

**AN ANALYSIS OF WRITING TASK IN ENGLISH TEXTBOOK  
ENTITLED “PATHWAY TO ENGLISH” FOR SENIOR HIGH SCHOOL  
GRADE X PUBLISHED BY ERLANGGA USED BY STUDENTS OF SMA  
BATIK 2 SURAKARTA**

**THESIS**

**Submitted as a Partial Requirements**

**for the Degree of *Sarjana***



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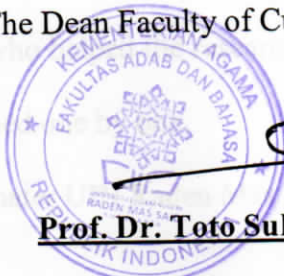
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## **DEDICATION**

This thesis is dedicated to:

1. My Beloved Parents, Mr. Martoyo and Mrs. Reny Tiani who are always support, encourage, giving motivation through their endless love and pray all the time for me.
2. Myself, who spent the last four years dreaming of becoming an English teacher.
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## **MOTTO**

“Just because you failed that one time, doesn’t mean you failed at life. So, don’t  
be a loser, just try“

(Bangchan from Stray Kids)

“Don’t tell your problems to people. Eighty percent don’t care and the other  
twenty percent are glad you have them”

(Lou Holtz)

## PRONOUNCEMENT

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I hereby sincerely stated that the thesis entitled “An Analysis of Writing Task in English Textbook Entitled “Pathway to English” for Senior High School Grade X Published by Erlangga Used by Students of SMA Batik 2 Surakarta” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realize that this thesis is still far from being perfect. The researcher hopes that this thesis is useful the the researchers in particular and the readers in general.

Sukoharjo, 5<sup>th</sup> December 2022

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## ABSTRACT

A, Rahmawati 2022. An Analysis of Writing Task in English Textbook Entitled “Pathway To English” for Senior High School Grade X Published by Erlangga Used by Students of SMA Batik 2 Surakarta. Thesis. English Language Education Study Program. Faculty of Cultures and Languages. Raden Mas Said State Islamic University of Surakarta.

Advisor : Prof. H. Sujito M. Pd

Keywords : English Textbook, Writing Task, Analysis of Task, Nation

The textbook for English Language Teaching (ELT) plays an enormous role in language teaching and learning which contains the source of learning materials with the consideration of current curriculum. An English teacher has to analyze the benefits and the effectiveness of the textbook. Thus, the textbook material and the task can fit the students' needs in learning. The objective of this research is to describe the writing task represented in the textbook as suggested by Nation and to find out the compatibility of writing task provided in textbook with the criteria of writing task as suggested by Nation.

The research design used in this research is content analysis. The data and data source are transcript of interview, material of writing task served in textbook, and documentation. The data was gathered from document analysis. In collecting the data, the researcher compares method and theory then analyzing document by selecting the writing task served in textbook. The calculation of the result in the data analysis was given in each criteria according to Nation.

The findings in this research was shown that the types of writing task represented in this textbook suggested by Nation are, experience task (10,7%), shared task (0,7%), guided task (77,4%), and independent task (11,3%). The result displays the writing task in this textbook is dominated by guided task. Furthermore, from the analysis of the compatibility of the textbook, it was shown that this textbook is categorized as a fairly good textbook with the total percentage 46,67% for Nation. There are 14 out of 30 criteria of the types of the good writing task in textbook.

## ABSTRAK

A, Rahmawati 2022. An Analysis of Writing Task in English Textbook Entitled “Pathway To English” for Senior High School Grade X Published by Erlangga Used by Students of SMA Batik 2 Surakarta. Thesis. English Language Education Study Program. Faculty of Cultures and Languages. Raden Mas Said State Islamic University of Surakarta.

Pembimbing : Prof. H. Sujito M. Pd

Kata kunci : Buku Teks Inggris, Latihan Soal Menulis, Analisis Latihan Soal, Nation

Buku teks untuk ELT memiliki peranan yang sangat besar dalam proses belajar dan mengajar karena memuat sumber materi pembelajaran yang disusun sesuai dengan kurikulum yang digunakan saat ini. Guru bahasa Inggris harus bisa menganalisis kelebihan dan efektivitas suatu buku teks yang akan digunakan. Sehingga, sumber materi dan latihan soal bisa memenuhi kebutuhan belajar siswa. Tujuan dari penelitian ini adalah untuk mendeskripsikan latihan soal menulis yang ada didalam buku teks sesuai dengan teori Nation dan untuk mendapatkan hasil kesesuaian antara latihan soal menulis yang tersedia di buku teks dengan kriteria yang disebutkan oleh Nation.

Desain penelitian ini menggunakan konten analisis. Data dan sumber data yaitu, transkrip wawancara, latihan soal menulis yang tersedia di buku teks, dan dokumentasi. Pengumpulan data dilakukan dengan cara, dokumen analisis. Dalam mengumpulkan data, peneliti membandingkan metode dan teori lalu menganalisis dokumen dengan cara memilih latihan soal menulis didalam buku teks. Hasil dari perhitungan dalam analisis diberikan sesuai dengan Nation.

Hasil temuan dalam penelitian ini menunjukkan bahwa macam-macam latihan soal menulis menurut Nation yang tersedia di buku teks meliputi, experience task (10,7%), shared task (0,7%), guided task (77,4%), dan independent task (11,3%). Hasil ini menunjukkan bahwa latihan soal menulis dalam buku teks didominasi oleh guided task. Selanjutnya, berdasarkan analisis kesesuaian buku teks menunjukkan bahwa buku ini dikategorikan kedalam buku teks yang “cukup baik” dengan jumlah presentasi 46,67% sesuai dengan teori Nation. Ada 14 dari 30 kriteria latihan soal menulis yang baik didalam sebuah buku teks.

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the study, identification of problems, limitation of the problem, formulation of the problems, objectives of the study, benefits of the study, and definition of key terms.

#### **A. Background of the Study**

In today's modern era where English has become the most important language around the world since, English is considered as a medium of instruction language. Thus, people have to learn and understand English to help them connect in a global world. English is lauded as a vibrant and an international language of communication since it is most spoken language from around the world and learned by the majority people in every country of the world. In Indonesia, English is taught by teacher from kindergarten school, middle school, high school, and university level as one of the compulsory subject. This is expected to familiarize the students in English and it helps stimulate the development of students's competence in English. Aydoğan & Akbarov (2014: 672–675) state that there are four basic language skills in learning and teaching English, they are speaking, listening, reading, and writing. Among those skills which is a consecutive process belong to the development of English competence. It indicates that those skills are related to each other, and it is crucial to learn those skills

equally because it helps stimulate the development of students' competence in English.

According to Zhang and Chen (1998) in Shourafa (2012: 235), writing becomes a crucial skill to be mastered by students in learning English because it is the productive skill in written and a comprehensive ability involving the competences of grammar, vocabulary, conception, rhetoric, and other elements in writing skills. Nowadays writing skill is getting more important because some higher educational organization, institution, or university used writing skill to make essay, journal article, thesis, dissertation, and many more as final goals of learning in English program. One way to activate the students writing skill is by doing tasks. Writing task defined as a piece of work or activity for improving writing skill and to be done by the students. Writing task provides many kinds of task that can help the students to practice in every section of learning materials given by teacher. This expected to help students in developing communication skill especially in writing skill, they includes; grammar, spelling, punctuation, paralinguistics, and so on which are considered as the major skills in writing. Besides, it helps the teacher in measuring students comprehension in every particular material given. The task engagement in textbook intended to facilitate the students in achieving effective learning in order to achieve their learning goals. It is encouraging the students to become an independent and critical thinker. While doing the task, the students used to explore new things and solve problems they face during

learning many topic. The good task in writing is defined as a task which compatible with the student needs in learning writing. Thus, the student requires good task in textbook to support their successfull during learning process. The good quality of writing tasks are given to students, the more students' writing competence acquired from those practice activities. According Nation (2009: 95) there are four types of writing task called: experience task, shared task, guided task, and independent task. These types of task would help the student in mastering the writing skill.

Hutchinson & Torres (1994: 315) mention that textbook has become the principal element in English language teaching, it plays an enermous role as the vital part in each activity of teaching and learning English. A textbook may contain the content learning and a lot of learning sources which can be used by the teacher as guidance in delivering the material during the lesson. Besides, it helps inexperienced teachers to develop their teaching skill, since textbook provides ideas about the planning and teaching lesson Richards & Richards (2015: 1).

Tomlinson (2011) mentions the criteria materials of good English textbook, the criteria are: (1) materials should achieve impact, (2) materials should help the learners to feel at ease, (3) materials should help learners to develop confidence, (4) what is being taught should be perceive by the learners as relevant and useful, (5) materials should require and facilitate learner self-investment, (6) lerners must be ready to acquire the points being taught, (7) materials should expose the learners to language in authentic use,



(8) the learner's attention should be drawn to linguistic features of the input, (9) materials should provide the learners with opportunities to use the target language to achieve communicative purpose, (10) material should take into account that the positive effects of instruction are usually delayed, (11) materials should take into account that learners differ in learning style, (12) materials should take into account that learners differs in effective attitude, (13) materials should permit a silent period at the beginning of instruction, (14) materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left brain activities, (15) materials should not rely too much on controlled practice, and (16) materials should provide opportunities for outcome feedback.

Considering to the statements above, the researcher wants to analyze the types of writing task coverage of English textbook and to find out the compatibility of the writing task with the criteria of task as suggested by Nation (2009: 95). The researcher chooses a textbook entitled "Pathway to English" for Senior High School grade X published by Erlangga and the textbook is being used by the students of SMA Batik 2 Surakarta.

"Pathway to English" textbook is a series of English course books for students at SMA Batik 2 Surakarta in the tenth grade used 2013 curriculum. This book is used by the students in IPA and IPS program as the additional source of learning in order to support their learning process through textbook. This book is written full in English language.

Furthermore, this textbook is arranged of 11 chapters and it applied in first and second period of semester as student's companion book. There are many kinds of writing tasks as suggested by Nation that served in the textbook, they are experience task, shared task, guided task, and independent task. "Pathway to English" textbook contains some elements such as: Social Function, 4 Language Skill (Listening, Speaking, Reading, and Writing), Grammar, Values, Cultural Awareness, and Ways to Say it. Besides, this book is equipped with the psychomotor domains from the lowest class to the highest class in the term of material and task, they are Knowledge (C1), Ability (C2), Application (C3), Analysis (C4), and Synthesis (C5) in each four language skill developed. This textbook is designed to encourage the students in acquiring competency in four language skills.

There is another textbook that is being used by the students of SMA Batik 2 Surakarta as the compulsory book in learning English subject, it is textbook entitled *Bahasa Inggris* used 2016 curriculum revised-edition. The book is written by Utami Widiati, Zuliati Rohmah, and Furaidah and published by The Ministry of Education and Culture. There are 15 chapters served in this book and it as applied in first and second period of semester as student's compulsory book. This textbook provides some elements such as: KD (Basic Competence), Social Function, Text Structure, Language Feature (Grammar, Vocabulary, and Derivatives), Topic-Related Activities, and Skill Focus. This book is served mixed language in *Bahasa* and English

language in order to help the student in understanding the explanation and instruction of each section.

The writer find out some previous researches as the source of references in this research. The first previous research was conducted by Dita Ayuk Prastian, entitled An Analysis on Writing Task of English Textbook Entitled “Bright” For the Seven Grade Students of Junior High School. This research has similarity with the research that being carried out by the researcher, that is on analyzing the writing task on English textbook but this research use different book which the researcher use book entitled “Pathway to English”. This research applied theory of writing tasks by Raimes. The result showed that there are 9 types of writing task out of 14 which is provided in the textbook. They are; question answer, addition, cloze test, conversion, scrambled parahraph, sentence combining, fill in the blank without translation, free composition in writing, and write the text based on the topic provided.

The second previous research was conducted by Suhada Arie Kustanti, entitled An Analysis of Writing Task in English Textbook Entitled “Bright an English” for Grade IX of Junior High School Published by Erlangga. This research has similarity with the research that being carried out by the researcher, that is on analyzing the writing task on English textbook. This research was focused to explain the types and describe whether the writing task provided in the English textbook entitled “Bright an English” meet the criterias of a textbook by Nation. The result showed

that there are 23 writing task found from the textbook. Experience task appeared 5 times (20,8%), shared task appeared 3 times (13,4%), guided task appeared 11 times (45,6%), and independent task appeared 4 time (16,6%).

Based on the previous relevance researches conducted by the researcher after reading the “Pathway to English” textbook, it is considered that the “Pathway to English” textbook for Senior High School grade X used by the students of SMA Batik 2 Surakarta presented many variation of writing task provided in textbook. The example of writing task taken from the textbook is as follow:

Datum 82/PTE/C.8/P.160/Guided/CompleteS

11. Put the correct words in the blanks.

Oh, what a beautiful rose! A rose is 1) \_\_\_\_\_ than a sun flower. The red roses are the 2) \_\_\_\_\_ of all. My father has a 3) \_\_\_\_\_ rose garden in the village. He won the first prize last year. Mr. Simmons has a rose garden, too. His garden is 4) \_\_\_\_\_ but it has 5) \_\_\_\_\_ collections.



smaller      best      more      beautiful

The picture above is an illustration of writing task provided in the “Pathway to English” textbook published by Erlangga. The above figure represents the writing task which belong to the complete the sentence task in the term of guided task. Hence, the writing task in the textbook here is presented by using guided task.

In this research, the writer would only focus on the analysis of writing task that presented in textbook etitled “Pathway to English” for

Senior High School Grade X Published by Erlangga Based on Nation. There are writing tasks that can be examined and this book is still being used by the students grade X at SMA Batik 2 Surakarta. According to the explanation presented previously, the researcher tries to analyze and interpret the research under the title **“AN ANALYSIS OF WRITING TASK IN ENGLISH TEXTBOOK ENTITLED “PATHWAY TO ENGLISH” FOR SENIOR HIGH SCHOOL GRADE X PUBLISHED BY ERLANGGA USED BY STUDENTS OF SMA BATIK 2 SURAKARTA”**.

#### **B. Identification of the Problems**

After getting the explanation from the background of study, the researcher identified some problems, they are; the compability between students time limit to learn writing with the various kinds of writing task served in the textbook entitled “Pathway to English”, the compability between students activities in writing skill with the cultural awareness from the textbook entitled “Pathway to English”, the compability between students comprehension in grammar with the student’s ability and difficulties in writing.

#### **C. Limitation of the Problems**

Based on the identification of the problems above, the researcher would only focus to describe and analyze the writing task served in textbook entitled “Pathway to English” using theory suggested by Nation and the compatibility between writing task provided in English textbook entitled “Pathway to English” for Senior High School Grade X Published by Erlangga with the criteria of writing task by Nation. The findings of this research are to describe and find out the compatibility of writing task found from textbook with the criteria of writing task suggested by Nation.

“Pathway to English” textbook consists of four skills: listening, speaking, reading, and writing which can help students to practice and develop their English competence. Besides, this book consists of writing tasks and it is still being used by the teacher and students in teaching and learning process in SMA Batik 2 Surakarta. That is the reason why the researcher conducted an analysis of writing task in this book because the good quality of tasks served in this textbook are substantial for the students proceeds in learning process. The most appropriate tasks are provided, it facilitates student in understanding the writing material given by the teacher easier.

#### **D. Formulation of the Research**

1. What are the types of writing task represented in “Pathway to English” for Senior High School Grade X Published by Erlangga as suggested by Nation?
2. How is the compatibility between the writing task provided in “Pathway to English” for Senior High School Grade X Published by Erlangga with the criteria of writing task types as suggested by Nation?

#### **E. Objectives of the Research**

1. To describe the types of writing task represented in “Pathway to English” for Senior High School Grade X Published by Erlangga as suggested by Nation.
2. To find out the compatibility between the writing task provided in “Pathway to English” for Senior High School Grade X Published by Erlangga with the criteria of writing task types as suggested by Nation.

#### **F. Benefits of the Research**

1. Theoretical Benefit

This research intended to give the findings of the result would support the theory in the criteria of writing task type and analysis on writing task provided in textbook entitled “Pathway to English” for Senior High School Grade X Published by Erlangga based Nation and also to determine whether the writing task provided in English textbook entitled “Pathway to English” for Senior High School Grade X Published by

Erlangga compatible with the theory of writing task proposed by Nation (2009).

## 2. Practical Benefits

### a. For English Teacher

This research gives contributions toward the English teacher in order to know the appropriate textbook, materials, and exercises that can be used in teaching and learning process based on the criteria of writing task as suggested by Nation and to determine the compatibility textbook with the writing task criteria as suggested by Nation. This research can also help teacher to select the good materials used during the teaching and learning process, especially in writing tasks.

### b. For English Student

The final result of this research can help students in choosing the writing task in that compatible with student's needs. By choosing the appropriate writing task, they can improve their writing skill.

### c. For the Textbook Authors

This research expected can be the consideration in arranging textbook for the English textbook authors. In the future they would present the better material and tasks which fit with the ideal criteria of textbook and student's need in writing task.

### d. For the Researcher



This final result of this research can help the researcher to answer the research questions. This research would know about the kinds of writing task provided in “Pathway to English” textbook and also the ideal criterias of writing task as suggested by Nation and the compatibility a textbook with the criteria of writing task suggested by Nation.

### **G. Defiition of Key Terms**

#### 1. Textbook

Hutchinson & Torres (1994: 317) defines textbook as provider of input into classroom lesson in the form of texts, activities or exercises, explanations, and so on.

#### 2. Writing

Byrne (1993: 1) mentions that writing is the act of forming the graphic symbols include letters or combination of letters. The symbols have to be composed to form words and words have to be composed to form a sequence of sentences in particular order and linked together in certain ways.

#### 3. Writing Task

Nunan in Branden (2006: 7) explains task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form.

## **CHAPTER II**

### **THEORETICAL REVIEW ON RELATED LITERATURE**

This chapter presents theoretical review and previous research to be discussed. There are four theories underlying this research. They includes, theories related on textbook, writing, writing task.

#### **A. THEORETICAL REVIEW ON RELATED LITERATURE**

##### **1. Review on Textbook**

###### **a. Definition of Textbook**

The core elements during learning and teaching English as a foreign language are teacher, student, and materials or references. The successness of learning and teaching process does not only depend on the teacher and student's participation, but also on the use of textbook. There are definitions of textbook discussed by the experts, according to Graves (2000: 175) "The textbook is a stimulus or instrument for teaching and learning". Based on the definition above, the use of textbook in English language teaching has gained important role as an instrument for teaching and learning because it provides the source of material which help both the teacher and students in teaching and learning activity. Textbook is composed by various kinds of material which can be used by teacher and students to achieve their goals in teaching and learning process.

Additionally, the definition of textbook cited from Oxford dictionary explains, “textbook means a book that considered as a standard work used for the study of a particular subject”. It means that a textbook is a type of book that may be used for study of particular course in educational field. Textbook is a tool or media for teaching and learning, it can be used to measure and check students comprehension about a particular material that provided in a textbook.

According to Richards (2001: 254) textbook can be used in some different ways of language course. For instances; a reading textbook might be the primary source for a reading skill course, since it provides set of reading text materials and exercises for skill practice. A grammar textbook might be the reference book which provides set of examples and exercise in order to develop students’ grammatical comprehension. A speaking textbook might serve passages for students to read and discuss the particular topics. A listening textbook might be the basis listening input in a listening course.

Based on those explanation about the definition of textbook above, it can be referred that textbook is a book that considered as a core instrument for teaching and learning which contains the source of materials with the consideration of current curriculum. Textbook can be used for facilitating and supporting both teachers and students during the lesson in order to achieve their goals in teaching and learning process.

## b. Role of Textbook

The existence of textbook in teaching and learning process has always been the most necessity since it represent as a source of materials. Textbook helps both the teacher and students in achieving the goals of teaching and learning process. According to Chandran in Astuti (2019: 16) expresses that “textbook act as a guideline for inexperienced teachers or tools for experieneced teacher. It also provided either inexperienced or experienced teachers with guidance on what students have to learn and what students wish to learn”. It means that the use of textbook by a majority of teacher is considered as a tool which provides the guidance to help teacher in preparing and delivering the materials that fit with students’ needs during the lesson.

Hutchinson & Torres (1994: 315-328) mentions that textbook is an universal element in English language teaching and learning. They state that textbook as providers of input into classroom lesson. Furthermore, Cunningsworth (1995: 7) have another points of view about the role of materials in textbook especially for English language teaching, as follows:

- 1) A resource for presentation material (spoken and written).
- 2) A source of activities for learner practice and communicative interaction.

A reference source of book for learner on grammar, vocabulary, pronunciation, etc. A syllabus (where they reflect learning objectives which have already been determined).

- 3) A resource for self-directed learning or self-access work.
- 4) A support for less experienced teachers who have yet to gain in confidence.

c. Advantages and Disadvantages of Textbook

In the fact, textbook is necessity and still being used by the teacher and students as an instrument for teaching and learning as it is done nowadays. The use of textbook has both the positive effects and also the negative effects, it is depending on how the textbook are used. Graves (2000: 174) pointed out some positive effects of using a textbook, as follows:

- 1) It provides a syllabus for the course because the authors have made decisions about what will be learned and in what order.
- 2) It provides security for students because they have a kind of road map of the course they know what to expect, they know what is expected of them.
- 3) It provides a set of visual, activities, reading, etc, and so saves the teacher time in finding or developing such materials.

- 4) It provides teachers with a basis for assessing students' learning. Some texts include tests or evaluation tools.
- 5) It may include supporting materials (e.e., teachers' guide, cassettes, worksheets, video).
- 6) It provides consistency within a program across a given level, if all teachers use the same text. If textbooks follow a sequence, as within a series, it provides consistency between levels.

However, there are also some negative effects of using a textbook, those are:

- 1) The content or examples may not be relevant or appropriate to the group you are teaching.
- 2) The content may not be at the right level.
- 3) There may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything you want to include.
- 4) There may not be the right mix of activities (too much of X, too little of Y).
- 5) The sequence is lockstep.
- 6) The activities, readings, visuals, etc. may be boring.
- 7) The material may go out of date.
- 8) The timeable for completing the textbooks or parts of it may be unrealistic.

From the elucidation above, the researcher summed up that there is always the advantages and the disadvantages of using textbook it depending on how the textbook used as well as the function.

d. Criteria of Good Textbook

The good textbook given to students, the more quality of knowledge their gained from the textbook. Thus, the teacher should determine to select which books are most suitable with students' needs in order to achieve their learning goal. Cunningsworth (1995: 15-17) discusses some guidance in approaching any materials evaluation exercise in textbook, as follows:

- 1) Coursebooks should correspond to learners' needs. They should match the aims and objectives of the language-learning programme.
- 2) Coursebooks should reflect the use (present or future) which learners will make of the language. Select coursebooks which will help to equip students to use language effectively for their own purposes.
- 3) Coursebooks should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'.
- 4) Coursebooks should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

The other criterias of a good textbook defines by Tarigan & Tarigan. They made way to arrange the good quality of textbook with some of criteria, they are;

- 1) It has base, principal, and certain viewpoint which base on the concepts that used in textbook clearly.
- 2) It should be relevant with curriculum.
- 3) It is interesting and increasing reader enthusiasm.
- 4) It can give motivation to the reader.
- 5) It can stimulate student's activity.
- 6) It has interesting illustration for reader.
- 7) The understanding should be preceded by correct communication.
- 8) The content of the book supports the other subject.
- 9) It appreciates individual diversity.
- 10) It tries to reinforce the value that is applied in society.
- 11) It has clear viewpoint.

## **2. Review on Writing**

### **a. Definition of Writing**

Writing is considered as the most complicated skill to be mastered by students in English language. This process needs comprehensive knowledge especially in grammatical features in order to build up the ideas creatively then express those ides clearly. Thus,



students need to learn writing in English for their need especially in academic puposes.

There are many definitions stated by the expert about the notion of writing. Sokolik in Linse (2005: 98), expresses that writing is a combination of process and product. She explains that the word of process refers to the act of gathering ideas and working with them untill they are presented in a manner that is polished and comprehensible to the readers.

Furthermore, Ahmed & Karunakaran (2013: 103), state that writing is production process a group of words, sentences, and paragraph. It requires various processes in thingking, planning, writing, reading, rewriting, revising and editing. White (1995) in Ahmed & Karunakaran (2013: 105) pointed out writing as an activity that “involving a number of thinking processes which drawn upon in varied and complex way as an individual composes, transcribes, evaluates, and revises”.

Based on the previous explanations about the notion of writing above, it can be concluded that writing is a way to produce ideas including various processes in high technical thinking skills then express those ideas into the form of words or combination of graphic symbols and composed it to the form of a sequenced sentence and paragraph.

## b. Purposes of Writing

Generally, writing plays highly important role in academic purposes for the teacher and students. Writing is a basic skill that can be used to communicate using written expression or messages. The more writing skill mastered by student it help them leading to success writing in academic puposes.

Byrne (1993: 6-7) discusses some pedagogical purposes of writing as follows:

- 1) The introduction and practice of some form of writing enables us to provide for different learning styles and needs.
- 2) Written work serves to provide the learners with some tangible evidence that they are making progress in the language.
- 3) Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone.
- 4) Writing provides variety in classroom activities, serving as a break from oral work (and is therefore a quieter and more relaxed time for both students and teacher).
- 5) Writing is often needed for formal and informal testing.

