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CHAPTER IV
RESEARCH FINDING AND DISCUSSIONS

The researcher describes the research findings based on the data collected. The presentation in line with the research questions in Chapter 1, namely the English textbook entitled *"Bahasa Inggris Think Globally Act Locally"* published by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia* for junior high school grade ninth is accordance with the requirements of school-based curriculum.

The researcher presents the data and interpret them as research results, which will be analyzed and evaluated in 6 chapters of the textbook. In other words, the findings cover for 1 semester of textbook. Researcher used various assessments provided by the *BSNP*.

A. Description of the Textbook

1. Identity of textbook

a. Title
   Bahasa Inggris Think Globally Act Locally
b. Researcher
   1) Siti Wachidah, Ph.D
   2) Asep Gunawan, S.Pd
   3) Diyantari, M.App.Ling
c. Reviewer
   1) Lestari Manggong, M.A
   2) Wawan Gunawan
   3) Ouikurema Purwati
d. Editor
   Yunita Farlina, S.S
e. Illustrator
   Rio Ari Seno, S.Sn
f. Printed number
   2nd
g. Publisher
   Kementerian Pendidikan dan Kebudayaan of Republik Indonesia
h. Publication year

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2018

i. Place of publication
Jakarta

j. Number of pages
130 (first semester)

i. Number of chapter
6 Chapters (first semester)

2. Textbook Overview

"Bahasa Inggris Think Globally Act Locally" textbook is a student's book prepared by the government for the implementation of the 2013 Curriculum. It is prepared and reviewed by the coordination of *Kementerian Pendidikan dan Kebudayaan Republik Indonesia*. This book has an attractive design for students. The front cover is dominated by red, blue and yellow color. It also featured interesting pictures related to everyday life that is close to students. The back cover contains short book information about the book.

This textbook has 5 subtitles. Subtitle 1 is Observing and Asking Questions, subtitle 2 is Collecting Information, subtitle 3 is Reflecting, subtitle 4 is Associating and subtitle 5 is Communicating. The book has 130 pages for first semester and arranged in *Myriad Pro* with font size 11. It is designed attractively with clear colours and images. So that it can be easily understood by students. It also has a study guide before learning begins. So that students can easily understand the contents of the book easily. Each chapter also contains daily conversations that are easily understood by students in understanding the lessons in its book. The textbook aims to provide as many opportunities as possible to students to develop literacy competencies in English.

This textbook has been widely used in teaching and learning by several teachers. For example used by a teacher named Mrs. Fajriana Nur Asmawati, M. Pd. This textbook has been used for teaching and learning activities at MTs PI AL HUDA Tayu Pati:

> Yes I have used this book in teaching in class. I also used other books such as books published by Erlangga and LKS books. This book is in accordance with the standard book for teaching in the classroom. Because the material in it is in accordance with the

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needs of students. The advantage of this book is that it presents an opening before the lesson begins both at the beginning of the material and at the end of the material. Many texts are used as examples to provide students with a text to be taught. Thus students will be able to understand the material more easily and clearly. Physically this book is attractive because it is colorful and also in accordance with the 2013 curriculum. Grammar is not taught clearly with examples. There is no vocabulary in each chapter so that students do not have a target in vocabulary mastery. 5 scientific approach learning activities are clearly listed in each chapter. For practice many group activities and the form of exercise is almost the same in each chapter.[1]

B. Description of Research Data

1. The Feasibility of Content based on *BSNP* (Compatibility with *KI* and *KD*)

Overall *"Bahasa Inggris Think Globally Act Locally"* textbook is in accordance with the students book standards of *BSNP*. Most of the materials contained in this textbook has fulfilled the book properly. It can be easily understood and studied by junior high school students. Many of the material presented in the textbook is accordance with the characteristics of junior high school students, especially in grade ninth. The lessons presented are also related to students activities in everyday life, so that students can easily absorb the information and can immediately analyze the lessons.

[1] Interview with Mrs. Fajriana Nur Asmawati, M. Pd., July 22, 2021 20.15 at the house of Mrs. Fajriana Nur Asmawati, M. Pd.

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a. Completeness of Material

Table 4.1

The Materials Taught in the "Bahasa Inggris Think Globally Act Locally" Textbook

Chapter	Topic	Materials
1	Congratulations!	1. To express hopes and wishes to others 2. To congratulate others for their fortunes and achievements, in order to keep good personal relationship with them
2	Let's live a healthy life!	1. To state purpose or intention to do something 2. To agree or disagree with a suggestion or an idea
3	Be healthy, be happy	1. To choose healthy and safe products 2. To avoid harmful effects 3. To get the best result
4	This is how you do it!	1. To read recipe and manuals, in order to know: 1. How to get the best result, 2. How to avoid and accident, damage or

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		unnecessery waste
5	Everybody is always in the middle of something	1. To communicate activities in progress at the time of speaking, at one point of time in the past, and at one point of time in the future, in order: 1. To share the information with others, 2. To give an explanation
6	We have been to an orphan home. We went there last Sunday	1. To communicate past happening which is related to the present moment, in order to: 1. To share the information with others, 2. To report the past happening to others, 3. To give and explanation

