

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

In this chapter, the researcher will describe the results of the research. The data that were analysed in this research were reading tasks of “English in Focus” textbooks for Junior High School published by The National Education Department. The textbooks have been used by students at the first, second, and third grade of the Junior High School. Book 1 is designed for the first grade, book 2 is designed for the second grade, and book 3 is designed for the third grade. The reading tasks were analysed by using cognitive domain of Revised Bloom’s Taxonomy proposed by Anderson and Krathwohl (2001). In analysing cognitive level, the researcher was assisted by Cahyono as Co-researcher.

The final results about the cognitive domain of Revised Bloom’s Taxonomy from reading tasks of “English in Focus” textbook for junior high school in book 1, 2, and 3 are displayed in the following table:

Table 10. Cognitive domain of reading tasks in book 1, 2, and 3.

No	Cognitive domain	Frequency	Percentage
1	Remembering	30	98%
2	Understanding	1	2%
3	Applying	0	0%
4	Analyzing	0	0%
5	Evaluating	0	0%
6	Creating	0	0%
	Total	31	100 %

Table 10 shows the result of the research, which were involved 31 reading tasks in three books. The data in the table showed that 98% tasks indicated remembering level, 2% tasks indicated understanding level and the other four levels was not used in the tasks. The table 7 showed that the reading tasks only contained low-level cognitive domain of the Revised Bloom's Taxonomy.

Book 1 of "English in Focus" for the first grade showed the result of the percentage of cognitive domain. The complete explanation about the Cognitive domain of Revised Bloom's Taxonomy in reading tasks of "English in Focus" textbook used in book 1 for first years of Junior high school could be seen in the following table:

Table 11. Cognitive domain book 1

No	Cognitive domain	Frequency	Percentage
1	Remembering	9	100%
2	Understanding	0	0%
3	Applying	0	0%
4	Analyzing	0	0%
5	Evaluating	0	0%
6	Creating	0	0%
	Total	9	100 %

Book 1 consists of 47 tasks and researcher took 9 tasks as random sampling. Those samples were taken by using proportional stratified random sampling technique. Table 11 shows that there were reading tasks included level of remembering, understanding, applying, analyzing, evaluating, and creating. There were 9 tasks used remembering level, 0 task used understanding level, 0 task used applying level, 0 task used analyzing level, 0 task used evaluating, and 0 task used creating level.

There is an example of cognitive domain of the Revised Bloom's Taxonomy in reading task from book 1 "English in Focus" textbook for Junior High School:

1. Remembering



Imagine you were taking a holiday at a beach. List things you would find there. Compare your list with your friend's.

(Taken from "English in Focus" for First grade chapter 5/practice 2/ P.93)

The cognitive domain in reading tasks above is remembering. Remembering involves activities to retrieve information from long-term memory. It can be identified from the verb used by the writer of the book in the tasks. The example above contains verb "list" as an operational verb that is usually used in the remembering process.

Book 2 of the textbook showed different result with book 1. The complete explanation about the cognitive domain of Revised Bloom's Taxonomy in reading tasks of "English in Focus" textbook used in book 2 for second years of Junior high school could be seen in the following table:

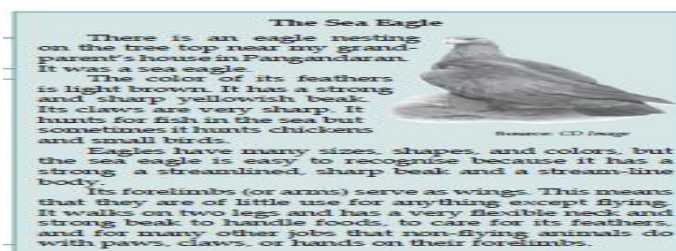
Table 12. Cognitive domain book 2

No	Cognitive domain	Frequency	Percentage
1	Remembering	11	92%
2	Understanding	1	8%
3	Applying	0	0%
4	Analyzing	0	0%
5	Evaluating	0	0%
6	Creating	0	0%
	Total	12	100%

The book consisted of 57 tasks and the researcher took 12 tasks as random sample. Those samples taken by using proportional stratified random sampling technique. Table 12 shows that there were reading tasks included level of remembering, understanding, applying, analyzing, evaluating, and creating. There were 11 tasks used remembering level, 1 task used understanding level, 0 task used applying level, 0 task used analyzing level, 0 tasks used evaluating, and 0 task used creating level.