## c. Kinds of Writing

Generally, writing can be divided into several types as discussed by Hedge (2005: 87). She classifies several types of writing, as follows:

- 1) Personal writing: this includes diaries, journals, shopping lists, reminders for oneself, packing lists, and recipes.
- 2) Public writing: this includes letters of (enquiry, complaint and request), form filling, and applications (for memberships).
- 3) Creative writing: this includes poems, stories, rhymes, drama, songs and autobiography.
- 4) Social writing: this includes letters, invitations, notes of (condolence, thanks, and congratulations), emails, telephone messages and instructions of to friends or to family.
- 5) Study writing: this includes making notes while reading, taking notes from lectures, making a card index, summaries, synopses, reviews, reports of (experiments, workshops, and visits), essays, and bibliographies. 6)
- 6) Institutional writing: this includes agendas, minutes, memoranda, reports, reviews, contracts, business letters, public notices, advertisements, emails, posters, instructions, speeches, applications, curriculum vitae, specifications, note-making (doctors and other professionals).

d. Process of Writing

There are many schemes and difference opinion in dealing with the process of writing stated by the experts. Hyland (2003: 11) points out that there are several steps that may help students in the writing process. They are as follows:

- 1) Selection of topic: it can be selected by the teacher or students.
- 2) Prewriting: this is the process of collecting data, brainstorming, note taking, outlining, etc.
- 3) Composing: this is the process of getting ideas into the paper.
- 4) Response to draft: in this step the teacher/peers respond to ideas, organization, and style.
- 5) Revising: this is reorganizing, style, adjusting to reader, and refining the ideas.
- 6) Response to revisions: in this step the teacher/peers respond to ideas, organization, and style.
- 7) Proofreading and editing: this step includes checking and correction form, layout, evidence, etc.
- 8) Evaluation: in this step teacher evaluates progress over the process.
- 9) Publishing: the final result can be published by class circulation or presentation, noticeboards, website, etc.
- 10) Follow up tasks: this step to address weaknesses.

The others point of views stated by Linse (2005: 102). Here are the process of writing:

### 1) Prewriting

In this step including prepare to write and gathering thought and ideas.

### 2) Writing

This step is to express the ideas onto the paper. The objective is to get the ideas on paper as quickly as possible.

### 3) Revising

The initial piece of writing is examined and reworked so that the ideas are logical and flow together.

### 4) Editing

Proofread the work to make sure that there are not any content errors, grammatical or spelling errors.

### 5) Publishing

The writing piece is rewritten in a published or presentable form so that it can be shared.

Based on the explanation above, it can be concluded that the process of writing including; preparing the topic and gathering the whole ideas then, write down all the ideas on the paper into the form of a sequenced sentences and paragraph by exploring the idea creatively.

### e. Microskills and Macroskills of Writing

Here are the microskills and macroskill of writing discusses by Brown (2003: 221):

The Microskills of writing includes:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

The macroskills of writing includes:

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 3) Convey links and connections between events, and communicate such relationship as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meaning when writing.

- 5) Correctly convey culturally specific references in the context of the written text.
- 6) Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

f. The Reason for Teaching Writing

According to Harmer (1998: 80) there are some reason why the teacher teach writing in English to students as a foreign language, they are:

1) Reinforcement

Some students obtain language in an oral/aural way but, most of us get benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it.

2) Language development

It seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go is one way in order to construct proper written texts, these all part of learning experience.

3) Learning style

Some students are quick at picking up language just by looking and listening. The other say that it may take a little longer. Writing is appropriate for students, it seems like reflective activity instead of the rush and bother of interpersonal face to face communication.

#### 4) Writing as a skill

The most important reason for teaching writing is as a basic language skill same as important as speaking, listening, and reading students need to know how to write a letter, how to know some writing's special conventions (punctuation, paragraph construction, etc). Same as they need to know how to pronounce spoken English appropriately. The teacher acts to courage the development of student's writing skill.

### **3. Review on Writing Task**

#### a. Definition of Writing Task

Tasks are vital element in teaching and learning writing since the task given by teacher assist students in understanding materials and developing their writing skill. Besides, tasks help the teacher in providing a learning environment to courage students in understanding and developing writing skill for academic purposes. The concept of task in educational purposes according to Peter Skehan's (1998) in Brown (2000: 50), he defines:



Task as an activity in which; meaning is primary, there is some communication problem to solve, there is some sort of relationship to comparable real-world activities, task completion has some priority, and the assessment of the task is in terms of outcome.

The other point of view about task stated by Ellis (2003) in Nunan (2004: 3) , he defines task in pedagogical process, as follows:

A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and various psychomotor processes.

Based on those explanation above, it can be summed up that writing task is a psychomotor activity in the form of workplan in writing which requires the learners to process language especially in

written skills in order to improve their comprehension and skill in writing.

#### b. Components of Writing Task

The good task is a task that can served the most suitable exercise to meet students needs and it consists of particular components. Shavelson & Stern (1981) point out the elements of task design in Nunan (1989: 47) there are six elements of a language task as follows:

##### 1) Content

It refers to the subject matter to be taught.

##### 2) Materials

It refers to the things that learners can observe/manipulate.

##### 3) Activities

It refers to the things that the learner and teacher will be doing during the lesson.

##### 4) Goals

It refers to the teachers' general aim for the task (there are much more general and vague than objectives).

##### 5) Students

It refers to the learners abilities, needs and interests are important.

##### 6) Social Community

It refers to the class as a whole and its sense of 'groupness'.

Similarly, Nunan (1989: 49-85) explains the basic components of a language task, as follows:

1) Goals

The particular objectives about the whole activity during the lesson and why the task is given to the learners.

2) Input

Input refers to the data that form the point of departure for the task and it can be derived from the wide range of sources provided by materials for students to work on such as; informal/formal letters, newspaper, business cards, memo note, postcards, magazine quiz, seminar programme, etc.

3) Activities

It refers to the what learners will do with the input to finish the tasks given by the teacher.

4) Teacher Role

The part of teacher playing an important role in delivering and executing the task.

5) Student Role

The part of student playing an important role in receiving the task and executing on work.

6) Setting

It refers to the classroom arrangements or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

Writing task help students in understanding the particular material and provide them practice activity. The good quality of task given to students, it helps to increase their knowledge in the acquisition of writing skills. Furthermore, writing tasks help teacher in checking and measuring students' comprehension in particular materials in writing.

#### c. Kinds of Writing Task

Writing task stimulate students to think critically about the material served in the textbook. Basically, there are some kinds of writing task provided in a textbook. Those tasks support students in practicing exercises and increasing their writing comprehension. Here are some kinds of writing tasks suggested by the expert. Based on Nation (2009: 95-111) the kinds of tasks are divided into four kinds, they are:

##### 1) Experience Task

This type of task is designed to be the most familiar task to do for students. This task basically designed based on familiar topics/experience. Thus, students are understand well about the task. It can help students to achieve success in writing

since they already know a lot about the materials. Many experience tasks can be done in a group, thus increasing the help that learners are given with the tasks. Here some experience task for writing:

a) Draw and Write

Students are instructed to draw a picture about something happened to them or imagined. Then, they have to write about the description of the picture. The picture described as memory cue of past experience.

b) Linked Skills

The writing task manage to be the final task in a series of activities that including speaking about, then listening to and reading about particular material. These activities are connected to each other.

c) Partial Writing

In partial writing, the students are working together to write list group of useful words that will need in the following writing task

d) Ten Perfect Sentences

The teacher showing a picture as a subject then students are instructed to write ten correct sentences to describe the picture.

e) Setting your own question

Each student creates the question they want to write about. This is then translated into good English and is made into an examination question which the students answer under examination conditions.

## 2) Shared Task

A task which is too difficult for an individual to do alone may be done successfully if a pair or a group does it. The most type of shared task have some advantages; this requiring little and short time preparation by the teacher, reducing the teacher's supervision and marking load, and encouraging the learners to see each other as a learning resource. There are some types of shared task techniques, as follows:

### a) Reproduction Exercises

The students listen or read to a story then they are instructed to retell the story in the form of written without looking at the original text. This composition is easier if the students are allowed to read or listen the story or passage several times before write the description.

### b) Dicto-Comp

The students listen or read to a story then they instructed to retell the story in the form of written. If the students unable to remember the words of the story, the teacher reads the story in several times but no so many times.

Then the students have to make up parts of it themselves. This activity gives them practice in half way between composition and dictation.

c) Dicto-Gloss

This activity is done if the students are divided into some groups for work. The students have to take notes during two listening sessions or while the passage is being read.

d) Blackboard Composition

The teacher or students suggest a subject and a rough plan for the composition. Members of the class raise their hands and suggest a sentence to put in the composition. If the sentence is correct it is written on the blackboard. Otherwise, if the sentence is not correct, the student and teacher correct it and then it is written on the board. In this way the composition is built up from the student's suggestion and the teacher's and student's correction. When the whole composition is finished, the students read it carefully then it is rubbed off the blackboard. After that the students must rewrite the composition from their memory.

e) Group-Class Composition

The students are divided into several groups. The teacher gives a subject of the composition to each group and then

the students discuss and make a list of the main ideas they will write about. When the composition is finished each member of the group copies the composition. Only one copy is handed to the teacher to be marked. The students correct their copies by looking at the marked copy when the teacher gives it back to them.

f) Group Composition

The students are divided into pairs or groups. Each group writes one composition. Each student suggests sentences and corrects the sentences suggested by their friends. When the composition is finished, each student makes a copy but only one composition from each group is handed to the teacher to be marked. When the composition has been marked, the students correct their own copy from the marked one.

g) Writing with a Secretary

The students work in pairs to do a piece of writing. One member has primary responsibility for the content the other has to produce the written form.

3) Guided Task

Most of textbooks make tasks easier by using exercises carefully guide the learners. This usually has the effect of narrowing the task that the learners have to do. Many guided



tasks can be done in a group, thus increasing the help that learners are given with the tasks. For instances, guided composition exercises, such as a picture composition, provide the idea that the learners will write about. There are some types of guided task techniques, as follows:

a) Identification

The students are guided by being presented with an item which they must repeat, translate, or put it a different form with related meaning to show that they have understood or correctly perceived the item, or to show that they can produce the related foreign language item. Identification technique includes:

1) Translation

The students are instructed to translate the whole meaning of sentences or story into English.

2) Look and Write

The teacher gives a picture as an object then students are instructed to arrange sequenced of sentences about the description what they see before.

3) Picture Composition

The teacher gives series of picture and several question under the picture. Then the students answer the questions and write a composition. By answering the question with

the help of picture, the student can write the composition.

4) Delayed Copying

This type of task is designed to assist student become fluent in forming of words and letter. The students have a paragraph on a piece of paper. Then, they are instructed to remember a phrase then look away and write it. The students should only look at each phrase once, and they should try to break the work into phrases that are as long as they can manage.

b) Understanding Explanation

In this technique the students follow explanations from the teacher then they act to them directly.

1) Writing with Grammar Help

This includes guided composition based on special grammar problems or topics. Usually the rules are given first to be studied by the students. Then they have to use the rules while doing the composition. To make this task, the teacher finds a story that not too difficult for the students then they have to take out certain words.

c) Answering Question

In this techniques, the guidance provided through the question.

1) Answer the Question

In this types of guided task, the teacher writes some questions on the blackboard in front of class. Those questions are based on story they have just heard or read before.

d) Correction

The students look for mistakes either in ideas or form and describe or correct it. This including finding grammar mistakes in sentences, finding unnecessary and unusual words, and finding wrong facts in reading passages, and so on.

e) Completion

The teacher gives words, sentences, a passages, or a picture that have part missing or that can have parts added to them then, the students are instructed to complete those by filling in missing parts correctly.

1) Complete the Sentence

The students given sentences with incompletes or missing words. They have to complete those sentences with the correct word with the correct form in the empty space.

2) Backwriting

The students are instructed to read a passage carefully. After understanding the passage, they are instructed to copy some key words from the passage into a sheet of paper.

f) Ordering

In ordering the students are given a set of items in the wrong order. Then they need to rearrange them in the correct order.

1) Put the Words in Order

The students are given sentences with the words in the wrong order. They must rewrite the words into correct order.

2) Follow the Model

The students are given a pattern and a list of words. Then they must make sentences using the words provided and follow the same pattern as the model.

g) Substitution

In substitution techniques, the students replace one or more parts of a word, sentence, paragraph, passage, picture, or story.

h) What is it?

The students are given some sentences that describe something or someone. The teacher explains how to

change sentences to talks about different things. After that the teacher gives them name of a things. Every students may get the different name of things. Then they have to describe the things and the other try to guess the correct answer.

i) Transformation

The students have to rewrite or say words, sentences, or passages by changing the grammar or organisation of the form of the input.

1) Change the Sentence

The students are given some sentences and asked to rewrite those sentences making the certain changes.

2) Join the Sentences (Sentence Combining)

The students are given pairs of sentences. They must join together the two sentences to make completed one sentences.

3) Writing by Step

The students are given a passage. They must add certain things or make other changes.

4) Marking Guided Writing

With marking guided writing, guided composition can be marked by a group of students using model answers before they are handed to the teacher. The

teacher checks to see that the students have done the marking correctly

#### 4) Independent Task

This type of task requires the students to work individual without any planned help. A good independent task has the following features:

1. It provides a reasonable challenge.
2. It is a task that students are likely to face outside the classroom.

### **B. The Previous Research**

These are many previous researches conducted to examine the good criteria for writing task that provided in a English textbook. Therefore, the researcher try to find out some previous researches related to study. The first one is research conducted by Dita Ayuk Prastian, entitled *An Analysis on Writing Task of English Textbook Entitled "Bright" For the Seven Grade Students of Junior High School*. The purpose of this research is analyzing the compatibility of writing tasks of English textbook entitled "Bright" for the seven grade students of Junior High School with the criteria of writing task as suggested by Raimes and to describe whether writing tasks in English textbook entitled "Bright" facilitate students in increasing writing ability or not. The data of this research are writing task materials provided in textbook entitled "Bright". The researcher

used descriptive qualitative and the data that would be gathered from document analysis of an English textbook entitled “Bright”. The final result of this research shows that the writing tasks provided in textbook entitled “Bright” are appropriate with the criteria as suggested by Raimes, it meets two categories; controlled writing and free writing. The percentage of the writing task in English textbook entitled “Bright” is 64,28%. It indicates that this result of research is good enough because the writing task materials facilitate students in increasing the writing ability. The similarities between the research above and the writer’s research is on the analyzing of writing task in English textbook. The difference between the research above and the researcher research is on the subject of study. The subject of the research above is English textbook entitled “Bright” while in this research, the subject is English textbook entitled “Patway to English”. Another difference is the research above adopted theory of analysis writing task in textbook as suggested by Raimes, while this research adopted theory of analysis writing task in textbook as suggested by I. S. P. Nation.

The second relevance research conducted by Suhada Arie Kustian, entitled “*An Analysis of Writing Task in English Textbook Entitled “Bright an English” for Grade IX of Junior High School Published by Erlangga*”. The object that being analyzed in this research is writing tasks in English textbook entitled “Bright an

English” for grade IX of Junior High School published by Erlangga. The data of this research is writing tasks provided in the textbook entitled “Bright an English”. The objective of this research is finding out and explaining the types of writing task provided in the textbook entitled “Bright an English” based on Nation. The result of this research indicates that there are 10 kinds of writing task that found in the textbook entitled “Bright an English”, it means that the writing tasks meet the criterias as suggested by Nation. The similarities between the research above and the writer’s research is on the analyzing writing task that provided in an English textbook adopted theory of analysis writing task by I. S. P Nation. The difference between the research above and the writer’s research is on the subject of study. The research above use an English textbook entitled “Bright an English” as the subject of research. While the writer’s subject is an English textbook entitled “Pathway to English”.

The third relevance research conducted by Annisa Sabar Cahyati, entitled “*An Analysis on Writing Activities Used Textbook Entitled “When English Rings A Bell” Based on 2013 Curriculum*”, In this research, the researcher conduct the study to find out the writing activities represnted in the textbook and find the compatibility of writing task served in textbook compared with the 2013 curriculum. The data in this research are writing activities served in the textbook entitled “When English Rings a Bell”. This



research adopted the theory of types of writing task by Sharms (2017). Besides, the researcher is also used the basic competence in curriculum 2013 to find out the suitability of the textbook. In this research, the researcher used descriptive qualitative method. This research used triangulation method to validate the data. The result of this research concluded that there are many variation writing activities served in “When English Rings a Bell” textbook such as essays, filling in the form, dialogue writing, diary writing, information transfer, and picture composition. Moreover, the findings on the compatibility of the writing activities from “When English Rings a Bell” with the basic competence in 2013 curriculum showed that is it compatible with the learning activity as observing, imitating, and playing in role from the Basic Competence and appropriate with the shape of Basic Competence and the materials.

The fourth relevance research conducted by Dwi M. Husein, entitled “*Analysis on Writing Exercises in Look Ahead 2 (English Course Book for Senior High School Students Year XI) Published by Erlangga*”. This research used writing exercises in English course book entitled “Look Ahead 2” as the object of research. The data in this research is writing exercises served in the English course book entitled “Look Ahead 2”. The main aim of this research is to evaluate the writing exercise in “Look Ahead 2” course book in terms of the kinds of tests, *KTSP* curriculum, basic

competence in writing skills, kinds of classroom writing, and type of writing exercise, teach ability, presence of example, aims, and kinds of practice exercise. The research findings concluded that the writing exercises served in “Look Ahead 2” are relevant with those aspects of writing exercises. The similarities between the research above and the writer’s research is on the analyzing writing task that provided in an English textbook. The difference between the research above and the writer’s research is on the subject of study. The research above use an English textbook entitled “Look Ahead 2” as the subject of research. While the writer’s subject is an English textbook entitled “Pathway to English”. Another difference are the research above try to evaluate the writing exercise in “Look Ahead 2” course book in terms of the kinds of tests, *KTSP* curriculum, basic competence in writing skills, kinds of classroom writing, and type of writing exercise, teach ability, presence of example, aims, and kinds of practice exercise, but the writer’s research is to find out and describe the writing tasks provided in textbook entitled “Pathway to English” based on theory of analyzing writing task as suggested by I. S. P. Nation.

Another relevance research conducted by Yulia Marheni Ambarwati, entitled “*An Analysis on Writing Task of English Textbook Entitled “Talk Active” for the Tenth Grade Students of Senior High School*”. The object of this research is writing task in

English textbook entitled “Talk Active”. The data in this research is writing task provided in English textbook entitled “Talk Active”. The aims of this research are, (1) to describe whether the writing tasks on English textbook entitled “Talk Active” compatible with the writing tasks as suggested by Raimes or not and (2) to describe whether the writing task facilitate students achieve the writing competency or not. The final result of this research are, there are some types of writing tasks provided in textbook such as, conversion, sentence combining, filling the blank without translation, question answer, summary writing scramble paragraph, cloze test, filling the blank with translation, free composition and write the text based on the topic provided. Those tasks are compatible with the criteria of writing task as suggested by Raimes. In the other hand, the percentage of writing task in this textbook is 71,43%, it means that the quality of writing task provided in the textbook is good in developing students’ writing skill. The similarities between the research above and the writer’s research is on the analyzing writing task that provided in an English textbook. The difference between the research above and the writer’s research is on the subject of study. The research above use an English textbook entitled “Talk Active”. as the subject of research. While the writer’s subject is an English textbook entitled “Pathway to English”. Another difference is the theory that being used to analyze

the object of study. The research above adopted theory of analysis writing task suggested by Raimes, while the researcher adopted theory of analysis writing task suggested by I. S. P. Nation.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher will present in details the methodology of the research used in this study. It is divided into several sub chapters. They are; research design, research subject, data and source of the data, techniques of collecting the data, the trustworthiness of the data, techniques of analyzing the data.

#### **A. Research Design**

This research use qualitative research and conducted by using content analysis method. According to Sugiyono (2013: 9), qualitative research defines as a research method based on positivism philosophy, used to investigate object in natural setting, the researcher as the key instrument, using triangulation (combination) as the techniques of collecting the data, using inductive analysis or qualitative for analyzing the data, and the final result emphasized on meaning than generalisation. Furthermore, Creswell (2013: 44) explains about the qualitative research in details, as follows:

Qualitative research begins with assumptions and the use of theoretical frameworks that report the study of research problems addressing the meaning individuals or groups ascribe to a social or a human problem. To study this problem, qualitative researchers use an emerging

qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher a complex description and interpretation of the problem, and its contribution to the literature or a call for change.

According to Cohen (2007) states that content analysis defined as the process of summarizing and reporting the main content and messages of the written data. Furthermore, content analysis method used to examine text, images, or symbols that had been documented.

From the elucidation above, the researcher concludes that qualitative research is a research method which focus on analyzing research problems through written data and the researcher act as the key instrument of research. This study intended to examine writing tasks provided in “Pathway to English” for Senior High School Grade X Published by Erlangga based on Nation.

#### **B. “Pathway to English” Textbook**

Pathway to English textbook is the resource of data in this research. This book is written by Th. M. Sudarwati and Eudia Grace

based on 2013 curriculum and published by Erlangga publisher in 2017. This book is designed for the tenth grade students of senior high school in general programme. Pathway to English is a series of English course books especially for student of senior high schools in general programme. This book served materials of learning and the exercises related to the discussed topic in each chapters. This book helps students to practice the basic skill of listening, speaking, reading and writing in English. “Pathway to English“ textbook provides some elements such as:

- a) Social function;
- b) 4 language skills: listening, speaking, reading and writing;
- c) Grammar;
- d) Values;
- e) Cultural Awareness;
- f) Ways to say it (expressions).

There are eleven chapters served in this textbook, they are: (1) All About Me; (2) Well Done!; (3) Are You Okay?; (4) I Will Improve My English!; (5) Congratulations!; (6) I’ve Been There; (7) Describing People; (8) Describing Places; (9) It’s Missing; (10) A Time in a Life; (11) Along Time Ago.

### **C. Data and the Source of Data**

The object of this research is analysis of writing task in English textbook entitled “Patway to English”. This textbook written by Th. M

Sudarwati and Eudia Grace and published by Erlangga. "Patway to English" textbook is a series of English course books for Senior High School students in General Programme arranged based on curriculum 2013. The textbook consists of 248 pages and it is composed of 11 chapters. The primary data in this research consists of the entire tasks found from the textbook entitled "Pathway to English" for Senior High School Grade X Published by Erlangga. This data consider as the core data to be analyzed that sourced from the textbook. Besides, the researcher use another sources of data that still have correlation from the research questions and the data obtained from internet, e-books, journals, and other sources to support this study. This data considered as the secondary data in this research.

#### **D. Techniques of Collecting the Data**

In collecting the data, the writer used documentation study/document analysis. According to Choiri, Moh. Miftachul & Sidiq (2019: 72-73), documentation defines as a technique of collecting the data indirectly addressed to the subject of research. Study documentation is intended to obtain and collect the data needed in the research problems to study in depth towards variables in the form of written documents such as; note, picture, transcript, book, newspaper, inscription, and agenda.

This research used documentation as the technique of collecting the data, in textbook entitled "Pathway to English" for Senior



High School Grade X Published by Erlangga because this study aimed to examine and analyze writing tasks provided in textbook by using the criteria of writing task as suggested by Nation.

The process of collecting data were done in the following steps, as follows:

1. Reading

Reading “Pathway to English” textbook for Senior High School Grade X Published by Erlangga. The writer reads and understands the entire of textbook to find out the writing task provided in textbook which is considered as the primary data to be analyzed in this research.

2. Identifying

While reading the textbook, the writer also identified the types of writing task as suggested by Nation. This step including giving checklist in the list criteria of writing task as suggested by Nation with the datas provided in textbook.

### **E. The Trustworthiness of the Data**

To achieve the validity and reliability of the research, the researcher uses triangulation. Setiyadi (2006: 31) states triangulation as the combination of two methods or more in collecting the data, to enrich the data and to make conclusion of the research accurately.

According to Moleong, (2000: 178), triangulation is a technique of examining the trustworthiness of the data by using something

excluding the data to check or to compare the data. Denzini and Lincoln (2000: 178) divided triangulation into four types, they are; triangulation by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theories. The explanations are as follows:

1. Triangulation by Using Sources

This type of triangulation is used to examine data credibility that is conducted by checking data that is gained from various sources or checking on multiple sources of information.

2. Triangulation by Using Method

This triangulation is used to examine data credibility that is conducted by checking the data using the same source with the different method. It means that the researcher will check the data credibility that is found from observation then compare it with the data related found from interview or documentation.

3. Triangulation by Using Investigator

The researcher will recheck the credibility of her data by her own research or another researchers.

4. Triangulation by Using Theories

It is a technique of examining the data by finding standard of comparison from an analysis explanation as a supporting data to get a valid evidence of the research result.

In this research, the researcher used triangulation by using investigator and theory. It was done by crosschecking the data with the related theory and consult to an expert to get the valid data. After consultations with the advisor and supervisor, the researcher conducted experts test (Expert Judgement). This is intended to check and test the data validation in this research in order to reduce the level of weakness and error of the data and instruments that have been made by the researcher. The researcher asked for help from English Education Departement lecturers to test this research. Based on the advice from supervisor, the researcher conducted an expert test (Expert Judgement) to Muh. Husin Al Fatah, M.Pd.

