

CHAPTER III
DESCRIPTION OF STUDENT ENGLISH BOOK FOR THE
FIRST SEMESTER OF GRADE X OF SENIOR HIGH SCHOOL
2013 CURRICULUM
PUBLISHED BY MINISTRY OF EDUCATION AND CULTURE

A. The General Description of Student English Book for the First Semester of Grade X of Senior High School 2013 Curriculum.

1. The profile of Student English Book for the First Semester of Grade X of Senior High School 2013 Curriculum

Student English book for the first semester of grade x of senior high school 2013 curriculum published by Ministry of Education and Culture is the main object of this research. This book is prepared by the government to support the implementation of 2013 curriculum.

The thickness of student English book for the first semester of grade x of senior high school 2013 curriculum is 116 pages. The script contributors are Utami Widiati, Zulianti rohmah, and Furaidah. This book is published by Ministry of Education and Culture copyright 2014 in Jakarta. It has been edited by Raden Safrina and Helena I.R. Agustien. The publishing supervisor is The Center for

Curriculum and Books (Puskurbuk, Balitbang, kemendikbud).

2. The General Description of The content of Student English Book for The First Semester of Grade X of Senior High School 2013 Curriculum

a. The general description of the textbook

Student English book for the first semester of grade x of senior high school 2013 curriculum published by Ministry of Education and Culture is compiled with a purpose to develop student's attitude, knowledge, and skill communication through learning experience which in form of multifarious active communication activity using productive and receptive English activity. It consists of 9 chapters. Those are talking about self, complimenting and showing care, expressing intention, congratulation others, describing people, visiting ecotourism destination, visiting Niagara Falls, describing historical places, and giving announcement.

b. The description of the chapter of the textbook

The content and learning experience of every chapter in this book are presented into some activities, those are:

1) Warmer

Warmer is meant as an introduction activity to activate students' background knowledge and to draw up the student to follow the learning process. Most activity of warmer are games that engaging interaction between student so that by doing this activity student's positive attitude and enthusiasm can be woke up.

2) Vocabulary Builder

Vocabulary builder is meant to build or to enrich student's vocabulary. This vocabulary is taken from the word in reading text that is assumed newly vocabulary for student. The translation in Indonesian is given with the aim to make it easier to memorize. Even though, there are many activities which are needed before finding the matching word. This activity is meant so that student more realize with the internalization process of meaning and words

3) Pronunciation Practice

Pronunciation practice is meant to train the student to say words in English with correct pronunciation, pressure, and intonation. Drilling articulation of words is done for several times so that student can articulate correctly. This

pronunciation practice activity can be strengthened with reading aloud, that is student read reading text in next activity loudly.

4) Reading

Reading activity is aimed at developing various reading ability like ability of understanding main idea and supporting sentences, explicit and implicit information, and also word, sentence and phrase.

5) Text Structure

After comprehending reading text, student also practices to comprehend rhetoric steps in various texts through structure identification activity which is used in reading text. Knowledge of these steps is useful for the next speaking and writing activity.

6) Vocabulary Exercises

Vocabulary exercises is purposed to strengthen the vocabulary which has been studied in previous activity, and also drill the student to use the vocabulary in new sentence context.

7) Grammar Review

The topic of grammar that studied is grammar which is dominant to be used in reading text so that student can use the grammar to

communicate, for example to tell a story or describe something either orally or written.

8) Speaking

In speaking activity student practices to do a communication activity to convey a message and to use vocabulary, grammar, and rhetoric steps which have been studied in previous learning activity orally.

9) Writing

In writing activity student practices to do a communication activity to convey a message and use vocabulary, grammar, and rhetoric steps which have been studied in previous learning activity letter ally.

10) Reflection

Reflection contains some questions that can help the student to do self-assessment of ability about the chapter which is meant. If the result of reflection indicates that student require to study more in certain part of the chapter, teacher can offer an aid at out of class.

11) Further Activities

A further activity consists of additional activity with the purpose to develop student's knowledge and learning experience.

