

**LOTS AND HOTS ITEMS ANALYSIS BASED ON BLOOM'S TAXONOMY
REVISION IN EXERCISE OF ENGLISH TEXTBOOK ENTITLED BAHASA
INGGRIS: WHEN ENGLISH RINGS A BELL FOR SMP/ MTS KELAS VII
THESIS**

Submitted as a Partial Requirement for Writing the Thesis



By:

Nurul Fatkhuril Janah

SRN: 16.32.2.1.024

**ENGLISH LANGUAGE EDUCATION
CULTURE AND LANGUAGE FACULTY
STATE ISLAMIC INSTITUTE OF SURAKARTA**

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ADVISORS SHEET

Subject : Thesis of Nurul Fatkhuril Janah

SRN : 16.32.2.1.024

To :

The Dean of Cultures and

Languages Faculty

IAIN Surakarta

In Surakarta

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After reading throughly and giving necessary advices, here with, as the advisors, we state that thesis of:

Name : Nurul Fatkhuril Janah

SRN : 16.32.2.1.024

Title : LOTS AND HOTS ITEM ANALYSIS BASED ON BLOOM'S
TAXONOMY REVISION IN EXERCISE OF ENGLISH TEXTBOOK
ENTITLED BAHASA INGGRIS: WHEN ENGLISH RINGS A BELL
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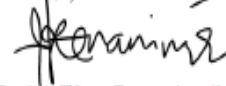
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Thank you for the attention.

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Surakarta, 22 September 2020

Advistor,



Dr. Hj. Woro Retnaningsih, M. Pd

NIP: 19681017 199303 2 002

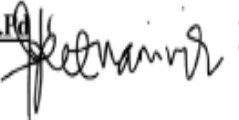
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Examiner I : Furqon Edi Wibowo, M.Pd
NIK.19890124 201701 1 128



Examiner II : Dr. Hl. Woro Retnaningsih, M.Pd
NIP. 19681017 199303 2 002

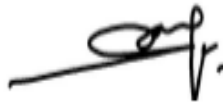


Main Examiner : H. Zainal Arifin, S.Pd, M.Pd
NIP. 19730820 200312 1 003



Surakarta, 22 September 2020

Approved by
The Dean of Cultures and Languages Faculty



Prof. Dr. Toto Suharto, S. Ag, M. Ag
NIP.19710403 199803 1 005

DEDICATION

This thesis is gratefully dedicated to My Lord, Allah SWT for His blessings and mercy in my life, and to My Prophet, Muhammad SAW who has given his guidance to moslem people.

To my beloved parent, Sunardi Yusuf and Winarni for their uncountable love, motivation, and support, that strengthen me when I fell and and got weak.

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MOTTO

There isn't difficulties that can't be solved by effort, diligence, and prayer if you want to be respected, you must respect yourself.

(Q.S : Al- Mukmin : 60)

Life is a struggle, there is no life without a struggle

(The Writer)

PRONOUNCEMENT

Name : Nurul Fatkhuril Janah
SRN : 16.32.2.1.024
Study Program : English Language Education
Faculty : Cultures and Languages Faculty

I hereby sincerely state that the thesis titled “LOTS AND HOTS ITEMS ANALYSIS BASED ON BLOOM’S TAXONOMY REVISION IN EXERCISE OF ENGLISH TEXTBOOK ENTITLED “BAHASA INGGRIS: WHEN ENGLISH RINGS A BELL FOR SMP/ MTS KELAS VII” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the references.

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.

Surakarta, 22 September 2020

Stated by,

Nurul Fatkhuril Janah
SRN. 16.32.2.1.024

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ABSTRACT

Nurul Fatkhuril Janah. 2020. LOTS And HOTS Items Analysis Based On Bloom's Taxonomy Revision In Exercise of English Textbook Entitled "Bahasa Inggris: When English Rings A Bell for SMP/ MTS Kelas VII". Thesis: English Language Education, Culture and Language Faculty.

Advisor : Dr. Hj. Woro Retnaningsih, M.Pd

Key words : LOTS , HOTS, Textbook.

The purpose of this research was to analyze the manifestation of Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skill (HOTS) in the students' exercises presented on the textbook entitled *Bahasa Inggris :When English Rings A Bell for SMP/ MTS Kelas VII*. This research focused on finding how LOTS and HOTS are implemented on the exercises which are stated on the textbook.

This research was under qualitative study especially content analysis. The data collecting technique used in this study was documentation analysis. The document which was used in this study was English Textbook entitled *Bahasa Inggris :When English Rings A Bell for SMP/ MTS Kelas VII* Published by *Kementerian Pendidikan dan Kebudayaan 2017*. The objects of this research are LOTS and HOTS item exercises in English Textbook *Bahasa Inggris :When English Rings A Bell for SMP/ MTS Kelas VII* on chapters III- VI. Technique of analyzing the data was Interactive mode proposed by Miles and Huberman which involve data reducing, data display, and drawing conclusion. In this research the researcher used Focus Group Discussion (FGD) in order to get the trustworthiness of the data which consisted of three participants those were the researcher, an English teacher, and an English Department student.

The research findings showed that the exercises of the textbook contained both LOTS and HOTS exercises with different percentage. LOTS dominated the exercises with the percentage 55.6% which covered 37.7% C1 (remembering), 6.2% C2 (understanding), and 11.7% C3 (applying). On the other hand the percentage of HOTS was 44.4 % which covered 8.6% C4 (analyzing), 6.8 % C5 (evaluating), and 29% C6 (creating). It can be concluded that the exercises on the English Textbook entitled *Bahasa Inggris : When English Rings a Bell for SMP/ MTS Kelas VII* Published by KEMENDIKBUD 2017 was dominated by LOTS.

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CHAPTER I

INTRODUCTION

A. Background Of The Study

English is an international language. English has gained its popularity all the world including Indonesia. It plays a very important role in Indonesia. As a developing country Indonesia needs to learn and master English. This aims to make it easier for Indonesia to keep abreast of the times. By studying English it is hoped that Indonesian people can keep pace with the progress in the world. People also expect to be able to acquire science and technology needed in national development. For Indonesian, studying the language is a difficulty thing. In order to learn English language, students are required not only to know the vocabulary and the grammar but also have to use or apply their knowledge for communication (Depdiknas,2004:2).

In fact, it is true that students cannot communicate clearly without knowing the vocabulary. It is necessary that they master the vocabulary but they must be able to use their knowledge in communication. They have not mastered English yet if they do not use the language for communication, even they get a good mark in vocabulary and grammatical structure.

In Indonesia, English is not only used as a communication and maintaining relations with other nations but is also used as an object of learning at school. In teaching learning,

The teacher usually gives a lot of exercise to hone the students' abilities. Exercise is defined as a set of question in a book that test a student's knowledge and skill in the order words, exercise can be called as task too (Longman Dictionary of Contemporary English 1985: 380). In Oxford Dictionary (2008: 154) exercise is activity intended for training or testing somebody. In addition to practice exercise, explanation of material is also needed. Both of these are obtained from textbook.

In teaching learning, the importance of using textbooks is that the textbooks provide information of materials for the students, and the students can improve their ability using the textbook. The teacher is a reliable source of information, but textbooks can be used to provide more. This is because teachers do not always mention everything, maybe due to the limitation in duration of the lessons. Realizing the factor affecting the teaching and learning process, it is worth analyzing the tasks in textbooks used by teachers in teaching writing as textbooks should not only be the resource for teaching subject in the classroom, but can also be used by learners to learn independently (Richards, 2001).

The researcher choose an English textbook entitled *When English Ring A Bell*, because the textbook declares in the preface that it is designed on the revised curriculum 2013. It is an integrated English textbook for Junior High School, and the course covers the four skills, namely, listening, speaking, reading, and writing.

Since the Indonesian curriculum has been changed to be the curriculum 2013, the government through Educational Quality Insurance Institution (LPMP)

requires the teacher to assist students to emphasize their critical thinking. It includes analyzing, evaluating, and creating which is usually called Higher Order Thinking Skill (HOTS). The government expects that the students will be more critical and analytical in their thinking so they can solve the problems they face in their daily lives.

HOTS actually derives from Bloom's taxonomy of human cognitive level. According to Bloom's taxonomy human cognitive level consists of six cognitive levels, those are remembering, understanding, applying, analyzing, evaluating, and creating. The first three are called LOTS (Lower Order Thinking Skills), meanwhile the last three are HOTS (Higher Order Thinking Skills). Both LOTS and HOTS are necessary for students. They represent the hierarchical steps of human cognitive development. Therefore in education both LOTS and HOTS are developed through the teaching and learning process especially the exercises.

There are several studies focusing on HOTS exercises analysis. The first is by Syaryfah Nur Fadhillah (2019) entitled "An Analysis of Bloom's Taxonomy Found in the Textbook Exercise on "Bahasa Inggris" Textbook for Twelfth Grade Published by Pusat Kurikulum dan Perbukuan". The findings of this study showed that the English textbook entitled *Bahasa Inggris for twelfth grade published by Pusat Kurikulum dan Perbukuan* has find out the cognitive level of Revised Bloom Taxonomy that is applied most dominantly, less dominantly, and least dominantly in the English book. This previous study is different from the recent research in the relation to textbook grade being analyzed. The first textbook

focuses on twelfth grade on senior high school while, the researcher focuses on the first grade of Junior High School.

The second is by Febriana entitled “Analysis of Reading Comprehension Question by Using Revised Bloom’s Taxonomy on Higher Order Thinking Skill (HOTS)”. The result showed that the most dominant level in the textbook was higher order thinking skills (HOTS). It was 66.8% off 100% while it was 33.4% for lower order thinking skills (LOTS). The difference between this second previous study and the recent research is that this previous one concerns on HOTS within reading questions, however the recent one concerns on all language skills in which HOTS are possibly be manifested.

The next previous study is by Yahya Matrouk Al Raqqad entitled “Analyzing the Reading Question of AP12 Textbook According to Bloom’s Taxonomy”. The results showed that 79 questions focused on lower thinking processes (knowledge, comprehension, and application) while 35 questions looked at the higher level of thinking processes (analysis, synthesis, and evaluation). Findings from this research recommended that the textbook authors should further develop the content of the textbook and maintain a balance between the lower-order questions and the higher-order ones where multilevel questions should be used and included at the end of each reading passages. This previous study is different from the recent one in the case of the exercises type being concerned. The previous study focuses on reading questions; on the other hand this research focuses on all the exercises types in which HOTS are manifested. Those are listening, speaking, reading, and writing.

The last previous study is conducted by Kurnia Atiullah entitled “Using Revised Bloom’s Taxonomy to Evaluate Higher Order Thinking Skills (Hots) in Reading Comprehension Questions of English Textbook for Year X of High School”. The result shows that majority of reading comprehension questions in the textbook being studied is in the lowest level of revised Bloom’s taxonomy; remembering with 134 items whereas higher order thinking skills are only found in 24 out of 158 items. It was concluded that the reading comprehension questions of the English textbook for Year X of high school is lack of higher order thinking skills. The result of the study is expected to benefit the English teachers, textbook writers and further researchers to elaborate the implementation of higher order thinking skills in English teaching and learning. The difference between this study and the recent one is that the previous study analyzes reading question on the X grade textbook, while in this research the researcher analyzes how HOTS are manifested in all exercises types contained in the textbook of the first grade in junior high school.

Knowing this condition, an evaluation of English textbook is really needed. By evaluating the English textbook it can be found how the textbook covers LOTS and HOTS. It is necessary for the author to consider the criterion of LOTS and HOTS in order to create appropriate sources for teaching and learning process.

Authors of textbooks also should consider another criterion relating to HOTS, which addresses the skills of analyzing, evaluating, and creating in the activities inside textbooks in order emphasize students Higher Order Thinking

Skill (HOTS). For this reason, the researcher needs to do an analysis on textbook entitled *Bahasa Inggris: When English Rings a Bell for SMP/ MTS Kelas VII*. The analysis consist of limited questions requiring the students to use HOTS.

B. Problem Identification

According to the explanation in background, there are several problems identified dealing with textbook analysis, those are as follows:

1. How is the morphology of the textbook entitled *Bahasa Inggris:When English Rings Bell for SMP/MTS Kelas VII*?
2. How are LOTS items exercises manifested in the textbook entitled *Bahasa Inggris:When English Rings Bell for SMP/MTS Kelas VII*?
3. How are HOTS items exercises manifested in the textbook entitled *Bahasa Inggris:When English Rings Bell for SMP/MTS Kelas VII*?
4. How does the textbook fulfill Indonesian Curriculum?
5. What are the teachers roles covered in the textbook activities?
6. What are the students roles covered in the textbook activities?
7. What types of skills covered in the textbook?

C. Problem Formulation

Because of the researcher's limited ability, it is impossible to study all the identified problems. Therefore, the researcher decides to take one of the problems, those are as follows:

1. How are LOTS items exercises manifested in the textbook entitled *Bahasa Inggris: When English Rings Bell for SMP/MTS Kelas VII?*
2. How are HOTS items exercises manifested in the textbook entitled *Bahasa Inggris: When English Rings Bell for SMP/MTS Kelas VII?*

D. Limitation Of The Study

In order to make the research effective, in evaluating the textbook the researcher focuses on four chapters which represent the whole content of the textbook. The four chapters are chapter III-VI of English textbook entitled *Bahasa Inggris: When English Rings a Bell for SMP/ MTS Kelas VII*. The decision of choosing the chapters is based on the activities categories completeness on each chapter. The textbook activities are arranged in five global categories covering observing and asking, collecting information, communicating, reflecting, and associating. Based on the observation, the four chapters chosen by the researcher are the most complete among other.

E. Objectives Of The Study

The researcher wants to analyze LOTS and HOTS Items in exercise of English textbook entitled *Bahasa Inggris: When English Rings a Bell for SMP/ MTS Kelas VII*. The objective of the study is to describe the manifestation of LOTS and HOTS item in the exercises presented on the English textbook entitled *Bahasa Inggris: When English Rings a Bell for SMP/ MTS Kelas VII*.

F. Benefit of The Study

In this research the writer hopes that this research will give some benefits, such as :

1. The Theoretical Benefits

- a. The results of this study can provide input or reflection for English textbook, so that the preparation of English textbook furthermore can be arranged better as the main tool in the language learning process
- b. The results of this study can be used as a reference for those who want to analysis the other English textbook.

2. The Practical Benefits

a. The English Teacher

The writer hopes that the teacher will know the appropriate textbook that can be used in teaching-learning process, the English teacher know how to analysis a text book, and also the English teacher know how far the exercises in English textbook follow the Higher Order Thinking Skill (HOTS).

b. The Book Writer

For the writer of English textbook especially *Bahasa Inggris:When English Rings Bell for SMP/MTS Kelas VII'* should give balance among all language skills in every aspect in the textbook, in this study, the researcher finds the exercise are compatible with the Higher Order Thinking Skill (HOTS).

c. The Next Researchers

For the next researchers, hopefully the results of this study can be a reference, the limitation of this study is analyzing chapter I- IV of exercises compatible with the Higher Order Thinking Skill (HOTS). The next researchers can research in other aspects.

G. Definition Of Key Terms

1. HOTS Theory

According Krathworl (2002) indicators to measure the high-level thinking skills include: analyzing, evaluating, creating. Thus, HOTS is a thinking skills that not only requires the ability to remember, but also other higher capabilities include the ability to analyze, evaluate, and create.

2. Definition of HOTS Test

HOTS questions are situation-based assessments in life everyday so the problem with the HOTS problem is contextual based problems. Contextual issues are meant is the problems faced by the world community at the moment this is related to the environment, communication, language, and the use of science and technology in various aspects of life. That understanding also includes how students' skills to connect (relate), interpreting, applying and integrating science in learning in class to solve problems in a real context (Widana, 2017: 4).

3. English Textbook

Brown (1994: 145) state that “the most obviously and most common form of material supports for language instruction comes through textbook”. It means that textbooks the most common factor that supports the success of teaching learning process.

4. Exercise

According to Longman Dictionary of Contemporary English (1985: 380) exercise is defined as a set of questions in a book that test a student’s knowledge and skill in the order words, exercise can be called as task too. In Oxford English Dictionary (2008: 154) exercise is activity intended for training or testing somebody.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents some theories related to the research which are useful as the basis of conducting the analysis steps. In line with the problem statement, the researcher selects some theories, namely (1) HOTS Theory, (2) English Textbook, (3) Exercise. The explanations are as follows.

A. HOTS Theory

1. Notion Of HOTS

Higher order thinking skill (HOTS) are thought processes which requires students to manipulate information and ideas in a certain way giving them new understanding and implications (Pajar Purnomo, 2019: 35).

McDavitt(1999) says that “ Higher Order Thinking Skills includes analysis, synthesis, and evaluation and require mastery of previous levels, such as applying routine rules to familiar or novel problems”. It means that Higher order thinking skill (HOTS) are ways of thinking that are not again just memorizing verbally however also interpret the nature of what is contained among them, to be able to interpret meaning it takes an interesting conclusion toward the creation of creative ideas and productive.

Based on some of the expert opinion above, it can be concluded that the Higher Order Thinking Skill (HOTS) is the ability to think not only just

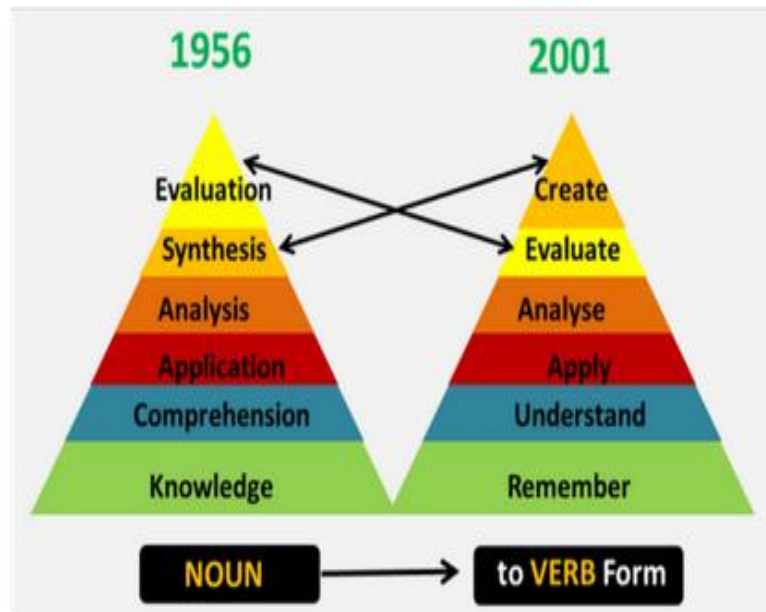
remembering and restating, will but the ability to think to study information critically, creatively, and able to solve problems.

2. Bloom Taxonomy and Anderson's Taxonomy

Bloom's Taxonomy is a classification system developed in 1956 by education psychologist Benjamin Bloom to categorize intellectual skills and behavior Important to learning. Bloom identified six cognitive levels: knowledge, comprehension, application, analysis, synthesis and evaluation, with sophistication growing from basic knowledge-recall skills to the highest level, evaluation (Coffey,2009).

In the 1990s, one of Bloom's students, Lorin Anderson, revised the original taxonomy. In the amended version of Bloom's Taxonomy, the name of the major cognitive process categories were changed to indicate action because thinking implies active engagements. Instead of listing knowledge as a part of the taxonomy, the category is divided into different types of knowledge: factual, conceptual, procedural, and metacognitive (Krathwohl,D.R,2002). This newer taxonomy also moves the evaluation stage down a level and the highest element becomes "creating".

Figure 2.1
Differences in Bloom and Anderson's Taxonomy
(Wilson, Leslie O. 2001)



The terminology used in the Cognitive Dimension of Revised Bloom's Taxonomy had been changed into verb from noun. The term "*knowledge*" had been revised into "*remember*" because the term "*knowledge*" show the product of thinking rather than the thinking process. The use of terminology "*synthesis*" and "*evaluation*" had also been changed into "*evaluate*" and "*create*". These changes are also more appropriate because they reflect better sequence of thinking classifications.

The descriptions and keywords for each category in figure 2.1 can be seen in table 2.1 follows:

Table 2.1

Description and Keywords of Bloom's Taxonomic Revision

CATEGORY	KEY TERM	LEVEL
Remembering : can the student recall or remember the information?	Mention the definition , Copy the speech, Declare the arrangement.	LOTS
Understanding : Can the students explain the concept, principle, law, or procedure?	Group, Describe, explain the identification.	LOTS
Applying : Can the students applying their understanding in new situation?	Choose demonstrate, portray, used, illustrate, interpret, arrange the schedule, make a sketch, problem solving, write.	LOTS
Analyzing : Can the students choosing the part of different and similarity ?	.Review, compare, contrast, difference, discriminate, separate, test, experiment, question	HOTS
Evaluating : Can the students have good statements to a phenomenon or some object?	Argument, defense, statements, choose, support, evaluate.	HOTS
Creating : Can the students create a thing or opinion?	Arrange, change, build, create, planning, establish, formulate, write.	HOTS

(Krathwohl , 2001)

In Bloom's taxonomy the cognitive domain is known for only one dimension but in the taxonomy Anderson and Krathwohl become two dimensions. The first dimension is Knowledge Dimension and Cognitive Process Dimension. Dimension cognitive processes there are 6 categories, namely the ability to remember, understand, and apply which is a level thinking ability low. Besides the ability to analyze, evaluate and create

including higher-order thinking skills. The explanation of the six capabilities are as follows:

- a. Remembering (C1), retrieving, recognizing, and recalling relevant knowledge from long-term memory (Anderson and Krathwohl 2001).