#### **F. Techniques of Analyzing the Data**

In this research, the researcher analyzed the data taken from textbook with the theory proposed by Nation (2009). Bogdan in Sugiyono (2013: 244), emphasizes data analysis as the process of searching and composing the transcripts of interview, fieldnotes, and other materials that collected during the research to increase the researcher understanding then present what the researcher have discovered from the research to others.

According to Cohen, L., Manion, L., & Morrison (2007: 467), content analysis involves texts and analyses, reduces and interrogates them into summary form through the use of both pre-existing categories and also emergent themes in order to generate or test a theory.

From the explanations above, the researcher conducted this research by using content analysis technique because the data in this research is collecting from a set of an English textbook. Content analysis is the process of sumamarizing and reporting written data by using qualitative approach.

The process of analyzing the data of research using some steps, as follows:

1. Rereading and understanding the entire content of textbook carefully. After reading, the researcher selecting the data in textbook in the form of writing task only and decided writing task that could be used as the research data in every chapter of the textbook.
2. Comparing the materials of writing task provided within the textbook with the theory of criteria of writing task proposed by Nation.
3. Evaluating the data into some aspects of writing task used the theory of writing task proposed by Nation about the types of writing task.
4. Encoding the data in every writing task founded from the “Pathway to English” textbook based on the criteria of writing task as suggested by Nation

For instance:

(Datum 1/PTE/C.1/P.1/Writing Task Types/Sub-types of Writing Task) It means that the data is the data number 1 served in “Pathway to English” textbook taken from Chapter 1 in Page 1.

Datum 1	: Data number 1
PTE	: “Pathway to English” textbook
C	: Chapter
P	: Page
Writing task types	: The type of writing task of the data
Sub-types writing task	: The type of sub writing task of the data

5. Analyzing the data of the types of writing task represented in the textbook “Pathway to English” published by Erlangga. It can be seen in the following table:

Table 1. 1 Data Analysis Form of Writing Task based on Nation (2009)

Types of Writing Task Suggested by Nation		Chapter	Page	Amount	Percentage

--	--	--	--	--	--

6. Summing up the compatibility of the textbook focus on writing task in the percentage and number.

The formula of calculation used to find the percentage of writing task found in the source of the data is presented as follows:

$$\% = \frac{\text{The number of writing task developed in the textbook}}{\text{The total number of types of writing task based Nation}} \times 100\%$$

The researcher uses “the Schema of Quality Classification” by Arikunto (2010) to find out the quality classification of writing task found in textbook compatibility toward the theory from Nation, as follows:

Table 1. 2 Table of the Percentage and Compability Classification

<b>Interval Percentage</b>	<b>Quality</b>
80% - 100%	Very Good
60% - 80%	Good
40% - 60%	Fairly Good
20% - 40%	Bad
0% - 20%	Very Bad

7. Drawing the conclusion based on the findings in a brief description then calculate the percentage of each findings.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the research findings and discussion of the research. The findings are information found about the types and the compatibility of writing task represented in “Pathway to English” based on theory by Nation (2009) whereas the discussion is the conclusion of the each topic of the research. The research findings and discussion are explained as follows:

#### **A. Research Findings**

##### **1. Description of Research Data**

In this section of the chapter, the researcher presents the result of findings and analysis of the formulation of the problem in this research. The formulation of the problem consist of two problems, they are: (1) what are the types of writing task represented in “Pathway to English” for Senior High School Grade X Published by Erlangga as suggested by Nation (2009) and (2) how is the compatibilty between the writing task provided in “Pathway to English” for Senior High School Grade X Published by Erlangga with the criteria of writing task types as suggested by Nation?

To answer the first problem, what are the types of writing task represented in “Pathway to English” for Senior High School Grade X Published by Erlangga as suggested by Nation. The

researcher proposed the theory of writing task by Nation, they are as follow:

1. Experience task; draw and write, linked skills, partial writing, ten perfect sentences, and setting your own question.
2. Shared task; reproduction exercise, dicto-comp, dicto gloss, blackboard composition, group – class composition,
3. Guided task; translation, look and write, picture composition, delayed copying, writing with the grammar help, answer the question, complete the sentence, backwriting, put the words in order, follo the model, substitution, what is it?, change the sentence, join the sentence, writing by steps, marking guided writing.
4. Independent task

Then, to answer the compatibilty between the writing task provided in “Pathway to English” for Senior High School Grade X Published by Erlangga with the writing task types as suggested by Nation (2009) the reseacher calculates the writing task found in each chapter of textbook textbook and adopted “the Schema of Quality Classification” by Arikunto (2010).

The textbook that is being analyzed in this research entitled “Pathway to English” textbook for the Senior High School grade X used by students of SMA Batik 2 Surakarta. This book is written by



Th. M. Sudarwati and Eudia Grace in 2017, published by Erlangga applied 2013 curriculum. Furthermore, this book is being used by the student in general programme as the students' companion book for IPA and IPS programme. The usage of this textbook is expected to help the students in learning and practicing English materials through written material. This book is available in printed edition and online edition. The weak point in this textbook is, there is no answer key for each task served in textbook. This textbook is not equipped with the answer key. The answer key shows a correct answer served by each question in this textbook. This helps the student in learning and correcting their own task by themselves. This book is equipped with the CD (Compact Disk). The good textbook is equipped with a CD because it is necessary item that contained the recording for listening materials.

The front cover of the book contains; the title of the book, the author of the book, and the publisher of the book. This book serves core competence and basic competence in English curriculum for Senior High School. Moreover, the textbook contains some elements in order to support the student in learning and practicing material, such as: Social Function, 4 Language Skill (Listening, Speaking, Reading, and Writing), Grammar, Values, Cultural Awareness, and Ways to Say it. Each chapter contains materials, explanation, summary of materials and many kinds of task which is written full in English. After studying

English using this textbook, the students are expected to be able in observing, questioning, exploring, associating, and communicating the material provided in textbook.

There are eleven chapters served in this textbook, they are:

(1) All About Me; (2) Well Done!; (3) Are You Okay?; (4) I Will Improve My English; (5) Congratulations!; (6) I've Been There; (7) Describing People; (8) Describing Places; (9) It's Missing; (10) A Time in a Life; (11) Along Time Ago.

In summary the identity of the textbook in general, as follows:

Title	: Pathway to English for Senior High School Grade X General Programme/ 2013 Curriculum
Publisher	: Erlangga
Page	: 248
Year of publication	: 2017
Place of publication	: Jakarta
The Authors	: Th. M. Sudarwati & Eudia Grace
The Editors	: Yuniar Widiastuti, E. Tiyas Utami, Dwi Wahyu Priyanto, Raymond S.
The Proofreader	: Mark Graham
Cover designer	: Ahmad Taupik
Printing office	: PT. Gelora Aksara Pratama
Setting and layout	: BME Dept. Desain and Setting Team

The information regarding “Pathway to English” textbook is explained as follow:

Table 2. 1 List of chapters, topics, and writing skills of “Pathway to English” textbook

<b>Chapter</b>	<b>Topic</b>	<b>Writing Skills</b>
1	All About Me	<ul style="list-style-type: none"> <li>• Writing a personal identification</li> <li>• Writing a pen pal letter</li> </ul>
2	Well Done!	<ul style="list-style-type: none"> <li>• Writing a compliment card</li> <li>• Completing information gap</li> <li>• Imitating</li> <li>• Substituting texts</li> <li>• Make a learning journal</li> </ul>
3	Are You Okay?	<ul style="list-style-type: none"> <li>• Writing a tag</li> <li>• Completing information gap</li> <li>• Imitating</li> <li>• Substituting text</li> </ul>
4	I Will Improve My English	<ul style="list-style-type: none"> <li>• Writing a message</li> <li>• Rearranging</li> <li>• Correct spelling and punctuation</li> <li>• Make a learning journal</li> </ul>
5	Congratulations!	<ul style="list-style-type: none"> <li>• Writing a congratulation letter</li> <li>• Writing a congratulation card</li> <li>• Using punctuation</li> </ul>
6	I’ve Been There	<ul style="list-style-type: none"> <li>• Writing an unforgettable event</li> <li>• Completing information gaps</li> <li>• Imitating</li> <li>• Substituting texts</li> </ul>
7	Describing People	<ul style="list-style-type: none"> <li>• Writing a description text</li> </ul>
8	Describing Places	<ul style="list-style-type: none"> <li>• Writing a description text</li> </ul>
9	It’s Missing!	<ul style="list-style-type: none"> <li>• Writing an announcement</li> </ul>
10	A Time in a Life	<ul style="list-style-type: none"> <li>• Substituting texts</li> <li>• Writing a recount text</li> </ul>
11	Along Time Ago	<ul style="list-style-type: none"> <li>• Rewrite some legends</li> <li>• Complete information gap</li> <li>• Clip some legends</li> <li>• Make a learning journal</li> </ul>

The data findings of the writing task represented in “Pathway to English” or Senior High School Grade X Published by Erlangga in each chapters can be seen in the following table:

Table 2. 2 Data Analysis Form of Writing Task

Types of Writing Task as Suggested by Nation		Chapter	Page	Total	%
Experience Task	a. Setting Your Own Question	1	12	1	0,7 %
	b. Linked Skills	1, 4, 5, 6, 7, 8, 9, 10	5, 17, 27, 77, 98, 100, 102, 118, 147, 153, 154, 166, 167, 184, 191	15	10%
Shared Task	a. Reproduction Exercise	10	195	1	0,7%
Guided Task	a. Look and Write	1, 7, 8, 9, 10	16, 130, 137, 139, 140, 152, 173, 185, 215	9	6%
	b. Writing with Grammar Help	2, 3, 4, 5, 6, 9, 10,	40, 63, 70, 83, 89, 103, 104, 117, 186, 197, 213, 215	13	8,7%
	c. Answer the Question	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	10, 13, 20, 25, 39, 43, 59, 64, 80, 84, 114, 119, 143, 144, 145, 146, 153, 167, 168, 170, 172, 178, 181, 183, 184, 190, 192, 194, 196, 199, 203, 213, 225, 228, 230, 231, 236,	38	25,3%
	d. Complete the Sentence	1, 2, 3, 4, 5, 7, 8, 9, 10, 11	14, 19, 21, 41, 42, 45, 46, 47, 62, 68, 82, 88, 99, 101, 103, 115, 116, 117, 122, 14 1, 155, 156, 159, 160, 162, 180, 182, 204, 207,	36	24%

			208, 225, 232, 239, 241, 246		
e. Backwriting	10		201	1	0,7%
f. Put the Words in Order	4, 8, 10		87, 163, 200	3	2%
g. Follow the Model	3, 6, 8, 11		69, 121, 162, 164, 193 235, 237,	7	4,7%
h. Change the Sentence	6, 10, 11		124, 206, 237	3	2%
i. Join the Sentence	4, 11		87, 238	2	1,3%
j. Writing by Steps	5, 10, 11		103, 141, 210, 242	4	2,7%
Independent Task	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11		23, 28, 42, 50, 64, 70, 84, 90, 104, 118, 126, 148, 174, 186, 216, 227, 248	17	11,3%
Total				150	100%

## 2. The analysis types of writing task represented in “Pathway to English” for Senior High School Grade X Published by Erlangga as suggested by Nation

According to the table 2.2 it can be seen clearly about the data to be analyzed in each chapter. The table above shows about the availability and the total number of writing task types proposed by Nation (2009) theory represented in “Pathway to English” textbook. The explanation is divided based on the types and sub types of writing task according to Nation. Based on the table above, it can be seen there are many variation types of writing task provided in the textbook

which is dominated by answer the question which appear 38 times (25,3%) and complete the sentence which appear 36 times (24%) in the term of guided task, linked skills in the term of experience task which appear 15 times (10%), independent task which appear 17 times (11,3%), and reproduction exercise in the term of shared task which appear 1 time (0,7%). The rest are not frequently appear in the textbook of “Pathway to English” such as setting your own question, look and write, writing with grammar help, backwriting, put the words in order, follow the model, change the sentence, join the sentence, and writing by steps. The details analysis of each writing task found in “Pathway to English” based on the topics proposed by Nation (2009) are as follows:

### **1. Experience Task**

This type of task is designed to be the most familiar topic as many parts in writing to be done by the student. One effective way of making a writing task easier is to make sure that students are familiar with the topics. Thus, this task is arranged to be brought within the students’ experience during the lesson or in the past event. Experience tasks are one where the students already have a lot of experience and knowledge needed to do this task. The preparation for experience tasks involves choosing a suitable topics that the students already know a lot about, providing students with knowledge and experience to use in their

writing, then through discussion it is expected to stimulate previous knowledge relevant to the writing task. This types of task can be done both in group and individual/personal. There are five types of experience tasks for writing, they are as follow; draw and write, linked skills, partial writing, ten perfect sentences, and setting your own question.

#### a. Setting Your Own Question

In this task, each students are instructed to arrange or produce list of questions they want to write about in the particular material. The example is as follow:

Datum 3/PTE/C.1/P.12/Expe/SetY

Get to know your friend by asking him/her questions and filling this form.

Name : _____	College/University: _____
Date of birth : _____	Started learning English: _____
Place of birth : _____	_____
Country : _____	(years)
Nationality : _____	How long : _____
Address of hometown : _____	Other spoken language(s): _____
Number of people in the family : _____	Hobby/Interest : _____
Father's name : _____	Ideal/Ambition : _____
Mother's name : _____	_____
Sister(s)'s name(s) : _____	Favourite pop singers : _____
Brother(s)'s name(s) : _____	_____
_____	Favourite film stars: _____
_____	_____

The writing task above included in experience task mainly in the setting your own question. In this task, the students given a list of question. The list of question about personal information according to the context. They are instructed to ask some questions to their friends and filling the form of questions list served in textbook. This task

categorized into experience task because this task is designed from familiar materials which the students already have a lot of information needed in order to collect information by doing question and answer session with their friends. The writing task above is compatible with the types of writing task as suggested by Nation (2009) in the term of experience task.

#### b. Linked Skills

In this task, the writing task manage to be final task in series of activity that including speaking about, then listening to and reading about particular material in textbook. These activtes are connected to each other. The Example is as follow:

Datum 1/ PTE/ C.1/ P.5/ Experience/ LinkedS

**Close your book. Listen and repeat these sentences. Then write the sentences on a piece of paper.**

Hi, my name is Ronald.	Are you a policeman?	I like cooking very much.
You can call me Ron.	No, I'm not. I am an engineer.	She lives in New York.
What's your address?	She is my younger sister.	I was born in Bandung.

The writing task above included in experience task mainly in the linked skills. In this task, the students given a list of sentences about personal information. They are instructed to listen and repeat those sentences carefully. Then write the sentences on a piece of paper correctly. In this task, the writing task manage to be the final task in



series activity of listening and speaking. The writing task above is compatible with the types of writing task as suggested by Nation (2009) in the term of experience task.

## **2. Shared Task**

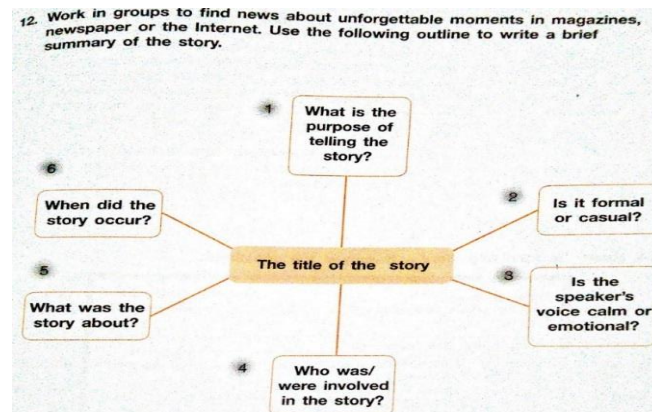
Shared task is activity where the student needs to perform or work in a pair or a group. In this task the students are asked to work in pair or in a group. This task is designed to be done successfully if they are working in a pair or group. Hence, it is quite difficult if an individual have to work on this task alone. Group work gives the students the opportunity to engage in process skills critical for processing instruction and information, and evaluating then solving problems they faced during the lesson. When doing the group work, expected can be improved the students' communication skill and self confidence. Generally, shared task aimed to measure the student teamwork performance during the lesson. Moreover, it can be used to measure the students activeness during working in group activity. There are five types of shared task, as follows: reproduction exercise, dicto-comp, dicto gloss, blackboard composition, and group – class composition.

### **a. Reproduction Exercise**

When doing the reproduction exercise, at first the students are instructed to choose a friend or make a group

discussion consist of three or four members work together to produce a piece of writing that is superior to what any one of the group could do alone. After grouping, they instruct to read or listen carefully to a particular story, instruction, dialogue, or passage. Next, they have to retell and add extra details or information regarding the topic discussed in the form of written. The example is as follow:

Datum 117/PTE/C.10/P.195 /Shared/ReproE



The writing task above is included in shared task mainly in reproduction exercises. In this task, at first the students are instructed to choose friends consist of three or more friends to work in a group. After choosing friends, they are instructed to find news about unforgettable moments from magazines, newspaper or internet. Next, they have to write and sump up the story or the news briefly using the outline served in the textbook. This task categorized into shared task because this task is designed to

be done successfully in a group. This task aimed to measure the students teamwork performance and check the students ability in writing the summary of the news. The writing task above is compatible with the types of writing task as suggested by Nation (2009) in the term of shared task.

### **3. Guided Task**

Most of student textbooks design tasks easier by using tasks carefully guide the students. This usually has the effect of narrowing the task that the learners have to do. In general, this type of task giving the students guidance carefully during working on the task. The purpose of guided writing task is encouraging the student to create their unique work as they normally do, but it followed with the guidance from the textbook instruction. Many guided task can be done in a group, hence increasing the help that students are given with the tasks. There are several types of guided writing task which can work at the level of sentence, paragraph, or a text customized with the students competence level, as follows; translation, look and write, picture composition, delayed copying, writing with the grammar help, answer the question, complete the sentence, backwriting, put the words in order, follow the model, substitution, what is it?, change the sentence, join the sentence, writing by steps, marking guided writing.

**a. Look and Write**

The student served a picture of a real object in the textbook. In this task, they must write sequenced of sentence to describe or write in the picture or object they have just seen using their own words correctly. The students start with a summary, giving the general description about what's in the picture and what they can see. This is easier for the students if the teacher gives them an example of the sentence pattern. The example is as follow:

Datum 70/PTE/C.7/P.137/Guided/Look&W

10. What do you think of these two pictures? Find as many descriptive words as you can.



Make sentences comparing between the red rose and Diana.

- a. Lady Diana was as beautiful as a red rose.
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

The writing task above included in guided task mainly in look and write. In this task, at first the students are instructed to look over the figure of the red rose and Diana. After observing the picture, they are instructed to find descriptive words from the red rose and Diana. After finish finding the descriptive words, they are asked to arrange sentences comparing between the red rose and

Diana. This task aimed to check the students ability in arranging sentences to describe things and people. Besides, it aimed to measure the student creative thinking skill by making sentences describing things and people. The writing task above is compatible with the types of writing task as suggested by Nation (2009) in the term of guided task.

**b. Writing with the Grammar Help**

This task includes in guided composition based on a special grammar problem or a topic served in textbook. Usually the rules are given first to be studied by the students carefully. After understanding the material and rules they are instructed to write as well as the context. The example is as follow:

Datum 28/ PTE/ C.3/ P.63/ Guided/ WritingG

**a. Create a dialogue based on one of the following situations.**

- Your friend has just finished accompanying the class' choir singing very adeptly.
- Your uncle has just finished building a new house, but it was damaged during the earthquake.
- Your friend is telling you about his article that was published in the newspaper.

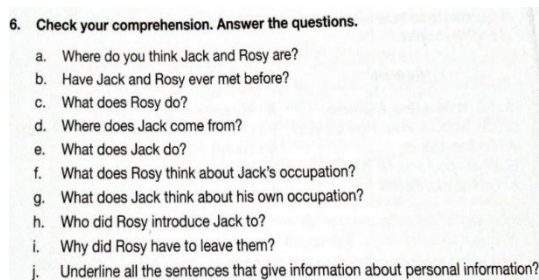
The writing task above included in guided task mainly in writing in grammar help. In this task, at first the students are instructed to learn about expressions used when paying attention to someone carefully. After understand about the material they are demanded to create a dialogue which contain the expression of paying attention to

someone using their own word. This task aimed to check the students ability in understanding material given then practice in the written. The writing task above is compatible with the types of writing task as suggested by Nation (2009) in the term of guided task.

**c. Answer the Question**

In general, this task demand the students to answer the question based on the instruction served in the textbook. For example, the student are given list of questions. These questions are based on the story, dialogue, or news they have read or heard before. The students are instruced to answer the question carefully based on the information they have gained from the story. They may add extra ideas or details if they are able to. True or false sentences are included in this type of task. The examples are as follow:

1. Datum 2/PTE/C.1/P.10/Guided/AnswerQ

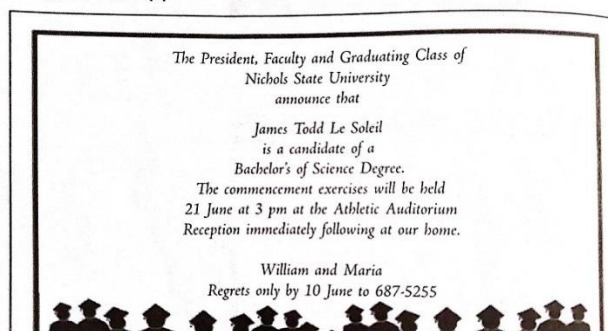
- 
6. Check your comprehension. Answer the questions.
- a. Where do you think Jack and Rosy are?
  - b. Have Jack and Rosy ever met before?
  - c. What does Rosy do?
  - d. Where does Jack come from?
  - e. What does Jack do?
  - f. What does Rosy think about Jack's occupation?
  - g. What does Jack think about his own occupation?
  - h. Who did Rosy introduce Jack to?
  - i. Why did Rosy have to leave them?
  - j. Underline all the sentences that give information about personal information?

The writing task above included in guided task mainly in the answer the question. In this task, the students are instructed to answer some question based on

the dialogue served in textbook. Before answer the question, the students are instructed to read dialogue then practice this dialogue with their friend with the correct intonation. This task categorized into guided task because this task is designed to give the students guidance in doing the task. This task aimed to check the students ability in understanding information contained in a dialogue. The writing task above is compatible with the types of writing task as suggested by Nation (2009) in the term of guided task.

## 2. Datum 108/PTE/C.9/P.184/Guided/AnswerQ

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



The writing task above included in guided task mainly in the answer the question. In this task, the students are instructed to choice statement that considered as the correct (true) or incorrect (false) statements according to the context. While doing the true or false statement, the students are asked to decide whether a statements either true or false. This task aimed to assess the students ability in higher order

thinking. The writing task above is compatible with the types of writing task as suggested by Nation (2009) in the term of guided task.

#### d. Complete the Sentence

The students are given sentences that have incomplete parts or blank spaces. They are instructed to complete the sentences by filling in the blank space using the correct words. This type of task is usually used to evaluate the students comprehension in grammatical especially in the part of speech for instances, preposition, tenses, the group of verbs, interjection, conjunction determiner and so on. The example are as follow:

Datum 73/PTE/C.7/P.141/Guided/CompleteS

- 14. Fill in the blank spacer with the appropriate compound adjectives.**
- Agni was so bright-eyed when she heard that she was nominated as the best student of the year.
  - Mr Adam always appears neat and \_\_\_\_\_ because he always shave his chin once in two days.
  - As a sportman, Arnold is \_\_\_\_\_.
  - Mr Darma is no longer young. He is a \_\_\_\_\_ man.
  - She really looks beautiful in her \_\_\_\_\_ and \_\_\_\_\_.
  - Anita's hair is no longer \_\_\_\_\_ She is coloring it \_\_\_\_\_.

The writing task above included in guided task mainly in complete the sentence. The students are given some sentences with incomplete parts. In this task, the students are instructed to fill in the blank spaces with the appropriate compound adjectives accurately. Before doing this task, they are instructed to learn material about



compound adjectives which is described person's physical features. This task aimed to check the students comprehension in understanding material of compound adjectives. The writing task above is compatible with the types of writing task as suggested by Nation (2009) in the term of guided task.

**e. Backwriting**

In backwriting task, the students are asked to write a text or paragraph by copying some of key words from the example. Before writing the text, they are instructed to read the instruction given from the task carefully. After they have understood the text, they have to copy some of the key words from the passage onto a sheet of paper. The example is as follow:

Datum 122/PTE/C.10/P.201/Guided/Backwriting

**Write a similar text. Follow these instructions.**

- Change the date into today's date.
- Change the cat into a cockatoo bird.
- Change Ginger into Polo.
- Change father into my brother.

**Make any necessary changes.**

The writing task above included in guided task mainly in backwriting. In this task, the students are instructed to write similar text by copying some key words

from the diary served in textbook. They can make any necessary changes using their own ideas to complete the diary. Before writing the diary, they are instructed to read and understanding an example extract of a diary carefully. This task aimed to measure students ability in arranging paragraph with the sentences in the correct order. The writing task above is compatible with the types of writing task as suggested by Nation (2009) in the term of guided task.