B. The description of the material of Student English Book for The First Semester of Grade X of Senior high School 2013 Curriculum

The Student English Book for The First Semester of Grade X of Senior high School 2013 Curriculum published by Ministry of Education and Culture consists of 9 chapters. Those are:

1. Chapter 1 : Talking about Self

Learning material in chapter 1 is divided into some sub chapters, those are:

- a. Warmer: Chinese Whisper
- b. Vocabulary Builder
- c. Pronunciation Practice
- d. Reading

In this section, students will be given task about jigsaw method. Students will be identified by the teacher as A or B. Students as A will get the text by the title “An email from Hannah” and students as B will get the text by the title “A letter from Saidah”.

- e. Vocabulary Exercises
- f. Text Structure
- g. Grammar Review: Using be and have
- h. Speaking
 - 1) Guessing Games: Who Am I?
 - 2) Introduction Game: Party time?
- i. Writing : Responding to an email / a letter

j. Reflection

2. Chapter 2 : Complimenting and Showing Care

Learning material in chapter 2 is divided into some sub chapters, those are:

- a. Warmer : Finding and Guess
- b. Vocabulary Builder
- c. Pronunciation Practice
- d. Dialog : Complimenting

The students comprehend the definition of complimenting. Students also get information about when they should express a compliment.

e. Dialog : Showing Care

Students get a dialog about showing care / Sympathy. They also get information about definition and the purpose of expressing care/ sympathy.

f. Speaking

1) Identifying which numbers are compliments and which numbers are expression of care/ sympathy.

2) Playing scissor, rock, and paper that relates with expression of compliments or sympathy.

g. Writing: write responses to the following sympathy cards.

h. Reflection

3. Chapter 3 : Expressing Intention

Learning material in chapter 3 is divided into some sub chapters, those are:

- a. Warmer
- b. Vocabulary Builder
- c. Dialog : Expressing intention
- d. Vocabulary exercises
- e. Grammar Review

Using *I WOULD LIKE TO, I WILL, I AM GOING TO* and *WOULD RATHER* to express an intention.

- f. Speaking
- g. Writing

Write a paragraph about a holiday plan. Use *I would like to..., I will..., I am going to...* and *would rather ...* in that paragraph.

- h. Reflection
- i. Further Activities

4. Chapter 4 : Congratulating Others

Learning material in chapter 4 is divided into some sub chapters, those are:

- a. Warmer: Describing and Guessing
- b. Vocabulary Builder
- c. Pronunciation Practice
- d. Reading

- e. Vocabulary exercises
- f. Speaking
- g. Writing
- h. Reflection

5. Chapter 5 : Describing People

Learning material in chapter 5 is divided into some sub chapters, those are:

- a. Warmer
- b. Vocabulary Builder
- c. Pronunciation Practice
- d. Reading
- e. Vocabulary exercises
- f. Text Structure
- g. Grammar Review: Using adjectives
- h. Speaking: Who are in the picture?
- i. Writing
- j. Further Activities
- k. Reflection

6. Chapter 6 : Visiting Ecotourism Destination

Learning material in chapter 6 is divided into some sub chapters, those are:

- a. Warmer : Odd men out
- b. Vocabulary Builder
- c. Pronunciation Practice
- d. Reading: Tanjung Puting National Park

- e. Vocabulary exercises
- f. Grammar Review: Noun and Adjectives
- g. Speaking
- h. Reflection
- i. Further Activities

7. Chapter 7 : Visiting Niagara Falls

Learning material in chapter 7 is divided into some sub chapters, those are:

- a. Warmer : Draw and Guess
- b. Vocabulary Builder
- c. Pronunciation Practice
- d. Reading : Visiting Niagara Falls
- e. Vocabulary exercises
- f. Grammar Review: Passive voice
- g. Speaking
- h. Writing
- i. Reflection

8. Chapter 8 : Describing Historical Places

Learning material in chapter 8 is divided into some sub chapters, those are:

- a. Warmer : Describing Historical Building
- b. Vocabulary Builder
- c. Pronunciation Practice
- d. Reading: The Secrets of Stonehenge
- e. Vocabulary exercises

- f. Text Structure
- g. Grammar Review: Participles
- h. Speaking
- i. Writing
- j. Reflection

9. Chapter 9 : Giving Announcement

Learning material in chapter 3 is divided into some sub chapters, those are:

- a. Warmer
- b. Vocabulary Builder
- c. Pronunciation Practice
- d. Reading

In this section, students will be given task about jigsaw method. Students will be identified by the teacher as A or B. Students as A will get the text by the title “An announcement about concert cancellation” and students as B will get the text by the title “An announcement about Mc master mini-med school”.