Example:’

Text

We are so proud of you for your achievement in English competition. We will hold special party as celebration this weekend. Don't forget to invite all your classmates!

Your Mom and Dad.

Question:

The writers hold a party on the weekend to....

- a. celebrate their child's birthday*
- b. celebrate the achievement of their child in English competition*
- c. invite the classmates of their child*
- d. hold English competition*

Answer: B

- b. Understanding (C2), constructing meaning from oral, written, and graphic messages through interpreting, comparing and explaining (Anderson and Krathwohl 2001).

Example:

Read the text below!

We are so proud of you for your achievement in English competition. We will hold special party as celebration this weekend. Don't forget to invite all your classmates!

Your Mom and Dad.

Question:

The parents feel...for their child's achievement in English Competition.

- a. *sad*
- b. *disappointed*
- c. *happy*
- d. *unbelievable*

Answer: C

- c. Applying (C3), It deals with carrying out using a procedure through executing, or implementing (Anderson and Krathwohl 2001).

Example:

Question:

In doing withdrawal through ATM machine, the step after entering our PIN is...

- a. *taking the money from the slot*
- b. *choosing transaction types*
- c. *choosing language*
- d. *entering the amount of money*

Answer: C

- d. Analysis (C4), breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing (Anderson and Krathwohl 2001).

Example:

Question:

Write down the steps of making scrambled egg!

Answer:

Crack the egg and pour into a bowl. Then, add some seasoning powder. and mix them well. Heat the cooking oil on frying pan. After that fry the egg.

- e. Evaluation (C5), making judgments based on criteria and standards through checking and criticizing (Anderson and Krathwohl 2001).

Read the conversation below!

<i>Mrs.</i>	:	<i>Everybody, attention, please!</i>
<i>Irma</i>		
<i>Students</i>	:	<i>Yes, ma'am.</i>
<i>Mrs.</i>	:	<i>We have a new student. She wants to introduce herself to you. Okay, Dewi please introduce yourself!</i>
<i>Irma</i>		
<i>Dewi</i>	:	<i>Hello, friends. How do you do?</i>
<i>Students</i>	:	<i>Hello. How do you do?</i>
<i>Dewi</i>	:	<i>Let me introduce myself. I am Dewi Sinta. You can call me Dewi. I am from Pekalongan. I live at Jalan RE Martadinata No. 23 Batang. Previously, I studied at SMP N 1 Pekalongan. My parents and I moved to Batang a week ago. He is a Math teacher. My mother is a house wife. She rides me to school with a motorcycle. Nice to meet you.</i>
<i>Students</i>	:	<i>Nice to meet you, too Dewi.</i>

Question:

Where does the conversation probably take place?

- a. In the school yard*
- b. At home*
- c. In the classroom*
- d. In the canteen*

Answer: C

- f. Creating (C6), putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing (Anderson and Krathwohl 2001).

Example:

Question:

Interview one of your classmates about his/her identity then report it in your notebook!

Answer:

Name : Anita Dewi Pusparini
Address : Merdeka street No.7, Sukamaju
Date of Birth : June of 7th, 2008
Hobbies : reading, swimming, and cooking

The second dimension is the dimension of knowledge, according to Anderson, L. W. & Krathwohl, D.R. et al (2001) consists of 4 categories of knowledge, as follows:

- a. Factual Knowledge, namely knowledge in the form of pieces fragmented information or existing basic elements in a particular scientific discipline. Factual knowledge in general is a low level abstraction. There are two types of knowledge factual, namely (1) knowledge of terminology (knowledge of terminology): includes knowledge of labels or symbols certain both verbal and non verbal; and (2) knowledge of the details and elements (knowledge of specific details and element): includes knowledge about events, people, time and other information which is very nature Specific.

- b. Conceptual Knowledge, namely knowledge that shows mutual the interrelationship between the basic elements in a larger structure and everything functions together. Conceptual knowledge includes schemes, thought models, and implicit good theories or explicitly. There are three kinds of conceptual knowledge, knowledge of classification and categories, knowledge of principles and generalizations, and knowledge of theories, models, and structure.
- c. Procedural Knowledge, i.e. Procedural Knowledge is knowledge of how to do something that can be activity or procedure. Often procedural knowledge contains steps or stages that must be followed in doing a certain thing. Obtaining procedural knowledge is done through an investigation method using certain skills, techniques and methods and criteria.
- d. Knowledge of Metacognition, i.e. metacognition is defined as knowledge or activity that regulates cognition. This concept in a manner broad includes "individual knowledge about its basic existence as individuals who have the ability to recognize, knowledge regarding the basis of different cognitive tasks and knowledge regarding possible strategies for dealing with different tasks. Thus, individuals not only thinking about objects and behavior, but also regarding cognition itself.

The most commonly taught and assessed educational objectives are those in the cognitive domain Anderson and Krathwohl (2001). Cognitive assessment involves intellectual activities such as interpreting,

problem solving, and thinking critically. Virtually all of the tests that students take in the school are intended to measure one or more of this cognitive activities. Teacher instruction is usually focused on helping to attain cognitive mastery some content or subject area. A weekly spelling test, a unit test of essay, a worksheet on proper use of lie and lay, and an oral recitation of poems; all require cognitive behaviors.

Table 2.2

Dimensions of Bloom's Taxonomic revisions and examples of Verbs operational for Higher Level Thinking Ability.

The Knowledge Dimension	The Cognitive Process Dimension		
	C4 (analyze)	C5 (evaluate)	C6 (create)
Knowledge Factual (PF)	C4 PF Make order, cluster right	C5 PF Compare, connect	C6 PF To combine
Knowledge Conceptual (KK)	C4 KK Explain, to analyze	C5 KK Study, Interpret	C6 KK Plan
Knowledge Procedural (KP)	C4 KP Distinguish	C5 KP Conclude, summarize	C6 KP Arrange, formulate
Knowledge Meta-Cognition (KM)	C4 KM Embody, find	C5 KM Make, rate	C6 KM Realize

(Krathwohl, 2001)

In English the ability to analyze, evaluate, and create has already been applied. To develop higher order thinking skills, there are

five steps to learning can be taken, namely: (1) determining learning objectives, (2) teach through questions, (3) practice, (4) study, sharpen and improve understanding, and (5) practice feedback and assess learning. Thus, ability Higher level thinking or HOTS is a thinking skill which not only requires the ability to remember, but also Other abilities that are higher include the ability to analyze, evaluating, and creating (Limbach & Waugh, 2010).

B. Definition of HOTS Test Question

HOTS questions are situation-based assessments in life everyday so the problem with the HOTS problem is contextual based problems. Contextual issues are meant the problems faced by the world community at the moment this is related to the environment, communication, language, and the use of science and technology in various aspects of life. That understanding also includes how students' skills to connect (relate), interpreting, applying and integrating science in learning in class to solve problems in a real context (Widana, 2017: 4).

HOTS questions use various forms of questions. From multiple choice, complex multiple choice (true or false, or yes / no), short or complete entries, short or short answers, and descriptions. In generally, multiple choice HOTS questions use stimulus sourced from real situations. Multiple choice questions consist of a point questions (stem) and answer choices (options). Answer choices consist of keys answers and deception (distractor). The answer key is the answer true or most correct. Deception is an incorrect answer, but allows someone

fooled to choose it if not mastering the material / subject matter well (Widana, 2017: 5).

Complex multiple choice questions (true / false or yes / no) about form complex multiple choice aims to test the understanding of students to a problem comprehensively related between statements from one another. As a matter of multiple choice usual, HOTS questions are in the form of complex multiple choice too load stimulus that originates in contextual situations. Students given a number of statements related to the film / reading, then students are asked to choose true / false or yes / no. Statement given is related to one with a the other. The order of statements is true and statements are to be randomized randomly, not systematically following a certain pattern. That arrangement Systematic patterns can give clues to the correct answer (Widana, 2017: 5).

Short or complementary questions are questions that require test takers to fill in short answers by filling in words, phrases, numbers, or symbol. Characteristics of short or complete filling questions, namely: (1)The sentence part that must be completed should only be one inner part item ratio, and at most two parts so as not to confusing students, (2) The answers demanded by the questions must be short and certainly in the form of words, phrases, numbers, symbols, places, or time.

While short answer questions are question ones requires test takers to fill out short answers by filling in words, phrases, numbers, or symbols. Characteristics of short answer questions or complete, that is: The sentence part that must be completed should only one part in the item ratio, and at most two

parts so does not confuse students, the answers demanded by questions must be concise and certain in the form of words, phrases, numbers, symbols, places, or time. Whereas the question form is a matter of which the answer requires students to organize ideas or things that have been he learned by expressing or expressing ideas it uses its own sentence in written form (Widana, 2017: 6)

1. Characteristic of HOTS Test Question

Characteristics of HOTS questions are, among others: measuring ability think high level, contextual based problems, and use diverse forms of questions. According to The Australian Council for Educational Research (ACER) states that higher-order thinking skills is a process: analyzing, reflecting, giving arguments (reason), apply the concept to different situations, arrange, create. The ability to think at a higher level is not ability to remember, know, or repeat. Thus, the answers to questions the HOTS problem is not explicitly stated in the stimulus. Ability High level thinking includes the ability to solve problems (problem solving), critical thinking skills (critical thinking), thinking creative (creative thinking), the ability to reason (reasoning), and the ability to make decisions (decision making) High level thinking is one of the important competencies in the modern world, so it is a must for every student (Widana,2017: 4).

2. The purpose of HOTS Test Question

The purpose of HOTS-based questions is to measure skills think high level. In conducting the assessment, the teacher can insert some HOTS

items. Following are some of the roles of HOTS questions in improving the quality of education in Widana (2017: 18):

- a. Prepare 21st century student competencies, assessments that are implemented by the education unit is expected to equip students to have a number of competencies needed in the 21st century. Broadly speaking, there are 3 groups of competencies needed in the 21st century (21 century skills), namely: to have good character (faith and piety, curiosity, abstinence surrender, social sensitivity and cultured, able to adapt, as well have high competitiveness); has a number of competencies (critical and creative thinking, problem solving, collaboration, and communication); and mastering literacy includes thinking skills use knowledge sources in print, visual form, digital, and auditory.
- b. Cultivate a sense of love and care for the progress of the area, assessment teachers are expected to develop HOTS questions creatively according to the situation and conditions in their respective regions. Teacher creativity in terms of stimulus-based selection Regional issues in the education unit environment are very important. Various problems that occur in the area can be raised as a contextual stimulus. Thus the stimulus chosen by the teacher in HOTS questions is very interesting because it can be seen and felt directly by students. Besides that, presenting HOTS questions in school exams can improve taste have and love for the potential that is inso that

students feel called to take it section to solve various problems that arise in the area.

- c. Increase student motivation to learn, formal education at schools should be able to answer challenges in everyday society. The knowledge that is learned in class is related directly with problem solving in the community. Thus learners feel that the subject matter obtained in class is useful and can be used as provisions to jump in Public. The challenges that occur in society can be used as contextual and interesting stimulus in the Assessment, so that the emergence of questions based on HOTS questions, which is expected to be able to increase student learning motivation.
- d. Improve the quality of assessment, quality assessment will be able to improve the quality of education. By getting used to training students to answer HOTS questions, students are expected to be able to think critically and creatively. In terms of the results achieved in US and UN, there are 3 categories of schools, namely: (a) superior schools, if the average US value is smaller than the average UN; (b) ordinary school, if the average high US score is followed by the high average UN score and conversely the average US score is low followed by the UN average too low; and (c) schools that need to be fostered if the US average is over greater than the average UN score.

C. English Textbook

1. Notion of Textbook

Brown (1994: 145) state that “the most obviously and most common form of material supports for language instructions comes through textbook”. It means that textbook the most common factor that supports the success of teaching learning process.

Bacon (1935) in Tarigan (1986: 11) explained more detailed the textbook is a book that designed for the use in the classroom, being arranged and prepared carefully by the experts in the field and being completed with teaching aids that are suitable and compatible.

The writer agrees that textbook should be completed with the suitable and appropriate instrument of teaching and also should be arranged accurately by the expert in its field to be used in class. So it can support the teaching learning process to get the objectives of the learning that is good quality of learning outcomes.

2. The Function Of Textbook

Cunningsworth (1995: 7) in Richards (2001: 251) who state that: “textbooks have multiple roles in English language teaching and can serve as.

- a. A resource for presentation materials (spoken and written
- b. A source of activities for learner practice and communicative

interaction.

- c. A reference source for learner on grammar, vocabulary, pronunciation, etc.
- d. A source of stimulation and ideas for classroom activities.
- e. A syllabus (where they reflect learning objectives which have already been determined).
- f. A support for less experienced teacher who have yet to gain in confidence”.

From the explanation above it can be concluded that textbook has a very important role in the teaching - learning process in which it supports the teaching - learning process in order to achieve the aim of the program.

3. Good Design of Textbook

According to Nurhadi (2004), the content of textbook not only consists of the materials that have to be read by the students, but also the learning scenario. The textbook minimal consists of:

- 1) Standard of competency that will be achieved along with its indicator.
- 2) Introduction about the important of mastering the competency in the real content.
- 3) Materials support the achievement of competency, the materials in the form of basic concepts.

- 4) Some activities should be done by the students. For example; study club to make something, exercising, presenting, practicing, etc.
- 5) Evaluation the activities and the achievement of standard competency.
- 6) The product resulted (report, scientific research, picture, map, table, draft, analysis, and things) (2004: 215).

D. Exercise

According to Longman Dictionary of Contemporary English (1985: 380) exercise is defined as a set of questions in a book that test a student's knowledge and skill in the order words, exercise can be called as task too. In Oxford English Dictionary (2008: 154) exercise is activity intended for training or testing somebody.

1. Kind of the Exercise in Textbook

a. Essay Questions (Tests Description)

In general essay test (test description) is a question that asks students to answer in the form of elaborating, explaining, discussing, comparing, giving reasons, and other forms in accordance with the questions asked by using their own words and language. So the test demands the ability of students to generalize their role through the discussion of writing, so the essay test is more a type of strength test.

1. Free question

The form of questions is directed towards free questions and the test answers are not limited, depending on the view of the students.

Example: Can you introduce yourself?

2. Unlimited questions

Questions on certain things or certain restrictions. Limitation can be seen in terms of: the scope, the point of view of the answer, and the indicators.

Example: What time is it?

3. Structured question

Is a form between objective questions and essays. The problem in this form is a series of short answers even though they are open and free of answers.

Example: How long have you been live in there?

- b. Objective Questions

This test is newer than the essay test, but this test is widely used in assessing learning outcomes in schools. This is caused partly because of the breadth of lesson material that can be achieved in the test and the ease of assessing test answers.

1) True-false

The question, in the form of sentence sentences containing two possibilities of right and wrong. Certainly students are asked to determine which claims are considered true and false.

Example:

Mark the following true or false

- a. (T/F) Every dog has a tail
- b. (T/F) Every animal with a tail is a dog
- c. (T/F) Every dong has four legs
- d. (T/F) Every animal with barks and is born

with four legs is a dog.

2) Matching-test

Matching test, this test consists of two groups. The first group contains question words, where these words have a partner or partner in the second group. The task of students is to match each word or question from group one and group two.

Example:

Match the following fruits and their colors.

1) Banana

a) Orange

2) Carrot

b) Purple

3) Blueberries

c) Yellow

3) Fill-in the blank

Test stuffing, students are asked to fill in blank sentences. Sometimes it's a story, an important part is omitted.

Example:

Mr.Bambang is an English teacher. He speaks English fluently. His wife, Mrs.Vanya is a (1)... She helps sick people. She doesn't speak English. Mr. Bambang has two children. They study English not only at school but also at home. They are (2)... students. Their father teaches them every night, so they can speak English (3)... He is very proud of them.

1.A.Teacher

B.Janitor

C.Doctor

D.Chef

2.A.Lazy

B.Proud

C.Stupid

D.Diligent

3.A.Fluently

B.Silently

C.Slowly

D. Badly

4) Multiple choice

Multiple choice test, this test for each question provides several alternative answers. For this reason, students are asked to choose the most correct answer from the alternative answers.

Example:

I..... tennis every Sunday morning

- a. Play.
- b. Playing
- c. am Play
- d. am Playing

2. Kinds of the Practice Exercise

According to Cunningsworth (1984: 82) in practice of exercise, there are two kinds of the practice exercise, they are:

- a. Controlled exercise (free writing)

In free writing, students are given a composition topic, which makes them possible use freely what they have just practiced. When the process established enough good habits, they are ready to write with the competence in the field of their special interest.

b. Guided exercise

Guided exercise helps students feel certain that they are doing the right things they are given advice on how to do it. The learners have to make some decisions of their own and to create some of their own expressions.

Besides that, there are three main approaches to arrange a task in term of contents of ability; they are:

a. Discrete point testing Discrete point testing is a test which is aims to provide very specific information about learner's abilities in a particular skill or in a particular language area. This type of test focuses on one item at a time and therefore tests knowledge of it rather than ability to use it in real situations. Discrete point testing concentrates on testing separately different language items and language skills (e.g. grammar, sound discrimination, listening with comprehension, and writing) and by combining the result of a number of separate tests or test items build up a picture of the student's level of English.

b. Communicative tests Communication test is a test designed to discover the learner's abilities to communicate in English rather

than to test their knowledge of particular language items or aspects of the language.

c. Combination between Discrete test and communicative test In line with it Nunan (2003:13) defines tasks in terms of six characteristics that are salient to their use in the classroom:

- 1) Goals Every task which is given to learner has a purposes or goal about to measure the student's achievement.
- 2) Input Task or assignment is given for students based on input or materials which are learned by them.
- 3) Activity Task has a certain instruction as the guide for students in doing task activity.
- 4) Teacher role Task has a certain instruction as the guide for teachers in monitoring of students activity.
- 5) Learner role Task has a guided for students in arrange what the students have to do and what their role in doing activity.
- 6) Setting Tasks have a guided in the teaching learning setting, whether it is done either in group or in personal.

E. Overview of the Textbook .

The textbook entitled *Bahasa Inggris:When English Rings Bell for SMP/MTS Kelas VII* is an English textbook published by *Kementerian Pendidikan dan Kebudayaan Indonesia 2017*. This textbook is arranged based on

Curriculum 2013 which is expected to be sufficient for facilitating English Language Teaching (ELT) in classroom. It has been known that ELT is aimed at providing students the ability of using English in communication; therefore this textbook is specially designed to develop students' communication skills in English. This textbook provides the students exercises which require them to use English for communication in order that their English skills are developed as long as the communication process happens.

The contents of this textbook are provided in the forms of written and spoken text which characterize daily language use. Through the contents, this textbook is expected to be sufficient of facilitating the students in understanding and delivering the meaning of texts based on context. In addition, the students are expected to be able of using language both written and spoken either through planned or spontaneous way.

This textbook contains eight chapters with different topics; Good morning. How are You, It's Me!, What Time is It?, This is My World, It's a beautiful day!, We love what we do, I'm Proud of Indonesia, and That's what friends are supposed to do. Generally, the exercises in the textbook are arranged in five global categories covering observing and asking, collecting information, communicating, reflecting, and associating.

F. Previous Study

There are several studies which were similar to this research. The first is by Syaryfah Nur Fadhillah (2019) entitled "An Analysis of Bloom's Taxonomy

Found in the Textbook Exercise on “Bahasa Inggris” Textbook for Twelfth Grade Published by Pusat Kurikulum dan Perbukuan”. The findings of this study showed that the English textbook entitled *Bahasa Inggris for twelfth grade published by pusat kurikulum dan perbukuan* has find out the cognitive level of Revised Bloom Taxonomy that is applied most dominantly, less dominantly, and least dominantly in the English book.

The second is by Febriana entitled “Analysis of Reading Comprehension Question by Using Revised Bloom’s Taxonomy on Higher Order Thinking Skill (HOTS)”. The result showed that the most dominant level in the textbook was Higher Order Thinking Skills (HOTS). It was 66.8% off 100% while it was 33.4% for Lower Order Thinking Skills (LOTS).

The next previous is by Yahya Matrouk Al Raqqad entitled “Analyzing the Reading Question of AP12 Textbook According to Bloom’s Taxonomy”. The results showed that 79 questions focused on lower thinking processes (knowledge, comprehension, and application) while 35 questions looked at the higher level of thinking processes (analysis, synthesis, and evaluation). Findings from this research recommended that the textbook authors should further develop the content of the textbook and maintain a balance between the lower-order questions and the higher-order ones where multilevel questions should be used and included at the end of each reading passages.

The last previous is by Kurnia Atiullah entitled “Using Revised Bloom’s Taxonomy to Evaluate Higher Order Thinking Skills (HOTS) in Reading Comprehension Questions of English Textbook for Year X of High School”. The

result shows that majority of reading comprehension questions in the textbook being studied is in the lowest level of revised Bloom's taxonomy; remembering with 134 items whereas higher order thinking skills are only found in 24 out of 158 items. It was concluded that the reading comprehension questions of the English textbook for Year X of high school is lack of higher order thinking skills. The result of the study is expected to benefit the English teachers, textbook writers and further researchers to elaborate the implementation of higher order thinking skills in English teaching and learning.