**f. Put the Words in Order**

The students are given some sentences with the words in the wrong order. They are instructed to rearrange those sentences putting the words in the correct order. The example is as follow:

Datum 92/PTE/C.8/P.163/Guided/PutWords

14. Arrange the following jumbled words into meaningful adverbial phrases. One has been done for you as an example.
- a. **adverbial of time** (begin with the words : for, since, in, on, by, during)
1. London has changed a lot (century/since/17th/the).
  2. Coal is no longer used (petroleum/of/use/the/since).
  3. This ancient royal building was built (century/in/the/19th/early/of).
  4. The St. Paul Church was partly burned (1666/in/during/London/of/the Great Fire).
  5. Hiroshima and Nagasaki were ruined down by Atomic Bomb (II/ in/ War/ World).
  6. People wonder whether they will all have lived on the moon (next/by/end/the/of/century/the)

The writing task above included in guided task mainly in put the words in order. In this task, the students are given some sentences with the words in the wrong order. They are instructed to arrange those sentence putting the

words in the correct order into meaningful adverbial phrases. Before arranging the sentence they have learnt about adverbial of time and place. This task categorized into guided task because this task is designed to give the students guidance in doing the task. This task aimed to measure students ability in arranging sentences with the most correct words in the correct order. The writing task above is compatible with the types of writing task as suggested by Nation (2009) in the term of guided task.

**g. Follow the Model**

The students are given a pattern and gives them a list of words. They have to arrange sentences correctly using the words provided and follow the same pattern as the model. In follow the model, the instruction is about rewriting sentences or paragraph by changing the sequence of words or adding additional information according to the context and instruction. The example is as follow:

Datum 93/PTE/C.8/P.164/Guided/FollowM

**Rewrite the following sentences using participle phrases.**

1. Jakarta, which is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung River, is the capital and the largest city of the Republic of Indonesia.

*Jakarta, centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung River, is the capital and the largest city of the Republic of Indonesia.*

2. Jakarta, which is called Daerah Khusus Ibukota Jakarta Raya, has a total area of 661 km.

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The writing task above included in guided task mainly in follow the model. In this task, the students are given an example of sentences. The instruction stated to rewrite the sentences by changing the sequence of word using participle phrases correctly follow the example given to them. This task categorized into guided task because this task is designed to give the students guidance in doing the task. This task aimed to measure students ability in rewriting sentences accurately follow the example given to them before. The writing task above is compatible with the types of writing task as suggested by Nation (2009) in the term of guided task.

#### **h. Change the Sentence**

Change the sentence is a simple sentence that can be transformed into a compound or complex sentences. It can be achieved by turning a phrase or word into a clause, and the same way in reverse. In this task the students are given some sentences and they are demanded to rewrite those sentences making any necessary changes based on the instruction served in the textbook. For example is as follow:

Datum 144/PTE/C.11/P.237/Guided/ChangeS

- 24. Change the following sentences into the negative form.**
- 1) He had made a lot of mistakes
  - 2) I had typed the letter myself.
  - 3) Someone had stolen his mobile phone.
  - 4) Everybody had left the dance hall.
  - 5) She had found her lost document.
- 25. Change the following sentences into the interrogative form.**
- 1) The gate had been closed for hundreds of years.
  - 2) The workmen had cleaned the building.
  - 3) The captain had been more careful with his ship.
  - 4) He had read the whole instructions.
  - 5) The guests had come to the ballroom.

The writing task above included in guided task mainly in change the sentence. In this task, the students are asked to change some sentences based on its instruction. The task instruction is to rewrite those sentences into the negative and interrogative form correctly. This task aimed to check the students understanding in the forms of sentence and making certain change of sentence based on the instruction given. The writing task above is compatible with the types of writing task as suggested by Nation (2009) in the term of guided task.

**i. Join the Sentence/ Sentence Combining**

For join the sentence the students are given pairs or more than two short sentences. They have to join together the two or more sentences to make a single complete sentence. This type of task usually aimed to practice material of subordinating conjunction (time, place, condition, reason, concession, purpose, and manner), adjectives, adverb, and so on. By using those, it can shows the

relationship between two or more parts of sentence. The example is as follow:

Datum 146/PTE/C.11/P.238/Guided/JoinS

Join these pairs of sentences using *when, before, by the time* or *it wasn't until*. One has been done for you as an example.

- 1) The film finished. Then, we arrived.  
*By the time the film had finished, we arrived.*
- 2) She read the novel. Then, she watched the film.  


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- 3) She smelled smoke. Then, she remembered the cake in the oven.  


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- 4) He spoke a few words to the audience. Then, he fell unconscious.

The writing task above included in guided task mainly in join the sentence. In this task the students are given a pairs of sentences. The students are instructed to join two sentences using conjunctions of time to make one complete sentence. The writing task above is compatible with the types of writing task as suggested by Nation (2009) in the term of guided task.

#### **j. Writing by Steps**

For writing by steps the student the students are given some sentences or a text. They asked to find out any mistakes that appear either in ideas or the form of sentences. After that they have to correct it. They have to rewrite the text and add certain things or make necessary changes. This task includes in finding grammar mistakes in sentences, finding unnecessary and unusual words which have been

put in a reading passage, finding incorrect facts in a reading passage, and so on. The example is as follow:

#### Datum 53/PTE/C.5/P.103/Guided/WritingS

Rewrite this letter of congratulations. Add punctuation and capitalization.

isabella grant 420 east round grove road lewisville texas united states (972) 459-9163  
 dear luke and sophie i send you my heartiest congratulations on the arrival of the  
 first baby daughter in your life i know you both were waiting for this moment since a  
 long time and i am thrilled to see your dream come true it is surely a moment of great  
 happiness and both of you must be really overjoyed it must definitely be a busy time  
 for both of you but i am sure you must be enjoying the whole thing and every moment.  
 i wish you both many enjoyable and memorable days ahead with your precious little  
 one congratulation again love elizabeth

The writing task above included in guided task mainly in writing by steps. The students are given a text of congratulations letter In this task, the students are asked to rewrite the entire letter of congratulations supplying punctuation marks and capitalization accurately. This task aimed to check the students ability in composing a congratulations letter check their understanding in correcting text using the correct punctuation and capitalization. The writing task above is compatible with the types of writing task as suggested by Nation (2009) in the term of guided task.

#### 4. Independent Task

Independent task means to acquire the knowledge necessary for achieving learning outcomes independently. Independent task requires the students to work self-sufficient or individual without any planned help from the teacher.

Students can work successfully on independent tasks when they have developed some proficiency in the language. This task aimed to develop the students' responsibility for their own learning by working on tasks independently. Besides, it increases the students' motivation in learning. The example is as follows:

Datum 14/PTE/C.1/P.28/Independent

For your learning journal	
Before I studied this chapter	I didn't understand about _____
When I was studying this chapter	I had some difficulties: _____
	And I overcame them by _____
After I have studied this chapter,	I think _____

The writing task above is included in an independent task. In this task, the students are instructed to complete the learning journal based on their own intelligence and ability they have gained in understanding material in each chapter served from the textbook. This task is categorized into an independent task because the students work on the task independently. This task aimed to develop the students' responsibility for their own learning by working on tasks independently. Besides, it intends to be a student self-reflection activity. The writing task above is compatible with



the types of writing task as suggested by Nation (2009) in the term of independent task.

**3. The analysis of compatibility between the writing task provided in “Pathway to English” for Senior High School Grade X Published by Erlangga with the criteria of writing task types as suggested by Nation**

Based on the domains contained in four types of writing task provided in “Pathway to English” textbook are as:

Table 2. 3 The Result of Writing Task in the “Pathway to English”

Writing Task as Suggested by Nation		Amount	(%)	Provided	Not Provided
Experience Task	a. Draw and Write	-	-	-	✓
	b. Setting Your Own Question	1	0,7%	✓	
	c. Partial Writing	-	-		✓
	d. Ten Perfect Sentence	-	-		✓
	e. Linked Skills	15	10%	✓	
<b>Total</b>		<b>16</b>	<b>10,7%</b>	<b>2</b>	<b>3</b>
Shared Task	a. Reproduction Exercise	1	0,7%	✓	
	b. Dicto-Comp	-	-		✓
	c. Dicto-Gloss	-	-		✓
	d. Blackboard Composition	-	-		✓
	e. Group-Class Composition	-	-		✓
	f. Group Composition	-	-		✓

	g. Writing with a Secretary	-	-		✓
<b>Total</b>		<b>1</b>	<b>0,7%</b>	<b>1</b>	<b>6</b>
Guided Task	a. Translation	-	-		✓
	b. Look and Write	9	6%	✓	
	c. Picture Composition	-	-		✓
	d. Delayed Copying	-	-		✓
	e. Writing with Grammar Help	13	8,7%	✓	
	f. Answer the Question	38	25,3%	✓	
	g. Correction	-	-		✓
	h. Complete the Sentence	36	24%	✓	
	i. Backwriting	1	0,7%	✓	
	j. Put the Words in Order	3	2%	✓	
	k. Follow the Model	7	4,7%	✓	
	l. Substitution	-	-		✓
	m. What is it?	-	-		✓
	n. Change the Sentence	3	2%	✓	
	o. Join the Sentence	2	1,3%	✓	
p. Writing by Steps	4	2,7%	✓		
q. Marking Guided Writing	-	-		✓	
<b>Total</b>		<b>116</b>	<b>77,4%</b>	<b>10</b>	<b>7</b>
Independent Task		17	11,3%	✓	
<b>Total</b>		<b>17</b>	<b>11,3%</b>	<b>1</b>	<b>-</b>
<b>TOTAL</b>		<b>150</b>	<b>100%</b>	<b>14</b>	<b>16</b>

According to the table above, it clearly showed the total number and the percentage of writing tasks provided in each chapter of “Pathway to English” textbook based on the Nation (2009) theory. Based on the table above, the total number of writing tasks found in textbook are 150 items. There are 16 (10,7%) writing tasks categorized in experience task, 1 (0,7% %) writing tasks categorized in shared task, 116 (77,4%) writing tasks categorized in guided task, and 17 (11,3%) writing tasks categorized in independent task.

The researcher points out that the percentage of writing task provided in the “Pathway to English” textbook are compatible with the writing task as suggested by Nation. The researcher uses “the Schema of Quality Classification” by Arikunto (2010). Here, the result of the calculation of writing task represented in “Pathway to English”:

$$\frac{\text{writing task criteria developed in the textbook}}{\text{writing task indicators as suggested by I.S.P.Nation}} \times 100\%$$

$$\frac{14}{30} \times 100\% = 46,67 \%$$

Based on the result of the percetage above, it can be summed up that 46, 67% of writing task served in the “Pathway to English” textbook compatible with the writing task as suggested by Nation (2009). It means that the writing task representend in “Pathway to English” textbook classified into “fairly good”. According to Arikunto (2015) it is categorized into “fairly good” because the range of percentage is about 40% up to 60%. Thus, the result of writing task represented in “Pathway

to English” textbook classified into “fairly good” in developing writing skill for senior high schools students.

## **B. Discussion**

This research is aimed to find out the writing task represented in “Pathway to English” textbook for Senior High School Grade X published by Erlangga. Besides, it is aimed to find out the compatibility of writing task represented in “Pathway to English” textbook with the criteria of writing task as suggested by Nation. The textbook that is being used in this research entitled “Pathway to English” textbook for Senior High School Grade X published by Erlangga and it used as the source of learning materials in SMA Batik 2 Surakarta. The textbook has 11 chapters and in each chapter including materials and exercises. In this research, the researcher determines to conduct study all of chapters as the research sample for the whole English textbook.

The analysis of writing task represented in “Pathway to English” textbook is based on the criteria of writing task suggested by Nation (2009). It divided into four types and several sub-types. Nation (2009) states that four types of task are called experience task, shared task, guided task, and independent task. Furthermore, the use of language is related to writing skill. One way to increase the knowledge and ability in writing bringing the students on task.

Based on the above explanation of Nation (2009), the theory of him is relevant to be use as the basic in analyzing the types of writing task in textbook of “Pathway to English” by Erlangga publisher since the topics related to writing task in the experience task, shared task, guided task, and independent task.

The findings on the writing task analysis in “Pathway to English” textbook for Senior High School Grade X published by Erlangga as suggested by Nation (2009) is categorized into four types they are, experience task, shared task, guided task and independent task. Furthermore, the four types of those writing task are categorized into sub types they are, draw & write and setting your own question in the term of experience task; reproduction exercises in the term of shared task; look & write, delayed copying, answer the question, complete the sentence, backwriting, put the words in order, follow the model, change the sentence, join the sentence, writing by steps in the term of guided task; and independent task.

In addition, the findings on the compatibilty between the writing task provided in “Pathway to English” for Senior High School Grade X published by Erlangga with the criteria of writing task types as suggested by Nation (2009) indicates that the writing task developed in “Pathway to English” textbook are compatible with the criteria of writing task suggested by Nation (2009). The researcher counts the total amounts of writing task and gives percentage to determine the quality of writing

task material in the textbook. The writing task in “Pathway to English” textbook grade X appears 150 times served in chapter 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11. The finding shows that the types of writing task is dominated by guided task which appears 116 times (77,4%) served in chapter 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11. The rest are not frequently appear in the “Pathway to English” textbook grade X such as experience task which appears 16 times (10,7%), shared task which appears 1 time (0,7%), and independent task which appears 17 times (11,3%).

The findings on the analysis of experience task represented in the textbook in “Pathway to English” showed that there are many variations of experience task available in the textbook. The writing task provided in the textbook in the term of experience task is dominated by linked skills task which appear 15 times (10%) in chapter 1, 4, 5, 6, 7, 8, 9, and 10. Another types of writing task in the term of experience which provided in textbook is setting your own question which appear 1 time (0,7%) in chapter 1. The rest of experience task do not appear in the textbook, such as draw and write, partial writing, and ten perfect sentence.

The findings on the analysis of shared task represented in the textbook in “Pathway to English” showed that there is only one variation of shared task available in the textbook. The writing task provided in the textbook in the term of shared task is only dominated by reproduction exercise which appear 1 times (0,7%) in chapter 10. The rest of shared writing task do not appear in the textbook, such as dicto-comp, dicto-

gloss, blackboard composition, group-class composition. group composition, writing with a secretary.

The findings on the analysis of guided task represented in the textbook in “Pathway to English” showed that there are many variations of guided task available in the textbook. The writing task provided in the textbook in the term of guided task is dominated by answer the question which appear 38 times (25,3%) in chapter 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and complete the sentence which appear 36 times (24%) in chapter 1, 2, 3, 4, 5, 7, 8, 9, 10, 11. The rest of guided writing task do not appear frequently in the textbook, such as look and write, delayed copying, backwriting, put the words in order, follow the model, change the sentence apper, join the sentence appear, and writing by steps.

The findings on the analysis of independent task represented in the textbook in “Pathway to English” showed that there are independent task provided in each chapter. In total there were 17 independent tasks (11,3%) which appear in chapter 1, 2, 3, 4, 5, 7, 8, 9, 10, 11.

From the 30 writing tasks suggested by Nation (2009), only 14 criteria of writing task developed in the “Pathway to English” textbook for Grade X. The result of percentage criteria quality for writing task in textbook is 46, 67%. It indicates that the writing task provided in “Pathway to English” textbook grade X classified in “Fairly Good” quality in developing writing skill for senior high school students.

Considering the result of percentage criteria quality of writing task in “Pathway to English” textbook, there should be more variation types of writing task added in the future textbook. Writing task is important thing that must be learned and mastered by students in learning English. Working on the task is one way to increase the students writing skill. Nation (2009) mentions that one way to improve student’s writing skill is taking them to work on many variation of writing task that will through their present level of writing skill proficiecny. The students are able to practice from the tasks served in each chapter of textbook, they can work on the task individually or in groups.

Furthermore, Harmer (1998) states that there are four reason why the teacher teach writing in English to the students they are, reinforcement, language development, learning style, writing as a skill. The textbook of “Pathway to English” contained several types of writing task. Those variations of writing task is serves as media in encouraging and arousing interest the students in developing writing skill especially in English language.

The material presented in textbook including 4 language skill they are, speaking, listening, reading, and writing. This statement is matched with the theory of Harmer (2004), he states that a textbook must cover four English language skills and those skill must be integrated. The “Pathway to English” textbook is equipped with topic, materials, task or activities and the goals which is written full in English in order to support



the students in learning. This statement is in line with theory of Nunan (1989), he mentions that writing task must contain some components of task in educational field, they are content of the task, the materials, the activities, the goals, students, and the social community.

It is accepted worldwide that textbook is considered as the most popular media in delivering material in teaching for years. Textbook has several terms in educationnal field they are usually called as handbook, students book, book chapters, modul. To support this statement, according to Sitepu (2012) stated based on the physical appearance overall, book can be categorized into a text books, illustrated books and book images. Tomlinson (2011) claims that the function of textbook is as the material used to help teacher in teaching the students. Textbook serves an important role for both teacher who is delivering English materials in a course and students who is acquiring materials of English from the teacher. From the statement above, it cannot be denied that textbooks serves positive effects for students and teacher. Additionally, Richards & Richards (2015) states that textbook can help inexperienced teachers to develop their teaching skill, since textbook provides ideas about the planning and teaching lesson.

The writing task aspects are needed to be presented more balance in English learning materials to support the students in understanding. Without writing task, the students would get into problems in acquiring the language they learn. This is because all the

writing task aspects could be put in material being learned without leaving the essence of learning language itself.

Therefore, it is suggested for the Erlangga publisher to represent the balance between writing task types and the material in accordance with the current curriculum applied as suggested by the Ministry of Education and Culture. This is intended to help inexperienced English teacher to provide the writing task materials that it has not been presented comprehensively in textbook. Besides, textbook gives the students all the plans and lessons they need to cover a topic in some extra details. Through this research, the English teacher and the users of textbook hopefully aware and understand more about the application of writing task material in English textbook.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions of the research. The conclusion explains about the finding of the research question related to the types of writing task represented in “Pathway to English” and the compatibility between the writing task provided in “Pathway to English” for Senior High School Grade X Published by Erlangga with the criteria of writing task types as suggested by Nation (2009). The suggestions are recommendations, offer the suggestion for the future research related to the textbook analysis especially in writing task topic.

#### **C. Conclusions**

The research was conducted to analyze the types of writing task and to find out the compatibility of writing task represented in “Pathway to English” textbook for the Senior High School grade X used by students of SMA Batik 2 Surakarta. The textbook contains 11 chapters which is full written in English. The types and the criteria of writing task is derived from the theory of writing task proposed by Nation (2009). Meanwhile, “the Schema of Quality Classification” by Arikunto (2010) is adopted to find out the compatibility between the writing task provided in “Pathway to English” for Senior High School Grade X Published by Erlangga with the criteria of writing task types as suggested by Nation (2009). Based on the research findings, the

researcher would like to sum up the aspects that have been found after the analysis of data.

In general, the findings on the writing task analysis in “Pathway to English” textbook for Senior High School Grade X published by Erlangga as suggested by Nation (2009) showed that there are many variation of writing task provided in textbook. The total number of writing tasks found in textbook are 150 items. Those writing task are categorized into four types they are, experience task, shared task, guided task and independent task. Furthermore, the four types of those writing task are categorized into sub types they are, draw & write and setting your own question in the term of experience task; reproduction exercises in the term of shared task; look & write, delayed copying, answer the question, complete the sentence, backwriting, put the words in order, follow the model, change the sentence, join the sentence, writing by steps in the term of guided task; and independent task.

Meanwhile, the finding on the compatibilty between the writing task provided in “Pathway to English” for Senior High School Grade X Published by Erlangga with the criteria of writing task types as suggested by Nation (2009) showed that from the 30 writing tasks suggested by Nation , only 14 criteria of writing task developed in the “Pathway to English” textbook for Grade X. The result of percentage criteria quality for writing task in textbook is 46, 67%. It indicates that

the writing task provided in “Pathway to English” textbook grade X classified in “Fairly Good” quality in developing writing skill for senior high school students.

From the finding above, it can be concluded that all textbook contain four types of writing task even not in deep explanation. However, there are also some sub-types of writing task which are not appear in the textbook as suggested by Nation (2009). In developing students’ writing skill, it is important to give all the types of writing task as a part of teaching and learning language especially in practicing writing skill. The teaching of writing in ELT helps students in mastering and understanding writing material by practice individually or in groups from many variation of writing task served in textbook.

#### **D. Suggestion**

Concerning to the types of writing task presented in the textbook for senior high school grade X entitled “Pathway to English”, the researcher is intended to give some suggestions on some point of view to be studied by the future reseachers. The further researches may be use different literature review (frameworks) and theories to ease the research analysis. Since, there are many frameworks found from another experts that can be used to analyze the types of writing task in the textbooks. After drawing the conclusion, the reseacher presents some suggestion as follows;

### 1. For the author of textbook

The researcher suggests that the future authors of English textbook should presents the balance among the material of writing and writing task which compatible with the ideal of textbook material especially in writing. The content of textbook should be more compatible with the current curriculum used in each region.

### 2. For the English Teacher

It is suggest for the English teacher that the best English textbook is the most textbook that contains materials and exercises that can improve communication practiced by the students and teachers. Thus, the English teacher should choose the best textbook which compatible with the both students and teacher needs in teaching and learning process. In addition, the final result of this study, can be used as a refference in arranging question on student books that are compatible for learning in the implementation of independent curriculum.

### 3. For the future researchers

It suggest for the other researchers. The future researchers may be able to make research about the tasks on the textbook in good variation. Thus expected to be able to make a variative experiment to the students. Thus, it can be new research and finding to improve and develop student's

motivation in learning English especially in English writing by experimental research.

Finally, the findings of the current research can be utilized for further research as the basic theory under the same topic. Hence, it has many limitations. It is possible to conduct other similar researches with different amounts, levels, publishers of English textbook.