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The contents of the ninth grade students book entitled *"Bahasa Inggris Think Globally Act Locally"* published by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia* consists of 5 subtitles which will be discussed as follows:

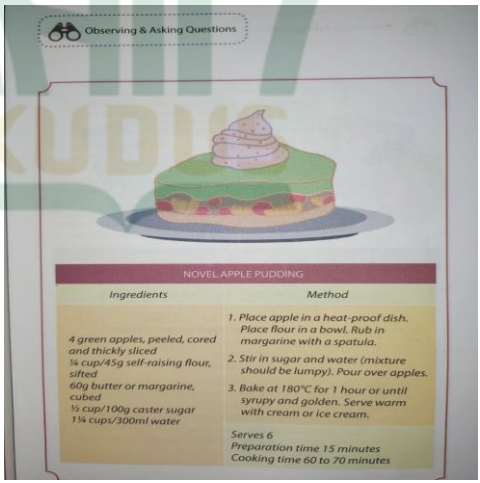
1) **Observing and Asking Questions**

Observing activity is an activity for students to find out information in depth. In this section the information is presented in the form of reading accompanied by illustrations. In this activity students are trained to observe and ask questions related to the material. So that in this activity can add information and knowledge of students.

Asking Questions activity is an attempt by students to construct knowledge of social functions, linguistic elements, and text structures through guided discussions. The habit of asking will enhance the students' curiosity and critical thinking, which is very much needed to get good observations. At the same time, the students also had the opportunity to ask questions in English naturally and meaningfully.

Figure 4.1

Example of Subtitle Observing and Asking Questions



Observing & Asking Questions

NOVEL APPLE PUDDING

Ingredients	Method
4 green apples, peeled, cored and thickly sliced ¼ cup/45g self-raising flour, sifted 60g butter or margarine, cubed ½ cup/100g caster sugar 1¼ cups/300ml water	1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula. 2. Stir in sugar and water (mixture should be lumpy). Pour over apples. 3. Bake at 180°C for 1 hour or until syrupy and golden. Serve warm with cream or ice cream. Serves 6 Preparation time 15 minutes Cooking time 60 to 70 minutes

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Table 4.2

The Distribution of the Subtitle Observing and Asking Questions in the "Bahasa Inggris Think Globally Act Locally" Textbook

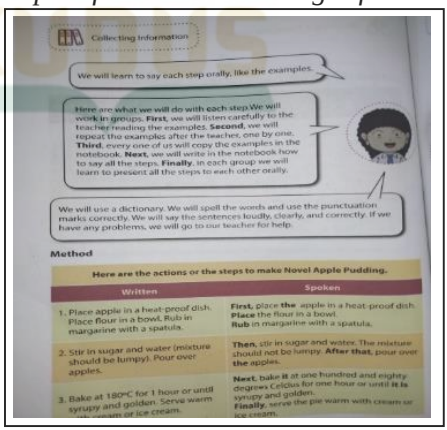
Chapter	Topic	Page
1	Congratulations!	2 - 6
2	Let's live a healthy life!	18 - 25
3	Be healthy, be happy	34 - 37
4	This is how you do it!	54 - 63
5	Everybody is always in the middle of something	80 - 90
6	We have been to an orphan home. We went there last Sunday	108 - 118

2) Collecting Information

The stage of Collecting Information is the students' effort to try or explore the knowledge and skills that have just been observed. In the form of understanding activities and reveal every meaning in the text that is being studied sequentially and coherently. This activity absolutely requires the students' activity in trying to interact with their teacher and their friends, in and outside of the classroom.

Figure 4.2

Example of Subtitle Collecting Information


Collecting Information

We will learn to say each step orally, like the examples.

Here are what we will do with each step.We will work in groups. **First**, we will listen carefully to the teacher reading the examples. **Second**, we will repeat the examples after the teacher, one by one. **Third**, every one of us will copy the examples in the notebook. **Next**, we will write in the notebook how to say all the steps. **Finally**, in each group we will learn to present all the steps to each other 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. If we have any problems, we will go to our teacher for help.

Method

Here are the actions or the steps to make Novel Apple Pudding.

Written	Spoken
1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula.	**First,** place **the** apple in a heat-proof dish. **Place** the flour in a bowl. **Rub** in margarine with a spatula.
2. Stir in sugar and water (mixture should be lumpy). Pour over apples.	**Then,** stir in sugar and water. The mixture should not be lumpy. **After that,** pour over **the** apples.
3. Bake at 180°C for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.	**Next,** bake **it** at one hundred and eighty degrees Celsius for one hour or until **it is** syrupy and golden. **Finally,** serve the pie warm with cream or ice cream.

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Table 4.3
The Distribution of the Subtitle Collecting Information in the "Bahasa Inggris Think Globally Act Locally" Textbook

Chapter	Topic	Page
1	Congratulations!	7 - 9
2	Let's live a healthy life!	28
3	Be healthy, be happy	38, 39, 40, 41, 44, 45, 46
4	This is how you do it!	64 - 67
5	Everybody is always in the middle of something	91 - 98
6	We have been to an orphan home. We went there last Sunday	121 - 122

3) Reflecting

The stage of Reflecting aims to reflect on the previous knowledge and understanding of the students that are related to each chapter. This activity repeats the lessons that students have learned in the subtitles Observing and Asking Questions and Collecting Information.

