aspects of designing and building materials that are safe for children. "The quality of building materials should be prioritized," he said.

"Children's safety should be the main concern with regards to the building materials that are used," he said.

(Adapted from: The Jakarta Post, May 9, 2014)

Answer the questions briefly.

1. What is the source of the text?
2. What is the text about? What is the social function of the text?
3. Which one is the headline? Write it down.
4. Why do you think living in an apartment is getting popular?
5. Can you identify some regulations of living in an apartment? What are they?
6. Who sets the regulations?

7. Did you find any information about who in the text?
8. Did you find any information about where in the text?
9. Did you find any information about what in the text?
10. Did you find any information about why in the text?

E. VOCABULARY EXERCISE

Task 1: Fill in the blanks.
Use the words in the box to complete the following sentences.

obey regulations occurrences owner
abandon concern tenants (be) accustomed to

1. The government has just launched new _____ to make tax payers comply with their obligation.
2. _____ are required to pay a deposit, which usually amounts to a one-month rent.
3. The new governor advised the city residents to wake up and _____ the rules so that the capital city would develop as expected.
4. Many people had to _____ their residence because of the frequent heavy earthquakes.
5. Under the new regulations, the _____ of the rented house has to be responsible for the provision of convenient facilities.
6. _____ of traffic accidents in this highway are getting higher and higher, which implies the need for more strict rules on speed limit.
7. At present, the _____ of the government is related to educating girls living in rural areas.

8. The family members seem to _____ the severe weather changes in this country.

Task 2: Create your own sentences.
Study the list of words in Task 1 again. Create your own sentences using the words.

F. GRAMMAR REVIEW

Task 1: Observe the reported speech.
Observe the verbs used to report what the participant in the news said. Then, find all the direct speeches in the text about tenants of apartment and change them into reported (indirect) speech.

Direct	He	said	tenants	have to	obey	certain regulations.
Reported (indirect)	He	said	tenants	had to	obey	certain regulations.

Rewrite the text. All of the direct speeches have to be changed to reported (indirect) speeches.

Direct	He	said	many tenants	are not	ready for apartment-living habits.
Reported (indirect)	He	said	many tenants	were not	ready for apartment-living habits.

Task 2: Observe the past verbs.
Look through the text again. You will find many verbs in the past form (e.g. said, added, etc.). The verbs are used in the past form to report events in the news item because the events actually happened. Please underline the past verbs in the text.

Task 3: What are the verbs?
Put the verbs in brackets into the correct past form.

1. The distribution of NKRI maps _____ (begin) at Caturwarga elementary school last Friday.
2. The policy on higher minimum wages _____ (bring) greater prosperity to local workers.
3. Limited infrastructure and facilities such as clean water resources, schools, and healthcare services (worsen) the life quality of the local residents.
4. My grandfather _____ (fly) to Denpasar the other day for a senior citizen award.
5. One victim _____ (tell) the online news portal about the incident on Saturday night.
6. It's so sad that many spectators _____ (throw) trash in the city stadium during the final football match last week.
7. The local people _____ (build) the mosque in the 16th century, and the mosque now becomes one of the official cultural heritage sites.
8. The online enrollment system _____ (be) in accordance with the central government's instruction.
9. Local poets and musicians _____ (get) wider recognition as the provincial administration _____ (grant) awards to traditional artists.
10. The anniversary events _____ (draw) large number of people to come and celebrate.

G. TEXT STRUCTURE

- **Task 1:** Observe the text structure.
- What do **you** know about a news item text? Read the explanation below to know more about news item text and its text structure. Then, reread the texts in this chapter and identify **their** text structures. Do it in a table like the following.

The previous text about tenants of apartments is called a **news item**. The function of a news item is to inform readers or listeners about events of the day that are considered important or newsworthy.

How are news items written? **They** usually start with an eye-catching **title (the headline)**. The headline needs to be very interesting to attract readers' attention. The first paragraph in the news item is called the **lead paragraph**, which usually contains the **details** about **who, where, what, and why**. **They** summarize the events. Supporting paragraphs elaborate the summary of the events in more details.

Parts of the Text	Information from the Text
Headline	
Summary of Events	Who?
	Where?
	What?
	Why?
Quotes	Any quote from authorities or people involved?

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- **Task 2:** Download a news item text.
- Follow **these** steps to download a news item text from the given site. Then, answer the given questions below based on the text and discuss the answers with **your** class.



1. In pairs, download a piece of news from this address: <http://www.dailymail.co.uk/femail/article-3354792/inspirational-teen-tries-tackle-suicide-caused-cyber-bullying-rethink-app.html>.
2. Think individually, read the news item carefully. Then, respond to the following questions.
 - a. What is the news about?
 - b. Who wrote the news?
 - c. When was the news published?
 - d. Who was Trisha Prabhu?
 - e. Why was **she** called 'tech whiz'? What did **she** create?
 - f. How does Rethink work? What prompt appears as warning?
 - g. Did Trisha conduct trials to prove how the software works? What did the results show?
 - h. What has inspired Trisha to develop the software?
 - i. How does the 'stop, block, and self' method work?
 - j. What did Trisha think about technology and responsibility among teens?
3. In pairs, discuss **your** answers. Compare **your** answers to **those** of **your** friends.
4. Check **your** answers with the whole class.
5. In pairs, identify the direct speech in the text. Change the direct speech to reported (indirect) speech.