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# APPENDICES

## Appendix 1

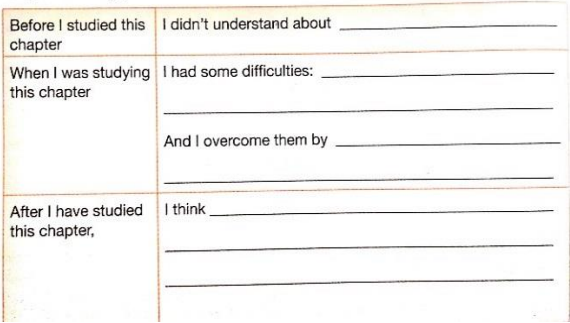
**THE FINDINGS DATA OF WRITING TASK IN “PATHWAY TO ENGLISH” FOR SENIOR HIGH SCHOOL  
GRADE X PUBLISHED BY ERLANGGA USED BY STUDENTS OF SMA BATIK 2 SURAKARTA**


Number of Datum	Writing Task in “Pathway to English”	Coding	Type of Writing Task	Sub-Type of Writing Task	Valid	Invalid																						
1	<p>Close your book. Listen and repeat these sentences. Then write the sentences on a piece of paper.</p> <table border="1" data-bbox="383 695 925 807"> <tr> <td>Hi, my name is Ronald.</td> <td>Are you a policeman?</td> <td>I like cooking very much.</td> </tr> <tr> <td>You can call me Ron.</td> <td>No, I'm not. I am an engineer.</td> <td>She lives in New York.</td> </tr> <tr> <td>What's your address?</td> <td>She is my younger sister.</td> <td>I was born in Bandung.</td> </tr> </table>	Hi, my name is Ronald.	Are you a policeman?	I like cooking very much.	You can call me Ron.	No, I'm not. I am an engineer.	She lives in New York.	What's your address?	She is my younger sister.	I was born in Bandung.	01/PTEC.1/P.5/Experience/LinkedS	Experience	Linked Skills	✓														
Hi, my name is Ronald.	Are you a policeman?	I like cooking very much.																										
You can call me Ron.	No, I'm not. I am an engineer.	She lives in New York.																										
What's your address?	She is my younger sister.	I was born in Bandung.																										
2	<p>Check your comprehension. Answer the questions.</p> <ol style="list-style-type: none"> <li>Where do you think Jack and Rosy are?</li> <li>Have Jack and Rosy ever met before?</li> <li>What does Rosy do?</li> <li>Where does Jack come from?</li> <li>What does Jack do?</li> <li>What does Rosy think about Jack's occupation?</li> <li>What does Jack think about his own occupation?</li> <li>Who did Rosy introduce Jack to?</li> <li>Why did Rosy have to leave them?</li> <li>Underline all the sentences that give information about personal information?</li> </ol>	02/PTE/C.1/P.10/Guided/AnswerQ	Guided	Answer the Question	✓																							
3	<p>Get to know your friend by asking him/her questions and filling this form.</p> <table border="1" data-bbox="353 1142 931 1347"> <tr> <td>Name : _____</td> <td>College/University: _____</td> </tr> <tr> <td>Date of birth : _____</td> <td>Started learning English: _____</td> </tr> <tr> <td>Place of birth : _____</td> <td>(years)</td> </tr> <tr> <td>Country : _____</td> <td>Other spoken language(s): _____</td> </tr> <tr> <td>Nationality : _____</td> <td>How long : _____</td> </tr> <tr> <td>Address of hometown : _____</td> <td>Hobby/Interest : _____</td> </tr> <tr> <td>Number of people in the family : _____</td> <td>Ideal/Ambition : _____</td> </tr> <tr> <td>Father's name : _____</td> <td>Favourite pop singers : _____</td> </tr> <tr> <td>Mother's name : _____</td> <td>Favourite film stars: _____</td> </tr> <tr> <td>Sister(s)'s name(s) : _____</td> <td></td> </tr> <tr> <td>Brother(s)'s name(s) : _____</td> <td></td> </tr> </table>	Name : _____	College/University: _____	Date of birth : _____	Started learning English: _____	Place of birth : _____	(years)	Country : _____	Other spoken language(s): _____	Nationality : _____	How long : _____	Address of hometown : _____	Hobby/Interest : _____	Number of people in the family : _____	Ideal/Ambition : _____	Father's name : _____	Favourite pop singers : _____	Mother's name : _____	Favourite film stars: _____	Sister(s)'s name(s) : _____		Brother(s)'s name(s) : _____		03/PTE/C.1/P.12/Experience/Setting Y	Experience	Setting Your Own Question	✓	
Name : _____	College/University: _____																											
Date of birth : _____	Started learning English: _____																											
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Sister(s)'s name(s) : _____																												
Brother(s)'s name(s) : _____																												

4	<p>When you have finished, use the form to fill in the gaps in this form.</p> <p>I spoke to _____  She/He was born on _____ in _____  He/She is _____ (nationality) and lives in _____  There are _____ people together in her/his family. His/Her father's name is _____ and his/her mother's name is _____. She/He has _____ brother(s). They are _____ and _____ (Your friend) _____ is now studying in _____ and started learning English in _____ years. She speaks _____ and have been learning English for _____ years. She speaks _____ every day. She/He likes _____ Her/His favorite singers are _____ His/Her favorite film stars are _____</p>	04/PTE/C.1/P.13/Guided/AnswerQ	Guided	Answer the Question	✓													
5	<p>16. Complete the sentences with the appropriate words from the list.</p> <table border="1" data-bbox="383 555 887 619"> <tr> <td>grandparents</td> <td>aunt</td> <td>uncle</td> </tr> <tr> <td>cousins</td> <td>grandchildren</td> <td>niece</td> </tr> <tr> <td>nephew</td> <td>brother</td> <td>sister</td> </tr> <tr> <td>grandmother</td> <td>grandfather</td> <td>husband</td> </tr> </table> <p>a. My father's parents are my _____  b. My mother's sister is my _____  c. My mother's brother is my _____  d. My uncle's son is my _____  e. My sister's daughter is my _____  f. My brother's son is my _____  g. My son's children are my _____  h. My uncle is my father's _____  i. My father's mother is my _____  j. My father's father is my _____  k. My father is my mother's _____</p>	grandparents	aunt	uncle	cousins	grandchildren	niece	nephew	brother	sister	grandmother	grandfather	husband	05/PTE/C.1/P.14/Guided/CompleteS	Guided	Complete the Sentence	✓	
grandparents	aunt	uncle																
cousins	grandchildren	niece																
nephew	brother	sister																
grandmother	grandfather	husband																
6	<p>18. What are their occupations?</p> 	06/PTE/C.1/P.16/Guided/LookW	Guided	Look and Write	✓													
7	<p>In pairs, act out this dialogue. Then, write a similar conversation.</p> <p>Angelina : Where do you work?  Robin : I work for The United Bank.  Angelina : Oh really? And what did you do there?  Robin : I'm a customer-service officer. I serve the bank customers who need help and information about their accounts.  Angelina : That sounds interesting!</p>	07/PTE/C.1/P.17/Experience/LinkedS	Experience	Linked Skills	✓													

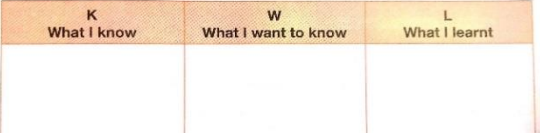

8	<p>Fill in the blanks with the correct form of 'to be' and 'to have'.</p>  <p>Hello. I 1) _____ Salman Punjabi. Everybody calls me Salman. I 2) _____ a student at SMA 5 Semarang. My father's name 3) _____ Richard Chang. He 4) _____ a policeman. My mother 5) _____ a homemaker. I 6) _____ a brother. He studies at Diponegoro University. I like playing basket ball at school. I play in the afternoon with my friend. I want to be a politician someday. You can contact me at 085 3444 777.</p>	08/PTE/C.1/P.19/Guided/CompleteS	Guided	Complete the Sentence	✓	
9	<p>25. Complete the dialogue with questions using WH- words.</p> <p>a. Q : _____ ? A : My name is Helen Lee.</p> <p>b. Q : _____ ? A : She comes from Poland.</p> <p>c. Q : _____ ? A : He is approximately 45 years old.</p> <p>d. Q : _____ ? A : I think Martin is a Spanish.</p> <p>e. Q : _____ ? A : I am from Tokyo.</p> <p>f. Q : _____ ? A : I am a TV reporter.</p>	09/PTE/C.1/P.20/Guided/AnswerQ	Guided	Answer the Question	✓	
10	<p>Put the appropriate pronouns in this text.</p>  <p>I have a friend called William. 1) _____ lives next door to us with 2) _____ parents and sister, Jane, who is three years older than 3) _____. Jane doesn't play with 4) _____ brother so William usually plays with 5) _____. Now I often come to 6) _____ house. William and I have some things in common. For example 7) _____ like playing football. But William has another interesting hobby. 8) _____ is good at playing hockey. He promises to teach 9) _____ playing hockey in 10) _____ spare time.</p>	10/PTE/C.1/P.21/Guided/CompleteS	Guided	Complete the Sentence	✓	

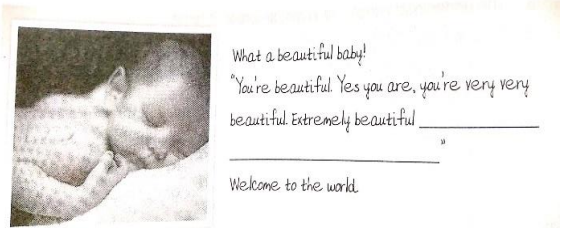
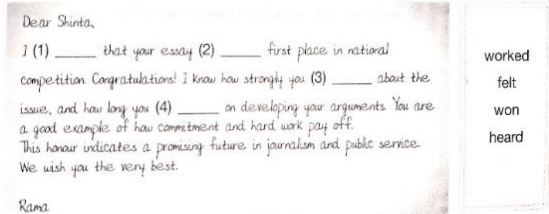
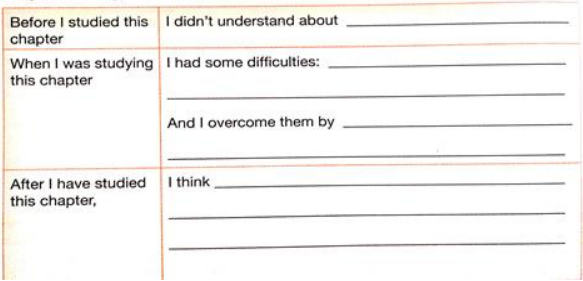
11	<p>Fill in the K-W-L table.</p> <p>a. Write two things you already know about self-description in the K column of the K-W-L table.</p> <p>b. Think of what you want to know about the topic. Write two questions in the W column of the K-W-L table.</p> <p>c. Later when you have finished reading the text, write what you have learned from the reading in the L column of the K-W-L table.</p> <table border="1" data-bbox="387 491 931 628"> <thead> <tr> <th data-bbox="387 491 573 533">K What I know</th> <th data-bbox="573 491 759 533">W What I want to know</th> <th data-bbox="759 491 931 533">L What I learnt</th> </tr> </thead> <tbody> <tr> <td data-bbox="387 533 573 628"></td> <td data-bbox="573 533 759 628"></td> <td data-bbox="759 533 931 628"></td> </tr> </tbody> </table>	K What I know	W What I want to know	L What I learnt				11/PTE/C.1/P.23/Independent	Independent	-	✓	
K What I know	W What I want to know	L What I learnt										
12	<p>Check your comprehension. Answer the following questions.</p> <p>a. How old is Tom?</p> <p>b. Where does Tom actually come from?</p> <p>c. Where does Maja study?</p> <p>d. What does Tom's mother do?</p> <p>e. Who is Tom's favorite musician?</p> <p>f. Why did Tom's father move to Warsaw?</p>	12/PTE/C.1/P.25/Guided/AnswerQ	Guided	Answer the Question	✓							
13	<p>Write a reply to Suzan's letter. Agree to be her pen pal.</p> <p>Start like this:</p> <div data-bbox="360 1050 931 1342"> <p>(the date)</p> <p>Suzan Miller 691 Willford Drive, Gisborne, New Zealand,</p> <p>Dear Gillian,</p> <p>Thank you for your letter. I would like to be your pen pal too. Let me tell you something about myself.</p> <p>_____</p> <p>_____</p> </div> <p>(your address)</p>	13/PTE/C.1/P.27/Experience/LinkedS	Experience	Linked Skills	✓							

14	<p>For your learning journal</p> 	14/PTE/C.1/P.28/Independent	Independent	-	✓	
15	<p><b>Check your comprehension</b></p> <ol style="list-style-type: none"> <li>1) Where does the dialogue probably take place?</li> <li>2) Who has got A for the composition?</li> <li>3) How does the teacher feel about Iwan's success?</li> <li>4) How does she express her happiness?</li> <li>5) Underline all the phrases that express compliments!</li> </ol>	15/PTE/C.2/P.39/Guided/AnswerQ	Guided	Answer the Question	✓	
16	<p>Create a dialogue based on one of the following situations.</p> <ul style="list-style-type: none"> <li>• Your friend is playing a piano skillfully.</li> <li>• Your teacher is very happy with your success at presenting a project proposal.</li> <li>• A friend is admiring the way you organize your bedroom.</li> </ul>	16/PTE/C.2/P.40/Guided/WritingG	Guided	Writing with Grammar Help	✓	

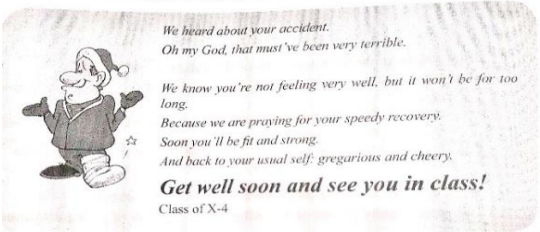
17	<p>Write the expressions of compliment and the responses to the following situations. See the example.</p> <table border="1" data-bbox="376 389 927 619"> <thead> <tr> <th>Situation</th> <th>Compliments</th> <th>Responses</th> </tr> </thead> <tbody> <tr> <td>1. Your friend is singing beautifully.</td> <td>That's a lovely voice.</td> <td>Do you really think so?</td> </tr> <tr> <td>2. Anita is very dressed up and looks very nice.</td> <td></td> <td></td> </tr> <tr> <td>3. A friend is showing a photograph of his new house.</td> <td></td> <td></td> </tr> <tr> <td>4. Your sister has a beautiful baby daughter.</td> <td></td> <td></td> </tr> <tr> <td>5. You admire your neighbour's garden.</td> <td></td> <td></td> </tr> <tr> <td>6. Your team's project is successful.</td> <td></td> <td></td> </tr> <tr> <td>7. A friend has rescued someone from a house fire.</td> <td></td> <td></td> </tr> </tbody> </table> 	Situation	Compliments	Responses	1. Your friend is singing beautifully.	That's a lovely voice.	Do you really think so?	2. Anita is very dressed up and looks very nice.			3. A friend is showing a photograph of his new house.			4. Your sister has a beautiful baby daughter.			5. You admire your neighbour's garden.			6. Your team's project is successful.			7. A friend has rescued someone from a house fire.			17/PTE/C.2/P.41/Guided/CompleteS	Guided	Complete the Sentence	✓	
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18	<p>12. Complete these dialogues with compliments and the responses.</p> <p>a. A young man and a girl are in a restaurant on their first date.          Girl : 1. _____ I like it.          Young man : Do you think so? A friend recommended it to me last week. He says that the atmosphere is very romantic.          Girl : Your friend is right. I must admit that 2. _____.          Young man : 3. _____.</p> <p>b. An old woman is asking for help from a young girl.          Old woman: Excuse me, young lady, but could you help me fill this form, please? I forgot to bring my glasses.          Girl : Of course, ma'am. Let me fill it for you. What's your name, ma'am?          Old woman: Gretta Jones. Your handwriting 4. _____.          Girl : Oh, 5. _____.</p>	18/PTE/C.2/P.41/Guided/CompleteS	Guided	Complete the Sentence	✓																									
19	<p>3. Read the tags and complete the columns.</p> <p>1 Some people like Sundays. Some people like Mondays. However, I just like only one day, It's your birthday.... Happy Birthday! Flying....</p> <p>2 I want to compliment one of your excellent students, Kevin Fernandes. He went to great lengths to help me when my belongings were thrown into the gutters by collecting and drying them.</p> <p>3 I don't think I express my appreciation to you often enough for having given me so many happy years, so I've decided to write it for one reason. Thank you for being with me in those years.</p>	19/PTE/C.2/P.42/Guided/CompleteS	Guided	Complete the Sentence	✓																									

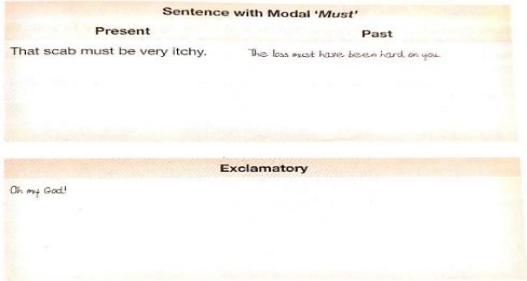
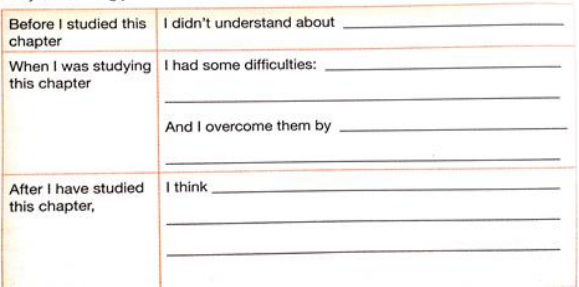


20	<p>Fill in the K-W-L table.</p> <p>a. Write two things you already know about self-description in the K column of the K-W-L table.</p> <p>b. Think of what you want to know about the topic. Write two questions in the W column of the K-W-L table.</p> <p>c. Later when you have finished reading the text, write what you have learned from the reading in the L column of the K-W-L table.</p> 	20/PTE/C.2/P.42/Independent	Independent	-	✓	
21	<p>Read the text carefully and answer the following questions.</p>	21/PTE/C.2/P.43/Guided/AnswerQ	Guided	Answer the Question	✓	
22	<p>Complete the tags with the simple present tense.</p>  <p>A thank you note 1. _____ (be) an important, polite courtesy. It 2. _____ (serve) as a pleasant way to show your appreciation for something or someone. Writing a thank you note 3. _____ (be) a quick, easy task that can yield positive results. A simple thank you note 4. _____ (go) a long way. Read this book and tell me that I 5. _____ (be) right.</p>	22/PTE/C.2/P.45/Guided/ CompleteS	Guided	Complete Sentence	✓	

<p>23</p>	<p>Work in pairs. Add words to each card.</p> 	<p>23/PTE/C.2/P.46/Guided/ CompleteS</p>	<p>Guided</p>	<p>Complete Sentence</p>	<p>✓</p>	
<p>24</p>	<p>Complete the following compliment cards using the verbs provided.</p> 	<p>24/PTE/C.2/P.47/Guided/CompleteS</p>	<p>Guided</p>	<p>Complete the Sentence</p>	<p>✓</p>	
<p>25</p>	<p>For your learning journal</p> 	<p>25/PTE/C.2/P.50/Independent</p>	<p>Independent</p>	<p>-</p>	<p>✓</p>	

26	<p>Check your comprehension by answering the following questions.</p> <ol style="list-style-type: none"> <li>Where does the dialogue probably take place?</li> <li>Where has Yeni been?</li> <li>Where is Karimunjawa?</li> <li>What kind of tourism destination is it?</li> <li>What did Yeni do in Karimunjawa?</li> <li>How can Arum go there?</li> <li>What might Yeni advise Arum about a trip to Karimunjawa?</li> </ol>	26/PTE/C.3/P.59/Guided/AnswerQ	Guided	Answer the Question	✓	
27	<p>10. Complete these dialogues with the expressions of paying attention and appropriate responses.</p> <ol style="list-style-type: none"> <li>Nindy looks unwell, so Rafi approaches her. Rafi : Hey, Nindy, 1) _____? You look very pale. 2) _____? Nindy : Oh, hi, Rafi. 3) _____ It's just that I just heard some bad news. Rafi : 4) _____? Nindy : I have a sister who lives in Yogyakarta. Do you know about the recent volcanic activity of Mount Merapi? Rafi : Yes, I heard about it from the news this morning. 5) _____? Nindy : 6) _____. Rafi : Let's hope she's okay. Let's try calling her again. Nindy : Okay.</li> </ol>	27/PTE/C.3/P.62/Guided/CompleteS	Guided	Complete the Sentence	✓	
28	<p>Create a dialogue based on one of the following situations.</p> <ul style="list-style-type: none"> <li>Your friend has just finished accompanying the class' choir singing very adeptly.</li> <li>Your uncle has just finished building a new house, but it was damaged during the earthquake.</li> <li>Your friend is telling you about his article that was published in the newspaper.</li> </ul>	28/PTE/C.3/P.63/Guided/WritingG	Guided	Writing with Grammar Help	✓	

29	<p>Fill in the K-W-L table.</p> <p>a. Write two things you already know about self-description in the K column of the K-W-L table.</p> <p>b. Think of what you want to know about the topic. Write two questions in the W column of the K-W-L table.</p> <p>c. Later when you have finished reading the text, write what you have learned from the reading in the L column of the K-W-L table.</p> <table border="1" data-bbox="416 501 913 647"> <thead> <tr> <th data-bbox="416 501 584 549">K What I know</th> <th data-bbox="584 501 752 549">W What I want to know</th> <th data-bbox="752 501 913 549">L What I learnt</th> </tr> </thead> <tbody> <tr> <td data-bbox="416 549 584 647"></td> <td data-bbox="584 549 752 647"></td> <td data-bbox="752 549 913 647"></td> </tr> </tbody> </table>	K What I know	W What I want to know	L What I learnt				29/PTE/C.3/P.64/Independent	Independent	-	✓	
K What I know	W What I want to know	L What I learnt										
30	<p>Read the text carefully and answer the following questions.</p> 	30/PTE/C.3/P.64/Guided/AnswerQ	Guided	Answer the Question	✓							
31	<p>Complete the dialogue and the letter. Use the clues in the brackets to help you.</p> <p>Indra : Hey, Alya! Long time no see. You look different. Where have you been?</p> <p>Alya : Hi, Indra. I went to Bali during the holidays.</p> <p>Indra : 1) _____ (must) awesome. 2) _____ (aux.) you get a tan there?</p> <p>Alya : I did. My family and I went to some beaches. We also went snorkelling, which was great.</p> <p>Indra : 3) _____ (interrog.)? 4) _____ (excl.) fun! 5) _____ (must) an unforgettable holiday.</p> <p>Alya : It really was. You should go there sometime.</p> <p>Indra : Well, I've been thinking about visiting Lombok. I have an uncle who lives there, and near the beach too. He's invited me to stay with him during the holidays.</p> <p>Alya : 6) _____ (excl.)! You should take the offer. It will be a holiday to remember.</p> <p>Indra : I'm sure it will.</p>	31/PTE/C.3/P.68/Guided/CompleteS	Guided	Complete the Sentence	✓							

32	<p>In pairs, create expressions that show attention/care and sympathy. Some have been done for you as examples.</p> 	32/PTE/C.3/P.69/Guided/FollowM	Guided	Follow the Model	✓	
33	<p>Work in pairs. Make conversations based on these situations. Express your care and sympathy.</p> <p>a. Your friend is badly ill. b. Your father's friend had an accident.</p>	33/PTE/C.3/P.70/Guided/WritingG	Guided	Writing with Grammar Help	✓	
34	<p>For your learning journal</p> 	34/PTE/C.3/P.70/Independent	Independent	-	✓	


35	<p>Listen to the statements and write them down. Then, choose the best responses.</p> <table border="1" data-bbox="360 379 936 592"> <thead> <tr> <th>No.</th> <th>Statement</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td></td> <td>a. I will visit some museums in Central Java.</td> </tr> <tr> <td>b.</td> <td></td> <td>b. I'd like to say a big thank you to them for supporting me.</td> </tr> <tr> <td>c.</td> <td></td> <td>c. It's a secret.</td> </tr> <tr> <td>d.</td> <td></td> <td>d. I'm going to describe the painting briefly.</td> </tr> <tr> <td>e.</td> <td></td> <td>e. Yes, I want to make pasta for my family.</td> </tr> </tbody> </table>	No.	Statement	Response	a.		a. I will visit some museums in Central Java.	b.		b. I'd like to say a big thank you to them for supporting me.	c.		c. It's a secret.	d.		d. I'm going to describe the painting briefly.	e.		e. Yes, I want to make pasta for my family.	35/PTE/C.4/P.77/Experience/Linked Skills	Experience	Linked Skills	✓							
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37	<p>Check your comprehension by answering the following questions.</p> <ol style="list-style-type: none"> <li>Where is Rita spending her school holiday?</li> <li>Where does she meet Dona?</li> <li>Who is Dona?</li> <li>What's the dialogue about?</li> <li>How do they feel when they meet?</li> <li>Underline the expressions of intention.</li> <li>What is their plan afterwards?</li> </ol>	36/PTE/C.4/P.80/Guided/AnswerQ	Guided	Answer the Question	✓																									
37	<p>Complete the expressions of intention and the responses to the following situations. See the examples.</p> <table border="1" data-bbox="376 991 936 1246"> <thead> <tr> <th>Situation</th> <th>Intentions</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td>a. Your friend has been very sick.</td> <td>Well, I am going to visit Nico.</td> <td>That's a good idea.</td> </tr> <tr> <td>b. Your English is very poor.</td> <td></td> <td></td> </tr> <tr> <td>c. A friend invites you for her birthday.</td> <td></td> <td></td> </tr> <tr> <td>d. Your mother is very angry because you're always late.</td> <td></td> <td></td> </tr> <tr> <td>e. Your neighbor's garden is very green.</td> <td></td> <td></td> </tr> <tr> <td>f. Your team's project is not going very well.</td> <td></td> <td></td> </tr> <tr> <td>g. Your brother has been saved from a car accident.</td> <td></td> <td></td> </tr> </tbody> </table>	Situation	Intentions	Response	a. Your friend has been very sick.	Well, I am going to visit Nico.	That's a good idea.	b. Your English is very poor.			c. A friend invites you for her birthday.			d. Your mother is very angry because you're always late.			e. Your neighbor's garden is very green.			f. Your team's project is not going very well.			g. Your brother has been saved from a car accident.			37/PTE/C.4/P.82/Guided/CompleteS	Guided	Complete the Sentence	✓	
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38	<p>Complete the dialogue with expressions of intention and the responses.</p> <p>Mrs Tina : So, Jeanne, have you found that video?          Jeanne : You know, I've spent almost two hours searching for it. But don't worry.          _____.</p> <p>Mrs Tina : _____ Let's try.</p> <p>Jeanne : Okay. A Korean film of "My Princess".          Mrs Tina : _____ That will be faster.          Jeanne : Well, www.koreandrama.com.</p>	38/PTE/C.4/P.82/Guided/CompleteS	Guided	Complete the Sentence	✓							
39	<p>Create a dialogue based on one of the following situations.</p> <p>a. Your friend cannot pay his school fees.          b. Your teacher asks you to finish the school project proposal.          c. A friend is coming from Kalimantan.</p>	39/PTE/C.4/P.83/Guided/WritingW	Guided	Writing with Grammar Help	✓							
40	<p>Fill in the K-W-L table.</p> <p>a. Write two things you already know about self-description in the K column of the K-W-L table.          b. Think of what you want to know about the topic. Write two questions in the W column of the K-W-L table.          c. Later when you have finished reading the text, write what you have learned from the reading in the L column of the K-W-L table.</p> <table border="1" data-bbox="398 1034 936 1169"> <thead> <tr> <th data-bbox="398 1034 580 1074">K What I know</th> <th data-bbox="580 1034 761 1074">W What I want to know</th> <th data-bbox="761 1034 936 1074">L What I learnt</th> </tr> </thead> <tbody> <tr> <td data-bbox="398 1074 580 1169"></td> <td data-bbox="580 1074 761 1169"></td> <td data-bbox="761 1074 936 1169"></td> </tr> </tbody> </table>	K What I know	W What I want to know	L What I learnt				40/PTE/C.4/P.84/Independent	Independent	-	✓	
K What I know	W What I want to know	L What I learnt										
41	<p>Read the following business letter. Answer the questions and decide whether the statements are true or false.</p>	41/PTE/C.4/P.84/Guided/AnswerQ	Guided	Answer the Question	✓							