Figure 4.3
Example of Subtitle Reflecting

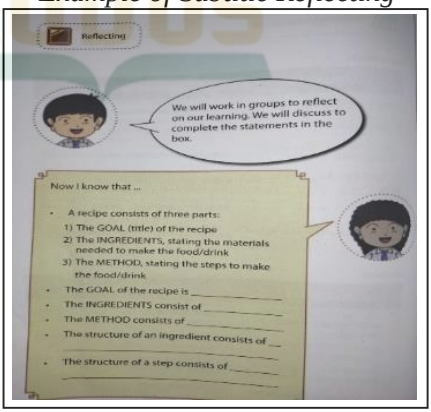

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Table 4.4

The Distribution of the Subtitle Reflecting in the "Bahasa Inggris Think Globally Act Locally" Textbook

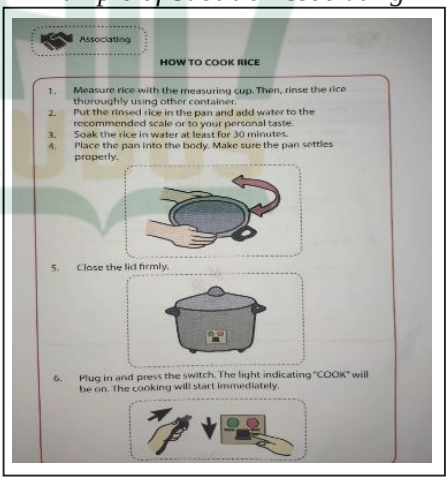
Chapter	Topic	Page
1	Congratulations!	10
2	Let's live a healthy life!	27
3	Be healthy, be happy	42
4	This is how you do it!	68
5	Everybody is always in the middle of something	99
6	We have been to an orphan home. We went there last Sunday	119

4) Associating

The "Associating" stage is to provide opportunities for students to associate text information that is being studied with similar texts with different forms, made by other friends found from sources other than this book. The purpose of the "Associating" step is for enrichment and deepening of the materials.

Figure 4.4

Example of Subtitle Associating


Associating

HOW TO COOK RICE

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

5. Close the lid firmly.

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

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Table 4.5

The Distribution of the Subtitle Associating in the "Bahasa Inggris Think Globally Act Locally" Textbook

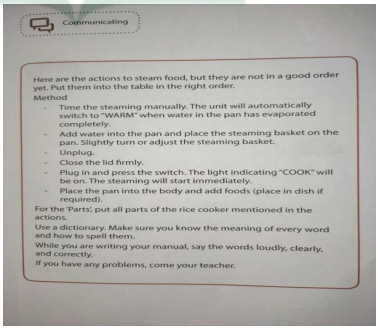
Chapter	Topic	Page
1	Congratulations!	11 - 15
2	Let's live a healthy life!	26, 29, 30, 32
3	Be healthy, be happy	43, 47, 48, 49, 50
4	This is how you do it!	69 - 75
5	Everybody is always in the middle of something	100 - 104
6	We have been to an orphan home. We went there last Sunday	123 - 125

5) Communicating

The stage of "Communicating" gives students the opportunity to act as educated adolescents to understand and express meaning interactively with written or oral text, in reasonable media according to facts in fact, in the context of real life or close to real life. Communicating activities include, oral interactions during the process learning, oral presentations in front of class or in groups, publish works on wall magazines, and so on.

Figure 4.5

Example of Subtitle Communicating



Communicating

Here are the actions to steam food, but they are not in a good order yet. Put them into the table in the right order.

Method

- Time the steaming manually. The unit will automatically switch to "WARM" when water in the pan has evaporated completely.
- Add water into the pan and place the steaming basket on the pan. Slightly turn or adjust the steaming basket.
- Unplug.
- Close the lid firmly.
- Plug in and press the switch. The light indicating "COOK" will be on. The steaming will start immediately.
- Place the pan into the body and add foods (place in dish if required).

For the 'Parts', put all parts of the rice cooker mentioned in the actions.

Use a dictionary. Make sure you know the meaning of every word and how to spell them.

While you are writing your manual, say the words loudly, clearly, and correctly.

If you have any problems, come your teacher.

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Table 4.6
The Distribution of the Subtitle Communicating in the "Bahasa Inggris Think Globally Act Locally" Textbook

Chapter	Topic	Page
1	Congratulations!	16
2	Let's live a healthy life!	32
3	Be healthy, be happy	51 - 52
4	This is how you do it!	76 - 78
5	Everybody is always in the middle of something	105
6	We have been to an orphan home. We went there last Sunday	126 - 130

Overall completeness of the material in this book has met the requirements. Almost all of the material is complete. In chapter 1 *"Congratulations"* the material are complete as stated in the table of basic competencies of students is expected to be able to understand and be able to compile a short and simple safe text message using the appropriate text structure and the right language elements in the context. There are several texts presented how to use congratulations for friends as shown on pages 2, 6, 7 and 12. Chapter 2 *"Let's live a healthy life!"* the material in this chapter covers the basic ability requirements to understand goals, and has the basic ability to tell or ask other people to do something or not to do something verbally and in writing, and to state their intentions. Several texts presented asking to others people are shown on pages 19 and 29. The theme of the text relates to students' daily lives.