- e. Vocabulary Exercises
- f. Text Structure: Think–Pair–Share
- g. Grammar Review: Forming Nouns from Verbs
- h. Speaking
- i. Writing : Write an Announcement
- j. Reflection

C. The Analysis of Student English Book for the First Semester of Grade X of Senior high School 2013 Curriculum

Content analysis in Student English Book for The First Semester of Grade X of Senior high School 2013 Curriculum divides into three subcomponents. Those are the compatibility of material items with core competence and basic competence, the accuracy of material, and learning supporting sources.

1. The Compatibility of Material Items with CC and BC
 - a. Material Completeness

Table 3.1 the analysis of the material completeness

Chapter	Analysis	Score
1. Talking about self	The content of chapter 1 includes all materials that are appropriate with BC and CC and it is added with relevant additional materials for development.	4
2. Complimenting and Showing care	The content of chapter 2 includes all materials that are appropriate with BC and CC.	3
3. Expressing Intention	The content of chapter 3 includes all materials that are appropriate with BC and CC	3
4. Congratulating Others	The content of chapter 4 includes all materials that are appropriate with BC and CC	3
5. Describing People	The content of chapter 5 includes all materials that are appropriate	3

Chapter	Analysis	Score
	with BC and CC	
6. Visiting Ecotourism Destination	The content of chapter 6 includes all materials that are appropriate with BC and CC and it is added with relevant additional materials for development	4
7. Visiting Niagara Falls	The content of chapter 7 includes all materials that are appropriate with BC and CC and it is added with relevant additional materials for development	4
8. Describing Historical Place	The content of chapter 2 includes all materials that are appropriate with BC and CC and it is added with relevant additional materials for development	4
9. Giving Announcement	The content of chapter 3 includes all materials that are appropriate with BC and CC	3

The content of student English book for the first semester of grade X of Senior High School is appropriate with BC and CC 2013 curriculum. The materials in chapter 1 until chapter 9 include all of BC and CC. There are some additional materials to support students' understanding except in chapter 2, 3, 4, 5 and 9.

b. Material Deepness

Table 3.2 the analysis of material deepness

Chapter	Analysis	Score
1. Talking about self	The content of chapter 1 discusses, identifies, and gives example about talking about self as well as provides the other contexts as supporting material (responding to an email or letter).	4
2. Complimenting and Showing care	In chapter 2 the contents of materials discuss and identify about expression of compliments and sympathy in detailed.	3
3. Expressing Intention	The content of chapter 3 discusses, identifies, and gives example about expression of intention.	3
4. Congratulating Others	The material in chapter 4 discuss about congratulating expression. There is a task to identify the forms of congratulating expressing in a text.	3
5. Describing People	In chapter 5 the contents of materials discuss and identify about describing people by using adjectives and giving	3

Chapter	Analysis	Score
	example in detailed.	
6. Visiting Ecotourism Destination	The content of chapter 6 discusses, identifies, and gives example about description text. There is an additional material about noun phrase that has relation with the text.	4
7. Visiting Niagara Falls	The content of chapter 7 discusses, identifies, and gives example about simple description text.	3
8. Describing Historical Place	The content of chapter 8 discusses, identifies, and gives example about description text of famous and historical place.	3
9. Giving Announcement	In chapter 9 the contents of materials discuss and identify about announcement. There is an example of announcement from McMaster- Med School.	3

On the whole of every chapter in student English book for the first semester of grade X of Senior High School published by Ministry of Education and Culture discuss the material deeply. Some examples are given to make the students easier to understand. In chapter 1,

and 6 there are providing another context as supporting
(Responding to an email or letter, and noun phrase).