42	<p>Complete the sentences in column A with words or phrases from column B.</p> <table border="1"> <thead> <tr> <th>Column A</th> <th>Column B</th> </tr> </thead> <tbody> <tr> <td>We are writing to _____</td> <td>the preliminary results showing that the project works well.</td> </tr> <tr> <td>I am sorry but I regret to _____</td> <td>send us the latest publication if the journal.</td> </tr> <tr> <td>We would appreciate if you could _____</td> <td>let you know that the final examination for the third grade will be rescheduled.</td> </tr> <tr> <td>if you wish, we would be happy to _____</td> <td>manager of a company.</td> </tr> <tr> <td>We must apologize for not _____</td> <td>to have as a plan.</td> </tr> <tr> <td>We are enclosing _____</td> <td>to show that a copy has been sent to another person.</td> </tr> </tbody> </table> <p>Write the sentences below.</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p>	Column A	Column B	We are writing to _____	the preliminary results showing that the project works well.	I am sorry but I regret to _____	send us the latest publication if the journal.	We would appreciate if you could _____	let you know that the final examination for the third grade will be rescheduled.	if you wish, we would be happy to _____	manager of a company.	We must apologize for not _____	to have as a plan.	We are enclosing _____	to show that a copy has been sent to another person.	42/PTE/C.4/P.87/Guided/JoinS	Guided	Join the Sentence	✓	
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43	<p>Work in groups to rearrange the following sentences into meaningful messages.</p> <p>Message 1</p> <p>I am going to travel to Germany between 13 and 15 June. Please let me know as soon as possible if these dates are convenient. I am writing to organize our meeting to our current marketing strategy for E258.</p> <p>Message 2</p> <p>Thank you for the reminder about the MCP meeting! Please confirm your arrival details so that I can arrange someone to pick you up at the airport. I think it would be best if you flew in on Monday 13 June and we would hold the meeting on Tuesday. If we begin at 9.00, I'm sure we'll be finished by 3.30.</p>	43/PTE/C.4/P.87/Guided/PutWords	Guided	Put the Words in Order	✓															
44	<p>Work in groups to complete the following messages. Don't forget to express your intention.</p> <p>Message 1</p> <p>Following your letter of _____, I am writing to check _____.</p> <p>We would appreciate it if you could _____.</p> <p>Let me know if _____.</p> <p>Message 2</p> <p>Thank you for your letter of _____.</p> <p>Just a short note to confirm _____.</p> <p>If you wish, we would be happy to _____.</p> <p>If you have any further questions, _____.</p>	44/PTE/C.4/P.88/Guided/CompleteS	Guided	Complete the Sentence	✓															



45	<p>You are going to write a message expressing intentions/plans. Do it individually by following the checklist.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear objective</li> <li><input type="checkbox"/> Good organization</li> <li><input type="checkbox"/> Good layout</li> <li><input type="checkbox"/> Clear language</li> <li><input type="checkbox"/> Right style</li> <li><input type="checkbox"/> Correct facts</li> <li><input type="checkbox"/> Positive ending</li> <li><input type="checkbox"/> Right grammar, spelling and punctuation</li> </ul>	45/PTE/C.4/P.89/Guided/WritingG	Guided	Writing with Grammar Help	✓									
46	<p>For your learning journal</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 2px;">Before I studied this chapter</td> <td style="padding: 2px;">I didn't understand about _____</td> </tr> <tr> <td style="padding: 2px;">When I was studying this chapter</td> <td style="padding: 2px;">I had some difficulties: _____ _____</td> </tr> <tr> <td style="padding: 2px;">After I have studied this chapter,</td> <td style="padding: 2px;">And I overcome them by _____ _____</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">I think _____ _____</td> </tr> </table>	Before I studied this chapter	I didn't understand about _____	When I was studying this chapter	I had some difficulties: _____ _____	After I have studied this chapter,	And I overcome them by _____ _____		I think _____ _____	46/PTE/C.4/P.90/Independent	Independent	-	✓	
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47	<p><b>Answer the questions.</b></p> <ol style="list-style-type: none"> <li>a. Why did Mr Jackson congratulate Mr Sunton?</li> <li>b. What is Mr Sunton's response?</li> <li>c. How many office branches do Mr. Sunton have now?</li> <li>d. Underline all the expressions of congratulation in the dialogue.</li> </ol>	47/PTE/C.5/P.98/Guided/AnswerQ	Guided	Answer the Question	✓									
48	<p>Read these two conversations. Analyse the conversations and fill in the table.</p> <p><b>Conversation 1</b></p> <p>David : I heard you won the speech contest. Well, congratulations, my friend! That is fantastic!</p> <p>Ken : Thank you very much for saying so.</p> <p>David : I wish you success in the next year's contest.</p> <p>Ken : I hope so. I have to work hard for it.</p> <p><b>Conversation 2</b></p> <p>Sony : I've just heard about your graduation. Congratulations, that's brilliant!</p> <p>Sany : Thank you ever so much for helping me out. I don't know how I would have done without you.</p> <p>Sony : You deserved it! You've worked so hard.</p> <p>Sany : Thank you.</p> <p>Sony : How are you fixed up for your next year?</p> <p>Sany : I don't know, I'll see about it after my holidays.</p>	48/PTE/C.5/P.99/Guided/CompleteS	Guided	Complete the Sentence	✓									



49	<p>Read the following cards and answer the questions.</p> <p>a.</p> 	49/PTE/C.5/P.100/Experience/Linkes	Experience	Linked Skills	✓	
50	<p>Complete the sentences with the clues.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> a great career   new   special   wish   wished   hoped </div> <ol style="list-style-type: none"> <li>1. I wish you all the best in your _____ job.</li> <li>2. I wish you lots of joy and happiness on this _____ day</li> <li>3. I wish you have _____.</li> <li>4. My father _____ me good luck on passing exam.</li> <li>5. I heard you're opening a new laundry. I _____ you will succeed.</li> </ol>	50/PTE/C.5/P.101/Guided/CompleteS	Guided	Complete the Sentence	✓	
51	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>a. What is the letter about?</li> <li>b. To whom is the letter addressed?</li> <li>c. Who wrote the letter?</li> <li>d. Why did he write the letter?</li> <li>e. Where did Belinda graduate from?</li> </ol>	51/PTE/C.5/P.102/Guided/AnswerQ	Guided	Answer the Question	✓	


52	<p><b>Create a dialogue based on either of these situations and act it out in front of the class.</b></p> <p>a) Your friend tells you that she/he has been admitted in the university she/he has always been wanting to continue her study.</p> <p>b) Your friend tells you that he/she has found a new job.</p>	52/PTE/C.5/P.103/Guided/WritingG	Guided	Writing with Grammar Help	✓	
53	<p><b>Rewrite this letter of congratulations. Add punctuation and capitalization.</b></p> <p>isabella grant 420 east round grove road lewisville texas united states (972) 459-9163  dear luke and sophie i send you my heartiest congratulations on the arrival of the first baby daughter in your life i know you both were waiting for this moment since a long time and i am thrilled to see your dream come true it is surely a moment of great happiness and both of you must be really overjoyed it must definitely be a busy time for both of you but i am sure you must be enjoying the whole thing and every moment. i wish you both many enjoyable and memorable days ahead with your precious little one congratulation again love elizabeth</p>	53/PTE/C.5/P.103/Guided/WritingS	Guided	Writing by Step	✓	
54	<p><b>Complete the congratulations card with the following clues.</b></p> <ol style="list-style-type: none"> <li>1. In English Debate Contest</li> <li>2. Congratulations</li> <li>3. Principal</li> <li>4. Singapore, 15 May 2013</li> <li>5. For</li> <li>6. John Smith</li> <li>7. Outstanding achievement</li> <li>8. Awarded to</li> </ol>	54/PTE/C.5/P.103/Guided/CompleteS	Guided	Complete the Sentence	✓	
55	<p><b>Make a congratulations card about:</b></p> <ul style="list-style-type: none"> <li>• moving to a new home</li> <li>• having a new baby</li> <li>• graduation day</li> <li>• wedding day</li> <li>• winning a contest</li> </ul> <p><b>Design your card beautifully.</b></p>	55/PTE/C.5/P.104/Guided/WritingG	Guided	Writing with Grammar Help	✓	

56	<p>For your learning journal</p> <table border="1"> <tr> <td>Before I studied this chapter</td> <td>I didn't understand about _____</td> </tr> <tr> <td>When I was studying this chapter</td> <td>I had some difficulties: _____ _____</td> </tr> <tr> <td></td> <td>And I overcome them by _____</td> </tr> <tr> <td>After I have studied this chapter,</td> <td>I think _____ _____</td> </tr> </table>	Before I studied this chapter	I didn't understand about _____	When I was studying this chapter	I had some difficulties: _____ _____		And I overcome them by _____	After I have studied this chapter,	I think _____ _____	56/PTE/C.5/P.104/Independent	Independent	-	✓																																													
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57	<p>Check your comprehension skills by answering the following questions.</p> <ol style="list-style-type: none"> <li>Where does the dialogue probably take place?</li> <li>What information did the woman get after speaking to the man?</li> <li>How does the woman feel after having the information about the flood in Jakarta?</li> <li>What is the woman going to do after speaking with the man?</li> <li>Underline all sentences in the dialogue that use simple past and present perfect tenses.</li> </ol>	57/PTE/C.6/P.114/Guided/AnswerQ	Guided	Answer the Question	✓																																																					
58	<p>Complete the following questions and statements by filling in the columns. Some have been done for you.</p> <table border="1"> <thead> <tr> <th rowspan="2">Past Simple</th> <th colspan="2">Positive</th> <th colspan="2">Negative</th> <th>affirmative</th> </tr> <tr> <th>Subject</th> <th>Verb 2/ others</th> <th>Subject</th> <th>didn't</th> <th>Did/was / Subject verb 1</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>to be</td> <td></td> <td>Verb 1/</td> <td>were</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>wasn't/</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>weren't</td> <td></td> </tr> </tbody> </table> <p>Was I? The orchestra wasn't a good one.</p> <table border="1"> <thead> <tr> <th rowspan="2">Present Perfect</th> <th colspan="2">Positive</th> <th colspan="2">Negative</th> <th>Affirmative</th> </tr> <tr> <th>Subject</th> <th>Verb 3/ others</th> <th>Subject</th> <th>haven't/ hasn't +</th> <th>Have/has Subject verb 3/ been</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>to be</td> <td></td> <td>Verb 3/</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>been</td> <td></td> </tr> </tbody> </table> <p>Has he gone? Has he gone?</p>	Past Simple	Positive		Negative		affirmative	Subject	Verb 2/ others	Subject	didn't	Did/was / Subject verb 1			to be		Verb 1/	were					wasn't/						weren't		Present Perfect	Positive		Negative		Affirmative	Subject	Verb 3/ others	Subject	haven't/ hasn't +	Have/has Subject verb 3/ been			to be		Verb 3/						been		58/PTE/C.6/P.115/Guided/CompleteS	Guided	Complete the Sentence	✓	
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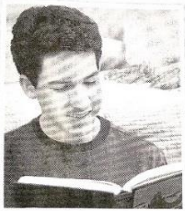

59	<p>Fill in the table with expressions in past simple and present perfect tenses to the following situations. See the examples.</p> <table border="1" data-bbox="376 384 936 639"> <thead> <tr> <th>Situation</th> <th>Expressions</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td>1. Your friend has just sung a beautiful song.</td> <td><i>That's a lovely song.</i></td> <td>Do you really think so? I wrote it last night.</td> </tr> <tr> <td>2. My mother has fried chicken.</td> <td></td> <td></td> </tr> <tr> <td>3. A friend has just bought a new house.</td> <td></td> <td></td> </tr> <tr> <td>4. Your sister has taken a photo of her beautiful baby daughter.</td> <td></td> <td></td> </tr> <tr> <td>5. The school has won the Adiwiyata competition.</td> <td></td> <td></td> </tr> <tr> <td>6. Your team's project has been the number 1 in the class.</td> <td></td> <td></td> </tr> <tr> <td>7. A friend has saved someone from a boating accident.</td> <td></td> <td></td> </tr> </tbody> </table>	Situation	Expressions	Response	1. Your friend has just sung a beautiful song.	<i>That's a lovely song.</i>	Do you really think so? I wrote it last night.	2. My mother has fried chicken.			3. A friend has just bought a new house.			4. Your sister has taken a photo of her beautiful baby daughter.			5. The school has won the Adiwiyata competition.			6. Your team's project has been the number 1 in the class.			7. A friend has saved someone from a boating accident.			59/PTE/C.6/P.116/Guided/CompleteS	Guided	Complete the Sentence	✓	
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60	<p>Complete these dialogues with the activity in the past simple or present perfect tenses.</p> <p>a. Two new students from the science class are in the school canteen for the first time.</p> <p>Girl : 1) _____ I like it.  Young man : Do you think so? A friend told me that the price was not reasonable. He said that the environment 2) _____  Girl : Your friend was right. I must admit that 3) _____  Young man : 4) _____</p> <p>b. Your mother is asking for help.</p> <p>Old woman : Nita, help me read this email, please?  I 5) _____  Girl : Of course, mum. Let me read it for you. 6) _____  Old woman : Right. I have just done it.  7) _____  Girl : Oh, 8) _____</p>	60/PTE/C.6/P.117/Guided/CompleteS	Guided	Complete the Sentence	✓																									
61	<p>Create a dialogue based on one of the following situations.</p> <ul style="list-style-type: none"> <li>✓ Your friend has just finished his first painting.</li> <li>✓ Your father is very happy with your success in TOEFL.</li> <li>✓ A friend is admiring the way you study math.</li> </ul>	61/PTE/C.6/P.117/Guided/WritingG	Guided	Writing with Grammar Help	✓																									

62	<p>14. Read the following extracts and guess where you might read them. Then, complete the table.</p> <p style="text-align: right;">1</p> <p>I do not think I have <u>expressed</u> my appreciation to you often enough for <u>having given me</u> so many happy years, so I <u>decided to write</u> this letter.</p> <p style="text-align: right;">2</p> <p>"Michele and I are deeply saddened by the loss of life, injuries, and damage that <u>have occurred</u> as a result of the recent earthquake and tsunami in West Sumatra."</p> <p style="text-align: right;">3</p> <p>I know <u>you have always enjoyed</u> musical comedies, so I <u>bought</u> tickets for us to see one of the best plays on Saturday evening ten minutes ago.</p>	62/PTE/C.6/P.118/Experience/Linked S	Experience	Linked Skills	✓							
63	<p>Fill in the K-W-L table.</p> <p>a. Write two things you already know about self-description in the K column of the K-W-L table.</p> <p>b. Think of what you want to know about the topic. Write two questions in the W column of the K-W-L table.</p> <p>c. Later when you have finished reading the text, write what you have learned from the reading in the L column of the K-W-L table.</p> <table border="1" data-bbox="398 767 931 884"> <thead> <tr> <th data-bbox="398 767 584 810">K What I know</th> <th data-bbox="584 767 770 810">W What I want to know</th> <th data-bbox="770 767 931 810">L What I learnt</th> </tr> </thead> <tbody> <tr> <td data-bbox="398 810 584 884"></td> <td data-bbox="584 810 770 884"></td> <td data-bbox="770 810 931 884"></td> </tr> </tbody> </table>	K What I know	W What I want to know	L What I learnt				63/PTE/C.6/P.118/Independent	Independent	-	✓	
K What I know	W What I want to know	L What I learnt										
64	<p>Check your understanding.</p> <p>a. Who wrote the letter?</p> <p>b. Who is the letter likely to be for?</p> <p>c. What is the writer's purpose of writing the letter?</p> <p>d. Use the clues in the sentences to guess the meaning of the words in bold.</p> <p>a) Toba Lake's <b>stunning</b> beauty is beyond words to describe.</p> <p>b) . . . but it's <b>worth</b> the long journey.</p> <p>e. Give the following details about . . .</p> <table border="1" data-bbox="421 1059 759 1161"> <tbody> <tr> <td data-bbox="421 1059 759 1086">North Sumatra</td> </tr> <tr> <td data-bbox="421 1086 759 1114">Lake Toba</td> </tr> <tr> <td data-bbox="421 1114 759 1141">Kuala Namu Airport</td> </tr> <tr> <td data-bbox="421 1141 759 1161">Samosir Island</td> </tr> </tbody> </table>	North Sumatra	Lake Toba	Kuala Namu Airport	Samosir Island	64/PTE/C.6/P.119/Guided/AnswerQ	Guided	Answer the Question	✓			
North Sumatra												
Lake Toba												
Kuala Namu Airport												
Samosir Island												



65	<p>Work in pairs. Put the underlined words in the correct columns. Look at the example.</p> <table border="1" data-bbox="360 389 943 624"> <thead> <tr> <th>No.</th> <th>Past Simple</th> <th>Present Perfect Tense</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>He <u>passed away</u> when he <u>was</u> 79.</td> <td>Yolanda has <u>just graduated</u> from a university in the UK.</td> </tr> </tbody> </table> 	No.	Past Simple	Present Perfect Tense	1.	He <u>passed away</u> when he <u>was</u> 79.	Yolanda has <u>just graduated</u> from a university in the UK.	65/PTE/C.6/P.121/Guided/FollowM	Guided	Follow the Model	✓	
No.	Past Simple	Present Perfect Tense										
1.	He <u>passed away</u> when he <u>was</u> 79.	Yolanda has <u>just graduated</u> from a university in the UK.										
66	<p>1. Complete the captions with the words provided.</p>  <p>Typhoon Trami 1) _____ landfall in the coastal areas of Fujing city, packing winds of up to 126 km per hour at its center. The storm 2) _____ strong winds to Fujian's coast, with maximum winds of 163.4 km per hour at Niushan Island in Pingtan County.</p> <p>has brought made</p>	66/PTE/C.6/P.122/Guided/CompleteS	Guided	Complete the Sentence	✓							
67	<p>Work in pairs. Change the underlined words to words that have similar meanings.</p> <p>I <u>would like</u> you to know how pleased we are to have your daughter joining our project. Ronafa <u>has showed</u> that the time, hard work and patience make a great person. In a year he <u>has worked</u> with us, she <u>has never stopped</u> challenging others' notions about what she is good at. Her contributions <u>have been</u> invaluable to our company at the beginning up to now. I know this strength of your daughter must have come to her from her family. We all thank you for your support.</p>	67/PTE/C.6/P.124/Guided/ChangeS	Guided	Change the Sentence	✓							

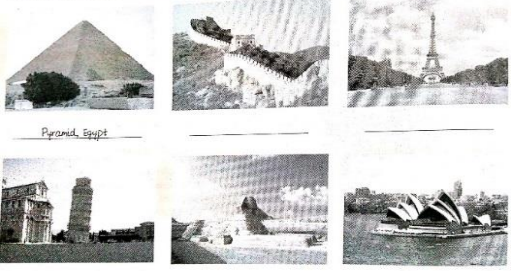
<p>68</p>	<p>For your learning journal</p> <table border="1"> <tr> <td>Before I studied this chapter</td> <td>I didn't understand about _____</td> </tr> <tr> <td rowspan="2">When I was studying this chapter</td> <td>I had some difficulties: _____</td> </tr> <tr> <td>And I overcome them by _____</td> </tr> <tr> <td>After I have studied this chapter,</td> <td>I think _____</td> </tr> </table>	Before I studied this chapter	I didn't understand about _____	When I was studying this chapter	I had some difficulties: _____	And I overcome them by _____	After I have studied this chapter,	I think _____	<p>68/PTE/C.6/P.126/Independent</p>	<p>Independent</p>	<p>-</p>	<p>✓</p>	
Before I studied this chapter	I didn't understand about _____												
When I was studying this chapter	I had some difficulties: _____												
	And I overcome them by _____												
After I have studied this chapter,	I think _____												
<p>69</p>	<p>Write sentences describing the people in the pictures. Use the words in the box to help you.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>long short fair dark curly bald tall short auburn well-built slim thin fat</p> </div> <p>a. David _____</p> <p>b. Mr Potters _____</p> <p>c. Louisa _____</p> <p>d. Miss Jenkins _____</p>	<p>69/PTE/C.7/P.130/Guided/Look&amp;W</p>	<p>Guided</p>	<p>Look and Write</p>	<p>✓</p>								
<p>70</p>	<p>What do you think of these two pictures? Find as many descriptive words as you can.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>a. beautiful b. fresh c. red d. _____ e. _____ f. _____ g. _____ h. _____</p> </div> </div> <p>Make sentences comparing between the red rose and Diana.</p> <p>a. Lady Diana was as beautiful as a red rose.</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> <p>e. _____</p>	<p>70/PTE/C.7/P.137/Guided/Look&amp;W</p>	<p>Guided</p>	<p>Look and Write</p>	<p>✓</p>								



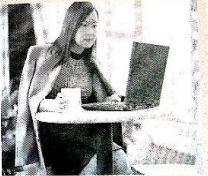

71	<p>Complete a short description of Roni.</p>  <p>Roni is one of the students' president candidates of our school. He lives in Singosari 1/54, Semarang. Actually he was born in Padang, West Sumatra. He doesn't live with his parents in Semarang.</p> <p>Roni has dark skin and _____</p> <p>_____</p> <p>_____</p>	71/PTE/C.7/P.139/Guided/Look&W	Guided	Look and Write	✓	
72	<p>Read the text to create a short description of Liu Ching Hai.</p> <p><b>The New Chef at Shang Palace</b></p>  <p>The award-winning Shang Palace restaurant has appointed Liu Ching Hai as its new executive Chinese chef.</p> <p>Named by <i>Jakarta Kini</i> magazine as the most popular Chinese restaurant in town, Shang Palace promises that Liu will bring a fresh and new spirit to the restaurant.</p> <p>Shang Palace is also famous for its sumptuous dim sum.</p> <p>Starting his career at the age of 15, Liu has more than 20 years of culinary experience. Liu won the "Best Culinary Skills Award" competition organized by the Hong Kong Tourism Association in 1989.</p> <p>Liu Chiang Hai is _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	72/PTE/C.7/P.140/Guided/Look&W	Guided	Look and Write	✓	
73	<p>Fill in the blank spacer with the appropriate compound adjectives.</p> <p>a. Agni was so bright-eyed when she heard that she was nominated as the best student of the year.</p> <p>b. Mr Adam always appears neat and _____ because he always shave his chin once in two days.</p> <p>c. As a sportman, Arnold is _____.</p> <p>d. Mr Darma is no longer young. He is a _____ man.</p> <p>e. She really looks beautiful in her _____ and _____.</p> <p>f. Anita's hair is no longer _____. She is coloring it _____.</p>	73/PTE/C.7/P.141/Guided/CompleteS	Guided	Complete the Sentence	✓	

74	<p>Write four different paragraphs from these frames.</p> <table border="1" data-bbox="360 368 931 432"> <tr> <td>Rudi Haryono Mary Anna</td> <td>is</td> <td>a good-looking boy a pleasant-looking boy a very pretty girl an attractive girl</td> <td>who always wears</td> <td>new clothes. old clothes. unusual clothes. expensive clothes.</td> </tr> </table> <table border="1" data-bbox="360 440 931 496"> <tr> <td>He She</td> <td>likes</td> <td>to wear</td> <td>jeans long dresses short dresses</td> <td>and</td> <td>sandals. Italian shoes. high-heeled shoes.</td> </tr> </table> <table border="1" data-bbox="360 512 931 568"> <tr> <td>He She</td> <td>has</td> <td>short long</td> <td>blonde curly straight</td> <td>hair</td> <td>and</td> <td>slanted bright almond-shaped</td> <td>green blue brown black</td> <td>eyes.</td> </tr> </table>	Rudi Haryono Mary Anna	is	a good-looking boy a pleasant-looking boy a very pretty girl an attractive girl	who always wears	new clothes. old clothes. unusual clothes. expensive clothes.	He She	likes	to wear	jeans long dresses short dresses	and	sandals. Italian shoes. high-heeled shoes.	He She	has	short long	blonde curly straight	hair	and	slanted bright almond-shaped	green blue brown black	eyes.	74/PTE/C.7/P.141/Guided/WritingS	Guided	Writing by Steps	✓	
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75	<p>Answer the following questions.</p> <ol style="list-style-type: none"> <li>What does the text tell us about?</li> <li>What is Debby's profession ?</li> <li>Why did she become famous?</li> <li>What is her complexion like?</li> <li>The way she dresses shows that she is a _____ person.</li> <li>Mention her positive and negative traits.</li> </ol>	75/PTE/C.7/P.143/Guided/AnswerQ	Guided	Answer the Question	✓																					
76	<p>This is a letter of recommendation of a student who will continue his study at university. This letter explains about the student's personality.</p> <p>Before reading the whole letter, find the answer to the following questions.</p> <ol style="list-style-type: none"> <li>Who is Dan Peel?</li> <li>Where did Dan study?</li> <li>Who wrote the recommendation letter?</li> <li>Where did he want to continue his study?</li> </ol>	76PTE/C.7/P.144/Guided/AnswerQ	Guided	Answer the Question	✓																					

77	<p>Educators say that the process of learning will transform one into good a character.</p> <p>The following scheme shows the process of transformation to a good result. Fill in the scheme with the appropriate information from the letter. You may add it with your conclusion and opinion.</p> <p>Stage 1      Stage 2      Stage 3</p> <p>In first academic year:      Learning Process:      Transformation:      Graduate with great achievement</p> 	77/PTE/C.7/P.145/Guided/AnswerQ	Guided	Answer the Question	✓	
78	<p>Complete the following sentences with the information from the text.</p> <p>a) The letter is telling us about _____</p> <p>b) Mr Miller lives in _____</p> <p>c) Mr Gibson lives in _____ before.</p> <p>d) Mr Gibson has never _____ before.</p> <p>e) The plane will arrive in New York at _____</p>	78/PTE/C.7/P.146/Guided/AnswerQ	Guided	Answer the Question	✓	
79	<p>This flyer shows the description of a missing person. Read it carefully and answer the questions.</p> 	79/PTE/C.7/P.147/Experience/Linked S	Experience	Linked Skills	✓	