Chapter 3 *"Be healthy be happy"* this chapter covers the basic competence requirements, namely the requirements for understanding the structure of the text and the language elements of spoken and written texts to identify and describe products. This chapter discusses material that is introduced to basic comprehension skills when expressing curiosity about matters relating to students' daily lives and students' environment. This chapter will select healthy and safe products to avoid serious repercussions and find the best

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product such as on page 36 and 37. Cover text is provided to identify and describe specific product content, such as specific ingredients and product uses. Chapter 4 *"This is how you do it!"* this chapter covers the requirements listed in the basic competencies. These competencies require an understanding of the structure of the text and the language elements of spoken and written text to identify the best results with effective words. This chapter learn to choose healthy and safe products to avoid adverse effects. and get the best out of the product. Learn to use cover text and create receipts and manuals. Entry items related to fixed equipment commonly used in students' daily lives. Students can learn how to create something the content shown on page 77.

Chapter 5 *"Everybody is always in the middle of something"* this material includes complete of material. In basic competence, students talk about ongoing activities when speaking at a certain point in the past and a certain point in the future. As shown on pages 81 to 84 and page 95, some examples of interpersonal and transactional text used to share information with others people and explanation of the text. Chapter 6 *"We have been to an orphan home. We went there last Sunday"* this chapter fulfills the criteria for completeness of material with basic competencies and core competencies. Students are expected to understand spoken texts such as how to share information with others, report past events that have occurred to others and provide information to others. Another text in this chapter is entitled We have been to an orphan home. We went there last Sunday shown on page 111 and 124.

b. In-Depth of Materials

Overall in-depth of materials in this book has met the requirements. almost all of the material is complete. In chapter 1 *"Congratulations"* this chapter provides training for students to further explore how to express congratulations. As shown on page 6. in some cases, students to answer dialogue, and there is a reflective diary of this course, and most students answer some questions. Information about their understanding and difficulties can be accessed in each chapter of this textbook. Chapter 2 *"Let's live a healthy life!"* the exercises in this chapter guide students explore different types

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of ways of completing the sentences shown on pages 24, 25 and 26. Students write down the purpose of doing or not doing each activity. Chapter 3 *"Be healthy be happy"* the text exercises conform to depth standards, which retain part of the rules of text formation and text production, and require students to identify products, then propose products such as suggestions and comparisons of the two products such as on page 50 and 51.

Chapter 4 *"This is how you do it!"* the texts and exercises in this chapter compare and identify information about civil servants and students will learn about labels on food / beverage. And analyze the key points of the product, including the product name, product description, the content or quantity of the product in the packaging, the contents of the product ingredients, the direction of product use, the direction of product storage, and the expiration date. Chapter 5 *"Everybody is always in the middle of something"* the text and exercises in this chapter allow students to explore more about how to share information with others in the exercise on page 90. Students complete these sentences with reasons that match the questions. In addition to other practice questions, students also help calm the correct verbs in the correct dialogues on page 99. Then, students practice to fill the blank table about grammar on page 86. Chapter 6 *"We have been to an orphan home. We went there last Sunday"* this chapter provides training for students so that they can understand a deeper understanding of how to communicate with others, ask them to complete relevant sentences, then write statements about past events related to the current situation show on page 113, 117, 121 and 129.

2. Accuracy of Material

a. Social Function

The accuracy of facts and concepts are seen in the material compilation component which contains examples and practice questions throughout the entire book. This book has presented material in accordance with facts, concepts, principles, and theories, although it is not complete. This aims to train students' active thinking patterns in discovering new things so that students play an active role in learning.

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Chapter 1 *"Congratulations"* the social function are appropriately. This chapter there is communication about daily life, as well as factional communication for narrative communication. Chapter 2 *"Let's live a healthy live!"* this chapter introduces interpersonal and transactional communication in the form of descriptive texts. This chapter specifically asks students to do or intend to do it, and tells others to do or not do something. Students are required to provide information about materials. All contexts in this chapter relate to students' daily lives, and students are encouraged to interact with their surroundings to obtain information.

Chapter 3 *"Be healthy be happy"* the text used to identify about multiple products. In this chapter students explore types of products, packaging products such as food. Drink using language elements that are correct and in context. This chapter fulfills the social function criteria in the functional communication elements including the procedural text. Chapter 4 *"This is how you do it!"* this chapter covers elements of functional and interpersonal communication, enables students to explore product comparisons, and teaches students to interact with the appropriate environment of their surroundings through interpersonal and cross-language texts and product label analysis show on page 71.

Chapter 5 *"Everybody is always in the middle of something"* the texts contained in this chapter meet the standards of social function. With the dialogue, students would explore exchanges and responses, and explain to others how to explain the problem to others. Chapter 6 *"We have been to an orphan home. We went there last Sunday"* this chapter meets the standards of social function show on page 109 and 111. Students are taught to interact through interpersonal, communication, and functional communication contained in textbooks and texts related to the daily life of society. These interactions show concern and admiration for what happens to the children in the orphanage.

b. Generic Structure

The presentation of the illustrations in this book has been adjusted to the material coverage in each subject. The benchmark for the accuracy of the illustration is seen from the suitability of

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the illustration with the learning material. The use of pictures in illustrating the material is appropriate, but there are still some inaccurate and less varied illustrations.