2. The Accuracy of Material

a. Social Function

The aspects that are analyzed are social functions related to daily life including interpersonal, transactional, and functional communications.

Table 3.3 the analysis of social function

Chapter	Analysis	Score
1. Talking about self	<ul style="list-style-type: none"> - There is interpersonal communication is built in warmer section. The students are attain to do Chinese whisper game (page 2). - The functional communication is found in text email from Hannah (page 4). - The students are attained to make transactional communication in speaking section by doing guessing game (page 12). 	4
2. Complimenting and Showing care	<ul style="list-style-type: none"> - The interpersonal communication is built in warmer section. The students are asked to practice some situation to express complimenting and showing care (page 	4

Chapter	Analysis	Score
	<p>18).</p> <ul style="list-style-type: none"> - The transactional communication is found in dialog of complimenting and showing care (page 19 and 23) and speaking section (page 25). - The students are attained to make functional communication in task 3 by playing scissors, rock, and paper game (page 26). 	
3. Expressing Intention	<ul style="list-style-type: none"> - On page 32 the students are attained to make discuss about pictures. That is aspect of interpersonal communication. - On page 33 the functional communication is given dialogue of expression. - On page 37 there is task 1 in speaking section with the aim to make up short dialogue as transactional communication. 	4
4. Congratulating Others	<ul style="list-style-type: none"> - The interpersonal communication is built in warmer section. The students practice describing 	4

Chapter	Analysis	Score
	<p>and guessing game (page 44).</p> <ul style="list-style-type: none"> - There is functional communication in task 1 reading section with the title Congratulation (page 45). - The students are attained to make transactional communication in speaking section by playing scissors, rock, and paper (page 50). 	
5. Describing People	<ul style="list-style-type: none"> - On page 56 the students are attained to make discuss about the pictures. That is aspect of interpersonal communication. - The transactional communication is found in speaking section (page 63). - On page 58 there is a text with the title <i>My Best Friend</i>. It is related with functional communication (page 58). 	4
6. Visiting Ecotourism Destination	<ul style="list-style-type: none"> - The interpersonal communication is built in warmer section. The students are playing odd men out game (page 68). 	4

Chapter	Analysis	Score
	<ul style="list-style-type: none"> - The transactional communication is found in speaking section by describing an interesting place to his friend (page 79). - The text <i>Tanjung Puting National Park</i> in reading section is aimed to attain social function as functional communication (page 70). 	
7. Visiting Niagara Falls	<ul style="list-style-type: none"> - The interpersonal communication is built in warmer section. The students are playing draw and guess game (page 82). - The simple descriptive text with the title <i>Visiting Niagara Falls</i> in reading section is aimed to attain social function as functional communication (page 84). - The transactional communication is found in speaking section by describing an interesting place to his friend (page 89). 	4
8. Describing Historical Place	<ul style="list-style-type: none"> - On page 94 the students are attained to talk with their partner about the building that 	4

Chapter	Analysis	Score
	<p>ever be visited. That is aspect of interpersonal communication (page 94).</p> <ul style="list-style-type: none"> - On page 95 there is a text with the title <i>The Secrets of Stonehenge</i>. It is related with functional communication. - The transactional communication is found in discussion activity (page 98). 	
9. Giving Announcement	<ul style="list-style-type: none"> - The interpersonal communication is built in reading section. The students are doing jigsaw activity (page 105). - The task 2 on page 107 is aimed to attain social function as functional communication. 	3