There are examples of the cognitive domain of Revised Bloom's Taxonomy in reading tasks from book 2 "English in Focus" textbook for Junior High School:

1. Remembering



Practice 4 Answer the following questions based on the text in Practice 3.

1. What do you know about eagles?
2. Why is the sea eagle easy to recognise?
3. What do you think of its flying? Is it easy or hard to do?
4. What do the forelimbs of an sea eagle do?
5. What are the sea eagle's neck and beak like?


(Taken from "English in Focus" for Second grade chapter 1/practice 4/ P.17)

The sample of the reading task above applied remembering level. This task indicates remembering level based on the instruction of the task, which is acquired to remember the text in previous task. Based on the characteristic of question in this level, the questions in the task above also indicate remembering level.

2. Understanding

Practice 9

Discuss the following sign with your friend. Where do you usually find this sign? What is the meaning? Etc.



UN Challenge

Answer the following question by choosing a, b, c or d based on the text.

Mrs Abdurrahman is a doctor. She has a sharp nose, wavy hair and creamy yellow skin. Mrs Abdurrahman is tall, slim and beautiful. Mrs Abdurrahman works in a big hospital in the city. She works from at eight o'clock in the morning until five at noon. Everyone likes her.

- What time does Mrs Abdurrahman begin to work?
 - At 5.00.
 - At 7.00.
 - At 8.00.
 - At 9.00.
- Mrs Abdurrahman is a _____ doctor.
 - lazy
 - kind
 - proud
 - clever

Taken from Ujian Nasional Bahasa Inggris, 2004

(Taken from “English in Focus” for Second grade chapter 1/practice 9/ P.19)

The example of reading task above is understanding level of the cognitive domain of Revised Bloom’s Taxonomy. This sample task contains word “discuss” as an operational word, which indicates understanding level. This level is higher than remembering level.

The result of analysis in the book 3 of “English in Focus” is also different from the two previous book. The complete explanation about the cognitive domain of Revised Bloom’s Taxonomy in reading tasks of “English in Focus” textbook that was used in book 3 for third years of Junior high school could be seen in the following table:

Table 13. Cognitive domain book 3

No	Cognitive domain	Frequency	Percentage
1	Remembering	10	100%
2	Understanding	0	0%
3	Applying	0	0%
4	Analyzing	0	0%
5	Evaluating	0	0%
6	Creating	0	0%
	Total	10	100%

Book 3 consists of 51 tasks and researcher took 10 tasks as random sample. Those samples taken by using proportional stratified random sampling technique. Table 13 shows that there were reading tasks included level of remembering, understanding, applying, analyzing, evaluating, and creating. There were 10 tasks used remembering level, 0 tasks used understanding level, 0 tasks used applying level, 0 tasks used analyzing level, 0 tasks used evaluating, and 0 tasks used creating level.

There are several examples of the cognitive domain of Revised Bloom’s Taxonomy in reading tasks from book 3 “English in Focus” textbook for Junior High School:

1. Remembering

Practice 5 Read the following procedure carefully.


Log On

Making papercraft is really fun. We can make many forms from a piece of paper. To make a papercraft you can click on www.papercraft-world.blogspot.com or www.papercraft-world.blogspot.com. There you can download free papercraft models.


Let's Make a Monster with Bright Eyes

You will need :


- 2 bulbs in bulb holders
- 3 wires
- a battery
- coloured card
- coloured paper
- scissors
- sticky tape
- glue




1. Attach a wire to each of the screws on one bulb holder.




2. Connect the other end of one of these wires to the second bulb holder. Connect your third wire to the other screw on the second bulb holder.



3. Connect the loose wires to the ends of the battery.



4. Cut the card into a monster face with two eye holes. Push the bulbs through the holes in the back of the card. Tape the bulbs and the battery onto the back of the card.



5. Turn the monster face around. Finish it by gluing on a paper mouth and nose. Watch the eyes glow!

Practice 7 Identify the structure of the text in Practice 5. The following clues will help you.

1. What is the purpose of the text?
2. Can you state the materials you will need?
3. How many steps are there?
4. How about the frame? Mention some commands, details and tools.
5. Can you write five action words from the text?