Compared to the above previous researches, this current research has different data, which is the textbook "When English Rings a Bell" for first year student of junior high school Published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017(KEMENDIKBUD 2017). In evaluating the textbook, the researcher use the cognitive domain process in the Revised Bloom's Taxonomy. The textbook is analyzed in some areas related to cognitive domain which consist of six major categories (knowledge, synthesis, evaluation) which comprehension, application, analysis, are classified into two levels; the lower order thinking skill and higher order thinking skill.

Table 2.3

The Similarities and Differences between the Previous Studies and the Current Research

NO	Title	Similarities	Differences
1.	Syaryfah Nur Fadhillah (2019) entitled " <i>An Analysis of Bloom's Taxonomy Found in the Textbook Exercise on 'Bahasa Inggris' Textbook for Twelfth Grade Published by Pusat Kurikulum dan Perbukuan</i> ".	The thesis analysis English textbook based on Revised Bloom's Taxonomy.	The level of English textbook being analyzed.
2.	Febriana " <i>Analysis of Reading Comprehension Question by Using Revised Bloom's Taxonomy on Higher Order Thinking Skill (HOTS)</i> "	The thesis analysis English textbook based on Revised Bloom's Taxonomy on Higher Order Thinking Skill (HOTS).	The researcher focus on HOTS item exercise in English textbook.
3.	Yahya Matrouk Al Raqqad " <i>Analyzing the Reading Question of AP12 Textbook According to Bloom's Taxonomy</i> ".	The journal analyze English textbook based on Revised Bloom's Taxonomy.	The researcher focus on HOTS item exercise in English textbook.
4.	Kurnia Atiullah " <i>Using Revised Bloom's Taxonomy to Evaluate Higher Order Thinking Skills (HOTS) in Reading Comprehension Questions of English Textbook for Year X of High School</i> ".	The journal analysis English textbook based on Revised Bloom's Taxonomy.	The level of English textbook being analyzed.

CHAPTER III

RESEARCH METODOLOGY

The research method of this study consists of (1) type of the research (2) object of the research, (3) the data, (4) data sources, (5) technique of collecting data, and (6) the technique for analysis data. The explanation of each component is discussed further below.

A. Type of the Research

Related to the problem of this research, the writer conducted qualitative research. According to Sugiyono (2008: 1) qualitative research is a method used to research natural objective condition, in the contrary to experiment. In this research the writer analyzed the exercises in English textbook entitled “*When English Rings a Bell*”. Actually, the exercises presented on the textbook were not in the form of questions, but they were in instructions that lead the students to do various activities.

B. Object of the Research

The object of this research were Higher Order Thinking Skill (HOTS) item exercises in English Textbook *Bahasa Inggris:When English Rings Bell for SMP/MTS Kelas VII* on chapters III- VI published by KEMENDIKBUD 2017.

C. The Data

The data of this research were Higher Order Thinking Skill (HOTS) item exercise available in the English Textbook entitled *Bahasa Inggris:When English Rings Bell for SMP/MTS Kelas VII* published by KEMENDIKBUD 2017.

D. Data Sources

In this research the researcher analyzed *Bahasa Inggris:When English Rings Bell for SMP/MTS Kelas VII* in chapter III- VI published by KEMENDIKBUD 2017. The researcher concerns on all exercises available on the four chapters.

E. Technique of Collecting Data

The method of collecting data, the researcher used documentation analysis. This method is suitable with Arikunto (2000: 236) who says that documentation is used to investigate written document such as notes, transkrip, books, magazines, newspapers, etc. This research used one document; English Textbook entitled *Bahasa Inggris:When English Rings Bell for SMP/MTS Kelas VII* for first year student on junior high school Published by KEMENDIKBUD 2017.

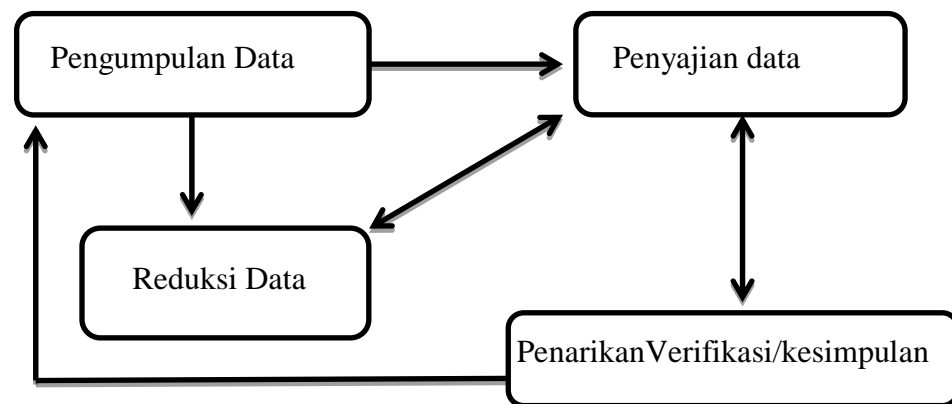
F. Technique of Analyzing Data

In this research, the researcher analyzed the data from the English Textbook *Bahasa Inggris:When English Rings Bell for SMP/MTS Kelas VII* Published by KEMENDIKBUD 2017 based on revised Bloom's Taxonomy.

In analyzing the data, the researcher applied the technique proposed by Miles and Huberman (1984: 21-23) namely interactive mode which consists of three streams of activity, they are data reduction, data display, and drawing conclusion or verification. Then, the researcher adopted the framework of techniques of data analysis developed by Miles and Huberman with the description as below:

Figure 3.1

Interactive Mode



(Model Miles &Huberman, 1992: 20)

1. Data Reducing

In data reducing phase, the researcher focused on to analyze the data from the Textbook Exercise of *Bahasa Inggris:When English Rings Bell for SMP/MTS Kelas VII* Published by KEMENDIKBUD 2017. Data reduction is the process of selecting, focusing, simplifying, abstracting, looking the themes

and patterns and discarding unnecessary (Miles, Huberman & Saldana; 2014). In this phase the researcher categorized every exercise into six levels of revised Bloom's Taxonomy which consisted of C1, C2, C3, C4, 5, and C6.

2. Data Display

The data display phase is done in the form of a brief description by using narrative text; it can also be in the form of graphics, matrix, and chart (Miles, Huberman & Saldana, 2014). In this case, the researcher displayed the data which covered the percentages of each cognitive level of the Revised Bloom's Taxonomy found in the Textbook Exercise of Bahasa Inggris: *When English Rings Bell for SMP/MTS Kelas VII* Published by KEMENDIKBUD 2017.

3. Drawing Conclusion

The last step according to Miles, Huberman & Saldana (2014) is conclusion. In this research, the researcher made conclusion which referred to problem formulation.

G. Trustworthiness of the Data

To get the validity of the data in this research, the researcher used Focus Group Discussion (FGD). Van Eeuwijk and Angehrn (2017:1) state that FGD is a qualitative research method and data collection technique in which a selected group of people discusses a given topic or issue in-depth, facilitated by a professional, external moderator. This method serves to solicit

participants' attitudes and perceptions, knowledge and experiences, and practices, shared in the course of interaction with different people.

Baral, et.al. (2016:1) define FGD as a group discussion which involves gathering people from similar backgrounds or experiences together to discuss a specific topic of interest. They are asked about their perceptions, attitudes, beliefs, opinion or ideas. In focus group discussion participants are free to talk with other group members. FGD encourages discussions with other participants.

According to Van Eeuwijk and Angehrn (2017:1) there are two types of FGD, those are:

1. Natural groups: consist of multiple participants who belong to a pre-existing informal or formal group (e.g. family or kin, co-workers, elderly group, women's self-help group, neighbourhood club, teachers' credit association) prior to the study.
2. Expert groups: consist of several people who have particularly good and broad expert knowledge and experience of the research topic(s).

In this research the researcher uses natural group type which consisted of an English teacher as Validator 1 and a student of English Department as Validator 2 . The analysis result of the exercises found by the researcher was validated by the two validators.

The researcher and the validators analyzed the same parts of the textbook. After all the participants analyzed the textbook, there were found different result toward several exercises. In this case the valid result was

decided based on the same answer of two participants. As the example, there was different result on the Chapter III that was exercise number 3. The researcher found that this exercise was included as C2 cognitive level of revised Bloom's Taxonomy. However, the two validators stated it as C3. Accordingly, the valid result was C3. The detail information of the different results among the participants can be seen on the following table.

Table 3.1

Table of Result Differences List

Chapter	No.	Item Number	Researcher	Validator 1	Validator 2	Valid Result
III	1.	3	C2	C3	C3	C3
	2.	8	C2	C3	C3	C3
	3.	17	C3	C3	C6	C3
IV	4.	3	C5	C5	C3	C5
	5.	19	C1	C1	C2	C1
	6.	25	C1	C1	C2	C1
	7.	33	C1	C1	C3	C1
V	8.	21	C5	C6	C5	C5
	9.	26	C1	C1	C3	C1
	10.	38	C1	C1	C3	C1
	11.	47	C4	C4	C6	C4
VI	12.	5	C6	C6	C1	C6

The table shows that there are 12 items which were analyzed differently by the participants. The items were found in the four chapter being analyzed. On chapter III there are three different items, those are item number 3, 8, and 17. Meanwhile, on chapter IV there are four different items, those are item number 3, 19, 25, and 33. On

chapter V there are four different items covering item number 21, 26, 38, 47, and 5.

On the other hand on chapter VI there is one different item that is item number 5.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher describes the research findings based on the data collected. This part presents the analysis of HOTS items exercises based on cognitive level of Revised Bloom's Taxonomy of Textbook *Bahasa Inggris:When English Rings Bell for SMP/MTS Kelas VII*. It includes remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). This research is aimed at finding out the distribution of each cognitive level.

A. Research Finding

Research finding presents the analysis result of the four chapters of the textbook entitled *Bahasa Inggris:When English Rings Bell for SMP/MTS Kelas VII*. The chapters are chapter III – VI. In this part, the researcher shows the amount of each cognitive level of revised Bloom's Taxonomy presented on the exercises on each chapter and presents the percentage of each cognitive level as well. The data are achieved through validation process which involves three participants; those are the researcher, an English teacher, and an English department student.

1. The Manifestation of LOTS and HOTS item Exercises in the Textbook Bahasa Inggris : When English Rings Bell for SMP/MTS Kelas VII.

LOTS and HOTS are necessary to be included in students' exercises. Both of them are categorized based on Bloom's taxonomy cognitive levels. Accordingly, in order to find the manifestation of them the researcher analyzed the percentages of both HOTS and LOTS item exercises on chapters III-VI based on the criterion of each cognitive level.

a. The Analysis of Revised Bloom's Taxonomy Cognitive Level Exercises on The Textbook

This research analyzed how LOTS and HOTS are manifested in the textbook exercises. In this case, the researcher was required to analyze all of the six cognitive levels of the revised Bloom's taxonomy by categorizing them into C1, C2, C3, C4, C5, and C6 level exercises.

1) Chapter III

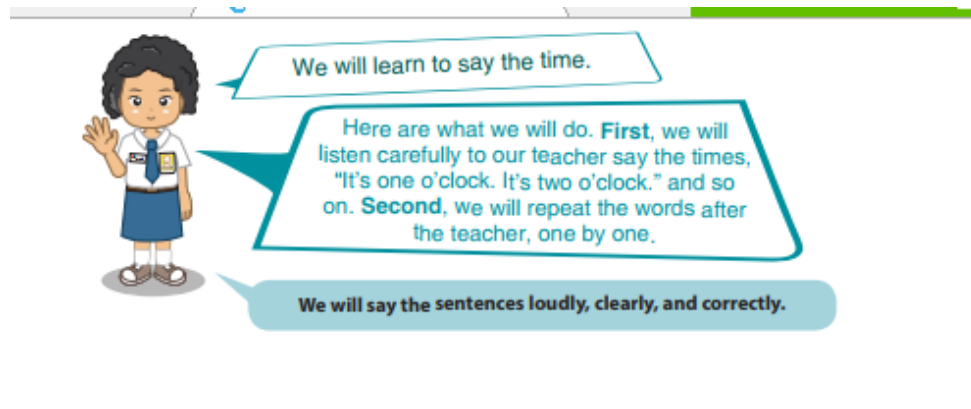
The first chapter being analyzed is chapter III. This chapter has topic name 'What Time is It?'. The exercises on this chapter cover all the six cognitive levels (C1, C2, C3, C4, C5, and C6). The explanation of each cognitive level involved in Chapter III is presented below.

a) C1 Remembering

In this chapter there are found 13 number of C1 remembering exercises those are 1, 2, 4, 7, 9, 12, 14, 21, 23, 25, 26, 28, and 32. Those exercises are covered in various exercises types; one of them is the

exercise of listening and repeating the material about time spoken by the teacher. It is stated on page 38 as presented on the following picture.

Figure 4.1 Example of C1 Exercise on Chapter III



In this exercise the students are asked to listen and repeat the material about time spoken by the teacher. Listen and repeat exercise leads the students to automatically do remembering activity. In this case the students are required to retrieve and remember the information given by the teacher. After that, the result of their remembering is shown by the spoken activity through repeating after their teacher. Considering the instruction characteristic of the exercise, it can be concluded that this exercise is C1 cognitive level exercise.

b) C2 Understanding

In this chapter there are found 5 number C2 understanding exercises those are 18, 19, 29, 30, and 31. Those exercises are covered in various exercises types; one of them is the exercise of handwriting the interview

result on the table which is stated on page 46 as presented on the following picture.

Figure 4.2 Example of C2 Exercise on Chapter III



The picture shows that the students are asked to interview in pair. After that they should handwrite the interview result on the table. This exercise belongs to C2 because the students are required to construct and explain the information they got from previous exercise in written form. In order to do this activity they have to understand the information that have been retrieved from interview. Therefore this exercise is regarded as C2.

c) C3 Applying

In this chapter there are found 6 number of C3 applying exercises those are 3, 8, 13, 17, 24, and 34. Those exercises are covered in various exercises types; one of them is the exercise of drawing the hands of clock which can be seen on page 39 as presented on the following picture.

Figure 4.3 Example of C3 Exercise on Chapter III



The picture shows that the exercise requires the students to apply activity after they repeat after the teacher the material dealing with time. The instruction states the students to draw the hands of clock. This exercise leads the students to understand the meaning or content dealing with time then interpret their understanding by applying activity of drawing the hands of the clock, thus it belongs to C3.

d) C4 Analyzing

In this chapter there are found 3 number of C3 analyzing exercises those are 5, 22, and 27. Those exercises are covered in various exercises types; one of them is the exercise of handwriting the meals time of all group members which can be seen on page 40 as presented on the following picture.

Figure 4.4 Example of C4 Exercise on Chapter III

make a table of our meal times in our notebooks. **Then**, each one of us will handwrite to tell the meal times of everybody in our group in our notebooks. **Finally**, each of us will tell the meal times of everybody in our groups to the class, orally.

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

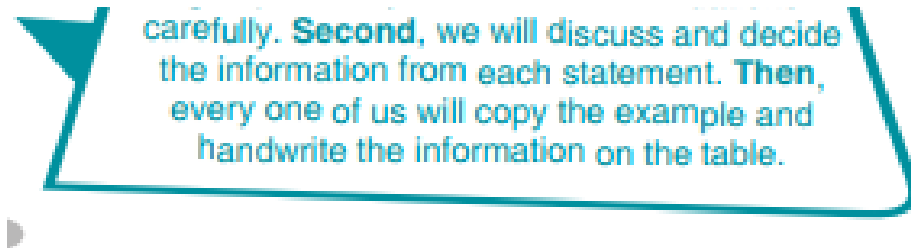
No.	Name	Breakfast Time	Lunch Time	Dinner Time
	Beni	06.00 in the morning	01.00 in the afternoon	07.00 in the evening
1.				
2.				

The instruction on the picture shows that the students are required to do handwriting activity based on the information retrieved from the group members. The information is the meals time of all group members. This exercise leads the students to organize the information they retrieved from different friends into written form. In this case they are analyzing the information, thus this exercise belongs to C4.

e) C5 Evaluating

In this chapter there are found 2 number of C5evaluating exercises those are 10 and 15. Those exercises are covered in various exercises types; one of them is the exercise of discussing and deciding the information from each statement which can be seen on page 43 as presented on the following picture.

Figure 4.5 Example of C5 Exercise on Chapter III

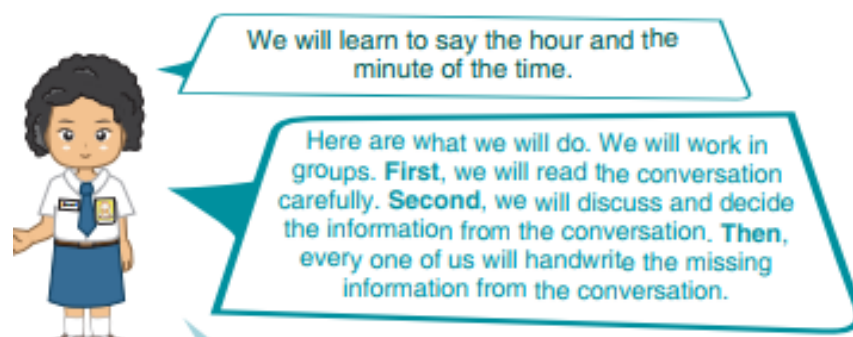


The picture shows that the students are asked to discuss and decide the information from the conversation. In discussing and making decision students need considering or judging based on specific criteria or characteristics. These activities actually correspond to C5.

f) C6 Creating

In this chapter there are found 5 number of C6 creating exercises those are 10 and 15. Those exercises are covered in various exercises types; one of them is the exercise of telling the meals time of all group members orally which can be seen on page 45 as presented on the following picture.

Figure 4.6 Example of C6 Exercise on Chapter III



The exercise of C6 is shown by the activity of handwriting the missing information. This activity is regarded as C6 it leads the students to create a written text by reorganizing information they have retrieved on the previous exercise, therefore it belongs to C6.

The distribution of cognitive levels on chapter III is presented on the following table.

Table 4.1 Cognitive Level Analysis on Chapter III

No.	Cognitive Level	Example	Exercises Number	Total Items
1.	C1 (Remembering)	Listen and Repeat the material about time spoken by the teacher	1, 2, 4, 7, 9,12,14, 21, 23, 25, 26, 28, 32	13
2.	C2 (Understanding)	Handwrite the interview result on the table	18, 19, 29, 30, 31	5
3.	C3 (Applying)	Draw the hands of clock	3, 8, 13, 17, 24, 34	6
4.	C4 (Analyzing)	Handwrite the meals time of all group members	5, 22, 27	3
5.	C5 (Evaluating)	Discuss and decide the information from each statement.	10, 15	2
6.	C6 (Creating)	Tell the meals time of all group members orally	6, 11, 16, 20, 33	5
	Total Exercises			34

Chapter III contains 34 exercises. Those exercises cover the six cognitive levels consisting of C1, C2, C3, C4, C5, and C6. The exercises of this chapter are dominated by C1 (remembering) with the total exercises 13 items. The second dominating one is C3 (applying). It covers 6 exercises. C2 and C6 at the same time hold the third dominating level with 5 exercises. Precisely under the third one there is C4 level which covers 3 exercises. Meanwhile C5 holds the least dominating level since it covers 2 exercises only.

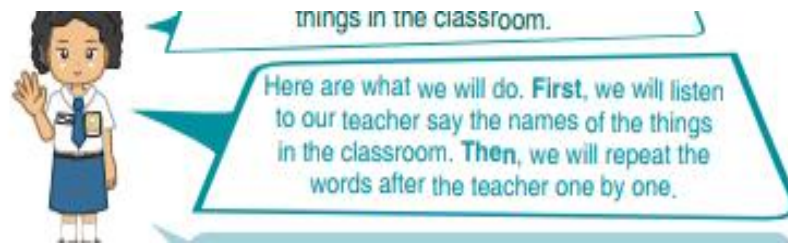
2) Chapter IV

The second being analyzed is chapter IV. The topic of this chapter is 'This is My World'. The exercises presented on this chapter actually do not cover all the six cognitive levels. This chapter states all the cognitive level exercises except C4. The explanation of each cognitive level in this chapter can be seen below.

a) C1 Remembering

In this chapter there are found 18 numbers of C1 remembering exercises those are 1, 5, 6, 10, 14, 15, 19, 22, 25, 28, 29, 32, 33, 34, 37, 40, 43, and 46. Those exercises are covered in various exercises types; one of them is the exercise of listening and repeating the material spoken by the teacher which can be seen on page 60 as presented on the following picture.