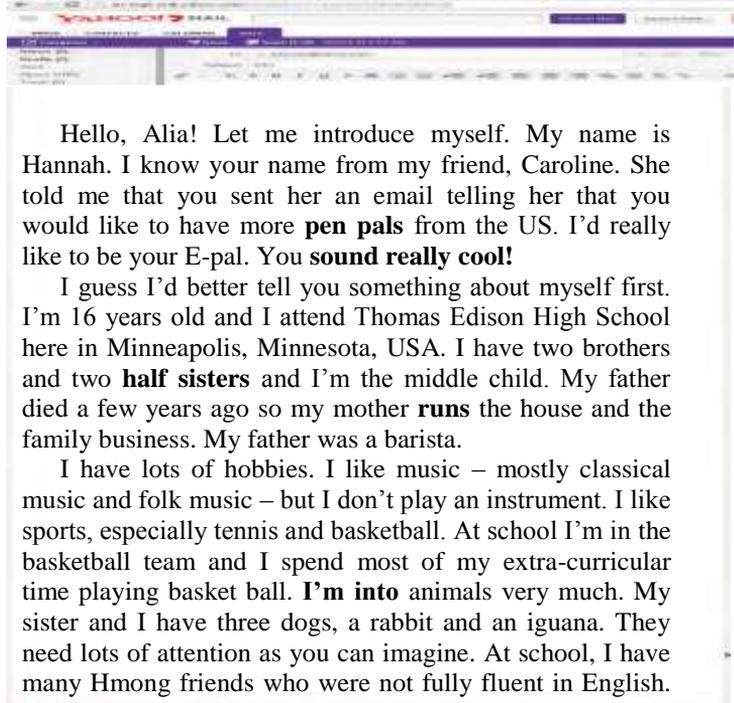
The overall content of student English book for the first semester of grade X of Senior High School published by Ministry of Education and Culture is aimed to attain social functions related to daily life including interpersonal, transactional, and functional communications. Except chapter 9 that is not found interpersonal communication. The interpersonal communication is often found in warmer section.

Work individually to classify the following phrases into two kinds of situation: situation A, in which you may compliment people; and situation B, in which you may show your sympathy. Then, compare your work to your friend's. Explain the reason for the classification.

Kind of functional communication that is found in student English book for the first semester of grade x of Senior High School is like on page 4:

Text 1:

An email from Hannah



Their family moved here from Asia. I enjoy talking to them about our different cultures. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate, perhaps work for the National Parks Service.

I haven't got much interest in fashion, although we have 'Mall of America,' the biggest mall in Minnesota. We can reach the mall very easily. A **commuter train** runs every 15 minutes, buses also come from different directions. We can also drive to the mall. It's much faster than going there by train or by bus.

I don't like reading but I love drawing and painting. How about you? Please drop me a line, Alia! Can't wait to hear from you!

Hannah

The text above is aimed the students to attain social function by identifying the text. This student English book also consists of activity to attain social function as transactional communication like an activity on page 12.

GUESSING GAMES: Who Am I?

You'll play a kind of guessing game 'Who Am I?'. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.

-Does it relate to a family relationship?	- Does it relate to a profession?	-Does it relate to a hobby?
-Am I female?	- Do I work in a hospital?	-Am I an outdoor activity?
-Am I a mother?	- Am I a medical	

	doctor?	-Am I related to music?
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b. Structure and Element of Meaning

Table 3.4 the analysis of structure and element of meaning

Chapter	Analysis	Score
1. Talking about self	The text given contains all of structures and elements of meaning that are appropriate with the type of text. It also contains interactive activity that relates with interpersonal and transactional communication (page 2).	4
2. Complimenting and Showing care	The text given contains all of structures and elements of meaning that are appropriate with the type of text (pages 18, 19, and 21).	4
3. Expressing Intention	The text given contains all of structures and elements of meaning that are appropriate with the type of text on page 32, 33 and 37.	4
4. Congratulating Others	The text given contains all of structures and elements of meaning that are appropriate with the type of text on page 44, 45 and 50.	4
5. Describing People	The text given contains all of structures and elements of meaning that are appropriate with the type of text on page 56, 58, and 63.	4
6. Visiting	The text given contains all of	4

Ecotourism Destination	structures and elements of meaning that are appropriate with the type of text on page 68, 70, and 79.	
7. Visiting Niagara Falls	The text given contains all of structures and elements of meaning that are appropriate with the type of text (page 82, 84, and 89).	4
8. Describing Historical Place	The text given contains all of structures and elements of meaning that are appropriate with the type of text (94, 95 and 98).	4
9. Giving Announcement	The text given contains all of structures and elements of meaning that are appropriate with the type of text page 104 and 107).	4

Some of interactive activities in Student English book for the first semester of grade X of Senior High School published by ministry of Education and Culture can be found in warmer section. It is like on page 2.