80	<p>For your learning journal</p> <table border="1"> <tr> <td>Before I studied this chapter</td> <td>I didn't understand about _____</td> </tr> <tr> <td>When I was studying this chapter</td> <td>I had some difficulties: _____ And I overcome them by _____</td> </tr> <tr> <td>After I have studied this chapter,</td> <td>I think _____</td> </tr> </table>	Before I studied this chapter	I didn't understand about _____	When I was studying this chapter	I had some difficulties: _____ And I overcome them by _____	After I have studied this chapter,	I think _____	80/PTE/C.7/P.148/Independent	Independent	-	✓	
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When I was studying this chapter	I had some difficulties: _____ And I overcome them by _____											
After I have studied this chapter,	I think _____											
81	<p>World famous places and structures Write the name of these famous places and structures. What country are they in?</p>  <p>Pyramid, Egypt</p>	81/PTE/C.8/P.152/Guided/Look&W	Guided	Look and Write	✓							
82	<p>Answer the questions based on the recording.</p> <ol style="list-style-type: none"> <li>What makes Taman Mini Indonesia Indah attractive?</li> <li>How large is Taman Mini Indonesia Indah?</li> <li>What are in the pavilions?</li> <li>What is the purpose of the text?</li> <li>Can you find the verb "to have" and "to be" in the text?</li> <li>What tense is used in the text?</li> </ol>	82/PTE/C.8/P.153/Experience/Linked S	Experience	LinkedS	✓							

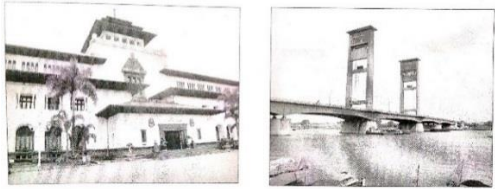
83	<p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. What is the text about?</li> <li>2. What does the writer try to describe?</li> <li>3. The first paragraph tells the readers about _____</li> <li>4. The characteristics of Purna Bhakti Pertiwi Museum can be found in paragraph _____</li> <li>5. The main idea of the third paragraph is _____</li> <li>6. After reading the text, what do you think of the "Purna Bhakti Pertiwi" museum? <ul style="list-style-type: none"> <li>• I think Purna Bhakti Pertiwi Museum is _____ than _____</li> <li>• I think it is a _____ because it has _____</li> <li>• I think it has _____ such as _____.</li> </ul> </li> </ol>	83/PTE/C.8/P.154/Guided/AnswerQ	Guided	Answer the Question	✓															
84	<p><b>Listen to the following text. In groups, discuss the following questions.</b></p>	84/PTE/C.8/P.154/Experience/Linked S	Experience	Linked Skills	✓															
85	<p>Fill in the blank spaces with "is, are, has or have"</p> <ol style="list-style-type: none"> <li>1) The weather _____ very pleasant in the autumn.</li> <li>2) The house _____ three bedrooms and a large living-room.</li> <li>3) We _____ a small BMW car.</li> <li>4) My brother _____ short hair but he _____ very thin.</li> <li>5) Her lips _____ red and thin.</li> <li>6) The girl _____ 1.52 meter tall.</li> <li>7) The mango tree _____ at the corner of the garden.</li> <li>8) The streets in this town _____ quite wide.</li> <li>9) Mr. and Mrs. Smith _____ three children, two daughters and a son.</li> <li>10) Our bedroom _____ clean and _____ a good air circulation.</li> </ol>	85/PTE/C.8/P.155/Guided/CompleteS	Guided	Complete the Sentence	✓															
86	<p>Complete the sentences with appropriate "to be" and "to have".</p> <table border="1" data-bbox="389 1086 920 1337"> <thead> <tr> <th>is, am, are</th> <th>has, have</th> </tr> </thead> <tbody> <tr> <td>1. My father and my mother..... shopkeepers.</td> <td>1. My friend, Fred ..... an old grandfather.</td> </tr> <tr> <td>2. I ..... my parents' youngest son.</td> <td>2. The photograph ..... a wooden frame.</td> </tr> <tr> <td>3. All the people in our village .... very kind to us.</td> <td>3. The car ..... an antenna.</td> </tr> <tr> <td>4. The village ..... on the hill.</td> <td>4. Mr. and Mrs. Bale .....an ancient house in the country.</td> </tr> <tr> <td>5. Mr. Banner ..... our village chief.</td> <td>5. They ..... two sons</td> </tr> <tr> <td>6. He ..... about 45 years old.</td> <td>6. The singers ..... good voices.</td> </tr> </tbody> </table>	is, am, are	has, have	1. My father and my mother..... shopkeepers.	1. My friend, Fred ..... an old grandfather.	2. I ..... my parents' youngest son.	2. The photograph ..... a wooden frame.	3. All the people in our village .... very kind to us.	3. The car ..... an antenna.	4. The village ..... on the hill.	4. Mr. and Mrs. Bale .....an ancient house in the country.	5. Mr. Banner ..... our village chief.	5. They ..... two sons	6. He ..... about 45 years old.	6. The singers ..... good voices.	86/PTE/C.8/P.156/Guided/CompleteS	Guided	Complete the Sentence	✓	
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87	<p>Complete the paragraphs with “ is, are, has and have”</p> <p>Text 1:</p> <p>My name 1) _____ George. I 2) _____ a sister. Her name 3) _____ Joan. Joan 4) _____ a clever girl. She 5) _____ the top girl in her class, and all the teachers like her. We 6) _____ a lot of friends in town. Some of them come to play with us on Saturdays. One of them 7) _____ Dean. Dean 8) _____ a dog. Its name 9) _____ Spot because it 10) _____ black spots.</p>	87/PTE/C.8/P.156/Guided/CompleteS	Guided	Complete the Sentence	✓	
88	<p>Complete the passage below with the appropriate prepositions of place based on the pictures.</p> <p>a. 1) _____ the picture, I can see a woman. Her name is Angela. She is 2) _____ a chair. Angela's feet are 3) _____ the table. Angela is holding a cup of cappuccino 4) _____ her hands. 5) _____ the table is a laptop. Angela is looking 6) _____ her laptop.</p> 	88/PTE/C.8/P.159/Guided/CompleteS	Guided	Complete the Sentence	✓	
89	<p>11. Put the correct words in the blanks.</p> <p>Oh, what a beautiful rose! A rose is 1) _____ than a sun flower. The red roses are the 2) _____ of all. My father has a 3) _____ rose garden in the village. He won the first prize last year. Mr. Simmons has a rose garden, too. His garden is 4) _____ but it has 5) _____ collections.</p>  <p>smaller    best    more    beautiful</p>	89/PTE/C.8/P.160/Guided/CompleteS	Guided	Complete the Sentence	✓	


90	<p>Write comparisons like the example given to you.</p> <p>a) Titi has Rp. 50.000, Tati has Rp. 20.000, and Tuti has Rp. 100.000.</p> <ul style="list-style-type: none"> <li>• Titi has more money than Tati.</li> <li>• Tati has the least money.</li> <li>• Tuti has the most money.</li> </ul> <p>b) Hari is fifteen years old, Hadi is seventeen years old, and Hadi is twenty-five years old.</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	90/PTE/C.8/P.162/Guided/FollowM	Guided	Follow the Model	✓	
91	<p>Fill in the blanks with the appropriate degree of comparison.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>The Best and The Worst</b></p> <p>I want to tell you something about the three girls in our class. The girl's names are Sophie, Janet and Barbara.</p> <p>Sophie is tall, but Janet is 1) _____ than Sophie. Barbara is the 2) _____ among the three girls. In fact, she is the 3) _____ in our class.</p> </div>	91/PTE/C.8/P.162/Guided/CompleteS	Guided	Complete the Sentence	✓	
92	<p>Arrange the following jumbled words into meaningful adverbial phrases. One has been done for you as an example.</p> <p>a. <b>adverbial of time</b> (begin with the words : for, since, in, on, by, during)</p> <ol style="list-style-type: none"> <li>1. London has changed a lot (century/since/17th/the).</li> <li>2. Coal is no longer used (petroleum/of/use/the/since).</li> <li>3. This ancient royal building was built (century/in/the/19th/early/of).</li> <li>4. The St. Paul Church was partly burned (1666/in/during/London/of/the Great Fire).</li> <li>5. Hiroshima and Nagasaki were ruined down by Atomic Bomb (II/ in/ War/ World).</li> <li>6. People wonder whether they will all have lived on the moon (next/by/ end/the/of/century/the)</li> </ol>	92/PTE/C.8/P.163/Guided/PutWords	Guided	Put the Words in Order	✓	



93	<p><b>Rewrite the following sentences using participle phrases.</b></p> <p>1. Jakarta, which is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung River, is the capital and the largest city of the Republic of Indonesia.</p> <p><i>Jakarta, centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung River, is the capital and the largest city of the Republic of Indonesia.</i></p> <p>2. Jakarta, which is called Daerah Khusus Ibukota Jakarta Raya, has a total area of 661 km.</p> <p>_____</p> <p>_____</p>	93/PTE/C.8/P.164/Guided/FollowM	Guided	Follow the Model	✓	
94	<p><b>}. Listen to this monologue and fill in the blanks.</b></p>	94/PTE/C.8/P.166/Experience/Linked S	Experience	Linked Skills		
95	<p><b>Answer the questions.</b></p> <p>1. What is the topic of the monologue above?</p> <p>2. What is the population of Singapore?</p> <p>3. What does Singapore look like?</p> <p>4. What can you find in the old part of the city?</p> <p>5. Why is Singapore considered the heaven of shoppers?</p> <p>6. Do the Singaporean foods taste good?</p> <p>7. How is the weather in Singapore?</p> <p>8. What is the purpose of the speaker telling about Singapore?</p>	95/PTE/C.8/P.167/Guided/AnswerQ	Guided	Answer the Question	✓	
96	<p><b>20. Listen to the recording and complete this text.</b></p>	96/PTE/C.8/P.167/Experience/Linked S	Experience	Linked Skills	✓	



97	<p><b>Answer the following questions.</b></p> <ol style="list-style-type: none"> <li>1. Where is London situated?</li> <li>2. What is the population of London?</li> <li>3. How is the weather in London during summer?</li> <li>4. How is the weather in London during winter?</li> <li>5. Mention the parts of London!</li> <li>6. What is the purpose of the speaker telling about London?</li> </ol>	97/PTE/C.8/P.168/Guided/ AnswerQ	Guided	Answer the Question	✓	
98	<p><b>Complete the table with the information in the text.</b></p> <ol style="list-style-type: none"> <li>1. Population: _____</li> <li>2. Location: _____</li> <li>3. Seasons: _____</li> <li>4. The dry season: _____</li> <li>5. The wet season: _____</li> <li>6. Numbers of subdistricts: _____</li> <li>7. Ethics: _____</li> <li>8. Languages: _____</li> <li>9. Area: _____</li> <li>10. Head of Semarang: _____</li> <li>11. Historical buildings: _____</li> </ol>	98/PTE/C.8/P.170/Guided/AnswerQ	Guided	Answer the Question	✓	
99	<p><b>Answer the following questions.</b></p> <ol style="list-style-type: none"> <li>1. What is the text telling you about?</li> <li>2. What is the purpose of the writer writing this text?</li> <li>3. When was Borobudur temple built?</li> <li>4. What makes Borobudur temple well-known?</li> <li>5. What specific things does Borobudur have?</li> <li>6. Does the text use adjectives? Mention them!</li> <li>7. Is the text in simple present tense?</li> </ol>	99/PTE/C.8/P.172/Guided/AnswerQ	Guided	Answer the Question	✓	
100	<p>In pairs, write the differences and the similarities of these two cities.</p> 	100/PTE/C.8/P.173/Guided/Look&W	Guided	Look and Write	✓	

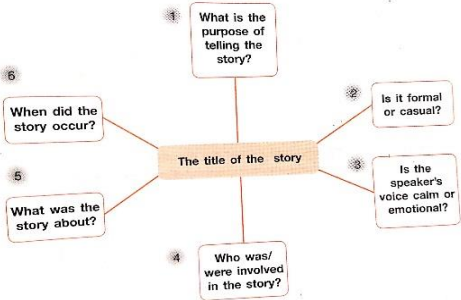
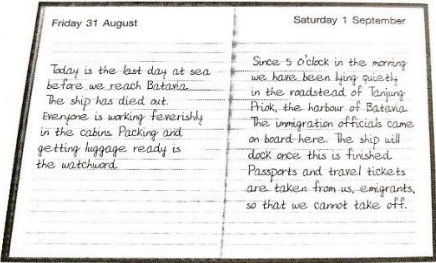
101	<p>Complete these instructions.</p> <ul style="list-style-type: none"> <li>Find a picture of a city, a hotel, a famous building or place in your region or town.</li> <li>Stick the picture on a piece of paper.</li> <li>Collect as much information as possible about the picture (you can get it from the library or from the Internet).</li> <li>Write a description about the place.</li> </ul> <p>Consider the following tips.</p> <p>Paragraph 1: Begin your descriptive text with the identification. Create a clear identification:</p> <ul style="list-style-type: none"> <li>the name of the place/city/building/hotel/etc.</li> <li>the location</li> <li>don't forget to use the relating verbs, simple present tense and adjective to describe the place.</li> </ul>	101/PTE/C.8/P.174/Guided/WritingG	Guided	Writing with Grammar Help	✓							
102	<p>For your learning journal</p> <table border="1"> <tr> <td>Before I studied this chapter</td> <td>I didn't understand about _____</td> </tr> <tr> <td>When I was studying this chapter</td> <td>I had some difficulties: _____ And I overcome them by _____</td> </tr> <tr> <td>After I have studied this chapter,</td> <td>I think _____</td> </tr> </table>	Before I studied this chapter	I didn't understand about _____	When I was studying this chapter	I had some difficulties: _____ And I overcome them by _____	After I have studied this chapter,	I think _____	102/PTE/C.8/P.174/Independent	Independent	-	✓	
Before I studied this chapter	I didn't understand about _____											
When I was studying this chapter	I had some difficulties: _____ And I overcome them by _____											
After I have studied this chapter,	I think _____											
103	<p>Read the announcement and answer the questions.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The Embassy of Indonesia will be closed on Tuesday, 17 May 2014 due to bad storm. The Embassy will be open again on Wednesday, 18 May 2014.</p> </div> <ol style="list-style-type: none"> <li>What is the announcement about?</li> <li>Who wrote the announcement?</li> <li>For whom is the announcement probably useful?</li> </ol>	103/PTE/C.9/P.178/Guided/AnswerQ	Guided	Answer the Question	✓							

<p>104</p>	<p>Complete this announcement with words in the box.</p> <p>1. A young boy was _____ by a worker in the bathroom.</p> <p>2. A seven-year-old boy with short _____ is waiting for his mom at the check-out counter.</p> <p>3. The small child was _____ a jacket.</p> <p>4. Excuse me. I'm _____ for my son. He's five years old.</p> <p>5. The boy is _____ and can't find his mother.</p> <p>hair      lost      found      looking      wearing</p> 	<p>104/PTE/C.9/P.180/Guided/Complete S</p>	<p>Guided</p>	<p>Completer the Sentence</p>	<p>✓</p>	
<p>105</p>	<p>State whether the statements are True (T) or False (F)</p> <p>1) The first announcement comes from a package delivery service.      <input type="checkbox"/> <input type="checkbox"/></p> <p>2) The office will not run its service for 10 days.      <input type="checkbox"/> <input type="checkbox"/></p> <p>3) The Embassy of Indonesia will be closed due to a Buddhist religious day.      <input type="checkbox"/> <input type="checkbox"/></p> <p>4) The Embassy will be closed for one day only.      <input type="checkbox"/> <input type="checkbox"/></p> <p>5) The Agriya offices will run normally one day after the public holiday.      <input type="checkbox"/> <input type="checkbox"/></p> <p>6) The third announcement comes from The Indian Embassy.      <input type="checkbox"/> <input type="checkbox"/></p> <p>7) The decision of public holiday in the fourth announcement was issued by the government two days before.      <input type="checkbox"/> <input type="checkbox"/></p> <p>8) The fourth announcement comes from a bank.      <input type="checkbox"/> <input type="checkbox"/></p>	<p>105/PTE/C.9/P.181/Guided/AnswerQ</p>	<p>Guided</p>	<p>Answer the Question</p>	<p>✓</p>	
<p>106</p>	<p>Fill in the blanks with appropriate conjunctions.</p> <p>1. Diana works hard, _____ Rita is lazy.          (a) and (b) or          (c) because (d) but</p> <p>2. _____ he is poor, he is contented.          (a) unless (b) until          (c) though (d) yet</p> <p>3. I trust her _____ she always speaks the truth.          (a) hence (b) thus          (c) because (d) but</p> <p>4. Wait for me _____ I return.          (a) if (b) so          (c) till (d) as</p>	<p>106/PTE/C.9/P.182/Guided/Complete S</p>	<p>Guided</p>	<p>Complete the Sentence</p>	<p>✓</p>	

107	<p>In pairs, read the text below and answer the questions.</p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>To preserve The Indonesian Cultural Heritage, especially on "Batik", the Art Extra-curricular Class holds Batik-Making Seminar and Workshop for 4 sessions on Sunday, at 9 a.m. at SMA 5 Auditorium. Those who would like to participate in this activity can contact Wirajati at jati-contact@yahoo.com or call at 0812297 1234</p> </div>  </div>	107/PTE/C.9/P.183/ Guided/AnswerQ	Guided	Answer the Question	✓									
108	<p>In pairs, read the announcements below. Then, fill in the table with the information from the text.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Since the mathematics teacher is having a technical meeting of National Olympic Competition in Jakarta from 27 to 29 March 2014, the mathematics lesson for Class X8 and X9 are cancelled today. The lesson will be held again on 2 April 2014. Please be well informed.</p> <p>Margana Maths Teacher</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">1) Topic</td> <td></td> </tr> <tr> <td>2) Reason</td> <td></td> </tr> <tr> <td>3) Next lesson</td> <td></td> </tr> <tr> <td>4) The writer</td> <td></td> </tr> </table>	1) Topic		2) Reason		3) Next lesson		4) The writer		108/PTE/C.9/P.184/Experience/linked S	Experience	Linked Skills	✓	
1) Topic														
2) Reason														
3) Next lesson														
4) The writer														
109	<p>Read these three announcements and decide whether the statements are True(T) or False (F).</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>The President, Faculty and Governing Clites of Nichols State University announce that James Taldi Le Sidiel is a candidate of a Bachelor's of Science Degree. The announcement exercises will be held 21 June at 3 pm at the Athletic Auditorium. Reception immediately following at our home.</p> <p>William and Maria Regrets only by 10 June to 587.5255</p> </div>	109/PTE/C.9/P.185/Guided/AnswerQ	Guided	Answer the Question	✓									
110	<p>Write down your ideas</p> <div style="display: flex; align-items: center;">  <div style="flex: 1; padding-left: 10px;"> <p>Airplane flights come and go at airports. What kinds of public announcements would you expect to hear at an airport? Write down your ideas.</p> </div> </div>	110/PTE/C.9/P.185/Guided/Look&W	Guided	Look and Write	✓									



111	<p>Write an announcement based on the following topics. Present them in front of the class.</p> <ol style="list-style-type: none"> <li>1) English Remedial Programme.</li> <li>2) There will be a native speaker in English Conversation Club.</li> <li>3) The Cancellation of a seminar</li> <li>4) The school uniform schedule</li> <li>5) Volleyball competition</li> </ol>	111/PTE/C.9/P.186/Guided/WritingG	Guided	Writing with Grammar Help	✓									
112	<p>For your learning journal</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 2px;">Before I studied this chapter</td> <td style="padding: 2px;">I didn't understand about _____</td> </tr> <tr> <td style="padding: 2px;">When I was studying this chapter</td> <td style="padding: 2px;">I had some difficulties: _____ _____</td> </tr> <tr> <td style="padding: 2px;">After I have studied this chapter.</td> <td style="padding: 2px;">And I overcome them by _____ _____</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">I think _____ _____</td> </tr> </table>	Before I studied this chapter	I didn't understand about _____	When I was studying this chapter	I had some difficulties: _____ _____	After I have studied this chapter.	And I overcome them by _____ _____		I think _____ _____	112/PTE/C.9/P.186/Independent	Independent	-	✓	
Before I studied this chapter	I didn't understand about _____													
When I was studying this chapter	I had some difficulties: _____ _____													
After I have studied this chapter.	And I overcome them by _____ _____													
	I think _____ _____													
113	<p>Answer the following questions.</p> <ol style="list-style-type: none"> <li>a. What activities are shown in the pictures?</li> <li>b. Where and when do people usually do these activities?</li> <li>c. Have you ever done one of those activities? When and where?</li> <li>d. With whom did you do these activities?</li> <li>e. How did you feel when you did those activities?</li> </ol>	113/PTE/C.10/P.190/Guided/Answer Q	Guided	Answer the Question	✓									
115	<p>Check your understanding. Answer these questions.</p> <ol style="list-style-type: none"> <li>a. What is the text about?</li> <li>b. Where did Monalisa want to go?</li> <li>c. What did her friends do after buying the tickets?</li> <li>d. What did she do after buying the tickets?</li> <li>e. Why didn't Monalisa know when the bus came?</li> <li>f. How did Monalisa go to Blok M then?</li> <li>g. Why did Monalisa tell this story?</li> <li>h. What can you learn from Monalisa's attitude?</li> </ol>	115/PTE/C.10/P.192/Guided/Answer Q	Guided	Answer the Question	✓									


114	<p>Listen to Monalisa telling her personal experience. Fill in the blanks and answer the questions.</p>	114/PTE/C.10/P.191/Experience/LinkedS	Experience	Linked Skills	✓																															
116	<p>In pairs, add more names of famous Indonesian or the world figures. Fill in the table below. One has been done for you as an example.</p> <table border="1" data-bbox="412 528 887 719"> <thead> <tr> <th>No</th> <th>Names</th> <th>Years of Life</th> <th>Country of Origin</th> <th>Profession</th> <th>Famous for</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Thomas Alva Edison</td> <td>1847-1931</td> <td>United States of America</td> <td>inventor</td> <td>inventing light bulb lamps and electricity</td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	No	Names	Years of Life	Country of Origin	Profession	Famous for	1.	Thomas Alva Edison	1847-1931	United States of America	inventor	inventing light bulb lamps and electricity	2.						3.						4.						116/PTE/C.10/P.193/Guided/Follow M	Guided	Follow the Model	✓	
No	Names	Years of Life	Country of Origin	Profession	Famous for																															
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117	<p>Listen to the recording and decide whether these statements True (T) or False (F).</p> <table data-bbox="412 794 887 1007"> <thead> <tr> <th></th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>1. Mandela was a freedom fighter for human rights.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>2. Mandela was the leader of South Africans.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>3. Mandela was put in prison when he was 26 years old.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>4. After having been in prison for 26 years, Mandela's fight was successful.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>5. Nelson Mandela was involved in a physical war against the apartheid government.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		T	F	1. Mandela was a freedom fighter for human rights.	<input type="checkbox"/>	<input type="checkbox"/>	2. Mandela was the leader of South Africans.	<input type="checkbox"/>	<input type="checkbox"/>	3. Mandela was put in prison when he was 26 years old.	<input type="checkbox"/>	<input type="checkbox"/>	4. After having been in prison for 26 years, Mandela's fight was successful.	<input type="checkbox"/>	<input type="checkbox"/>	5. Nelson Mandela was involved in a physical war against the apartheid government.	<input type="checkbox"/>	<input type="checkbox"/>	117/PTE/C.10/P.194/Guided/CompleteS	Guided	Complete the Sentence	✓													
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118	<p>Work in groups to find news about unforgettable moments in magazines, newspaper or the Internet. Use the following outline to write a brief summary of the story.</p> 	118/PTE/C.10/P.195/Shared/ReproductionE	Shared	Reproduction Exercise	✓	
119	<p>Read the following diary and answer the questions.</p> 	119/PTE/C.10/P.196/Guided/Answer Q	Guided	Answer the Question	✓	
120	<p>Write your daily events for a week in a diary. Tell your friends and your teacher: a. your difficulties when you begin writing the entry. b. your feeling after you manage to write the entry.</p>	120/PTE/C.10/P.197/Guided/Writing G	Guided	Writing with Grammar Help	✓	