Chapter 1 *"Congratulations"* the elements and structures with proper meaning. Students are taught to do simple things about safety and ask students to get information from others. Interdepartmental communication and functional communication meet social function standards. Chapter 2 *"Let's live a healthy life!"* the generic structures in this chapter have been appropriately developed. These transaction interactions meet social function standards. Chapter 3 *"Be healthy, be happy"* the elements and structures of meaning are systematically implemented in the text to identify the product. The exercise requires students to identify products with the aid of illustrations. Students with English proficiency have difficulty because when students analyze the product, the text is not clear.

Chapter 4 *"This is how you do it!"* the elements and structures of meaning are developed appropriately. Students are given an example of presenting display instructions on page 55. Then the students carry out an exercise to analyze the product label on the product packaging. Chapter 5 *"Everybody is always in the middle of something"* the elements and structures of meaning are realized systematically. Student interactions with other students. Chapter 6 *"We have been to an orphan home. We went there last Sunday"* this chapter fulfills the criteria of generic structure, because the existing text contains interpersonal information and communication in the form of providing information about events that have occurred in the past and the present show on page 110 and 112.

c. Linguistic Feature

The use of language in explaining the material can be easily understood by students. The existence of a conversation in explaining the material in the book will also increase students' insight. The language used is also very easy to understand by students at the junior high school level.

Chapter 1 *"Congratulations"* the words used in this chapter are brief and clear, usually used in the daily life of students and are used for communication. The dialogue is brief and serves to congratulate them, as shown on pages 2 and 3, and

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other views on pages 9 and 11 talk briefly about congratulations. Chapter 2 *"Let's live a healthy life!"* the texts used in this chapter are brief and simple, and are generally used in students' daily lives and for communication purposes. The dialogue is brief and serves it is the purpose of asking and telling the other person to do or not to do something and the purpose or intention to do it. Examples of simple conversations telling stories with others also use simple and easy-to-understand text as shown in the dialogues displayed on pages 19, 29 and 30. Chapter 3 *"Be healthy, be happy"* the types of text discussed in this chapter develop communication skills in an analytical form and describe products in an easy-to-understand manner.

Chapter 4 *"This is how you do it!"* the linguistic characteristics are in accordance with the intention in the social function which provides an overview of the product. The sample text uses simple forms and vocabulary and is in accordance with the daily context of students in describing items. Chapter 5 *"Everybody is always in the middle of something"* the language characteristics are in line with the social functions conveyed by language communicators when they share free time and carry out ongoing activities in the future. The sample text uses simple forms and vocabulary that are appropriate to the daily context of students. Chapter 6 *"We have been to an orphan home. We went there last Sunday"* the linguistic feature that correspond to communicative language in the context of students are exposed to various texts. Use simple interpersonal text. Show students how to use the correct language in a persuasive way through practice questions and in text and practice questions. This makes it easier for students to understand the target language and uses high-quality text illustrations contained in the text and questions. Practice show on page 119.

3. Suppporting Material

a. Relevance

The material presented contains examples, practice questions, and a bibliography that has adapted to developments in science and technology. Supporting materials have also supported the active role of students in learning, such as observing and experimenting. The features presented in this book are complete because they contain descriptions of the material,

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examples, practice questions, and activities with parents during each lesson so that students are familiar with various learning activities. The use of illustrated images in practice questions is in accordance with current technological developments.

Chapter 1 *"Congratulations"* the illustrations in this chapter are based on students' daily lives. Each picture shows the actual life situation of each text studied, for example illustration shows students at school and at home. Dialogue uses interactions that usually occur in students' daily lives. Chapter 2 *"Let's live a healthy life!"* the illustrations in this chapter use text related to student activities, such as friends who are sick and learning to do something or not. The physical environment also reflects the daily interactions of students in the school environment. Chapter 3 *"Be healthy, be happy"* the illustrations are used according to the topic and purpose. Students easily understand and recognize a product because there is an image of a product.

Chapter 4 *"This is how you do it!"* the illustrations used are appropriate and show the most widely available products around students with products, such as stationary items, found from the text. Chapter 5 *"Everybody is always in the middle of something"* the illustrations used are appropriate and show things that are commonly found in the student environment in the school environment. Chapter 6 *"We have been to an orphan home. We went there last Sunday"* the illustrations in this chapter are in accordance with activities that students often do in everyday life, and the resources used are related to the topics discussed. The text shows what students commonly encounter when visiting orphanages. Dialogue uses the common interactions students have in everyday life show on page 109 and 111.

b. Development of Life Skills

Each chapter in the lessons also presented students' training to develop their life skills. Apart from providing material, each chapter also plays a role in helping students develop their talents and interests in certain fields. Most students will also feel happy if in their lessons in the classroom or outside the classroom discussing the development of life skills.