Your teacher will divide the class into 4 groups and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner. Discuss with your friends what characters your group needs in order to do the activity successfully and to become the winner.

The Structure and element of meaning of functional text in student English book appropriate with its type of text. The

example can be found on page 58, a descriptive text with the title *My Best Friend*.

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and afterschool. I first met her at junior high school orientation and we've been friends ever since.

Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favorite t-shirts are those in bright colors like pink, light green and orange. **She is always cheerful. She is also very friendly and likes to make friends with anyone .Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends.** I think that's why many friends enjoy her company. **However, she can be a bit childish sometimes.** For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

c. Linguistic Feature

Table 3.5 the analysis of structure and element of meaning

Chapter	Analysis	Score
1. Talking about self	The text given is aimed at developing view of accurate and acceptable communications ability. There are incorrect phonetic symbols	2

Chapter	Analysis	Score
	(page 3)	
2. Complimenting and Showing care	The texts given are aimed at developing view of accurate and acceptable communications ability. There is incorrect phonetic symbols (page 19)	2
3. Expressing Intention	The texts given on chapter 3 are aimed at developing accurate and acceptable communications ability according to its context.	4
4. Congratulating Others	The texts given in chapter 4 are aimed at developing view of accurate and acceptable communications ability. There are incorrect phonetic symbols (page 45)	2
5. Describing People	The texts given in chapter 5 are aimed at developing view of accurate and acceptable communications ability. There are incorrect phonetic symbols (page 58)	2
6. Visiting Ecotourism Destination	The texts given in chapter 6 are aimed at developing view of accurate and acceptable communications ability. There are incorrect phonetic symbols (page 69)	2
7. Visiting Niagara Falls	The texts given in chapter 7 are aimed at developing view of accurate and acceptable communications ability. There is incorrect phonetic symbols (page 83)	2
8. Describing	The texts given on chapter 8	4

Chapter	Analysis	Score
Historical Place	are aimed at developing accurate and acceptable communications ability according to its context.	
9. Giving Announcement	The texts given in chapter 9 are aimed at developing view of accurate and acceptable communications ability. There are incorrect phonetic symbols (page 104-105).	2

Based on the analysis that are found, the contents of student English book for the first semester of grade X of Senior High School published by Ministry of education and culture are aimed at developing accurate and acceptable communications ability according to its context. Unfortunately there are some incorrect written of phonetic symbols.

Table 3.5.1 the analysis of phonetic symbol

Chapter	Word	Incorrect (in the textbook)	Correct
1 (page3)	Attend Magnificent Half brother	/ətend / /mægnɪfɪs ənt / /hɑf brʌðər/	/ə'tend / /mæg'nɪfɪsnt / /hɑ:f brʌðər/
2 (page19)	Skirt	/skɜ:'rt /	/skɜ:'t /
4 (page45)	congratulate	/kən'grætʃəleɪt / /	/kən'grætʃuleɪt /
5 (page57)	Short Calm Stubborn	/ʃɔ:'rt / /kɑ:'lm / /'stʌbərən /	/ʃɔ:'t / /kɑ:m / /'stʌbən /
6 (page69)	Destination Peninsula	/ɪdestrɪ'neɪʃən / /pɪ'nɪnsjələ /	/ɪdestrɪ'neɪʃən / /

Chapter	Word	Incorrect (in the textbook)	Correct
			/ pə ¹ nɪnsjələ /
7 (page83)	Boat	/ boot /	/ bæʊt /
9 (page10 4-105)	Cancel Tremendous Registration	/ ¹ kæns ə l / / trɪ ¹ mendəs / / ₁ redʒə ¹ streɪf ə n /	/ ¹ kæns ə l / / trə ¹ mendəs / / ₁ redʒɪ ¹ streɪf n /