Figure 4.7 Example of C1 Exercise on Chapter IV

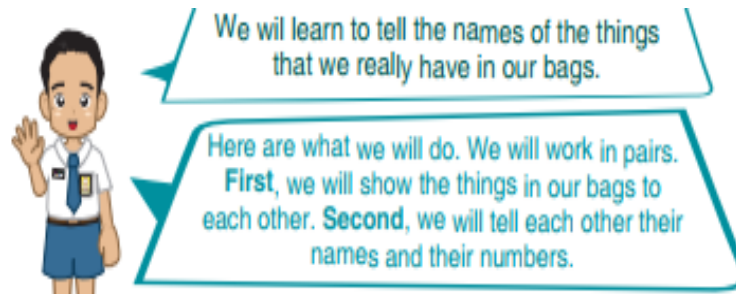


As seen on the picture, this exercise requires the students to listen and repeat the material spoken by the teacher. Listening and repeating activities actually engage the students to remember as well. Remembering itself corresponds to C1 level of revised Bloom's Taxonomy.

b) C2 Understanding

In this chapter there are found 2 numbers of C2 understanding exercises those are 7 and 11. Those exercises are covered in various exercises types; one of them is the exercise of telling the names and the number of the things each other which can be seen on page 63 as presented on the following picture

Figure 4.8 Example of C2 Exercise on Chapter IV

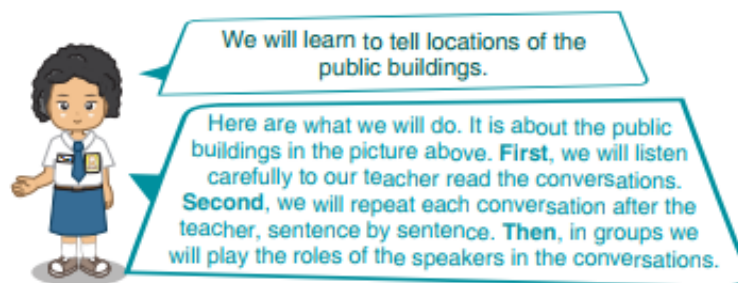


C2 level can be found on the activity in which the students are asked to tell the names and the number of the things each other. This exercise leads the students to do explanation activity which corresponds to C2.

c) C3 Applying

In this chapter there is found 1 number of C3 applying exercise that is 16. This exercise is covered in exercise of playing role the conversation in group which can be seen on page 67 as presented on the following picture

Figure 4.9 Example of C3 Exercise on Chapter IV

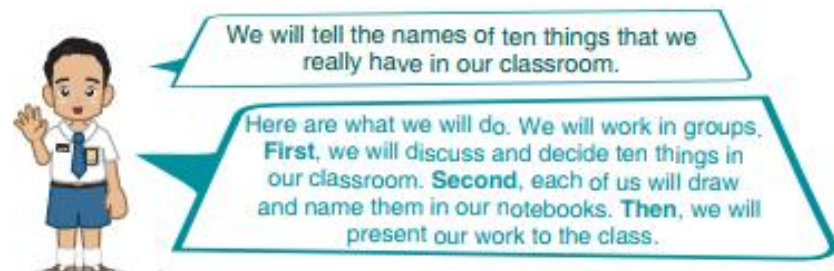


Based on the instruction stated on the picture, the students are asked to work in group to do play role the conversation on the textbook. Role play requires the students to conduct or demonstrate specific procedure or implementation. Therefore it corresponds to C3.

d) C5 Evaluating

In this chapter there are found 2 numbers of C5evaluating exercises those are 2 and 3. Those exercises are covered in various exercises types; one of them is the exercise of discussing and deciding ten things in the classroom which can be seen on page 61 as presented on the following picture

Figure 4.10 Example of C5 Exercise on Chapter IV

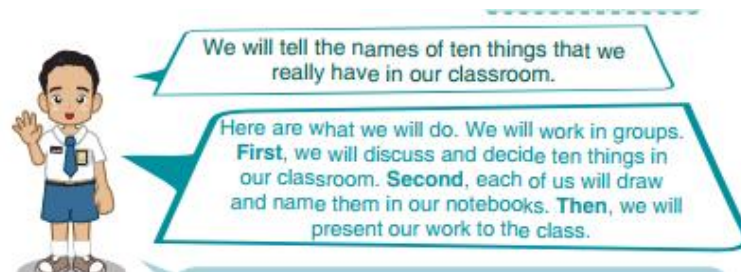


C5 exercise can be seen on the activities of discussing and deciding ten things in the classroom. This exercise belongs to C5 because in discussing and making decision students need to consider or judge based on specific criteria or characteristics. One of characteristics of C5 is the process of judgment.

e) C6 Creating

In this chapter there are found 25 numbers of C6 creating exercises those are 4, 8, 9, 12, 13, 17, 18, 20, 21, 23, 24, 26, 27, 30, 31, 35, 36, 38, 39, 41, 42, 44, 45, 47, and 48. Those exercises are covered in various exercises types; one of them is the exercise of presenting the work to the class which can be seen on page 61 as presented on the following picture

Figure 4.11 Example of C6 Exercise on Chapter IV



C6 exercise in this part is done through the activity of presenting the work to the class. It is regarded as C6 because it leads the students to create an oral production based on the material on previous exercise.

The distribution of cognitive levels on chapter VI is presented on the following table.

Table 4.2 Cognitive Level Analysis on Chapter IV

No.	Cognitive Level	Example	Exercises Number	Total Items
1.	C1 (Remembering)	Listen and repeat the material spoken by the teacher	1, 5, 6, 10, 14, 15, 19, 22, 25, 28, 29, 32, 33, 34, 37, 40, 43, 46	18
2.	C2 (Understanding)	Tell the names and the number of the things each other	7, 11	2
3.	C3 (Applying)	Play role the conversation in group	16	1
4.	C4 (Analyzing)	-	-	-
5.	C5 (Evaluating)	Discuss and decide ten things in the classroom	2,3	2
6.	C6 (Creating)	Present the work to the class	4, 8, 9, 12, 13, 17, 18, 20, 21, 23, 24, 26, 27, 30, 31, 35, 36, 38, 39, 41, 42, 44, 45, 47, 48	25
	Total Exercises			48

In chapter IV there are found 5 cognitive levels covering C1 (Remembering), C2 (Understanding), C3 (Applying), C5 (Evaluating), and C6 (Creating). C4 is not presented. This chapter is dominated by C6. Among 48 exercises 25 of them lead the students to conduct creating activities. The second dominating level is C1 which are presented on 18 exercises. On the other hand both C2 and C5 levels cover 2 exercises, while the least one covering 1 exercise is C3 level.

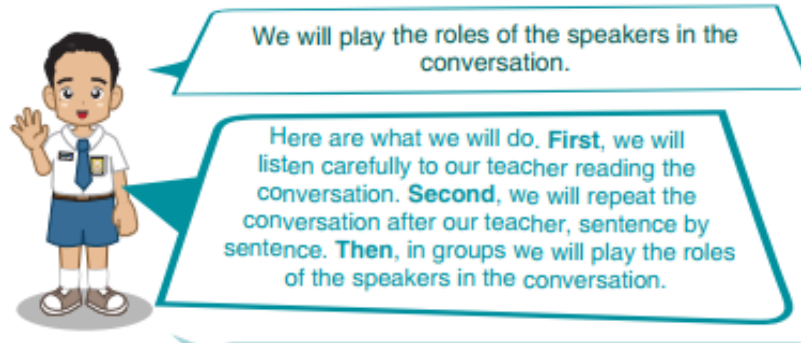
3) Chapter V

The third chapter being analyzed is chapter V. The topic of this chapter is 'Its a Beautiful Day'. The exercises presented on this chapter do not cover all the six cognitive level exercises. In this chapter is not found C2 exercise. The detail explanation of each cognitive level in this chapter is presented below.

a) C1 Level Remembering

In this chapter there are found 21 numbers of C1 remembering exercises those are 2, 3, 6, 7, 9, 12, 13, 15, 20, 23, 24, 26, 29, 30, 32, 35, 36, 38, 41, 43, and 46. Those exercises are covered in various exercises types; one of them is the exercise of listening and repeating the material spoken by the teacher which can be seen on page 101 as presented on the following picture.

Figure 4.12 Example of C1 Exercise on Chapter V

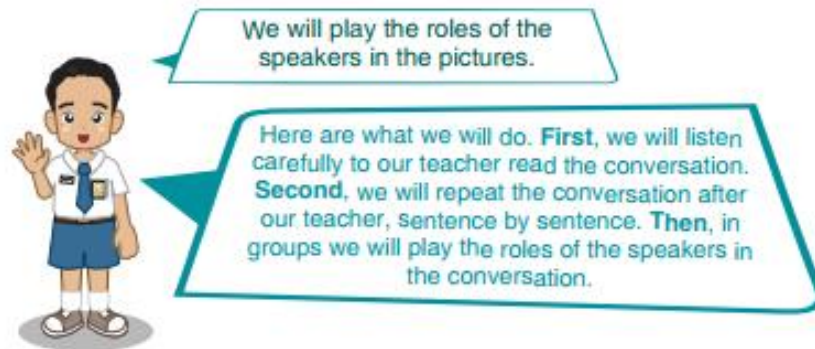


As seen on the picture, the students are asked to listen and repeat the material spoken by the teacher. Through this activities, they are engaged to the process of remembering, thus this exercise belongs to C1.

b) C3 Applying

In this chapter there are found 7 numbers of C3 applying exercises those are 1, 8, 14, 25, 31, 37, and 44. Those exercises are covered in various exercises types; one of them is the exercise of presenting the work to the class which can be seen on page 103 as presented on the following picture.

Figure 4.13 Example of C3 Exercise on Chapter V

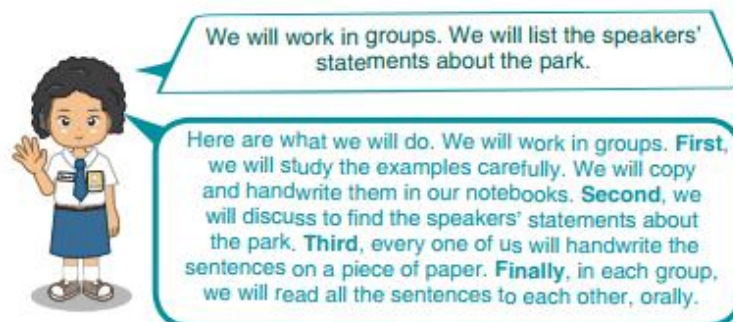


Based on the picture, there is an activity of the students are led to conduct role play activity. Role play requires the students to conduct specific procedure or implementation, it corresponds to C3.

c) C4 Analyzing

In this chapter there are found 7 numbers of C4 analyzing exercises those are 4, 10, 16, 27, 33, 39, and 47. Those exercises are covered in various exercises types; one of them is the exercise of discussing speakers' statements which can be seen on page 102 as presented on the following picture.

Figure 4.14 Example of C4 Exercise on Chapter V

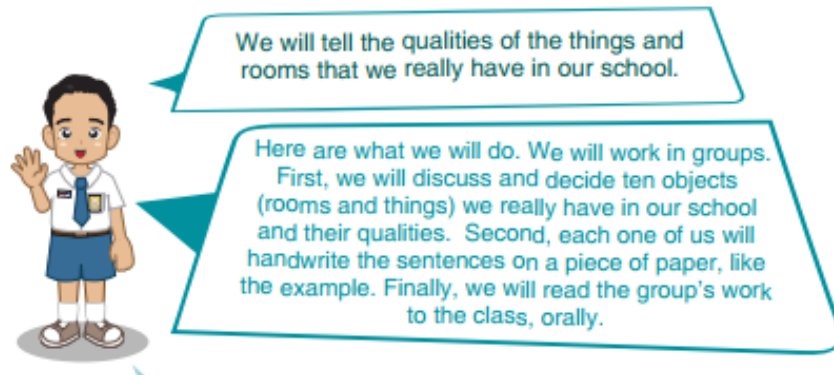


The picture shows the activity of discussing speakers' statements. Discussion speaker's statement is regarded as C4 exercise because in conducting this exercise the students are required to analyze the information in the material, therefore it belongs to C4.

d) C5 Evaluating

In this chapter there are found 4 numbers of C5 evaluating exercises those are 18, 21, 42, and 45. Those exercises are covered in various exercises types; one of them is the exercise of discussing and deciding ten objects and their qualities at school in real situation which can be seen on page 109 as presented on the following picture

Figure 4.15 Example of C5 Exercise on Chapter V



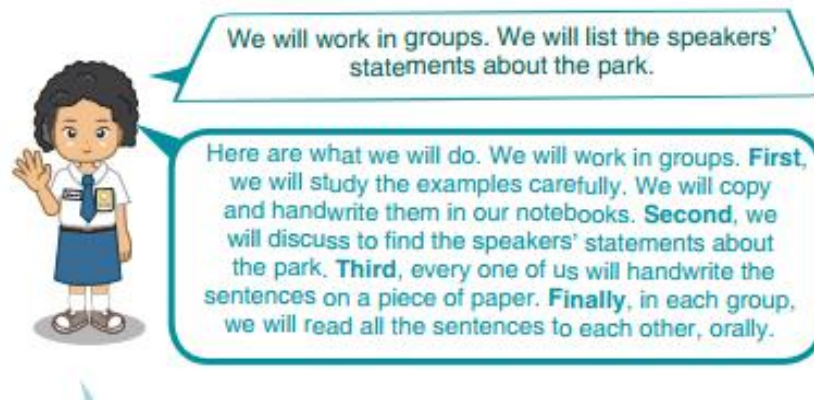
C5 exercise in this exercise is shown by the activity of discussing and deciding ten objects and their qualities at school in real situation. In discussing and making decision students need considering or judging

based on specific criteria or characteristics. Therefore this exercise belongs to C5.

e) C6 Creating

In this chapter there are found 9 numbers of C6 creating exercises those are 5, 11, 17, 19, 22, 28, 34, 40, and 48. Those exercises are covered in various exercises types; one of them is the exercise of handwriting the result of the discussion which can be seen on page 102 as presented on the following picture.

Figure 4.16 Example of C6 Exercise on Chapter V



C6 level in this page is presented through the activity of handwriting the result of the discussion which is done by the students. This exercise is regarded as C6 since the students are instructed to create a work in the form of written product based on their previous discussion. In fact, creating activity belongs to C6.

The distribution of cognitive levels on chapter V is presented on the following table.

Table 4.3 Cognitive Level Analysis on Chapter V

No.	Cognitive Level	Example	Exercises Number	Total Items
1.	C1 (Remembering)	Listen and repeat the material spoken by the teacher	2, 3, 6, 7, 9, 12, 13, 15, 20, 23, 24, 26, 29, 30, 32, 35, 36, 38, 41, 43, 46	21
2.	C2 (Understanding)	-	-	-
3.	C3 (Applying)	Role play	1, 8, 14, 25, 31, 37, 44	7
4.	C4 (Analyzing)	Discuss speakers' statements	4, 10, 16, 27, 33, 39, 47	7
5.	C5 (Evaluating)	Discuss and decide ten objects and their qualities at school in real situation	18, 21, 42, 45	4
6.	C6 (Creating)	Handwrite the result of the discussion	5, 11, 17, , 19, 22, 28, 34, 40, 48	9
	Total Exercises			48

This chapter contains 48 exercises. In this chapter there is not found C2 exercise. The existing levels are C1 (Remembering), C3 (Applying), C4 (Analyzing), C5 (Evaluating), and C6 (Creating) in which C1 becomes the most dominating one with 21 exercises. C6 is the second dominating which covers 10 exercises. In sequent the three least dominating are C4 covering 8 exercises, C3 covering 6 exercises, and C5 covering 3 exercises.

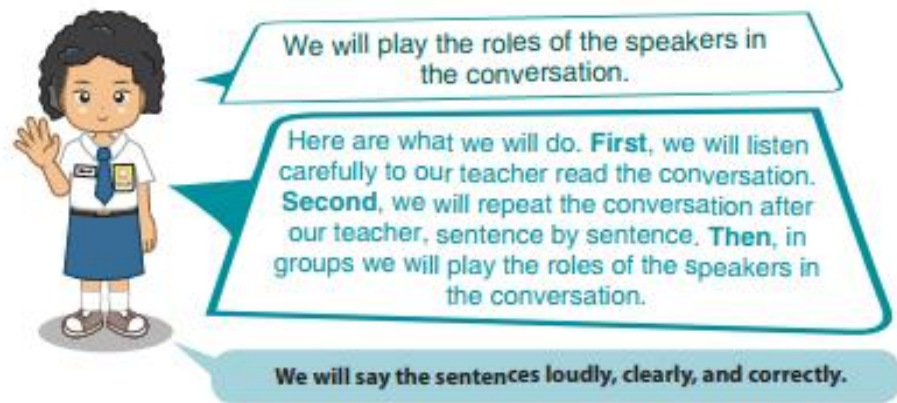
4) Chapter VI

The last chapter being analyzed is Chapter VI. The topic of this chapter is 'We Love What We Do'. Among all the chapters, this chapter contains the fewest exercises those are 32 exercises. All the six cognitive levels are covered in this chapter. The detail explanation of each level on this chapter is stated below.

a) C1 Remembering

In this chapter there are found 9 numbers of C1 remembering exercises those are 1, 3, 9, 13, 18, 19, 23, 24, and 27. Those exercises are covered in various exercises types; one of them is the exercise of listening and repeating the material spoken by the teacher which can be seen on page 128 as presented on the following picture.

Figure 4.17 Example of C1 Exercise on Chapter VI

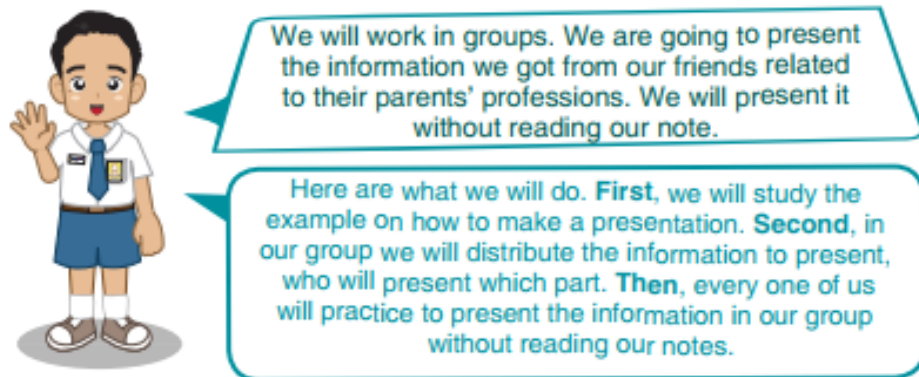


C1 exercise is done through the activities of listening and repeating the material spoken by the teacher. This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1.

b) C2 Understanding

In this chapter, there are found 3 numbers of C2 understanding exercises those are 6, 15, and 20. Those exercises are covered in various exercises types; one of them is the exercise of studying how to make presentation about job of friends' parents' which can be seen on page 132 as presented on the following picture.

Figure 4.18 Example of C2 Exercise on Chapter VI

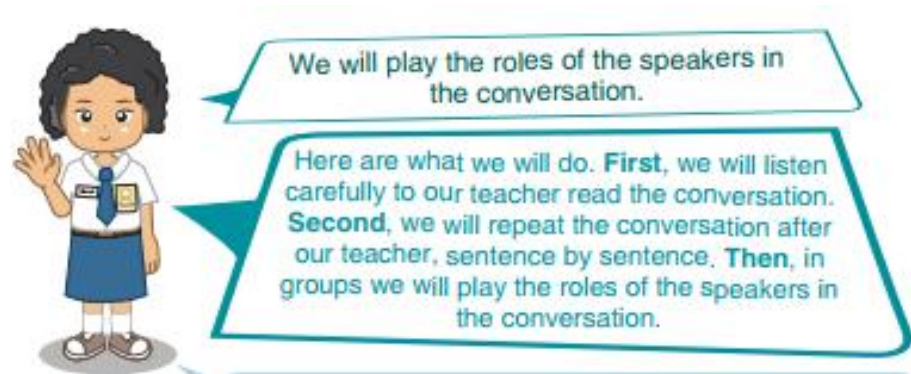


C2 deals with the process of understanding. In this exercise the process of understanding is manifested by the process of studying the material about how to make presentation about job of friends' parents'. In addition this exercise leads the students to interpret the material stated on the book, thus it belongs to C2.

c) C3 Applying

In this chapter there are found 5 numbers of C6 creating exercises those are 2, 4, 10, 14, and 28. Those exercises are covered in various exercises types; one of them is the exercise of role playing which can be seen on page 128 as presented on the following picture.

Figure 4.19 Example of C3 Exercise on Chapter VI

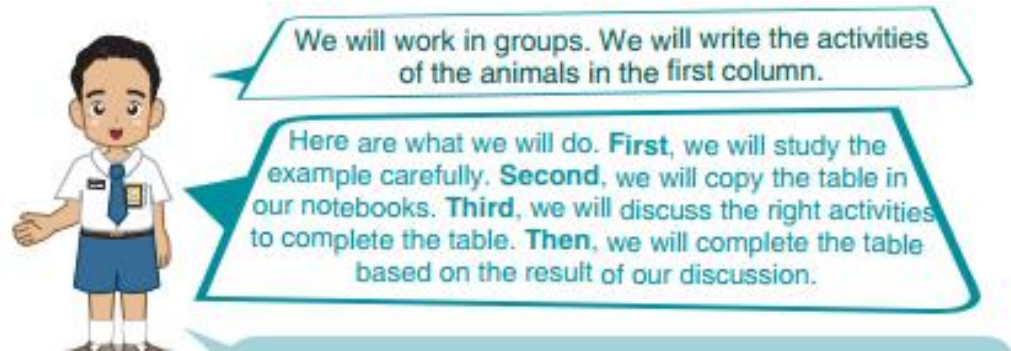


In this exercise C3 is manifested in role play. Role play is regarded as C3 because it requires the students to conduct specific procedure or implementation. In this case the students are automatically engaged in applying process. Thus Procedure and implementation actually deal with the characteristics of C3.

d) C4 Analyzing

In this chapter there are found 4 numbers of C6 creating exercises those are 21, 25, 29, and 31. Those exercises are covered in various exercises types; one of them is the exercise of Discuss about animal exercises which can be seen on page 142 as presented on the following picture.