Chapter 1 *"Congratulations"* the life skills used in this chapter are social skills. Teach students with others, such as parents, shown on pages 9, 10 and 11. Students were also taught

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the form of congratulations, not only congratulating words, but also using other sentences according to a situation that occurs. Chapter 2 *"Let's live a healty life!"* most textbooks cover personal academic skills and social skills. This material includes information related to students' daily activities at home and school life. The purpose of interaction between students in this chapter is to find out information about students' daily lives. Chapter 3 *"Be healthy, be happy"* most of the texts cover personal skills. The material provided includes information that invites and enables students to distinguish the contents of a product and can choose a product that is healthy and safe by looking at the composition of the product.

Chapter 4 *"This is how you do it!"* there are a few elements of developing Life Skills in this chapter. In the aspect of personal skills in finding and analyzing using information, this chapter focuses on the improvement of creatures. Chapter 5 *"Everybody is always in the middle of something"* in this chapter, there are several elements for developing life skills in social skills. Namely students can talk with parents and friends in their daily activities. Chapter 6 *"We have been to an orphan home. We went there last Sunday"* the life skills used in this chapter are social skills. Students are taught to get information with friends around, then students ask questions and provide information. Students also serve to look after others by asking how people in the orphanage feel and referring to their birthdays at the orphanage.

c. Diversity Insight

Presentation of material descriptions that contain examples and practice questions, activities with parents unfulfilled. Of the six chapters that have been analyzed, all of them do not show diversity insight.

Most of the criteria for diversity insight are not present in this book. In chapter 1 *"Congratulations"* since this chapter focuses only on community congratulations and the use of congratulations. There are no aspects that can develop insight into diversity. Chapter 2 *"Let's live a healthy life!"* the texts and exercises in this chapter do not require insight into the diversity of content, but this chapter focuses on intention to act. The texts in this chapter discuss maintaining a healthy body. Chapter 3 *"Be*

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healthy, be happy" the texts and exercises in this chapter do not require criteria for diversity insight. Because the material in this chapter describes the product.

Chapter 4 *"This is how you do it!"* the texts and exercises in this chapter do not incorporate any diversity and culture. Because the material in this chapter describes procedure text. Chapter 5 *"Everybody is always in the middle of something"* the texts and exercises in this chapter do not include insights into diversity. Because it only discusses how to express actions or events that are or occur in the present, past and future. Chapter 6 *"We have been to an orphan home. We went there last Sunday"* this chapter does not cover the aspects of developing the diversity perspective. The lesson focuses only on an invitation to come to an orphanage. Not to teach diversity insight.

C. Research Data Analysis

Based on *Badan Standar Nasional Pendidikan (BSNP)* in 2007 there are four aspects of feasibility as guidelines in assessing books. Each indicators in the aspect of textbook feasibility can be used as a reference for textbook assessment. The research finding based on the textbook entitled *"Bahasa Inggris Think Globally Act Locally"* published by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia* for junior high school grade ninth are as follows:

1. The Feasibility of Content (Compatibility with *KI* and *KD*)

a. Completeness of Material

The Core Competence *(KI)* and Basic Competence *(KD)* in the textbook entitled *"Bahasa Inggris Think Globally Act Locally"* published by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia* for junior high school grade ninth are as follows:

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Table 4.7
Core Competence (KI) and Basic Competence (KD) of Junior High School Grade Ninth Based on 2013 Curriculum

Core Competence *(KI)*	**Basic Competence *(KD)***
1. Appreciate and comprehend fully the followed religion doctrine.	1.1 Be grateful for the chance of studying English as international communication language which is proved by study seriously.
2. Appreciate and comprehend the honesty, discipline, responsibility, care (tolerance, cooperative), and Confidence behaviour in effective interaction with the social and natural environment.	2.1 Show the well-mannered in doing interpersonal communication with teacher and friends. 2.2 Show the honesty, discipline, confidence, and responsibility behaviour in doing transactional conversation with teacher and friends. 2.3 Show the responsibility, care, cooperative, and peaceful behaviour in doing functional communication.
3. Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the learners curiosity of science, technology, arts, and culture related to the visible phenomena.	3.1 Apply text structure and language feature to implement the social function of expressing hopes and wishes and congratulation for their fortune and achievement and responses according to context. 3.2 Apply text structure and language feature to implement the social function of expressing agreement or

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	dissagreement according to context. 3.3 Apply text structure and language feature to implement the social function of stating and asking rules and invitation to do and not to do something according to context. 3.4 Apply text structure and language feature to implement the social function of stating and asking the purpose and intention to do something according to context. 3.5 Apply text structure and language feature to implement the social function of telling and asking others to do and not to don according to context. 3.6 Apply text structure and language feature to implement the social function of food/drink/medicine label text according to context. 3.7 Apply text structure and language feature to implement the social function of stating and asking manual, short, and simple recipe according to context. 3.8 Apply text structure and language feature to implement the social function of stating and asking activity/event in progress the time of speaking, at one point of the time in the past, and at one point of the time in future according to context.

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	3.9 Apply text structure and language feature to implement the social function of stating and asking activity / event / phenomenon in the past without specific time according to context. 3.10 Apply the text structure and language feature to implement the social function of stating and asking cause and effect according to context. 3.11 Understanding text structure and language feature to implement the social function of narrative text in form folktale according to context. 3.12 Apply text structure and language feature to implement the social function of short recount text by stating and asking about activity/ event/ phenomena in general according to context. 3.13 Apply text structure and language feature to implement the social function of stating and asking factual report about people, animals, natural and social phenomenon according to context. 3.14 Recalling the social function, text structure, and language feature of service and products advertisement according to context. 3.15 Understood text structure and language feature to implement the social function of song.