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- **Task 3:** Find another example of a news item text. In groups, choose an interesting or newsworthy event reported in a newspaper. **You** can go to the library or search in the Internet. Use the following questions to help **you** select the text.

1. Is the headline interesting?
2. Is the information useful to share? Why do **you** think so?

Parts of the Text	Information from the Text
Headline	
Summary of Events	Who?
	Where?
	What?
	Why?

Present **your** text neatly and attractively so that the other groups want to read it. Take turns sharing the information **you** have with the class.

- **Task 4:** Find the direct speech. Look through **your** text again. Write down the **direct** speech. Then, put the **direct** speech into indirect (**reported**) speech. Share what **you** have with the class.

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H. WRITING (ENRICHMENT)

- **Task 1:** What is the Trending News? Write a piece of news item by responding to **these** questions.

1. What is the trending news **you** heard on TV or read in newspaper **today**?
2. What information can you collect? What are the details of information (**who, where, what, why**)?

- **Task 2:** Write a news item. Choose an interesting or newsworthy event that has happened at or around the school. Write it up in the form of newspaper report for publication in **your** school magazine. Include **these** elements when writing.

1. **Headline** (Interesting? Smart?)
2. **Lead paragraph:** Summary of events (Who? Where? What? Why?)
3. **Supporting paragraphs:** More detailed information of the summary (Who? Where? What? Why?)

Then, follow these steps.

1. Write the headline.
2. Write the details of the news.
3. Include direct speech in **your** text.

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Please write and present **your** text neatly and attractively.

Task 3: Let's do some peer editing.
 Work in pairs. Exchange **your** writing. Check **your** friend's writing. Pay attention to **these** points when reading it.

1. The text structure: headline, summary of events in the lead paragraph (What? When?), and detailed elaboration of the events in the supporting paragraphs (Who? Where? What? Why?).
2. The use of past verbs
3. The use of direct speech
4. Spelling
5. Punctuation
6. Capitalization
7. Formatting

I. COMMUNICATING

Task 1: Complete the cloze news.
 Fill in the blanks in the following news with the appropriate words in the box.

son	described	announced
told	expect	like
winner	news	but

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Task 3: Write a news report.
 The following are notes from a journalist's notebook. Read it carefully. Then, follow the instructions below!

1. International donors to Vietnam, Indonesia, and Laos announced on Thursday.
2. More than \$17 million to help fight the bird flu virus.
3. The virus having killed more than 60 people in Asia.
4. Triggering fears of a global pandemic.
5. A top-level delegation of US and global health officials touring Southeast Asia.
6. Searching for ways to curb the spread of the H5N1 virus.

Write a newspaper report using those notes. Read again the previous examples of newspaper reports (in Listening – Task 1; Reading – Task 1 and Task 5, and Communicating – Task 1/cloze test) to give **you** ideas on how to make one. Remember to include **these** elements in writing:

- Instructions:**
1. Write an interesting headline.
 2. Write the summary of the events in the lead paragraph (Who? Where? What? Why?).
 3. Provide quotes (direct speech) from the people involved.
 4. Use past verbs.
 5. Pay attention to spelling, punctuation, capitalization, and formatting.

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British playwright Harold Pinter, a master of sparse dialog and menacing silences who has been an outspoken critic of the U.S.-led war in Iraq, was the surprise _____ of the Nobel literature prize on Thursday.

The 75-year-old Londoner, _____ of a Jewish dressmaker, is one of Britain's best-known dramatists for plays _____ *The Birthday Party* and *The Caretaker*, whose mundane dialog with sinister undercurrents gave rise to the adjective "Pinteresque".

An intimidating presence with bushy eyebrows and a rich voice, **he** was _____ by Swedish Academy head Horace Engdahl, who _____ the prize, as "the towering figure" in English drama in the second half of the 20th century.

Pinter _____ Reuters Television he was overwhelmed by the _____: "I haven't had time to think about it _____ I am very, very moved. It was something I did not _____ at all any time."

(Taken from: *The Jakarta Post*, October 14, 2005)

Task 2: Rewrite the news.
 Rewrite the news above using **your** own words. Use this sentence to begin **your** rewriting.



Harold Pinter was a British playwright _____

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Task 4: Retell the event.
 Study the notes in Task 3. Imagine **yourself** as a news reader on a radio or television. Retell the news to the class.

Good afternoon, Indonesia.
 Good afternoon, Jakarta.
 It's a sunny day, 25 May 2016.
 This is Agnez, serving **you** the most leading news of the hour.



REFLECTION

At the end of this chapter, ask **yourself** the following questions to know **your** learning progress.

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