Figure 4.20 Example of C4 Exercise on Chapter VI



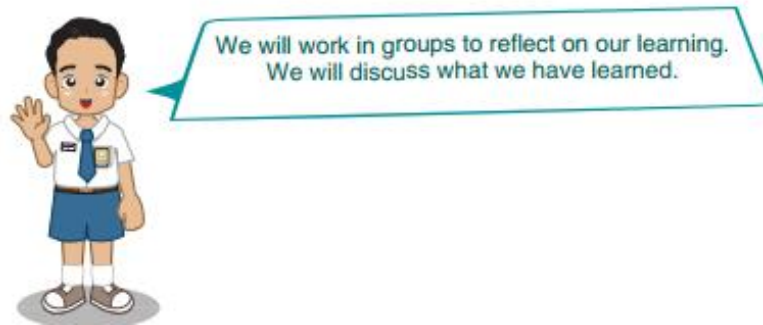
C4 is manifested in the process of Discussion about animal activities.

This exercises regarded as C4 since it leads the students to analyze the information stated on the textbook. In discussion process the students may do reviewing and questioning each other.

e) C5 Evaluating

In this chapter there are found 3 numbers of C5 evaluating exercises those are 8, 11, and 17. Those exercises are covered in various exercises types; one of them is the exercise of discussing what have been learnt together which can be seen on page 140 as presented on the following picture.

Figure 4.21 Example of C5 Exercise on Chapter VI

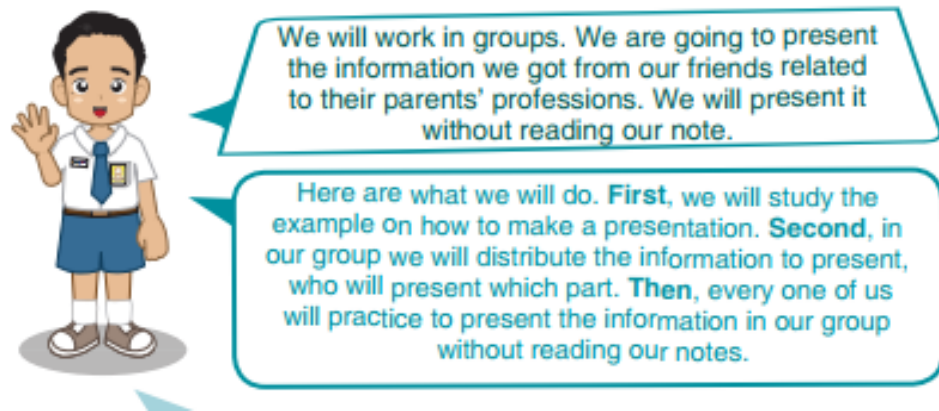


As seen on the picture, there is an instruction of doing reflection or discussing about what have been learnt. Reflection actually deals with looking backward at what have been conducted. In this case the students are led to review the previous processes with the details such as the material that have been learnt and to what extent the students retrieved the material. These processes require the students to make an evaluation or judgment, therefore it belongs to C5.

f) C6 Creating

In this chapter there are found 8 numbers of C6 creating exercises those are 5, 7, 12, 16, 22, 26, 30, and 32. Those exercises are covered in various exercises types; one of them is the exercise of Write the answer of job of friends' parents' which can be seen on page 132 as presented on the following picture

Picture 4.22 Example of C6 Exercise on Chapter VI



On the picture, it is stated the instruction of presenting information. In this case before presenting the information, the students are given chance to prepare what will they present. They make preparation based on the information that they have collected. The information then is created and presented orally by the students. Since the students are creating oral product through their presentation, thus this exercise belongs to C6.

The distribution of cognitive levels on chapter III is presented on the following table.

Table 4.4 Cognitive Level Analysis on Chapter VI

No.	Cognitive Level	Example	Exercises Number	Total Items
1.	C1 (Remembering)	Listen and repeat the material spoken by the teacher	1, 3, 9, 13, 18, 19, 23, 24, 27	9
2.	C2 (Understanding)	Study how to make presentation about job of friends' parents'	6, 15, 20	3
3.	C3 (Applying)	Role play	2, 4, 10, 14, 28	5
4.	C4 (Analyzing)	Discuss about animal exercises	21, 25, 29, 31	4
5.	C5 (Evaluating)	Discuss what have been learnt together	8, 11, 17	3
6.	C6 (Creating)	Write the answer of job of friends' parents'	5, 7, 12, 16, 22, 26, 30, 32	8
Total Exercises				32

Chapter VI contains 32 exercises. Among all those exercises C1 becomes the most dominating one since it is presented by 9 exercises. C6 becomes the second dominating level with 8 exercises, C3 is the third dominating level with 5 exercises, and C4 is the next dominating level with 4 exercises. Meanwhile C2 and C5 at the same time become the least dominating level with 3 exercises.

b. The Manifestation Percentage of Cognitive Level Exercises on The Textbook

After analyzing the textbook, the researcher found that the most dominating cognitive level among 162 exercises on the textbook, is C1 (remembering) level. It covers 61 exercises . On the other hand C6 (creating) level achieve the second dominating cognitive level. It covers 47 exercises. Meanwhile, C3 (applying) covers 19 exercises, C4 (analyzing) covers 14 exercises , C5 (evaluating) covers 11 exercises, C2 (understanding) covers 10 exercises.

Table 4.5 Frequency of Cognitive Level Exercises on The Textbook

No.	Chapter	Cognitive Level						Total
		C1	C2	C3	C4	C5	C6	
1.	Chapter: III What Time is It?	13	5	6	3	2	5	34
2.	Chapter: IV This is My World	18	2	1	-	2	25	48
3.	Chapter: V It's a Beautiful Day	21	-	7	7	4	9	48
4.	Chapter: VI We Love What We Do	9	3	5	4	3	8	32
Total		61	10	19	14	11	47	162

Based on the data presented on the tables, it can be seen that all the cognitive levels of revised Bloom's Taxonomy are covered in the textbook

exercises. Each of the cognitive levels is brought within the exercises stated on the textbook.

The example of C1 (Remembering) is represented on chapter III, page 38, exercise 1. In this part the students are asked to listen and repeat the material about time spoken by the teacher. This activity is classified as C1 because it leads the students to remember the material. Remember is one of keywords of C1.

C2 (understanding) can be seen on the exercise on chapter IV, page 63, exercise 7. This exercise leads the students to do explanation which requires the understanding toward the concept being learnt. Therefore it belongs to C2.

One of exercises containing C3 (applying) is represented on the chapter IV, page 67, exercise 16. This exercise leads the students to play role the conversation in group. Actually, playing role requires the students to conduct specific procedure or implementation, it corresponds to C3.

C4 exercise is represented on the chapter V, page 102, exercise 4. This exercise leads the students to discuss speakers' statements. In discussing the students need to analyze the information dealing with the material, therefore it belongs to C4.

The exercise of C5 can be seen on the chapter V, page 110 exercise 21. In this part the students are asked to discuss and decide ten objects and their qualities at students' house in real situation. In discussing and making

decision students need considering and making judgment based on specific criteria or characteristics. Therefore this exercise belongs to C5.

C6 exercise can be seen on the chapter VI, page 130 exercise 5. In this exercise the students are asked to write the answer dealing with job of friends' parents. It can be seen that the students are led to create a written product, thus it belongs to C6.

Both the manifestation percentage of LOTS and HOTS exercises are presented on the following table.

Table 4.6 The Manifestation Percentage of LOTS and HOTS Item Exercises

No.		Cognitive Level	Total Exercises	Percentage	Total
1.	LOTS	C1 (Remembering)	61	37.7%	55.6%
2.		C2 (Understanding)	10	6.2%	
3.		C3 (Applying)	19	11.7%	
4.	HOTS	C4 (Analyzing)	14	8.6%	44.4%
5.		C5 (Evaluating)	11	6.8%	
6.		C6 (Creating)	47	29%	
					100%

After analyzing the exercises of the six cognitive levels, there is found the manifestation percentage of the LOTS and HOTS item exercises. LOTS item exercises cover 37.7% of C1, 6.2% of C2, and 11.7% of C3. On the other

hand, HOTS item exercises are presented on the textbook which cover 8.6% of C4, 6.8% of C5, and 29% of C6. In addition, it is found that the exercises on the textbook are more dominated by LOTS (C1, C2, and C3) than HOTS (C4, C5, and C6). All of them are distributed with various percentages with the total percentage 55.5 % of LOTS which is dominated by C1 and 44.4 % of HOTS which is dominated by C6.

B. Discussion

Based on the analysis of collected data, it is found that the material on the textbook entitled Bahasa Inggris *When English Rings a Bell for SMP/ MTS Kelas VII* is dominated by LOTS (Lower Order Thinking Skills) especially C1 (remembering). It can be seen on the table that 61 exercises are remembering. It appears so frequent with 37.7% exercises.

Meanwhile, 10 exercises are included in understanding level. It means that 6.2% exercises engage the students to construct meaning from oral, written, and graphic messages through interpreting, comparing and explaining.

The last LOTS level namely applying covers 19 exercises with 11.7% frequency percentage. This cognitive level employs the students to execute, or implement some procedure.

However, HOTS which cover three upper cognitive levels cover 44.4% of 162 exercises. 8.6 % of them, meaning 14 exercises, engage the students to break material into constituent parts, determine how the parts relate to one another and

to an overall structure or purpose through differentiating, organizing, and attributing. These are the characteristics of analyzing level.

On the other hand, 6.8% exercises are regarded as evaluating level. 11 exercises lead the students to give judgments based on specific criteria and standards through checking and criticizing. Here, the students are encouraged to state decision or opinion dealing with something by considering information stated on the textbook. Meanwhile, creating level occupies 29% out of all the exercises. It covers 47 exercises that lead the students to form or create some product.

Higher order thinking skills refer to the upper three cognitive levels of revised Bloom's Taxonomy. Actually, these cognitive levels consist of six cognitive levels, those are as follows:

- a. Remembering (C1), retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- b. Understanding (C2), constructing meaning from oral, written, and graphic messages through interpreting, comparing and explaining.
- c. Applying (C3), carrying out using a procedure through executing, or implementing.
- d. Analysis (C4), breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- e. Evaluation (C5), making judgments based on criteria and standards through checking and criticizing.

- f. Creating (C6), putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. (Anderson and Krathwohl, 2001).

Considering the theory of revised Bloom's Taxonomy proposed by Anderson and Krathwol which cover C1, C2, C3, C4, C5, and C6, it can be concluded that the result of the research is in accordance with the theory. Based on the finding, it is found that the exercises on the textbook contain the characteristics of cognitive level of revised Bloom's Taxonomy.

The result of this research is in line with the research which was conducted by Atiullah (2019). The research shows that the exercises stated on the textbook being analyzed are dominated by remembering level. It employs 134 items whereas higher order thinking skills are only found in 24 out of 158 items.

Another research claims the same result. The research which was conducted by Al Raqqad (2018) shows that the exercises being analyzed were dominated by LOTS which covers 79 questions, while 35 questions looked at the higher level of thinking processes (analysis, synthesis, and evaluation).

However, the research conducted by Febrina (2019), has different finding. The result shows that the most dominant level in the textbook being analyzed was Higher Order Thinking Skills (HOTS). It was 66.8%, while it was 33.4% for Lower Order Thinking Skills (LOTS).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis the researcher made conclusion that referred to the problem formulation. Based on the research result it can be concluded that both LOTS and HOTS are manifested on the textbook exercises. However, the manifestation of HOTS on the textbook entitled *Bahasa Inggris: When English Rings Bell for SMP/ MTS Kelas VII* did not dominate the exercises presented on the textbook. Indeed, the exercises of the textbook were dominated by LOTS.

By analyzing the exercises on the textbook based on the revised Bloom's Taxonomy the researcher found both LOTS and HOTS manifestation. The percentage of LOTS exercises is 55.6%, while the percentage of HOTS is 44.4%. Within 162 exercises HOTS are involved in 72 exercises which spread on all the chapters being analyzed. The HOTS exercises consist of 8.6% C4 (analyzing), 6.8 % C5 (evaluating), and 29% C6 (creating). Meanwhile, LOTS exercises consist of 37.7% C1, 6.2% C2, and 11.7% C3.

In addition, there are two cognitive levels which are not covered in all chapters, those are C2 and C4. C2 which is involved in LOTS is not found in chapter V. On the other hand, all HOTS cognitive levels are found in all the chapters which are analyzed except C4 which is not involved in chapter IV.

B. Suggestion

Considering the result of the research, there are some suggestions that can be offered by the researcher.

a. For English teacher

Since C4 is not presented on chapter IV, it is suggested for English teacher to provide chapter IV of the textbook with additional material that provides C4 exercises. Therefore, HOTS can be well covered.

b. For the book writer

The textbook is dominated by LOTS, therefore it is suggested for the book writer to improve the textbook with more HOTS exercises. It is because HOTS now become very important to be developed education.

c. For the next researcher

For the next researcher it is suggested to make any research which not only concerns on finding how HOTS are manifested but also on providing the necessary improvement for textbook in order to make sufficient coverage of HOTS exercises.

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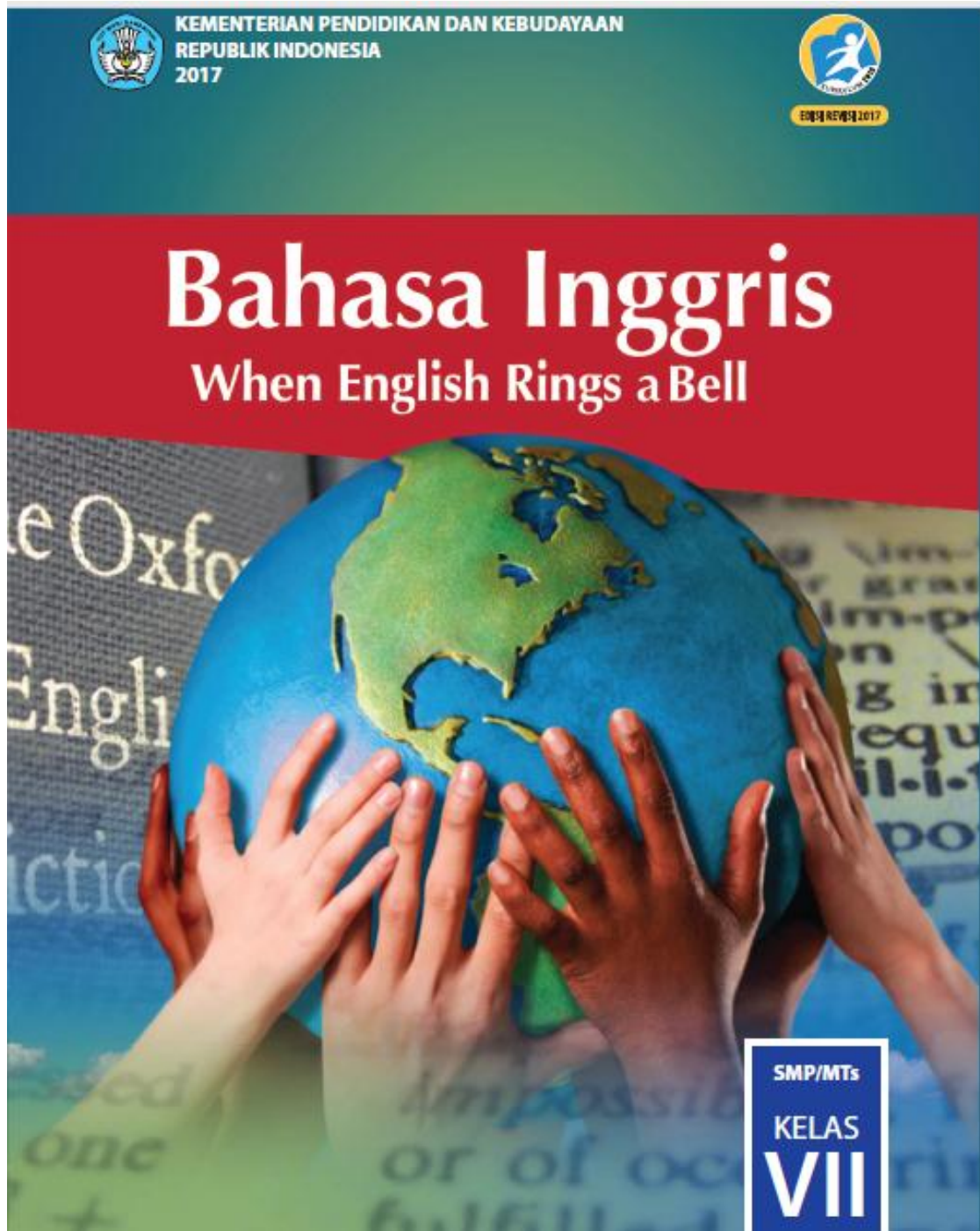
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Chapter

What Time Is It?



We will learn:

- to tell the time,
- to tell the date,
- to tell the day,
and
- to tell the month



Observing and asking questions



We will learn to say the time.

Here are what we will do. First, we will listen carefully to our teacher say the times, "It's one o'clock. It's two o'clock." and so on. Second, we will repeat the words after the teacher, one by one.

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



Observing and asking questions



We will tell Beni's meal times everyday, orally.

Here are what we will do. First, we will listen carefully to our teacher say the sentences. Second, we will repeat the sentences after the teacher, one by one. Then, we will draw the hands of the clock to show the times.

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



It is six o'clock in the morning. It's time for breakfast! I have breakfast at six o'clock in the morning.



It is one o'clock in the afternoon. It's time for lunch! I have lunch at one o'clock in the afternoon.



It is seven o'clock in the evening. It's time for dinner! I have dinner at seven o'clock in the evening.



Collecting information



We will tell the class the meal times of everybody in our groups.

Here are what we will do. We will work in groups. First, we will repeat the example to tell Benny's meal times after the teacher. Second, we will make a table of our meal times in our notebooks. Then, each one of us will handwrite to tell the meal times of everybody in our group in our notebooks. Finally, each of us will tell the meal times of everybody in our groups to the class, orally.

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

No.	Name	Breakfast Time	Lunch Time	Dinner Time
	Beni	06.00 in the morning	01.00 in the afternoon	07.00 in the evening
1.				
2.				
3.				
4.				
5.				

Beni has breakfast at six o'clock in the morning. He has lunch at one o'clock in the afternoon. He has dinner at seven o'clock in the evening.

Observing and asking questions



We will learn to tell what Edo does on one Sunday.

Here are what we will do. We will work in groups. First, we will listen and repeat after the teacher to read each activity carefully. Second, we will draw the hands of the clock to show each time.

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



It is Sunday. It is **five o'clock in the morning**. Edo gets up and takes a bath.



It is **eight o'clock in the morning**. Beni, Udin, and Edo fly kites. They have lots of fun.



It is **half past one in the afternoon**. Edo goes to the library with Udin and Beni. They love reading books.



Collecting information



What does Edo do on one Sunday? We will
handwrite the information in a table.

Here are what we will do. We will work in
groups. First, we will read the situations
carefully. Second, we will discuss and decide
the information from each statement. Then,
every one of us will copy the example and
handwrite the information on the table.

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

No	Morning/Afternoon/	Time	Activities	Additional Information
1.	In the morning	05.00	Edo gets up and takes a bath.	-
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Observing and asking questions



We will learn to tell what we usually do on Sunday.

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

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

Hi, Lina. What do you usually do on Sunday morning?

On Sunday morning, I usually go to the park with my family.

What time do you go to the park with your family?

I usually go there at 07.00 in the morning.

I usually go the traditional market with my father.

What about you, Dayu? What do you usually do on Sunday morning?

Oh, really? What time do you usually go there?

About 06.30 in the morning. The vegetables are still fresh at that time. You should go there.

Sure, I'll tell my Mom about it.

Collecting information



We will learn to say the hour and the minute of the time.

Here are what we will do. We will work in groups. First, we will read the conversation carefully. Second, we will discuss and decide the information from the conversation. Then, every one of us will handwrite the missing information from the conversation.

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

On _____ Lina and her family go _____
They usually go there at _____

On _____ Dayu and her family go to _____
They usually go there at _____

Collecting information



We will find out and tell our daily activities and the daily activities of one classmate.

Here are what we will do. First, we will work in pairs. Second, we will interview each other to know what we usually do every day, and the time we do each activity. Then, we will put the information in the table.

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

You			Your Friend		
No.	Time	Activities	No.	Time	Activities
1.	05:00	wake up	1	04:30	wake up
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Collecting information

We will report our findings in good sentences.

Here are what we will do. First, we will study the example carefully. Second, we will make sentences about our daily activities. Then, we will handwrite it on our notebooks.

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

Example:

I usually wake up at five o'clock in the morning. My friend usually wakes up at half past four in the morning.

Observing and asking questions



This is the calendar of 2016.

Here are what we will do. First, we will listen carefully to our teacher say the names of the months. Second, we will repeat the words after the teacher, one by one.

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

2016

January	February	March	April																																																																																																																																																																																																																																	
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Collecting information

We will be drilled by our teacher to say the names of months.

Here are what we will do. First, we will be drilled by our teacher how to say the name of months in different situations, orally. We must not see our notebooks. Second, our teacher will say the name of a month, and we will say the name of before and after the month. We will do it very fast.

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



August is after July.

April is before May.

After May is June.

Before November is October.



Observing and asking questions



When we learn to say the date, in writing and orally.

Here are what we will do. First, we will listen carefully to our teacher how to say the names of the numbers. Second, we will repeat the words after the teacher, one by one.