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4. Process, present, and reason in concrete domain (use, break, arrange, modify, and make) and abstract domain (write, read, count, draw, and compose) according to the materials taken from the school or other sources which have similar point of view/theory.	4.1 Compose simple spoken text to express and respond gaining hopes and wishes and congratulation for their fortune and achievement by notice on the right social function, text structure, and language feature according to context. 4.2 Compose spoken and written text to express and respon agreement and dissagreement expressing by notice on the right social function, text structure, and language feature according to context. 4.3 Compose simple spoken and written text to state, and ask about the rules and suggestion to do and not to something by notice on the right social function, text structure, and language feature according to context. 4.4 Compose simple spoken and written text to state and ask about the purpose and intention to do something by notice on the right social function, text structure, and language feature according to context. 4.5 Compose written text in form of very short and simple to state and ask others to do and not to do by notice on the right social function, text structure, and language feature according to context.

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	4.6 Catch the meaning of short and simple food/drink/medicine label. 4.7 Catch the meaning of short, simple procedure spoken and written text in form manual and recipe. 4.8 Compose short, simple, spoken and written text to in form, recipe and manual by notice on the right social function, text structure, and language feature according to context. 4.9 Compose spoken and written text to state and ask about activity/event/phenomena that happen in progress the time of speaking, at one point of the time in the past, and at one point of the time in the future by notice on the right social function, text structure, and language feature according to context. 4.10 Compose spoken and written text to state and ask about activity/event/phenomenon in the past without specific time by notice on the right social function, text structure, and language feature according to context. 4.11 Compose short and simple spoken and written to ask and state about cause and effect by notice on the right social function, text structure, and language feature according to context.

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	4.12 Compose short and simple spoken and written to ask and state about cause and effect by notice on the right social function, text structure, and language feature according to context. 4.13 Catch the meaning of narrative text, spoken and written text, short and simple, in form folktale. 4.14 Compose spoken and written text to state and ask past events in general by notice on the right social function, text structure, and language feature according to context. 4.15 Catch the meaning of short and simple spoken and written factual report. 4.16 Compose short and simple spoken and written text factual report about people, animals, things and phenomenon by notice on the right social function, text structure, and language feature according to context. 4.17 Catch the meaning of short, simple service and advertisement text. 4.18 Catch the meaning of the song.[2]

[2] Ratih Heriati, *The Relevance Analysis of "Think Globally Act Locally" Book to 2013 English Curriculum and Bloom's Taxonomy*, (Palangkaraya: State Islamic Institute of Palangkaraya, 2017) p. 19

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The textbook must require the students' needs to be familiar with texts commonly used in English communication. The text must be based on with *KI* and *KD* of 2013 Curriculum for grade ninth of junior high school. In the textbook, KI and KD are not mentioned such as KI 1 and KI 2 are not mentioned. It just mentioned for KI 3 and KI 4. KI 3 is mentioned in Chapter 1,3,5 and 6. KI 4 is only mentioned in chapter 2 and 4. Another example in chapter 1 only disscusses KD 3.1, Chapter 2 only disscusses KD 4.3. Below is the table of KI and KD in *"Bahasa Inggris Think Globally Act Locally"* textbook:

Table 4.8

The Core Competence (KI) and Basic Competence (KD) in the "Bahasa Inggris Think Globally Act Locally" Textbook

Chapter	Topic	Core Competence *(KI)*	Basic Competence *(KD)*
1	Congratulations!	3	3.1
2	Let's live a healthy life!	4	4.3
3	Be healthy, be happy	3	3.6
4	This is how you do it!	4	4.8
5	Everybody is always in middle of something	3	3.8
6	We have been to an orphan home. We went there last Sunday	3	3.9

The description of each chapters about KI and KD explained in *"Bahasa Inggris Think Globally Act Locally"* texbook can be analyze as below: Chapter 1 *"Congratulations!"* the lessons contained in this chapter are *"to express hopes and wishes to others, and to congratulate others for their fortunes and achievements, in order to keep good personal relationship with them"* is in accordance with KI 3 *"Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the learners curiosity of science, technology, arts, and culture related to the visible phenomena"* and KD 3.1

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"Apply text structure and language feature to implement the social function of expressing hopes and wishes and congratulation for their fortune and achievement and responses according to context".

Chapter 2 *"Let's live a healthy life!"* the lessons contained in this chapter is *"to state the purpose or intention to do something, and to agree or disagree with a suggestion or an idea"* is in accordance with KI 4 *"Process, present, and reason in concrete domain (use, break, arrange, modify, and make) and abstract domain (write, read, count, draw, and compose) according to the materials taken from the school or other sources which have similar point of view/theory"* and KD 4.3 *"Compose simple spoken and written text to state, and ask about the rules and suggestion to do and not to something by notice on the right social function, text structure, and language feature according to context".*

Chapter 3 *"Be healthy, be happy"* the lessons contained in this chapter is *"to choose healthy and safe products, to avoid harmful effects, and to get the best results"* is in accordance with KI 3 *"Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the learners curiosity of science, technology, arts, and culture related to the visible phenomena"* and KD 3.6 *"Apply text structure and language feature to implement the social function of food/drink/medicine label text according to context".*