3. Learning Supporting Sources

a. The Relevance of Material with Sources

Table 3.6 the analysis of the relevance of material with sources

Chapter	Analysis	Score
1. Talking about self	Some of the teaching materials (text and picture) are taken from current and relevant sources with the topic.	2
2. Complimenting and Showing care	The teaching materials (text and picture) are taken from current and relevant sources with the topic which is discussed in detailed.	4
3. Expressing Intention	The teaching material (picture) is taken from current and relevant sources with the topic.	3
4. Congratulating Others	The teaching material (picture) is taken from current and relevant sources with the topic which is discussed in	4

Chapter	Analysis	Score
	detailed.	
5. Describing People	The teaching material (picture) is taken from current and relevant sources with the topic which is discussed in detailed	4
6. Visiting Ecotourism Destination	The teaching materials (picture and text) are taken from current and relevant sources with the topic which is discussed in detailed.	4
7. Visiting Niagara Falls	The teaching materials (picture and text) are taken from current and relevant sources with the topic which is discussed in detailed.	4
8. Describing Historical Place	The teaching materials (picture and text) are taken from current and relevant sources with the topic which is discussed in detailed.	4
9. Giving Announcement	The teaching materials (picture and text) are taken from current and relevant sources with the topic which is discussed in detailed.	4

The teaching materials in Student English book for the first semester of grade X of Senior High School published by ministry of Education and Culture are taken from current

and relevant sources with the topic. Most of the sources are from Ministry of education and Culture's document. The other sources are taken from relevant internet sources (<http://tipsberwisatamurah.com/wp-content/uploads> etc.). In chapter 1 the text *An email from Hannah* and *A letter from Saidah* do not give information about the source that it takes. The picture and text that are taken from relevant sources in chapter 3 do not discuss in detailed.

b. Development of Life Skill

Table 3.7 the analysis of development of life skill

Chapter	Analysis	Score
1. Talking about self	The text and communicative action in chapter 1 motivate the students to do several things to develop personal proficiency (on page 2 and 3), social proficiency (task 2 and 3 on page 6-8), academic proficiency (vocabulary exercises, grammar review and writing activity) and vocational proficiency (speaking activity on page 13).	4
2. Complimenting and Showing care	The text and communicative action in chapter 2 motivate the students to do several things to develop personal proficiency (warmer activity on page 18), social proficiency (pair work on task 3 page 22), academic proficiency (task on page 24), and vocational proficiency (speaking activity	4

Chapter	Analysis	Score
	on page 25).	
3. Expressing Intention	The text and communicative action in chapter 3 motivate the students to do several things to develop personal proficiency (page 32), social proficiency (expressing intention dialog and task 2), academic proficiency (vocabulary exercise, task 1,2,3 on speaking section), and vocational proficiency (writing section on page 40).	4
4. Congratulating Others	The text and communicative action in chapter 4 motivate the students to do several things to develop personal proficiency (page 44), social proficiency (page 50), academic proficiency (vocabulary exercises on page 48 and task 2 on page 49), and vocational proficiency (writing exercise on page 53)	4
5. Describing People	The text and communicative action in chapter 5 motivate the students to do several things to develop personal proficiency (task 1, 2 and 3 on vocabulary builder page 56 and 57), social proficiency (warmer section on page 56), academic proficiency (vocabulary exercises on page 59 and task 1 in grammar review on page 61), and vocational proficiency (task 1	4

Chapter	Analysis	Score
	in speaking section on page 63 and writing section on page 64)	
6. Visiting Ecotourism Destination	The text and communicative action in chapter 6 motivate the students to do several things to develop personal proficiency (page 68), social proficiency (task 4 think pair square on page 77, writing section on page 78, and speaking section on page 79), academic proficiency (vocabulary exercises on page 72, task 1,2,3 and 4 in grammar review on page 73-77, and task in writing section on page 78), and vocational proficiency (writing exercise on page 78)	4
7. Visiting Niagara Falls	The text and communicative action in chapter 7 motivate the students to do several things to develop personal proficiency (page 82), social proficiency (example in passive voice on page 88, tolerant value in collaborative description on page 91 and pair work on speaking section), academic proficiency (draw and guess game in warmer section on page 82, task 1 and 2 on page 86 and task 1 in writing section on page 90), and vocational proficiency (writing exercise	4