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

1 st	the first	11 th	the eleventh	21 st	the twenty first
2 nd	the second	12 th	the twelfth	22 nd	the twenty second
3 rd	the third	13 th	the thirteenth	23 rd	the twenty third
4 th	the fourth	14 th	the fourteenth	24 th	the twenty fourth
5 th	the fifth	15 th	the fifteenth	25 th	the twenty fifth
6 th	the sixth	16 th	the sixteenth	26 th	the twenty sixth
7 th	the seventh	17 th	the seventeenth	27 th	the twenty seventh
8 th	the eighth	18 th	the eighteenth	28 th	the twenty eighth
9 th	the ninth	19 th	the nineteenth	29 th	the twenty ninth
10 th	the tenth	20 th	the twentieth	30 th	the thirtieth



When is your birthday?

My birthday is in January.
It is on the twenty ninth of January.



Collecting information

We will fill in the table with the birthdays of ten classmates.

Here are what we will do. First, we will study the example. Second, we will copy and handwrite the table on our notebook. Third, we will ask ten classmates for their birthdays. Then, we will fill the table with the information we got from the interview. Finally, we will handwrite the statements about our classmates' birthdays in sentences.



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

No	Name	Birthday	Statements
1.	Beni	January 29 th	1. Beni's birthday is in January. 2. It is on the twenty ninth of January.
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Collecting information



In Indonesia, there are several National Days. We will be drilled by our teacher how to say date we celebrate them.

Here are what we will do. First, we will study again about how to say the date. Second, our teacher will say about the event. Then, we will say the month and date we celebrate it.

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

National Days in Indonesia	
April 21 st	Kartini Day
April 22 nd	Earth Day
May 1 st	Labor Day
May 2 nd	National Education Day
May 20 th	National Awakening Day
May 22 nd	Reformation Commemoration Day
June 1 st	Pancasila Day
July 22 nd	National Children Day
August 17 th	Independence Day
October 2 nd	Batik Day
October 5 th	Indonesian National Armed Forces Day
October 28 th	Youth Pledge Day
November 10 th	Heroes' Day
December 22 nd	Mother's Day



When do we celebrate Kartini Day?

Kartini Day is in April. It is on the twenty first of April.



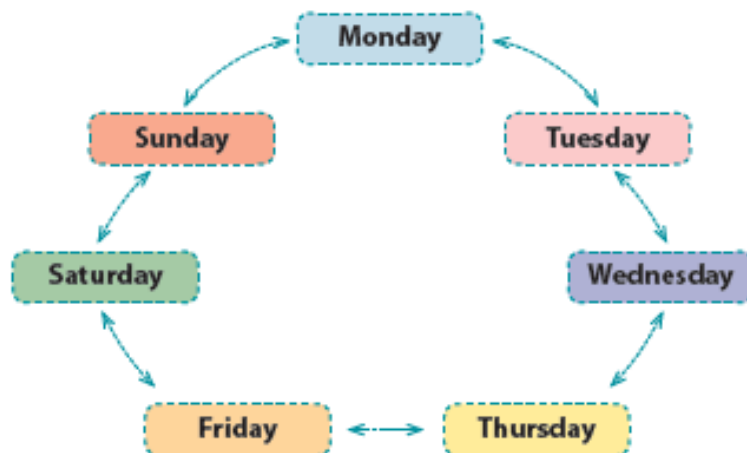
Observing and asking questions



There are seven days in a week. We will learn to say them one by one.

Here are what we will do. First, we will listen carefully to our teacher say the names of the days. Second, we will repeat the words after the teacher, one by one.

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



I like Sunday very much.
I go out with my family.
What is your favorite day?

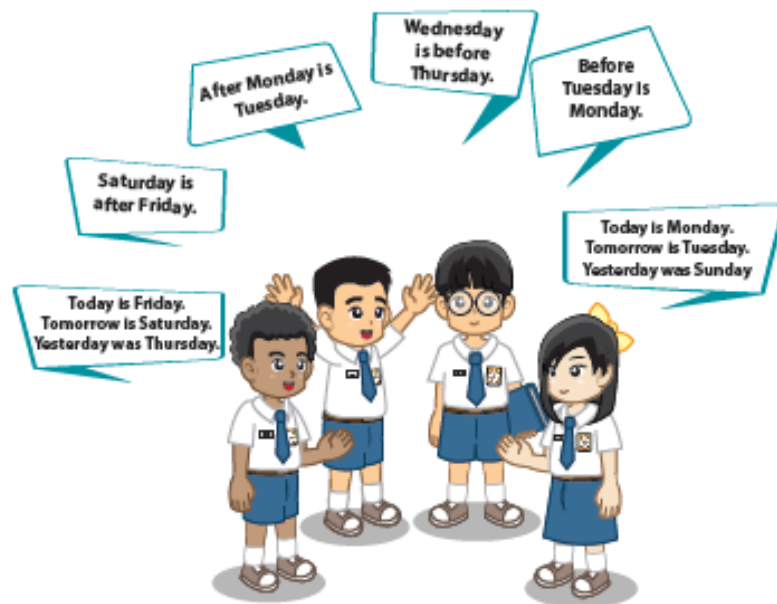
Collecting information



We will be drilled by our teacher to say the names of days.

Here are what we will do. First, we will be drilled by our teacher how to say the names of days in different situations, orally. We must not see our notebooks. Second, our teacher will say the name of a day, and we will say the name of before and after the day. We will do it very fast.

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



Associating

This is our schedule. We will learn to say the subjects one by one.

Here are what we will do. First, we will listen carefully to our teacher how to say the names of the days and the subjects on that day. Second, we will repeat the words after the teacher, one by one.

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



Monday	Tuesday	Wednesday	Thursday	Friday
English	Indonesian	Social Study	Math	Science
Math	Science	Sports	English	Indonesian
Arts	Citizenship	Religion	Science	-
Religion	Arts	Arts	Indonesian	-

Associating



We will tell about the schedule, in writing and orally.

Here are what we will do. First, we will study and copy the examples of the statements on our handbooks. Second, we will handwrite the statements for the schedule of other days. Then, we will tell the schedule orally.

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

On Monday, I learn English, Math, Arts, and Religion.

On Tuesday, I learn _____

On Wednesday, _____



Communicating



Let's play the game! This is a calendar game.

Here are what we will do. We will work in groups. We will play this game with a dice and some tokens. First, we will roll the dice. Second, we will move our token based on the numbers. Then, we have to say the name of the day and the date. The student who first reaches the end of the month will be the winner.

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
START	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	END OF THE GAME			



Chapter IV

This is My World



We will learn:
to state things,
animals, and public
places around us.



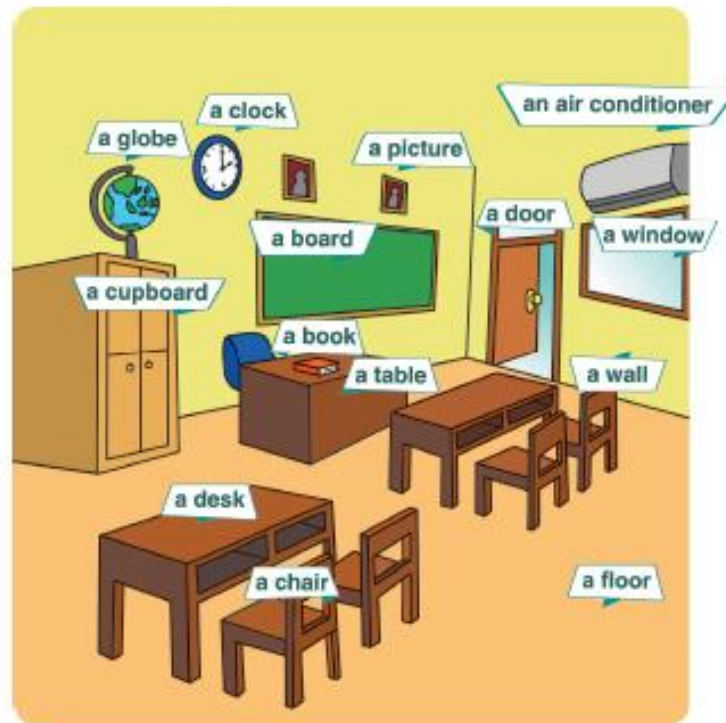
Observing and asking questions



We will learn to say the names of the things in the classroom.

Here are what we will do. First, we will listen to our teacher say the names of the things in the classroom. Then, we will repeat the words after the teacher one by one.

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



Collecting information



We will tell the names of ten things that we really have in our classroom.

Here are what we will do. We will work in groups. First, we will discuss and decide ten things in our classroom. Second, each of us will draw and name them in our notebooks. Then, we will present our work to the class.

We will use a dictionary. We will say the words loudly, clearly and correctly. If we have a problem, we will go to our teacher.

Observing and asking questions



We will learn to tell the names of the things that we often have in our bags.

Here are what we will do. First, we will listen to our teacher say the names of the things we often have in our bags. Then, we will repeat the words after the teacher, one by one.

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

two pencils

a ruler

a glue

a rubber

some books

a bottle

a lunch
box

a sharpener

a pair of scissors

Collecting information



We will learn to tell the names of the things that we really have in our bags.

Here are what we will do. We will work in pairs. First, we will show the things in our bags to each other. Second, we will tell each other their names and their numbers.

We will use a dictionary. We will say the words loudly, clearly, and correctly. If we have a problem, we will go to our teacher.



I have two rubbers. What about you? how many pens do you have?



I have three pens.

No.	Names of the things	Numbers of the things in my bag	Numbers of the things in my friend's bag
	rubber	2	3
1.			
2.			
3.			
4.			
5.			

Collecting information

We will report our findings to the class, orally.

Here are what we will do. First, we will plan what to say about each of our findings in our notebooks, like the example. Then, we will report all our findings orally to the class.

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

1. *I have two rubbers and Ruli has three rubbers.*

2. _____

3. _____

4. _____

5. *Etc.*

Collecting information



We will tell the names of the things at the dining table, their number and locations.

Here are what we will do. First, we will go around our school to identify the rooms and other facilities there, and the number of each thing. Second, we will use a dictionary to know their names. Then, we will plan what to say about each of our findings in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

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

1. We have fifteen classrooms.
2. We have one library.
3. _____
4. _____
5. _____
6. Etc.

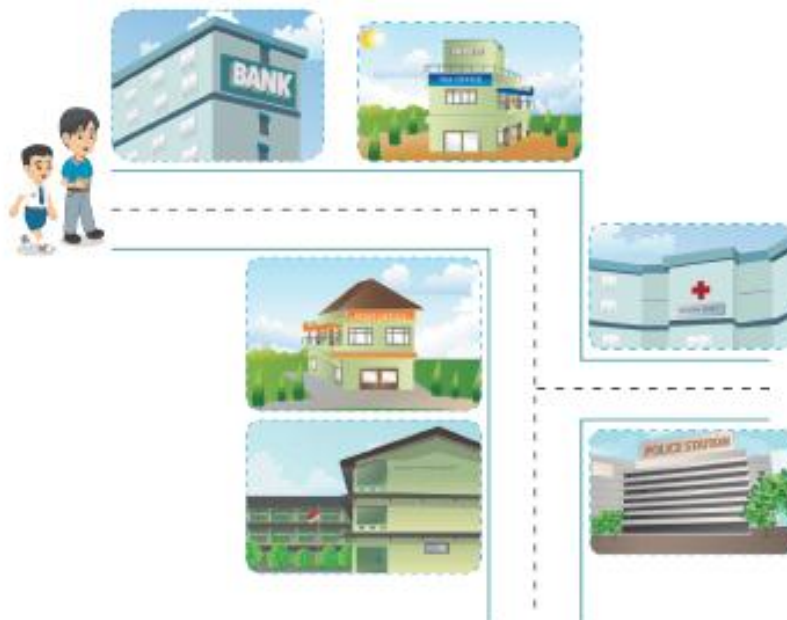
Observing and asking questions



We will learn to tell the names of public buildings.

Here are what we will do. First, we will listen to our teacher say the names of the public buildings in the picture. Then, we will repeat the words after the teacher, one by one.

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



Observing and asking questions



We will learn to tell locations of the public buildings.

Here are what we will do. It is about the public buildings in the picture above. First, we will listen carefully to our teacher read the conversations. Second, we will repeat each conversation after the teacher, sentence by sentence. Then, in groups we will play the roles of the speakers in the conversations.

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

Father : Do you see this building on the left?
 Son : Yes. What is this building?
 Father : This is a bank.
 Son : I see. This building on the left is a bank.

Son : What about that building next to the bank?
 Father : That is a post office.
 Son : I see. That building next to the bank is a post office.
 Father : Right. The bank and the post office are next to each other.

Son : And, do you know that building on the right, across from the bank and the post office?
 Father : That building is a tax office.
 Son : I know. That building on the right is a tax office.
 Father : Remember. The tax office is across from the bank and the post office.

Son : And what about that building in front of us?
 Father : That is a hospital.
 Son : Oh yeah. That building is a hospital?
 Father : Right. That building in front of us is a hospital.

Son : And, that building next to the tax office?
 Father : That is a school.
 Son : I see. So, the school is next to the tax office.
 Father : Yes, it is to the right of the tax office.

Son : And, what about that building across from the school, on the corner?
 Father : That building is a police station.
 Son : I see. So, the police station is across from the school.
 Father : Right. It is on the corner, across from the hospital, too.

Observing and asking questions



We will learn to tell locations of the public buildings.

Here are what we will do. It is, again, about the same buildings in the picture above. First, we will plan what to say about each building in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

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

1. The bank is on the left, next to the post office, across from the tax office.
2. The post office is next to the bank, across from the tax office.
3. The tax office _____
4. The school _____
5. The hospital _____
6. The police station _____

Observing and asking questions



We will tell the names of the public buildings and other facilities in our town or villages and their locations.

Here are what we will do. First, we will go around our town or villages to identify the buildings and other facilities there. We will include other buildings, such as a mosque, a church, etc. We will also tell their numbers. Second, we will plan what to say about each of our findings in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

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

1. There are two banks in my village. Bank Se-roja and Bank Nasional.
2. We have one post office in our neighbourhood. It's on Jalan Mawar.
3. _____
4. _____
5. _____
6. Etc.

Observing and asking questions



We will tell the names of the things in the living room, their numbers and their locations.

Here are what we will do. First, we will listen to our teacher say the names of things in the living room. Then, we will repeat the words after the teacher, one by one.

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



Observing and asking questions



We will tell the names of the things in the living room, their numbers and their locations.

Here are what we will do. First, we will plan what to say about each thing in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

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

There are many things in the living room.

1. *There is a big window.*
2. *Next to the window, there is one big picture.*
3. _____
4. _____
5. _____
6. *Etc.*

Collecting information



We will tell the names of the things in our living rooms, their numbers and their locations.

Here are what we will do. First, each one of us will look closely into our living rooms to identify the things and other facilities there. We will also tell their numbers. Second, we will plan what to say about each of our findings in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

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

1. *There use a big window in my living room.*
2. *I have a small television on the small shelf. There is a telephone next to the television.*
3. _____
4. _____
5. _____
6. *Etc.*

Observing and asking questions



We will tell the names of the things in the kitchen and their locations.

Here are what we will do. First, we will listen to our teacher say the names of things in the kitchen. Then, we will repeat the words after the teacher, one by one.

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



Observing and asking questions

We are ready for our lunch! Now, we are in the dining room.

Here are what we will do. First, we will listen to our teacher say the names of things at the dining table. Then, we will repeat the words after the teacher, one by one.

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

Observing and asking questions



We will tell the names of the things in the kitchen and at the dining table, their numbers and their locations.

Here are what we will do. First, we will plan what to say about each thing in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

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

There are many things in the kitchen.

1. There is a big stove next to the sink.

There are many things at the dining table.

1. There are six chairs at the dining table.
2. There's a one big rice bowl on the table, on the left.
3. _____
4. _____
5. _____
6. Etc.

Collecting information



We will learn to ask and answer questions of the number of things in the kitchen and at the dining table.

Here are what we will do. First, we will draw a table in our notebooks, and then write the names of the things we see in the kitchen and at the dining table on the left column, and the number of each thing on the right column, like the example. Second, we will ask and answer questions, like the examples. We will, first, listen and repeat the questions after the teacher.



1.	the sink	1
2.	the cabinet	1
3.	the cabinet	5
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Observing and asking questions



We will tell the names of the things in the bedroom, their numbers and their locations.

Here are what we will do. First, we will listen to our teacher say the names of things in the bedroom. Then, we will repeat the words after the teacher, one by one.

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



Observing and asking questions



We will tell the names of the things in the bedroom, their numbers and their locations.

Here are what we will do. First, we will plan what to say about each thing in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

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

There are many things in the bedroom.

1. *The bedroom has one window.*
2. *There is a mirror on the wall, near the window.*
3. _____
4. _____
5. _____
6. *Etc.*

Observing and asking questions



We will tell the names of the things in our bedrooms, their numbers and their locations.

Here are what we will do. First, each one of us will look closely into our own bedrooms to identify the things and other facilities there. We will also tell their numbers. Second, we will plan what to say about each of our findings in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

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

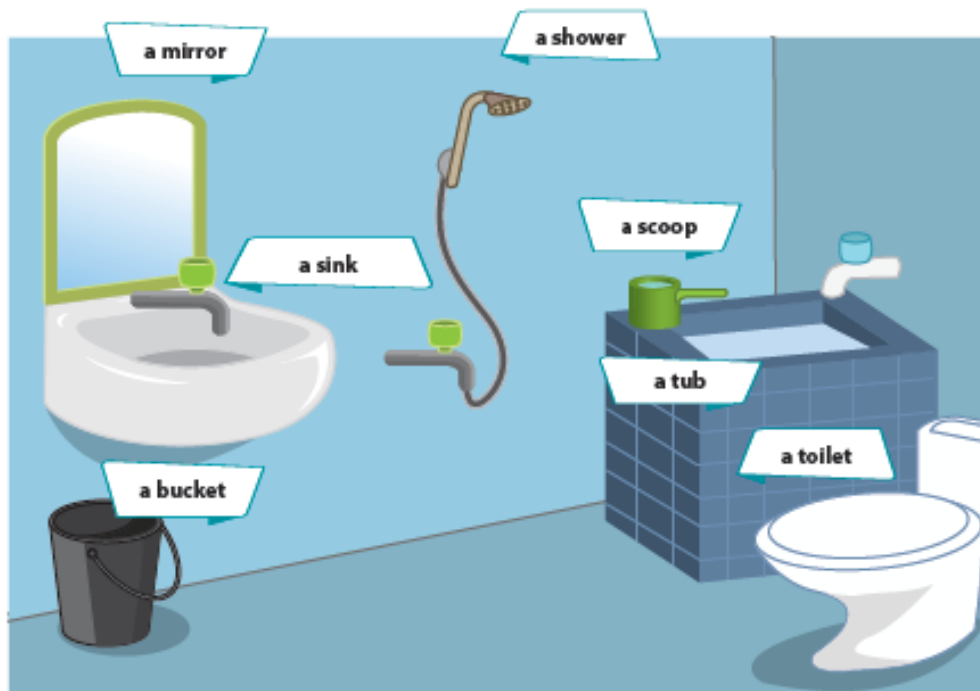
1. *I have a small bedroom. There is one bed with mattress on it.*
2. *I have no table in my bedroom.*
3. _____
4. _____
5. _____
6. *Etc.*

Observing and asking questions

We will tell the names of the things in the bathroom, their numbers and their locations.

Here are what we will do. First, we will listen to our teacher say the names of things in the bathroom. Then, we will repeat the words after the teacher, one by one.

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



Observing and asking questions



We will tell the names of the things in the bathroom, their numbers and their locations.

Here are what we will do. First, we will plan what to say about each thing in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

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

There are many things in the bathroom.

1. *There is a tub in the bathroom.*

2. *There is also a shower on the wall.*

3. _____

4. _____

5. _____

6. *Etc.*

Observing and asking questions



We will tell the names of the things in our bathrooms, their numbers and their locations.

Here are what we will do. First, each one of us will look closely into our own bathrooms to identify the things and other facilities there. We will also tell their numbers. Second, we will plan what to say about each of our findings in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

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

1. *I have a bathtub in my bathroom. There is a soap cup on the tub.*
2. *I don't have a shower.*
3. _____
4. _____
5. _____
6. *Etc.*

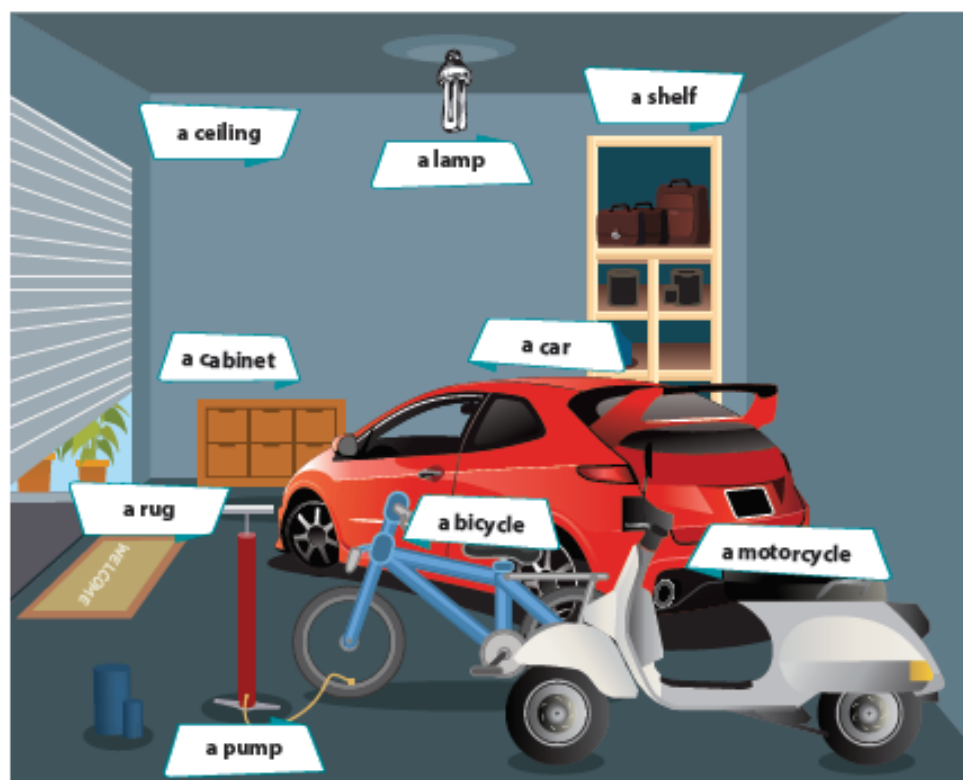
Observing and asking questions



We will tell the names of the things in the garage, their numbers and their locations.