121	<p><b>Check your comprehension. Answer these questions.</b></p> <ol style="list-style-type: none"> <li>1. What is the text about?</li> <li>2. Where and when was he born?</li> <li>3. What football club did Beckham join firstly?</li> <li>4. Has Beckham ever lost a game? When?</li> <li>5. How much did he earn at Los Angeles Galaxy?</li> <li>6. What was Beckham's role as a UNICEF Goodwill Ambassador?</li> <li>7. "...this gave him the highest player salary." (paragraph 7) What does the word 'this' refer to?</li> <li>8. What is the main idea of the last paragraph?</li> <li>9. What do you think of David Beckham?</li> </ol>	121/PTE/C.10/P.199/Guided/Answer Q	Guided	Answer the Question	✓	
122	<p><b>Rearrange the jumbled sentences into a good and meaningful paragraph.</b></p> <p><b>Text 1</b></p> <ol style="list-style-type: none"> <li>1. He was a prominent leader of Indonesia's nationalist movement during the Dutch colonial period and spent over a decade under Dutch detention until released by the invading Japanese forces.</li> <li>2. Upon Japanese surrender, Soekarno and Mohammad Hatta declared Indonesian independence on 17 August 1945, whereby Soekarno was appointed as first president.</li> <li>3. Soekarno led Indonesians in resisting Dutch recolonization efforts via diplomatic and military means until the Dutch acknowledged Indonesian independence in 1949.</li> </ol>	122/PTE/C.10/P.200/Guided/Put Words	Guided	Put the Words in Order	✓	
123	<p><b>Write a similar text. Follow these instructions.</b></p> <ul style="list-style-type: none"> <li>• Change the date into today's date.</li> <li>• Change the cat into a cockatoo bird.</li> <li>• Change Ginger into Polo.</li> <li>• Change father into my brother.</li> </ul> <p><b>Make any necessary changes.</b></p>	123/PTE/C.10/P.201/Guided/Backwriting	Guided	Backwriting	✓	
124	<p><b>Write the past form of these verbs.</b></p> <ol style="list-style-type: none"> <li>1. get _____</li> <li>2. eat _____</li> <li>3. pay _____</li> <li>4. try _____</li> <li>5. make _____</li> <li>13. buy _____</li> <li>14. know _____</li> <li>15. show _____</li> <li>16. stand _____</li> <li>17. take _____</li> </ol>	124/PTE/C.10/P.203/Guided/Answer Q	Guided	Answer the Question	✓	



125	<p>Put the verbs in brackets into simple past tense so that the text can be meaningful.</p> <p>Daniel Radcliffe is an English actor. He is best known for playing Harry Potter in the feature film series based on the popular book series by J.K. Rowling.</p> <p>Daniel Radcliffe (be) 1) _____ born in Hammersmith, West London. Radcliffe first (express) 2) _____ a desire to act at the age of five. In December 1999, he (make) 3) _____ his acting debut in the BBC's television miniseries of the Charles Dickens' novel David Copperfield.</p> <p>In 2000 David Heyman, a producer, (ask) 4) _____ him for an audition for the role of Harry Potter. After several audition, Heyman (select)</p> 	125/PTE/C.10/P.204/Guided/Complete eS	Guided	Complete the Sentence	✓	
126	<p>Develop the following nouns into noun phrases. One has been done for you as an example.</p> <p>Example: studio a photo studio a spacious photo studio a spacious photo studio on the 3<sup>rd</sup> Street</p> <p>1) cupboard 2) sea 3) forest 4) floor 5) bungalow</p>	126/PTE/C.10/P.206/Guided/Change S	Guided	Change the Sentence	✓	
127	<p>Complete the following paragraph with the transitions from the box.</p> <p>after                      finally                      soon                      at first then                      after                      after                      next</p> <p>Let me tell you about my Aunt Frances. She had an interesting life. She became a secretary 1) _____ she finished high school. She didn't like that work, so she entered a university. 2) _____, she wanted to be a teacher. 3) _____, she decided to be a nurse. 4) _____, she thought about being an engineer. 5) _____, she decided to be a doctor. She married 6) _____</p> 	127/PTE/C.10/P.207/Guided/Complete eS	Guided	Complete the Sentence	✓	


128	<p>Write the correct conjunctions into this text.</p> <p>Last Sunday, my family had a small welcome party for my brother 1) _____ he returned from Singapore. My brother had studied at Nanyang University, Singapore.</p> <p>2) _____ got an IT degree for it. My family was proud of him.</p> <p>3) _____ we wanted to give him a small surprise.</p> <p>My sister and I woke up early 4) _____ we went to the market to buy everything we needed for the party. At home, we cooked his favourite meals 5) _____ mother made a cake. 6) _____ we finished cooking, we cleaned the house and my brother's room.</p> 	128/PTE/C.10/P.208/Guided/CompleteS	Guided	Complete the Sentence	✓	
129	<p>Rewrite the following sentences using the appropriate punctuation and capitalisation.</p> <ol style="list-style-type: none"> <li>1) beckham is the son of david alan beckham a kitchen fitter and sandra georgina west a hairdresser</li> <li>2) sir alex ferguson was in charge of young talented footballers such as nicky butt gary and paul neville</li> <li>3) the actress lived on the 20 second avenue.</li> <li>4) look at pages 20 and 59 for information about pablo picasso</li> <li>5) mount mitchell the highest mountain in the eastern united states is 6684 feet tall</li> <li>6) in 1984 joe w kittinger covered 3535 miles in eighty-three hours for balloon flight</li> <li>7) I felt so ashamed what an embarrassing experience</li> <li>8) saint louis missouri is located on the mississippi river</li> <li>9) the zip code for my school in semarang is 50123</li> <li>10) many students attend a summer school from 10 am to 3 pm</li> </ol>	129/PTE/C.10/P.210/Guided/Writing S	Guided	Writing by Step	✓	
130	<p>Check your understanding. Answer these questions.</p> <ol style="list-style-type: none"> <li>a) What was the story about?</li> <li>b) Who did Mike give his seat to?</li> <li>c) What made Mike annoyed?</li> <li>d) What can we learn from Mike's attitude?</li> </ol>	130/PTE/C.10/P.213/Guided/Answer Q	Guided	Draw and Write	✓	

131	<p>Have you done an exemplary deed in the past? Arrange the story simply in 10 sentences.</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> <li>6. _____</li> <li>7. _____</li> <li>8. _____</li> <li>9. _____</li> <li>10. _____</li> </ol>	131/PTE/C.10/P.213/Guided/Writing G	Guided	Writing with Grammar Help	✓	
132	<p>Now, tell the whole story in a monologue like this.</p> <p>Listen, I'm going to tell you my _____ experience. One day _____</p> <p>_____ Do you know what happened then? _____</p> <p>_____ After that _____</p> <p>Well, finally, _____</p> <p>_____ Okay, that's the story. I hope you enjoyed it. Thank you.</p>	132/PTE/C.10/P.213/ Guided/WritingG	Guided	Writing with Grammar Help	✓	
133	<p>Write a short composition of no more than 150 words. Use the data given to write your composition.</p> 	133/PTE/C.10/P.215/Experience/Loo k&W	Guided	Look and Write	✓	
134	<p>Writing individually</p> <p>Write a short biography about a famous person that you like very much.</p>	134/PTE/C.10/P.215/Guided/Writing G	Guided	Writing with Grammar Help	✓	

135	<p>For your learning journal</p> <table border="1"> <tr> <td>Before I studied this chapter</td> <td>I didn't understand about _____</td> </tr> <tr> <td>When I was studying this chapter</td> <td>I had some difficulties: _____ And I overcome them by _____</td> </tr> <tr> <td>After I have studied this chapter,</td> <td>I think _____</td> </tr> </table>	Before I studied this chapter	I didn't understand about _____	When I was studying this chapter	I had some difficulties: _____ And I overcome them by _____	After I have studied this chapter,	I think _____	135/PTE/C.10/P.216/Independent	Independent	-	✓										
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136	<p>Complete the table with appropriate information from the dialogue.</p> <table border="1"> <thead> <tr> <th>Title</th> <th>Characters</th> <th>Location</th> <th>Complications</th> <th>Resolutions</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>Good characters: _____</td> <td>_____</td> <td>Parents died.</td> <td>Stayed at their uncle's house.</td> </tr> <tr> <td>_____</td> <td>Bad characters: _____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table>	Title	Characters	Location	Complications	Resolutions	_____	Good characters: _____	_____	Parents died.	Stayed at their uncle's house.	_____	Bad characters: _____	_____	_____	_____	136/PTE/C.11/P.225/Guided/Answer Q	Guided	Answer the Question	✓	
Title	Characters	Location	Complications	Resolutions																	
_____	Good characters: _____	_____	Parents died.	Stayed at their uncle's house.																	
_____	Bad characters: _____	_____	_____	_____																	
137	<p>Answer the following questions briefly.</p> <ol style="list-style-type: none"> <li>1) What was the story about?</li> <li>2) Why did Louisa order <i>es kolang kaling</i>?</li> <li>3) Why did Tare Iuh do gambling?</li> <li>4) What was the end of Tare Iuh?</li> <li>5) What happened to Beru Sibou at the end?</li> <li>6) Was the story a tragic one? Why?</li> </ol>	137/PTE/C.11/P.225/Guided/Answer Q	Guided	Answer the Question	✓																
138	<p>Fill in the K-W-L table.</p> <ol style="list-style-type: none"> <li>Write two things you already know about self-description in the K column of the K-W-L table.</li> <li>Think of what you want to know about the topic. Write two questions in the W column of the K-W-L table.</li> <li>Later when you have finished reading the text, write what you have learned from the reading in the L column of the K-W-L table.</li> </ol> <table border="1"> <thead> <tr> <th>K</th> <th>W</th> <th>L</th> </tr> <tr> <th>What I know</th> <th>What I want to know</th> <th>What I learnt</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	K	W	L	What I know	What I want to know	What I learnt				138/PTE/C.11/P.227/Independent	Independent	-	✓							
K	W	L																			
What I know	What I want to know	What I learnt																			

139	<p>Answer these questions:</p> <p>a) What made Serunting a mighty man?  b) What was the quarrel between Serunting and Arya Tebing about?  c) How did Arya Tebing defeat Serunting?  d) How did Serunting feel when he lost the fight?  e) When did Serunting get the power from the God of Mahameru?  f) Do you think Serunting's new power is a blessing or a catastrophe? Why?</p> <p>What do the underlined words refer to?</p> <p>a) Both young men had a quarrel.  b) The ones which grew overlooking to Arya Tebing's rice paddy.  c) This made Serunting envious.  d) Even when the wind blew it.  e) He did it for two years.</p>	139/PTE/C.11/P.228/Guided/Answer Q	Guided	Answer the Question	✓	
140	i. Read the text and answer the questions.	140/PTE/C.11/P.230/Guided/Answer Q	Guided	Answer the Question	✓	
141	<p>Choose the best answers.</p> <p>1) "... a widow of a <u>count</u> and her daughter did everything to make themselves the princess' favourites." The underlined word is closest in meaning to . . . .</p> <p>a. a social rank  b. a committee  c. a procedure  d. a candidate  e. a number</p> <p>2) "... a <u>widow</u> of a count and her daughter did everything to make themselves the princess' favourites." The underlined word is closest in meaning to . . . .</p> <p>a. a newly married woman  b. a person who has never married  c. a woman whose husband has died  d. a woman who was left by her husband  e. a person whose wife or husband has died</p> <p>3) "The princess <u>implored</u> the king to do it, and when his objections could not convince her, he married the woman." The underlined word is closest in meaning to . . . .</p> <p>a. wished someone not to do something  b. ran away from someone dangerous  c. being attacked by fierce behaviour  d. wanted to make someone angry  e. asked for something sincerely</p>	141/PTE/C.11/P.231/Guided/Answer Q	Guided	Answer the Question	✓	
142	<p>18. Complete the following text by filling the blank spaces without looking the story of the Green Knight.</p> <p>A queen who was 1) _____ asked her husband to fulfill their daughter's 2) _____ and the king promised to do it. There 3) _____ a widow of a count and her daughter who did everything to make them 4) _____ by the princess. They persuade the princess to have them stay at the castle and then the widow told her that they could not stay if the king 5) _____ her. The princess implored the king to do it and when his objections could not convince her, he married the woman. As soon as she 6) _____ the King, the woman began to treat the princess 7) _____. When the king 8) _____ this, he sent the princess to a summer palace and had one built for her.</p>	142/PTE/C.11/P.232/Guided/Completes	Guided	Complete the Sentence	✓	

143	<p>Write ten new sentences that follow the patterns of sentences in Activity 20. Example: <i>Write any the ball</i></p> <p>1) _____ 2) _____ 3) _____ 4) _____ 5) _____ 6) _____ 7) _____ 8) _____ 9) _____ 10) _____</p>	143/PTE/C.11/P.235/Guided/Follow M	Guided	Follow the Model	✓																																																	
144	<p>Answer these questions. Write the answers in the box. One has been done as an example.</p> <p>1) When did the peasant and his wife meet the pigmy boy? 2) When did the wagon get so heavy? 3) What happened on their way to the forest? 4) When did the boy want to stop? 5) What happened to the boy then?</p> <table border="1" data-bbox="394 871 898 1078"> <thead> <tr> <th rowspan="2">No.</th> <th colspan="3">Past Perfect Tense</th> <th colspan="3">Simple Past Tense</th> </tr> <tr> <th>time connective</th> <th>subject</th> <th>had + verb 3</th> <th>time connective</th> <th>subject</th> <th>verb 2</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>After</td> <td>they</td> <td>had left the village.</td> <td></td> <td>they</td> <td>met the boy.</td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td>-</td> <td></td> <td></td> <td>until</td> <td>they</td> <td>reached the forest.</td> </tr> <tr> <td>4.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td>-</td> <td></td> <td></td> <td>before</td> <td></td> <td></td> </tr> </tbody> </table>	No.	Past Perfect Tense			Simple Past Tense			time connective	subject	had + verb 3	time connective	subject	verb 2	1.	After	they	had left the village.		they	met the boy.	2.							3.	-			until	they	reached the forest.	4.							5.	-			before			144/PTE/C.11/P.236/Guided/Answer Q	Guided	Answer the Question	✓	
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4.																																																						
5.	-			before																																																		
145	<p>Change the following sentences into the interrogative form.</p> <p>1) The gate had been closed for hundreds of years. 2) The workmen had cleaned the building. 3) The captain had been more careful with his ship. 4) He had read the whole instructions. 5) The guests had come to the ballroom.</p>	145/PTE/C.11/P.237/Guided/Change S	Guided	ChangeS	✓																																																	

146	<p>Make sentences from the chart below. One has been done for you as an example.</p> <table border="1" data-bbox="409 376 902 539"> <tr> <td>My teacher I My leg The plants The house</td> <td>was hungry died hurt was neat was angry went to bed late</td> <td>because</td> <td>I we my alarm clock the servant</td> <td>had hadn't</td> <td>watered it for a week slipped off the stairs tidied up after the party got bad marks in the test had many things to do eaten anything for two days</td> </tr> </table> <p>1) My leg hurt because I had slipped off the stairs.</p> <p>2) _____</p> <p>3) _____</p> <p>4) _____</p> <p>5) _____</p>	My teacher I My leg The plants The house	was hungry died hurt was neat was angry went to bed late	because	I we my alarm clock the servant	had hadn't	watered it for a week slipped off the stairs tidied up after the party got bad marks in the test had many things to do eaten anything for two days	146/PTE/C.11/P.237/Guided/Follow M	Guided	Follow the Model	✓	
My teacher I My leg The plants The house	was hungry died hurt was neat was angry went to bed late	because	I we my alarm clock the servant	had hadn't	watered it for a week slipped off the stairs tidied up after the party got bad marks in the test had many things to do eaten anything for two days							
147	<p>Join these pairs of sentences using <i>when, before, by the time or it wasn't until</i>. One has been done for you as an example.</p> <p>1) The film finished. Then, we arrived. <i>By the time the film had finished, we arrived.</i></p> <p>2) She read the novel. Then, she watched the film.</p> <p>3) She smelled smoke. Then, she remembered the cake in the oven.</p> <p>4) He spoke a few words to the audience. Then, he fell unconscious.</p> <p>5) The petrol station closed. Then, he ran out of petrol.</p> <p>6) He took the medicine. Then, he read the label on the bottle.</p>	147/PTE/C.11/P.238/Guided/JoinS	Guided	Join the Sentence	✓							
148	<p>Put direct speech from the box on the next page into the story.</p> <p style="text-align: center;"><b>Momotaro the Peach Boy</b></p> <p>Once upon a time, there was an old man and his old wife in a country in Japan. The old man was a woodcutter. He and his wife were very sad and lonely because they had no children.</p> <p>One day the old man went into a mountain to cut firewood and the old woman went into a river to wash some clothes. No sooner the old woman begun</p> 	148/PTE/C.11/P.241/Guided/Completes	Guided	Complete the Sentence	✓							

149	<p><b>Rewrite these sentences with the correct punctuation and capitalisation.</b></p> <p>a. i have something to show you i said to her</p> <p>b. nothing grow in my garden it never gets any sun she complained</p> <p>c. i'll come with you as soon as i am ready she replied</p> <p>d. you can keep that one if you like, joan she said i've got plenty of others</p> <p>e. i'll sit up till she comes in but i hope she won't be late said mrs pitt</p> <p>f. i couldn't get into the house because i had lost my key so i had to break a window he explained</p> <p>g. i was intending to do it tomorrow he said but now i don't think i'll be able to</p> <p>h. why are you looking through the keyhole i asked</p> <p>i. he said where am i supposed to go now</p> <p>do you see what i see mary asked the young man</p>	149/PTE/C.11/P.242/Guided/Writing S	Guided	Writing by Step	✓							
150	<p>For your learning journal</p> <table border="1" data-bbox="394 635 913 810"> <tr> <td>Before I studied this chapter</td> <td>I didn't understand about _____</td> </tr> <tr> <td>When I was studying this chapter</td> <td>I had some difficulties: _____ And I overcome them by _____</td> </tr> <tr> <td>After I have studied this chapter.</td> <td>I think _____ _____</td> </tr> </table>	Before I studied this chapter	I didn't understand about _____	When I was studying this chapter	I had some difficulties: _____ And I overcome them by _____	After I have studied this chapter.	I think _____ _____	150/PTE/C.11/P.248/Independent	Independent	-	✓	
Before I studied this chapter	I didn't understand about _____											
When I was studying this chapter	I had some difficulties: _____ And I overcome them by _____											
After I have studied this chapter.	I think _____ _____											

Sukoharjo, 4<sup>th</sup> November 2022

Validator (Expert Judgement )

Muh. Husin Al Fatah, M. Pd.



## Appendix 2

## Assesment Instrument of English Textbook According to Nation (2009)

1. Based on the four types of writing task suggested by Nation (2009) represented in “Pathway to English” textbook

Writing Task Provided in the ‘Pathway to English’ Textbook	Amount	Percentage (%)	Writing Task as Suggested by I.S.P Nation			
			E	S	G	I
Setting Your Own Question	1	0,7%	✓			
Linked Skills	15	10%	✓			
Reproduction Exercise	1	0,7%		✓		
Look and Write	9	6%			✓	
Writing with the Grammar Help	13	8,7%			✓	
Answer the Question	38	25,3%			✓	
Complete the Sentence	36	24%			✓	
Backwriting	1	0,7%			✓	
Put the Words in Order	3	2%			✓	
Follow the Model	7	4,7%			✓	
Change the Sentence	3	2%			✓	
Join the Sentence	2	1,3%			✓	
Writing by Steps	4	2,7%			✓	
Independent Task	17	11,3%				✓

2. Based on the domains contained in four types of writing task provided in

“Pathway to English” textbook

Writing Task as Suggested by I.S.P Nation		Amount	(%)	Provided	Not Provided
Experience Task	a. Draw and Write	-	-		✓
	b. Linked Skills	15	10%	✓	
	c. Partial Writing	-	-		✓
	d. Ten Perfect Sentence	-	-		✓
	e. Setting Your Own Question	1	0,7%	✓	
<b>Total</b>		<b>16</b>	<b>10,7%</b>	<b>2</b>	<b>3</b>
Shared Task	a. Reproduction Exercise	1	0,7%	✓	
	b. Dicto-Comp	-	-		✓
	c. Dicto-Gloss	-	-		✓
	d. Blackboard Composition	-	-		✓
	e. Group-Class Composition	-	-		✓
	f. Group Composition	-	-		✓
	g. Writing with a Secretary	-	-		✓
<b>Total</b>		<b>1</b>	<b>0,7%</b>	<b>1</b>	<b>6</b>
Guided Task	a. Translation	-	-		✓
	b. Look and Write	9	6%	✓	
	c. Picture Composition	-	-		✓
	d. Delayed Copying	-	-		✓
	e. Writing with Grammar Help	13	8,7%	✓	
	f. Answer the Question	38	25,3%	✓	
	g. Correction	-	-		✓
	h. Complete the Sentence	36	24%	✓	

	i. Backwriting	1	0,7%	✓	
	j. Put the Words in Order	3	2%	✓	
	k. Follow the Model	7	4,7%	✓	
	l. Substitution	-	-		✓
	m. What is it?	-	-		✓
	n. Change the Sentence	3	2,1%	✓	
	o. Join the Sentence	2	1,3%	✓	
	p. Writing by Steps	4	2,7%	✓	
	q. Marking Guided Writing	-	-		✓
	<b>Total</b>	<b>116</b>	<b>77,4%</b>	<b>10</b>	<b>7</b>
	Independent Task	17	11,3%	✓	
	<b>Total</b>	<b>17</b>	<b>11,9%</b>	<b>1</b>	
	<b>TOTAL</b>	<b>150</b>	<b>100%</b>	<b>14</b>	<b>16</b>

Sukoharjo, 4<sup>th</sup> November 2022

Validator (Expert Judgement )

Muh. Husin Al Fatah, M. Pd.

## Appendix 3

### INTERVIEW QUESTION

1. Apa saja judul buku yang digunakan oleh guru bahasa Inggris sebagai sumber pembelajaran?
2. Bagaimana posisi buku paket yang berjudul “Pathway to English”?
3. Apakah buku paket “Pathway to English” digunakan oleh siswa IPA dan IPS?
4. Apakah buku paket ”Pathway to English” dilengkapi dengan CD (compact disk)? Jika ada bagaimana penggunaan dalam proses pembelajaran? Jika tidak dilengkapi CD bagaimana?
5. Apakah buku paket “Pathway to English” dilengkapi dengan kunci jawaban?
6. Sudah berapa lama buku paket “Pathway to English” digunakan di SMA Batik 2?
7. Bagaimana pendapat Ibu mengenai buku “Pathway to English”?
8. Berapa lama materi yang ada dibuku “Pathway to English” digunakan sebagai sumber pembelajaran?
9. Menurut Ibu apakah buku paket “Pathway to English” ini masih layak digunakan oleh siswa?

## Appendix 4

**THE SCRIPT OF INTERVIEW**

The interview was conducted with Mrs. Cynthia Laksmi Dewi, S.Pd as the English Teacher at SMA Batik 2 Surakarta.

Researcher : Assalamualaikum, Mrs.

Teacher : Wa'alaikumsalam

Researcher : Selamat pagi Mrs Cynthia,

Teacher : Selamat Pagi

Researcher : Mohon izin untuk melakukan wawancara terkait buku paket Bahasa Inggris yang digunakan sebagai sumber pembelajaran oleh guru bahasa Inggris kelas X. Apakah ada buku paket yang digunakan oleh guru Bahasa Inggris bagi siswa kelas X, bu?

Teacher : Tentu ada. Buku paket yang tersedia di SMA Batik 2 ada buku paket yang diterbitkan oleh Kementrian Pendidikan dan Kebudayaan Republik Indonesia yang berjudul *Bahasa Inggris*. Lalu buku paket yang diterbitkan oleh Erlangga yang berjudul "Pathway to English"

Researcher : Lalu untuk buku paket "Pathway to English" ini posisi nya seperti apa, bu?

Teacher : Kalau untuk sekarang buku “Pathway to English” ini sebagai buku pendamping di mapel peminatan IPA dan IPS kelas 10.

Researcher : Apakah buku paket “Pathway to English” dilengkapi dengan CD? Karena saya lihat dibagian listening section itu ada beberapa materi listening yang seharusnya ada di CD”

Teacher : Dilengkapi dengan CD soalnya ada listening section, tetapi CD tersebut di simpan dan dikelola oleh perpustakaan sekolah. Jadi ketika siswa meminjam buku itu mereka hanya dapat buku paket saja tanpa CD.

Researcher : Bagaimana penggunaan CD dalam proses pembelajaran?

Teacher : Recording nya hanya diputar ketika dibutuhkan. Nanti yang bertugas memutar rekaman adalah guru bahasa Inggris.

Researcher : Apakah buku paket “Pathway to English” dilengkapi dengan kunci jawaban?

Teacher : Tidak ada kunci jawaban

Researcher : Sudah berapa lama buku paket “Pathway to English” digunakan di SMA Batik 2 Surakarta?

Teacher : Sejak tahun 2017

Researcher : Bagaimana pendapat Ibu mengenai buku paket “Pathway to English”?

Teacher : Menurut saya secara keseluruhan bukunya sudah bagus. Dari segi materi sudah disesuaikan dengan KI dan KD kurikulum 2013. Karena pembuatan tasks itu berdasarkan materi. Ada observing, questioning, exploring, associating, communicating yang sesuai dengan kurikulum 2013.

Researcher : Berapa lama materi yang ada di buku “Pathway to English” digunakan sebagai sumber pembelajaran?

Teacher : Normalnya buku ini dipakai untuk satu tahun (semester 1 dan semester 2)

Researcher : Kalau dalam waktu satu tahun ini materi yang ada dibuku belum selesai diberikan bagaimana, bu?

Teacher : Biasanya diakhir semester diberi penugasan dalam bentuk projek individu atau pun kelompok.

Researcher : Apakah menurut Ibu buku ini masih layak digunakan?

Teacher : Masih, karena sebenarnya siswa ini tidak hanya terpaku belajar dari buku paket saja. Ada juga beberapa sumber pembelajaran yang digunakan siswa.