Chapter	Analysis	Score
	to be writer on page 92)	
8. Describing Historical Place	The text and communicative action in chapter 8 motivate the students to do several things to develop personal proficiency (warmer on page 94), social proficiency (warmer activity, and discussion in task 4 on page 98), academic proficiency (vocabulary builder on page 94, pronunciation practice on page 95, task 2 and 3 on page 97, and grammar review on page 100), and vocational proficiency (speaking activity on page 101 guides students to be reporter)	4
9. Giving Announcement	The text and communicative action in chapter 9 motivate the students to do several things to develop personal proficiency (page 104), social proficiency (page 105, and task 3 on page 108), academic proficiency (task 2 and 3 on page 107- 109, and vocabulary exercises on page 110), and vocational proficiency (speaking activity and writing activity on 113)	4

The content materials of student English book for the first semester of grade X of Senior High School published by Ministry of Education and Culture including texts and communicative actions motivate the

students to do several things to develop personal, social, academic, and vocational proficiencies. Every chapter in this book develops all of proficiencies. For example the personal proficiency is developed on warmer section. The students are asked to do a game that teaches them how to know their strength and weakness. For social proficiency, students are invited to work together like on page 78.

Pair Work

Read the following description about a tourist destination carefully. The writer forgot to edit her draft. Can you find the errors in the text and help her edit the text? Use the guiding questions that follow to help you.

For academic proficiency, students are asked to answer some exercises and to pay attention in grammar review. For vocational proficiency, students practice to write and to do some activities in speaking section in order to be able to have an ability to support their work later as their profession.

- c. Development of diversity concept

Table 3.8 the analysis of development of diversity concept

Chapter	Analysis	Score
1. Talking about self	The text and communicative action in chapter 1 are less motivate the student to do several things to develop diversity attitude. The name of warmer game is Chinese whisper (page2) and the	2

	subjects of email text are from USA and Malaysia (page 4, and 5).	
2. Complimenting and Showing care	The text and communicative action in the textbook motivate the student to do several things to develop diversity attitude. There is choice to choose <i>hit a becak</i> (page 18) and vacation in Batu in complimenting dialog (page 19).	3
3. Expressing Intention	The text and communicative action in text 3 motivate the student to do several things to develop diversity attitude. The pictures choice that are given show favorite place in Indonesia (page 32). The dialogue in Holiday plans teaches about democracy value (page 33).	3
4. Congratulating Others	The text and communicative action in chapter 4 less motivate the student to do several things to develop diversity attitude. Just on text congratulation that has culture value to help each others (page 45).	2
5. Describing People	The text and communicative action in the chapter 5 less motivate the student to do several	2

	things to develop diversity attitude. Just there is an activity to describe local hero (page 64)	
6. Visiting Ecotourism Destination	The text and communicative action in the chapter 6 motivate the student to do several things to develop diversity attitude deeply and in detailed. On the reading and writing activity the text explains about local tourism place in Indonesia.	4
7. Visiting Niagara Falls	The text and communicative action in the chapter 7 less motivate the student to do several things to develop diversity attitude because just one activity that invite the students to care about local potential (page 91).	2
8. Describing Historical Place	The text and communicative action in the chapter 8 less motivate the student to do several things to develop diversity attitude. Only on warmer activity the students are asked to think about historical place (page 94).	2
9. Giving Announcement	The text and communicative action in chapter 9 motivate the student to do several things to develop diversity attitude (questions on page	3

	110 and speaking section on page 113).	
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The student English book for the first semester of grade X of Senior High School published by Ministry of Education and Culture consists view of materials that motivates the students to develop diversity attitude. For example in chapter 1 the name of game on warmer activity is Chinese Whisper and the subjects on email text are from abroad. It shows developing diversity concept is given to motivate the students' diversity concept but still not maximally.