Here are what we will do. First, we will listen to our teacher say the names of things in the garage. Then, we will repeat the words after the teacher, one by one.

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



Observing and asking questions



We will tell the names of the things in the garage, their numbers, and their locations.

Here are what we will do. First, we will plan what to say about each thing in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

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

There are many things in the garage.

1. *There is one car.*
2. *There is one motorcycle. It's a scooter.*
3. _____
4. _____
5. _____
6. *Etc.*

Chapter V

It's a beautiful day!

We will learn to:
Ask for and give information related to the qualities of people, animals and things, in order to identify, to criticize or to praise them.



Observing and asking questions



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

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

We will say the sentences loudly, clearly and correctly.

Siti : This park is shady and the flowers are colourful. I like this park.
 Lina : I do, too. This is a wonderful park.
 Edo : Look! There are butterflies.
 Dayu : They're pretty.
 Beni : There are garbage cans, too. We can keep this park clean.
 Udin : I like studying here. The weather is nice. The park is beautiful.
 And, it's a beautiful day!

Observing and asking questions



We will work in groups. We will list the speakers' statements about the park.

Here are what we will do. We will work in groups. First, we will study the examples carefully. We will copy and handwrite them in our notebooks. Second, we will discuss to find the speakers' statements about the park. Third, every one of us will handwrite the sentences on a piece of paper. Finally, in each group, we will read all the sentences to each other, orally.

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

According to the students, the mark has the following good qualities.

1. This park is shady.
2. _____
3. _____
4. _____
5. _____
6. _____


Siti likes the park because ...

1. The park is shady.
2. _____

Udin likes studying in the park because ...

1. The weather is nice.
2. _____
3. _____

Observing and asking questions



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

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

We will say the sentences loudly, clearly and correctly.



Wow! Your classroom is clean and tidy, nothing is dirty and messy.

Thank you.



Our schoolyard is very large. We can play badminton and do many other activities here.

Yes, it's big enough for the activities.

Observing and asking questions



We will work in groups. We will list the speakers' statements about the things.

Here are what we will do. We will work in groups. First, we will study the examples carefully. We will copy and handwrite them in our notebooks. Second, we will discuss to find the speakers' statements about the things. Third, every one of us will handwrite the sentences on a piece of paper. Finally, in each group, we will read all the sentences to each other, orally.

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

What do they say about the things?

1. Dayu says Lina's classroom is clean and tidy.
2. Beni says the schoolyard is very large. They can play badminton and do many other activities there.
3. _____
4. _____
5. _____
6. _____
7. _____

Observing and asking questions



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

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

We will say the sentences loudly, clearly and correctly.

At school

Edo : Siti, your house is far from your school, but you always come on time.

Siti : I always go to school at 6 a.m. That's why I'm never late.

In Lina's room

Siti : Lina, your room is very unique. It has things with many different colours and shapes.

Lina : Yes, that's right. It has two pink chairs, a red bed, a rectangle table...

Siti : And a round table and a blue bookshelf.

Lina : You're right. I never realized that my room is very colourful and has many things with different shapes.

Observing and asking questions

We will work in groups. We will list the speakers' statements about the things.

Here are what we will do. We will work in group. First, we will study the examples carefully. We will copy and handwrite them in our notebooks. Second, we will discuss to find the speakers' statements about the things. Third, everyone of us will handwrite the sentences on a piece of paper. Finally, in each group, we will read all the sentences to each other, orally.



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

We know from the conversations that ...

1. Siti's house is far from her school but she always comes on time. She is never late because she goes to school at 6 a.m.
2. Lina's room is _____
3. Beny's couch is _____
4. Siti's kitchen is _____

Collecting information



We will tell the qualities of the things and rooms that we really have in our school.

Here are what we will do. We will work in groups. First, we will discuss and decide ten objects (rooms and things) we really have in our school and their qualities. Second, each one of us will handwrite the sentences on a piece of paper, like the example. Finally, we will read the group's work to the class, orally.

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

This is our school.

1. *It is large, clean and green. There are many shady places. (for example)*

2. _____

3. _____

4. _____

5. _____

6. *Etc.*

Collecting information



We will tell the qualities of the things and rooms that we really have in our houses.

Here are what we will do. We will work in groups. First, each one of us will decide ten objects (rooms and things) we really have in our houses and their qualities. Second, each one of us will handwrite the sentences on a piece of paper, like the example. Finally, we will read the group's work to the class, orally.

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

This is my house. It is small. I like it because it is nice (for example).

1. *The living room is small. The TV is very big. The room is always clean and comfortable (for example).*

2. _____

3. _____

4. _____

5. _____

6. *Etc.*

Observing and asking questions

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

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

We will say the sentences loudly, clearly and correctly.



Edo, your dog has fierce eyes.

But he's actually very friendly and playful.



Lina, your rabbit is white like snow and she's very cute.

Yes, she is.



Observing and asking questions

We will work in groups. We will list the speakers' statements about the animals.

Here are what we will do. We will work in group. **First**, we will study the examples carefully. We will copy and handwrite them in our notebooks. **Second**, we will discuss to find the speakers' statements about the animals. **Third**, everyone of us will handwrite the sentences on a piece of paper. **Finally**, in each group, we will read all the sentences to each other, orally.



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

What do they say about the things?

1. Beni says Edo's dog has fierce eyes. But, Edo says that his dog is friendly and playful.
2. _____
3. _____
4. _____
5. _____
6. Etc.

Observing and asking questions

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



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

We will say the sentences loudly, clearly and correctly.



Observing and asking questions



We will work in groups. We will list the speakers' statements about the animals.

Here are what we will do. We will work in groups. **First**, we will study the examples carefully. We will copy and handwrite them in our notebooks. **Second**, we will discuss to find the speakers' statements about the animals. **Third**, everyone of us will handwrite the sentences on a piece of paper. **Finally**, in each group, we will read all the sentences to each other, orally.

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

What do they say about the animals?

5. Siti says that giraffes have curly eyelashes.

6. _____

7. _____

8. _____

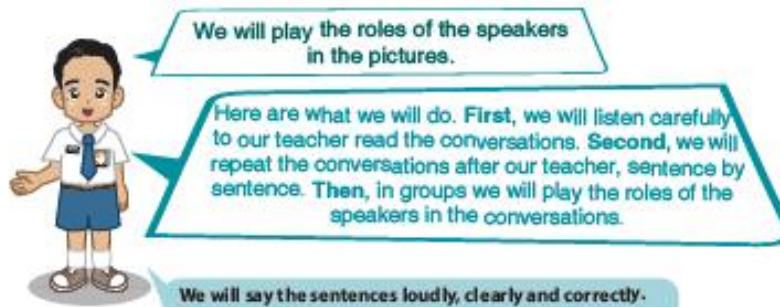
9. _____

10. _____

11. _____

12. _____

Associating



Associating



We will work in groups. We will list the speakers' statements about the people.



Here are what we will do. We will work in groups. First, we will study the examples carefully. We will copy and handwrite them in our notebooks. Second, we will discuss to find the speakers' statements about the people. Third, everyone of us will handwrite the sentences on a piece of paper. Finally, in each group, we will read all the sentences to each other, orally.

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

What do they say about the people?

1. Lina says that Edo is helpful. Beni says that Edo is helpful and kind.
2. Etc.

Reflecting



We will work in groups to reflect on our learning. We will discuss what we have learned.

Now we know how to describe things, places, animals, and people.

❖ *My room is*

❖ *My cat is*

❖ *My dog is*

❖ *I have a table in my room.*

❖ *I have a ... rabbit.*

❖ *The market is*

❖ *Udin is*

❖ *Lisa looks*

Observing and asking questions



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

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

We will say the sentences loudly, clearly and correctly.

Situation 1

- Lisa : Dayu, do you have any pets?
 Dayu : Yes, I do. I have two cats.
 Lisa : I love cats! **What do they look like?**
 Dayu : They're very **little**. They're babies, very **cute** ones. They have grey fur, **big** eyes, and each of them has a **pink** nose.
 Lisa : Wow! I can imagine how cute they are.

Situation 2

- Beni : Siti, your house is very **clean** and **tidy**.
 Siti : It's nice to have a **clean** and **tidy** house. It can also keep cockroaches and mice away. They don't like **clean** and **tidy** places, you know.
 Beni : You're right. I will keep my house **clean** and **tidy**, too. I don't want to have cockroaches and mice in my house.

Reflecting

We will work in groups to reflect on our learning. We will discuss what we have learned.



Now we know
to ask for information on physical appearance, we use
What does.....?
What do.....?

to ask for information on physical appearance,
behavior, and character we use
What is.....?
What are.....?



Collecting information



We will work in groups. We will complete the conversations below.

Here are what we will do. First, we will study the example and the above conversations carefully. Second, everyone of us will copy the conversations in our notebook. Third, we will discuss the right statement(s) and/question(s) to complete each conversation. Then, we will handwrite the complete conversations in our notebook.

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

Situation 1

Lisa : Dayu, do you have a pet?

Dayu : Yes, I do. I have a dog.

Lisa : I love dogs! _____?

Dayu : It's a he. He has brown curly fur and big round eyes. He is very playful.

Lisa : Wow! I can imagine how adorable he is.

Chapter VI

We love what we do



We will learn to:
ask for and give information related
to actions/functions of people,
animals and things in order to
identify, to criticize or to praise them.



Observing and asking questions



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

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

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

In an English class

- Miss Mutia : Good morning!
 Students : Good morning, Miss Mutia.
 Miss Mutia : Today we are going to learn about jobs and professions. Beni, what does your father do?
 Beni : My father is a farmer. He plants and grows rice.
 Miss Mutia : That's great! How about you, Dayu, what does your father do?
 Dayu : He is a teacher. He teaches mathematics in junior high school.
 Miss Mutia : That is wonderful! Lisa, how about your mother? What does she do?
 Lisa : She's a housewife. She takes a good care of us and our house.
 Miss Mutia : That's excellent! What does your mother do, Udin?
 Udin : She's a surgeon. She performs operations on her patients.
 Miss Mutia : That is excellent! How about you, Edo? What do you do?
 Edo : I'm a student.
 Miss Mutia : That's good. Now, do you want to know what your other friends' parents do?
 Students : Yes, we do.

Observing and asking questions



We will work in groups. We will complete the table related to jobs and professions based on the conversation above.

Here are what we will do. First, we will study the example carefully. Second, we will copy the table in our notebooks. Third, we will discuss the right information to complete the table. Then, we will complete the table based on the result of our discussion.

We will talk about people's jobs or professions. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No.	Friend's name	Question	Answer
1.	Beni	Beni, what does your father do?	My father is a farmer. He plants and grows rice.
2.	Dayu	How about you, Dayu, what does your father do?	He is a teacher. He teaches mathematics in junior high school.
3.	Lisa		
4.	Udin		
5.	Edo		

Collecting information



We will work in groups. We will go around in the classroom and ask five of our friends about their father's and mother's profession and what they do in their jobs.

Here are what we will do. **First**, we will study the example carefully. **Second**, everyone of us will copy the table to our notebooks. **Third**, we will go around the classroom and ask 5 of our friends information related to their parents' professions. **Then**, every one of us will complete the table based on the information we get.

We will use a dictionary. We will spell the words correctly. If we have any problems, we will go to our teacher for help.

No.	Friend's name	Questions	Answers
1.		Beni, what does your father do? How about your mother, what does she do?	My father is a farmer. He plants and grows rice. My mother is a housewife. She takes a good care of us.
2.			
3.			
4.			
5.			

Communicating



We will work in groups. We are going to present the information we got from our friends related to their parents' professions. We will present it without reading our note.

Here are what we will do. **First**, we will study the example on how to make a presentation. **Second**, in our group we will distribute the information to present, who will present which part. **Then**, every one of us will practice to present the information in our group without reading our notes.

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

We have asked 5 of our friends about their parents' professions.
Beni's father is a farmer. He plants and grows rice.
His mother is a housewife. She takes a good care of Beni and her family.

Reflecting



We will work in groups to reflect on our learning. We will discuss what we have learned.

Now we know, to ask about someone's job/profession, we ask:

- ❖ What do
- ❖ What does

Now we know to state someone's job/profession, we say:

- ❖ I am a I
- ❖ He is a He
- ❖ She is a She

Observing and asking questions



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

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

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

In the classroom

- Siti : Good morning, Beni.
 Beni : Good morning, Siti. How are you today?
 Siti : I'm doing very well.
 Beni : You arrive very early. Do you arrive early every day?
 Siti : Yes, I do. I always come to school early. I always leave home at 6. I don't want to be late. Beni, why do you clean the classroom by yourself?
 Beni : Dayu is not here. She's late.
 Siti : Don't worry, I will help you clean the classroom.
 Beni : Thank you, Siti. You always help other people.
 Siti : You are welcome, Beni.

Observing and asking questions



We will work in groups. We will make a list of the statements related to the habits of the people in the conversations.

Here are what we will do. First, we will study the example carefully. Second, we will copy the table in our notebooks. Third, we will discuss the right statements to complete the table. Then, we will complete the table based on the result of our discussion.

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

No.	Answers
1.	I always arrive at to school early.
2.	
3.	
4.	
5.	

Collecting information



We will work in groups. We will go around in the classroom and ask 5 of our friends 4 questions related to their habits.

Here are what we will do. First, we will study the example below carefully. Second, every one of us we will copy the table to our notebooks. Third, we will go around in the classroom and ask 5 of our friends 4 questions about their habits. We will use the questions from the conversations. Then, every one of us will complete the table based on the information we get.

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

No.	Friend's name	Question	Answer
1.		Do you arrive at school early every day?	Yes, I do. I always leave home at 6 a.m.
		Do you study every day?	Yes, I do. I study every day.
		Do you always jog every weekend?	No, I don't. I don't always jog every day.
		Do you always help your mother every morning?	
2.			



Communicating



We will work in groups. We are going to present the information we got from our friends related to their habits. We will present it without reading our notes.

Here are what we will do. First, we will study the example on how to make a presentation. **Second**, in our group we will distribute the information to present, who will present which part. **Then**, every one of us will practice to report the information in our group without reading our notes.

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

We have asked 5 of our friends about their habits.

Dona doesn't always arrive early at school.

She always studies every day.

She jogs every morning.

She sometimes helps her mother.

Reflecting



We will work in groups to reflect on our learning.
We will discuss what we have learned.

Now we know, to ask about someone related to her/
his habit, we ask:

- ❖ Do you always
- ❖ Do you usually

Now we know, to state my habit I say:

- ❖ I always

Now we know, to state someone else's habit, I say:

- ❖ She always
- ❖ He usually

Associating

We will play the roles of the speakers.

Here are what we will do. First, we will listen carefully to our teacher reading the statements. Second, we will repeat the statements after our teacher, sentence by sentence. Then, in groups we will say the statements from each speaker.

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



Associating



We will work in groups. We will write the activities of the animals in the first column.

Here are what we will do. First, we will study the example carefully. Second, we will copy the table in our notebooks. Third, we will discuss the right activities to complete the table. Then, we will complete the table based on the result of our discussion.

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

Animals	Activity
1. Birds	Fly
2. Snakes
3. Dogs
4. Cockroaches
5. Turtles
6. Cats
7. Horses
8. Tigers
9. Buffaloes
10. Kangaroos

Associating

We will play the roles of the speakers.

Here are what we will do. **First**, we will listen carefully to our teacher reading the statements. **Second**, we will repeat the statements after our teacher, sentence by sentence. **Then**, in groups we will say the statements from each speaker

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



It's very comfortable.
I sit on it.



It's an interesting
book.
I read it every day.



This is a bowl.
It's round.
We put soup into it.



Associating



We will work in groups. We will write the names of the things in our classroom and what we use them for.

Here are what we will do. First, we will study the example carefully. Second, we will copy the table to our notebooks. Third, we will discuss what we use the things for. Then, we will complete the table based on the result of our discussion.

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



Associating



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

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

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

In an English class

- Miss Mutia : Good morning, class.
 Students : Good morning, Miss Mutia.
 Miss Mutia : Today we are going to go out and see the things, plants and animals around us.
 Students : Yay.
 Miss Mutia : Let's go out now.
 (They're outside)
 Miss Mutia : Look at the flowers in the schoolyard. Do you think they're beautiful?
 Dayu : Yes, they are. They are colourful and beautiful.
 Miss Mutiara : They beautify our school. How about the sun? What do you know about the sun?
 Udin : It rises in the east and sets in the west.
 Miss Mutiara : Very good. How about the big trees, what are they for?
 Edo : They provide shade and oxygen.
 Miss Mutiara : That's right. Anything else?
 Siti : They give fruits, too.
 Miss Mutiara : Yes, some trees do. Look! There's a cat.

Associating

- Beni : I like the cat. She's very cute. I usually feed her. She eats a lot fish but she doesn't like rice.
- Lisa : I play with her during break time. She's very playful.
- Miss Mutiara : She makes you happy, doesn't she?
- Lisa : Yes, she does.



We will work in groups. We will write what is said about the people, things, plants, and animals in the conversation above.

Here are what we will do. First, we will study the example carefully. Second, everyone of us will copy the table in our notebook. Third, we will discuss the right information to complete the table. Then, we will complete the table based on the result of our discussion.

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

No.	People/Things/ Plants/Animals	Statement related to the people/ things/plants/animals
1.	the flowers in the schoolyard	They beautify our school.
2.	the sun	
3.	the big trees	
4.	the cat	
5.	Beni	

Collecting information



We will work in groups. We will write the names of the things in our house and what we use them for.

Here are what we will do. **First**, we will study the example carefully. **Second**, we will copy the table in our notebook. **Third**, we will go to the home of one of our members. We will observe the things there and observe what they are for. **Then**, we will complete the table based on the result of our discussion.

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

No.	The things	What we use them for
1.	chairs	We sit on it.
2.	table	We put things on it.
3.		
4.		
5.		

Appendice 1 : Exercises Analysis

Chapter III

What Time is It?

No .	Exercises	Cognitive Level						Researcher	Validator 1	Validator 2	Page	Explanation
		C1	C2	C3	C4	C5	C6					
1.	Listen and Repeat the material about time spoken by the teacher	1						C1	C1	C1	38	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1.
2.	Listen and Repeat the sentences stated on the book spoken by the teacher	2						C1	C1	C1	39	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1.
3.	Draw the hands of clock			1				C2	C3	C3	39	This exercise belongs to C3 because it leads the students to execute specific procedure.
4.	Listen and Repeat the material about Benny's	3						C1	C1	C1	39	This exercise leads the

	meal time spoken by the teacher										students to remembering the material spoken by the teacher, thus it belongs to C1.
5.	Handwrite the meals time of all group members			1			C4	C4	C4	39	This exercise leads the students to organize the information they retrieved from different friends into written form, thus it belongs to C4.
6.	Tell the meals time of all group members orally					1	C6	C6	C6	39	This exercise leads the students to make an oral text by reorganizing information they have retrieved on the previous exercise, therefore it belongs to C6.
7.	Listen and repeat the material about exercise	4					C1	C1	C1	41	This exercise leads the students to remembering the material spoken by the teacher, thus it belongs to C1.