Chapter 4 *"This is how you do it!"* the lessons contained in this chapter is *"to read recipe and manuals, in order to know: how to get the best results and how to avoid an accident, damage, or unnecessary waste"* is in accordance with KI 4 *"Process, present, and reason in concrete domain (use, break, arrange, modify, and make) and abstract domain (write, read, count, draw, and compose) according to the materials taken from the school or other sources which have similar point of view/theory"* and KD 4.8 *"Compose short, simple, spoken and written text to in form, recipe and manual by notice on the right social function, text structure, and language feature according to context".*

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Chapter 5 *"Everybody is always in the middle of something"* the lessons contained in this chapter is *"To communicate activities in progress at the time of speaking, at one point of time in the past, and at one point of time in the future, in order: to share the information with others, and to give an explanation"* is in accordance with KI 3 *"Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the learners curiosity of science, technology, arts, and culture related to the visible phenomena"* and KD 3.8 *"Apply text structure and language feature to implement the social function of stating and asking activity/event in progress the time of speaking, at one point of the time in the past, and at one point of the time in future according to context".*

Chapter 6 *"We have been to an orphan home. We went there last Sunday"* the lessons contained in this chapter is *"to communicate past happening which is related to the present moment, in order: to share the information with others, to report the past happening to others, and to give and explanation"* is in accordance with KI 3 *"Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the learners curiosity of science, technology, arts, and culture related to the visible* phenomena" and KD 3.9 *"Apply text structure and language feature to implement the social function of stating and asking activity / event / phenomenon in the past without specific time according to context".*

b. In-Depth of Materials

Basically in-depth of material, the feasibility of a textbook is to meet certain requirements. In this book is already on a good scale. The textbook contain exploratory content, which requires many types of text relating to the daily life conditions of students, especially in terms of the informations conveyed. The Informations are in the form of a good social or spiritual attitude.

The presentation of the material has been adapted to the cognitive, affective, and psychomotor aspects of students with reference to *KI* and *KD*. The materials in this book is also complete, accompanied by good illustrations and learning

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instructions that make it easier for students to understand the contents of this book.

2. **The Accuracy of Materials**

a. **Sosial Function**

This standard must be applied by students as a form of student exploration of the textbooks being studied by students. Therefore, the content of textbooks must be able to guide students to implement social, trade and communication functions based on relevant functional textbooks, such as narration, narrative, procedures, descriptions, news, discussion, and reporting. This book has presented materials in accordance with facts, concepts, principles, and theories, although it is not complete. This aims to train students' active thinking patterns in discovering new things so that students play an active role in learning.

b. **Generic Structure**

This standard states that textbooks must have a systematic mindset when introducing material. Therefore, it is expected that students can think systematically in everyday life. As in interpersonal and transactional texts, these activities can be in the form of communication activities to proactively communicate asking questions and providing information.

The presentation of the illustrations in this book has been adjusted to the material coverage in each subject. The benchmark for the accuracy of the illustration is seen from the suitability of the illustration with the learning material. The use of pictures in illustrating the material is appropriate, but there are still some inaccurate and less varied illustrations.

c. **Linguistic Feature**

In this linguistic function, textbooks are expected to provide and guide students with appropriate and relevant language elements. In this way, students can actively communicate with high-quality language functions in relevant contexts to realize all parts of social functioning.

In this book the use of language in explaining the material can be easily understood by students. The existence of a conversation in explaining the material in the book also increase students' insight. The language used is also very easy to understand by students at the junior high school level.

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3. **Supporting Materials**

a. **Relevance**

The presentation of material which includes practice questions, evaluation of learning, daily assessment, and bibliography is in accordance with the development of science and technology. Supporting materials have also supported the active role of students in learning such as Observing and Asking Questions activities. Submission of material is in accordance with current scientific developments, this can be seen in the topic of material that is current and happening today.

The features presented in this book categorize complete because they contain Observing and Asking Questions, Collecting Information, Reflecting, Associating and Communicating activities, as well as daily assessments on each lesson so that students are familiar with various learning activities. The use of illustration images in practice questions is in accordance with today's technological developments.

b. **Development of Life Skills**

The learning material in the textbook must contain content that encourages students to develop life skills. Like any personal skill, can be weaker weaknesses and strengths. Social skills are a place where students can rely on their environment properly and correctly. Academic skills, using good information, making wise decisions, and managing problems. As well as vocational skills that can encourage students to develop their abilities in future career development.

Each chapter in the lessons presents students' training to develop their life skills. Apart from providing material, each chapter also plays a role in helping students develop their talents and interests in certain fields. Most students will also feel happy if in their lessons in the classroom or outside the classroom discussing the development of life skills.

c. **Diversity Insight**

Another tool that should be included in a good textbook is a textbook which should include things that encourage students to develop their own insights into diversity. For example, respecting cultural diversity, local wisdom, awareness of cultural development, and cultivating cultural love with a full understanding of culture and ethnicity.

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In this book does not meet these criteria. Presentation of material descriptions that contain examples and practice questions unfulfilled. Of the six chapters that have been analyzed, all of them do not show diversity insight.

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