8.	Draw the hands of the clock			2				C2	C3	C3	41	This exercise leads the students to understand the meaning or content dealing with time then interpret their understanding by drawing the hands of the clock, thus it belongs to C2.
9.	Read the situation stated on the book	5						C1	C1	C1	43	This exercise leads the students to retrieve information stated on the book, therefore it belongs to C1.
10.	Discuss and decide the information from each statement.				1			C5	C5	C5	43	In discussing and making decision students need considering or judging based specific criteria or characteristics. Therefore this exercise belongs to C5.
11.	Handwrite the information					2		C6	C6	C6	43	This exercise leads the students to make written

												product by reorganizing information they have retrieved on the previous exercise, therefore it belongs to C6.
12.	Listen and repeat the conversation spoken by the teacher	6					C1	C1	C1	44		This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1.
13.	Role play			3			C3	C3	C3	44		Role play requires the students to conduct specific procedure or implementation, it corresponds to C3.
14.	Read the conversation	7					C1	C1	C1	45		This exercise leads the students to retrieve information stated on the book, therefore it belongs to C1.
15.	Discuss and decide the information from the conversation					2	C5	C5	C5	45		In discussing and making decision students need

												considering or judging based specific criteria or characteristics. Therefore this exercise belongs to C5.
16.	Handwrite the missing information					3	C6	C6	C6	45		This exercise leads the students to make a written text by reorganizing information they have retrieved on the previous exercise, therefore it belongs to C6.
17.	Pair interview about what they usually do everyday			4			C3	C3	C6	46		This exercise belongs to C3 because it leads the students to implement procedure of interview like the example.
18.	Handwrite the interview result on the table		1				C2	C2	C2	46		This exercise belongs to C2 because the students are required to construct and explain the information they got from

											previous exercise in written form.
19.	Study the example		2				C2	C2	C2	47	This exercise leads the students to interpret information from written text, therefore it belongs to C2.
20.	Handwrite sentences about their own daily activities					4	C6	C6	C6	47	This exercise belongs to C6 because it leads students to create a written product based on their understanding of the whole material on the previous activities.
21.	Listen and repeat the material about months spoken by the teacher		8				C1	C1	C1	48	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1.
22.	Drilling by the teacher the material about month in which the students guess what month before or after the month spoken by the teacher				2		C4	C4	C4	49	This exercise belongs to C4 because it leads the students to determine the materials about months then

											make a relation among them.
23.	Listen and repeat the material about numbers spoken by the teacher	9					C1	C1	C1	50	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1.
24.	Interview ten classmates about their birthday by using the example sentences			5			C3	C3	C3	51	This exercise belongs to C3 because it leads the students to implement procedure of interview like the example.
25.	Listen and repeat the material about national days in Indonesia spoken by the teacher	10					C1	C1	C1	52	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1.
26.	Listen and repeat the material about days spoken by the teacher	11					C1	C1	C1	53	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1.
27.	Drilling by the teacher the material about days in which the students guess what day before or				3		C4	C4	C4	54	This exercise belongs to C4 because it leads the students to

	after the day spoken by the teacher											determine the materials about months then make a relation among them.
28.	Listen and repeat the material about the days and the subjects on each day	12					C1	C1	C1	55		This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1.
29.	Study the examples		3				C2	C2	C2	56		This exercise leads the students to interpret information stated on the book, therefore it belongs to C2.
30.	Complete the other days stated on the statements with appropriate subjects		4				C2	C2	C2	56		This exercise belongs to C2 because it leads the students to interpret the material meaning in order to construct information.
31.	Study the previous examples		5				C2	C2	C2	57		This exercise leads the students to interpret information stated on the

												book, therefore it belongs to C2.
32.	Copy and handwrite the schedule and the time	13						C1	C1	C1	57	This exercise leads the students to retrieve and remember information stated on the book, therefore it belongs to C1.
33.	Make statements related to the schedule					5		C6	C6	C6	57	This exercise leads the students to create product in the form of statements by considering information they have retrieved on the previous exercise, therefore it belongs to C6.
34.	Play game			6				C3	C3	C3	58	Play game belongs to C3 because it leads the students to execute game procedure.
Total		13	5	6	3	2	5					

Chapter IV

This is My World

No.	Activities	Cognitive Level						Researcher	Validator 1	Validator 2	Page	Explanation
		C1	C2	C3	C4	C5	C6					
1.	Listen and repeat the material spoken by the teacher	1						C1	C1	C1	60	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1.
2.	Discuss and decide ten things in the classroom					1		C5	C5	C5	61	In discussing and making decision students need considering or judging based specific criteria or characteristics. Therefore this exercise belongs to C5.
3.	Draw and name on notebook					2		C5	C5	C3	61	This exercise leads the students to do attributing through naming. It

												corresponds to C5.
4.	Present the work to the class						1	C6	C6	C6	61	This exercise leads the students to create an oral production based on the material on previous exercise. Thus it belongs to C6.
5.	Listen and repeat the material spoken by the teacher	2						C1	C1	C1	62	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1
6.	Show things in Bag each other	3						C1	C1	C1	63	This exercise leads the students to retrieve and, recognize information thus it belongs to C1.
7.	Tell the names and the number of the things each other		1					C2	C2	C2	63	This exercise leads the students to do explanation, therefore it belongs to C2.
8.	Plan what to say about the findings on notebook like the examples						2	C6	C6	C6	64	This exercise leads the students to create a plan thus it belongs to C6.
9.	Report the finding orally to the class						3	C6	C6	C6	64	This exercise leads the students to make a oral production dealing the materials on previous exercise thus it belongs to C6.

10.	Go around and identify facilities in other rooms and the number of each	4						C1	C1	C1	65	This exercise leads the students to retrieve and, recognize information thus it belongs to C1.
11.	Use dictionary to know the names of the facilities		2					C2	C2	C2	65	This exercise belongs to C2 because it leads the students to interpret the material meaning in order to construct information.
12.	Plan what to say about the findings on notebook like the examples						4	C6	C6	C6	65	This exercise leads the students to create a plan, thus it belongs to C6.
13.	Report the findings orally to the class						5	C6	C6	C6	65	This exercise leads the students to create oral product, therefore it belongs to C6.
14.	Listen and repeat the material spoken by the teacher	5						C1	C1	C1	66	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1
15.	Listen and repeat the material spoken by the teacher	6						C1	C1	C1	67	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1
16.	Play role the			1				C3	C3	C3	67	Role play requires

	conversation in group											the students to conduct specific procedure or implementation, it corresponds to C3.
17.	Plan what to say about each building on notebooks like the examples					6	C6	C6	C6	68		This exercise leads the students to create a plan thus it belongs to C6.
18.	Report findings orally					7	C6	C6	C6	68		This exercise leads the students to make an oral production dealing the materials on previous exercise thus it belongs to C6.
19.	Go around town or villages to identify buildings (including other buildings) and other facilities including their numbers	7					C1	C1	C2	69		This exercise leads the students to retrieve and remember information through identifying, therefore it belongs to C1.
20.	Plan on notebooks what to say about their findings like the examples					8	C6	C6	C6	69		This exercise leads the students to create a plan, thus it belongs to C6.
21.	Report all the findings orally					9	C6	C6	C6	69		This exercise leads the students to create oral product, therefore it belongs to C6.
22.	Listen and repeat the material spoken by the	8					C1	C1	C1	70		This exercise leads the students to

	teacher											remember the material spoken by the teacher, thus it belongs to C1
23.	Plan on notebook what to say about the material dealing with things in living room including their numbers and locations like the examples					10	C6	C6	C6	71		This exercise leads the students to create a plan thus it belongs to C6.
24.	Report all the findings orally					11	C6	C6	C6	71		This exercise leads the students to make an oral production dealing the materials on previous exercise thus it belongs to C6.
25.	Identify things in their own living room including their number						C1	C1	C2	72		This exercise leads the students to retrieve and remember information through identifying, therefore it belongs to C1.
26.	Plan on notebook what to say about their findings like the examples					12	C6	C6	C6	72		This exercise leads the students to create a plan, thus it belongs to C6.
27.	Report the findings orally					13	C6	C6	C6	72		This exercise leads the students to create oral product, therefore it belongs to C6.

28.	Listen and repeat the material spoken by the teacher	10						C1	C1	C1	73	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1
29.	Listen and repeat the material spoken by the teacher	11						C1	C1	C1	74	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1
30.	Plan on notebook what to say about each things mentioned in listening materials like the examples					14		C6	C6	C6	75	This exercise leads the students to create a plan, thus it belongs to C6.
31.	Report all the findings orally					15		C6	C6	C6	75	This exercise leads the students to create oral product, therefore it belongs to C6.
32.	Listen and repeat the questions after the teacher	12						C1	C1	C1	76	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1
33.	Write the names and their number of the things they see on the kitchen and dining table on column	13						C1	C1	C3	76	This exercise leads the students to retrieve and remember information on the book, thus it belongs to C1
34.	Listen and repeat the material spoken by the teacher	14						C1	C1	C1	77	This exercise leads the students to remember the

												material spoken by the teacher, thus it belongs to C1
35.	Plan on notebook what to say about each things mentioned in listening material like the examples					16	C6	C6	C6	78		This exercise leads the students to create a plan, thus it belongs to C6.
36.	Report all findings orally					17	C6	C6	C6	78		This exercise leads the students to create oral product, therefore it belongs to C6.
37.	Identify the things and other facilities in their own bedrooms including their numbers	15					C1	C1	C1	79		This exercise leads the students to retrieve and remember information through identifying, therefore it belongs to C1.
38.	Plan on notebook what to say about their findings like the examples					18	C6	C6	C6	79		This exercise leads the students to create a plan, thus it belongs to C6.
39.	Report all their findings orally					19	C6	C6	C6	79		This exercise leads the students to create oral product, therefore it belongs to C6.
40.	Listen and repeat the material spoken by the teacher	16					C1	C1	C1	80		This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1
41.	Plan what to say about					20	C6	C6	C6	81		This exercise leads

	each things in bathroom on notebook like the examples											the students to create a plan, thus it belongs to C6.
42.	Report all the findings orally						21	C6	C6	C6	81	This exercise leads the students to create oral product, therefore it belongs to C6.
43.	Identify the things and other facilities in their own bathroom including their number	17						C1	C1	C1	82	This exercise leads the students to retrieve and remember information through identifying, therefore it belongs to C1.
44.	Plan what to say their findings on notebook like the examples						22	C6	C6	C6	82	This exercise leads the students to create a plan, thus it belongs to C6.
45.	Report all the findings orally						23	C6	C6	C6	82	This exercise leads the students to create oral product, therefore it belongs to C6.
46.	Listen and repeat the material spoken by the teacher	18						C1	C1	C1	83	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1
47.	Plan what to say their findings on notebook like the examples						24	C6	C6	C6	84	This exercise leads the students to create a plan, thus it belongs to C6.

48.	Report all the findings orally						25	C6	C6	C6	84	This exercise leads the students to create oral product, therefore it belongs to C6.
Total		18	2	1	0	2	25					

Chapter V
It's Beautiful Day

No.	Activities	Cognitive Level						Researcher	Validator 1	Validator 2	Page	Explanation
		C1	C2	C3	C4	C5	C6					
1.	Role play			1				C3	C3	C3	101	Role play requires the students to conduct specific procedure or implementation, it corresponds to C3.
2.	Listen and repeat the material spoken by the teacher	1						C1	C1	C1	101	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1.
3.	Copy and handwrite the material	2						C1	C1	C1	102	This exercise leads the students to retrieve and remember information stated on the book, therefore it

												belongs to C1.
4.	Discuss speakers' statements				1			C4	C4	C4	102	In discussing the students need to analyze the information in the material, therefore it belongs to C4.
5.	Handwrite the result of the discussion						1	C6	C6	C6	102	This exercise leads the students to create a written product based on their previous discussion, therefore it belongs to C6.
6.	Read the written result	3						C1	C1	C1	102	This exercise leads the students to retrieve and identify information based on their product, therefore it belongs to C1.
7.	Listen and repeat the material spoken by the teacher	4						C1	C1	C1	103	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1
8.	Role play			2				C3	C3	C3	103	Role play requires the students to conduct specific procedure or implementation, it corresponds to C3
9.	Copy and handwrite	5						C1	C1	C1	105	This exercise leads the students

												to retrieve and remember information stated on the book, therefore it belongs to C1.
10.	Discuss the speakers' statements			2			C4	C4	C4	105		In discussing the students need to analyze the information in the material, therefore it belongs to C4.
11.	Handwrite the discussion result					2	C6	C6	C6	105		This exercise leads the students to create a written product based on their previous discussion, therefore it belongs to C6.
12.	Read all the sentences of the discussion result orally	6					C1	C1	C1	105		This exercise leads the students to retrieve and identify information based on their product, therefore it belongs to C1.
13.	Listen and repeat the material spoken by the teacher	7					C1	C1	C1	106		This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1
14.	Role play			3			C3	C3	C3	106		Role play requires the students to conduct specific

												procedure or implementation, it corresponds to C3.
15.	Copy and handwrite	8					C1	C1	C1	108		This exercise leads the students to retrieve and remember information stated on the book, therefore it belongs to C1.
16.	Discuss speakers' statements				3		C4	C4	C4	108		In discussing the students need to analyze the information in the material, therefore it belongs to C4.
17.	Handwrite the discussion result					3	C6	C6	C6	108		This exercise leads the students to create a written product based on their previous discussion, therefore it belongs to C6.
18.	Discuss and decide ten objects and their qualities at school in real situation					1	C5	C5	C5	109		In discussing and making decision students need considering or judging based specific criteria or characteristics. Therefore this exercise belongs to C5.
19.	Handwrite the sentences of the discussion result					4	C6	C6	C6	109		This exercise belongs to C6 because it leads

												students to create a written product based on their discussion on the previous exercise.
20.	Read the sentences orally	9						C1	C1	C1	109	This exercise leads the students to retrieve and identify information based on their product, therefore it belongs to C1.
21.	Discuss and decide ten objects and their qualities at students' house in real situation					2		C5	C6	C5	110	In discussing and making decision students need considering or judging based specific criteria or characteristics. Therefore this exercise belongs to C5.
22.	Handwrite the sentences of the discussion result						5	C6	C6	C6	110	This exercise belongs to C6 because it leads students to create a written product based on their discussion on the previous exercise.
23	Read the sentences orally	10						C1	C1	C1	110	This exercise leads the students to retrieve and identify information based on their product, therefore it

												belongs to C1.
24	Listen and repeat the material spoken by the teacher	11						C1	C1	C1	111	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1.
25.	Role play			4				C3	C3	C3	111	Role play requires the students to conduct specific procedure or implementation, it corresponds to C3.
26.	Copy and handwrite like the example	12						C1	C1	C3	113	This exercise leads the students to retrieve and remember information stated on the book, therefore it belongs to C1.
27.	Discuss speakers' statements			4				C4	C4	C4	113	In discussing the students need to analyze the information in the material, therefore it belongs to C4.
28.	Handwrite the discussion result					6		C6	C6	C6	113	This exercise leads the students to create a written product based on their previous discussion, therefore it belongs to C6.
29.	Read the discussion result orally	13						C1	C1	C1	113	This exercise leads the students

												to retrieve and identify information based on their product, therefore it belongs to C1.
30.	Listen and repeat the material spoken by the teacher	14					C1	C1	C1	114	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1	
31.	Role play			5			C3	C3	C3	114	Role play requires the students to conduct specific procedure or implementation, it corresponds to C3.	
32.	Copy and handwrite the examples	15					C1	C1	C1	116	This exercise leads the students to retrieve and remember information stated on the book, therefore it belongs to C1.	
33.	Discuss the speakers' statements				5		C4	C4	C4	116	In discussing the students need to analyze the information in the material, therefore it belongs to C4.	
34.	Handwrite the discussion result					7	C6	C6	C6	116	This exercise leads the students to create a written product based on their previous	

												discussion, therefore it belongs to C6.
35.	Read the discussion result orally	16						C1	C1	C1	116	This exercise leads the students to retrieve and identify information based on their product, therefore it belongs to C1
36.	Listen and repeat the material read by the teacher	17						C1	C1	C1	117	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1.
37.	Role play			6				C3	C3	C3	117	Role play requires the students to conduct specific procedure or implementation, it corresponds to C3.
38.	Copy and handwrite like the example	18						C1	C1	C3	118	This exercise leads the students to retrieve and remember information stated on the book, therefore it belongs to C1.
39.	Discuss the speakers' statements'				6			C4	C4	C4	118	In discussing the students need to analyze the information in the material, therefore it belongs to C4.

40.	Handwrite the discussion result						8	C6	C6	C6	118	. This exercise leads the students to create a written product based on their previous discussion, therefore it belongs to C6.
41.	Read the written result	19						C1	C1	C1	118	his exercise leads the students to retrieve and identify information based on their product, therefore it belongs to C1.
42.	Students' learning reflection					3		C5	C5	C5	119	In doing reflection the students need to make judgement dealing with the material they have learnt, it means that they are evaluating their learning, therefore this exercise belongs to C5.
43.	Listen and repeat the material spoken by the teacher	20						C1	C1	C1	120	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1
44.	Role play			7				C3	C3	C3	120	Role play requires the students to conduct specific

												procedure or implementation, it corresponds to C3.
45.	Discuss what have been learnt					4		C5	C5	C5	123	Discussion dealing with the material that have been learnt requires the students to make an evaluation or judgment, therefore it belongs to C5.
46.	Copy the incomplete conversation on notebook	21						C1	C1	C1	124	This exercise requires the students to retrieve and remember information dealing with the material, therefore it belongs to C1.
47.	Discuss the correct statements and questions based on the conversation to complete the conversation				7			C4	C4	C6	124	In discussing the students need to analyze the information in the material, therefore it belongs to C4.
48.	Handwrite complete conversation					9		C6	C6	C6	124	This exercise requires the students to create written product based on the previous exercise. therefore it belongs to C6.
Total		21	0	7	7	4	9					

Chapter VI
We Love What We Do

No.	Activities	Cognitive Level						Researcher	Validator 1	Validator 2	Page	Explanation
		C1	C2	C3	C4	C5	C6					
1.	Listen and repeat the material spoken by the teacher	1						C1	C1	C1	128	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1.
2.	Role play			1				C3	C3	C3	128	Role play requires the students to conduct specific procedure or implementation, it corresponds to C3.
3.	Completing table based on conversation	2						C1	C1	C1	129	This exercise leads the students to identify information stated on the book, therefore it belongs to C1.

4.	Asking job of friends' parents			2				C3	C3	C3	130	This exercise leads the students to ask questions based on examples. They need to implement procedure like the example, thus it belongs to C3.
5.	Write the answer of job of friends' parents'						1	C6	C6	C1	130	This exercise leads the students to create a written product, thus it belongs to C6.
6.	Study how to make presentation about job of friends' parents'		1					C2	C2	C2	132	This exercise leads the students to interpreting the material stated on the book, thus it belongs to C2.
7.	Present the collected information orally without reading text individually						2	C6	C6	C6	132	This exercise leads the students to create oral product through their presentation, thus it belongs to C6.
8.	Discuss what have been learnt together					1		C5	C5	C5	133	Discussing the material that have been learnt requires the students to make evaluation or judgment, this belongs to C5.
9.	Listen and repeat the material spoken by the	3						C1	C1	C1	134	This exercise leads the students

	teacher											to remember the material spoken by the teacher, thus it belongs to C1.	
10.	Role play			3			C3	C3	C3	134		Role play requires the students to conduct specific procedure or implementation, it corresponds to C3.	
11.	Discuss to find the right statements					2	C5	C5	C5	137		This exercise requires the students to evaluate the statements on the materials in order to match the statements and the criteria of right statements, therefore it belongs to C5.	
12.	Complete the table based on the discussion result						3	C6	C6	C6	137		This exercise leads the students to retrieve and remember the information about their discussion result. Therefore it belongs to C6.
13.	Copy and handwrite the example	4						C1	C1	C1	138		This exercise leads the students to retrieve and remember the example, thus it

												belongs to C1.
14.	Interview school friends about their habits like the examples			4				C3	C3	C3	138	This exercise requires the students to implement the procedure of interview based on the examples.
15.	Study how to make presentation about the interview result		2					C2	C2	C2	139	This exercise leads the students to interpreting the material stated on the book, thus it belongs to C2.
16.	Present the result orally without reading text					4		C6	C6	C6	139	This exercise leads the students to create oral product through their presentation, thus it belongs to C6.
17.	Discuss what have been learnt					3		C5	C5	C5	140	Discussion dealing with the material that have been learnt requires the students to make an evaluation or judgment, therefore it belongs to C5.
18.	Listen to the statements spoken by the teacher	5						C1	C1	C1	141	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1.

19.	Say the statements spoken by the teacher in group	6						C1	C1	C1	141	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1.
20.	Study the examples		3					C2	C2	C2	142	This exercise leads the students to interpreting the material stated on the book, thus it belongs to C2.
21.	Discuss about animal activities				1			C4	C4	C4	142	This exercise leads to analyze the information in the material, therefore it belongs to C4.
22.	Complete the table based on discussion result						5	C6	C6	C6	142	This exercise requires the students to create written product based on the previous exercise, thus it belongs to C6.
23	Listen and repeat the material spoken by the teacher	7						C1	C1	C1	143	This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1
24	Say the material spoken by the teacher in group	8						C1	C1	C1	143	This exercise leads the students to remember the material spoken

												by the teacher, thus it belongs to C1
25.	Discuss the things in classroom with their use			2			C4	C4	C4	144		In discussing the students need to analyze the information in the material, therefore it belongs to C4.
26.	Complete the table based on the discussion result					6	C6	C6	C6	144		This exercise requires the students to create written product based on the previous exercise, it belongs to C6.
27.	Listen and repeat the material spoken by the teacher	9					C1	C1	C1	146		This exercise leads the students to remember the material spoken by the teacher, thus it belongs to C1
28.	Role play			5			C3	C3	C3	146		Role play requires the students to conduct specific procedure or implementation, it corresponds to C3.
29.	Discuss to find the right information stated in the conversation			3			C4	C4	C4	147		This exercise leads the students to analyze material stated on the book in order

												to find right information, thus it belongs C4 to.
30.	Complete the table based on the discussion result						7	C6	C6	C6	147	This exercise requires the students to create written product based on the previous exercise, it belongs to C6.
31.	Observe someone's house to find several things with their function				4			C4	C4	C4	148	This exercise leads the students to conduct differentiating and attributing, thus it belongs to C4.
32.	Write the observation result on the table						8	C6	C6	C6	148	This exercise leads the students to create a written product based on their observation on previous exercise, thus it belongs to C6.
Total		9	3	5	4	3	8					

Appendice 2 : Whatsapp Chat of The Validators