(Taken from “English in Focus” for Third grade chapter 1/practice 7/ P.16)

The reading task above is an example of remembering level. This level can be recognized from word “identify” as an operational word which strongly

indicating remembering level. The questions in the example above also have characteristics as remembering level.

4.2 Discussions

Based on previous explanation, the researcher found some components of cognitive domain used in reading tasks of “English in Focus” textbook. The components of cognitive domain were remembering, understanding, applying, analyzing, evaluating, and creating (Anderson and Krathwohl: 2001). Those components are different from the original taxonomy proposed by Bloom.

The reading tasks in “English in Focus” Textbook for Junior High School were dominated by remembering level. This level was used by 92% reading tasks in “English in Focus” textbook. Remembering level was the lowest level of cognitive domain in the Revised Bloom’s Taxonomy. This level included in remembering process in teaching and learning process. This level was only used to retrieve the information or knowledge from long-term memory and processing the knowledge to solve the problem. The assessment of remembering process in reading tasks of “English in Focus” textbook was often used questions form. The sample question about remembering process in reading tasks sometimes involved factual knowledge such as “where is the Borobudur temple was built?” Moreover, the tasks also required students to remember their own experiences in the past and retell those experiences sometimes. Therefore, they used remembering process in those kinds of assessment.

The other cognitive domain found in reading tasks of “English in Focus” was understanding level. Understanding process was used by 2% reading tasks in

the textbook. It was a small amount of tasks that used this process. Understanding is one of parts of transferring process in teaching and learning process. This level is higher than remembering but less dominant in reading tasks of “English in Focus.” Mayer and Wittrock (1996) stated that transfer is an ability on solving new problems, answering new questions, or making easier to learn new materials by using the knowledge that was learned before. Therefore, this level was more difficult than remembering process and the usage of this level must be more dominant than the lower level. In fact, the researcher only found 2% of reading tasks used this level cognitive domain. The sample assessment of understanding process in reading tasks of “English in Focus” textbook was to discuss the meaning of one or more pictures about traffic sign they had seen before. In the process of discussion, the students recalled the information from their long-term memory and processed the information according to their comprehension about the sign. The students integrated the knowledge where they saw the picture and processed it to solve new problem about the meaning of those traffic signs.

The result of the research in book 1 showed that the reading tasks only focus on remembering process of teaching and learning process. As the researcher said in chapter two that the most important parts in cognitive process are retention and transferring. According to Mayer and Wittrock (1996) transfer is an ability on solving new problems, answering new questions, or making easier to learn new materials by using the knowledge that is learned before. In other hand Bransford, et al in Anderson and Krathwohl (2001) stated that the objectives of retention are charging the students to remember what they have learned and transferring process requires the students just not only to remember, but also to comprehend

and use what they have learned. Therefore, the all components of the cognitive domain of Revised Bloom's Taxonomy have the important role to develop student's critical thinking as well as transferring or remembering process in teaching and learning process.

The book 2 also showed that dominant component of cognitive domain is remembering. Understanding level was only used 8% in book 2. The same result could also be seen on the result of book 3. In the book 3, the researcher did not find another component of cognitive process. In conclusion, reading tasks in "English in Focus" textbooks for junior high school only contained remembering level of cognitive domain and could not be used to develop student's critical thinking.

The result of this research was compared to some theories and related studies explained in chapter II to see whether there was similarity or different. After analysing cognitive domain in "English in Focus" especially reading tasks, it could be seen that the result of this research was different from the theories and related findings explained previously.

The findings of this research were different form the previous study that was conducted by three researchers. Noprika (2006) had conducted research that was aimed to find out the Reading Tasks in English Textbooks for Junior High School Published by Erlangga by Using Cognitive Domain of Bloom's Taxonomy (original taxonomy). The focus was different; therefore, the result was automatically different. The result of this research showed that the highest percentage for all series were comprehension. The percentage of reading task for

the first book was 55.1%, for the second book was 53.8%, and for the third book was 59.1%. The highest-level evaluation was not applied in all three books series.

Anggraeni (2013) conducted a research entitled *The Analysis of Reading Questions Based on Revised Bloom's Taxonomy in English Textbooks for Senior High Schools Grade X*. This study was intended to describe the question forms and the categories of reading questions based on Revised Bloom's Taxonomy as the widely used taxonomy in education. The results of this study were divided into three parts. The first dealt with the question forms in both textbooks. The second part was Revised Bloom's Taxonomy categories found. The first textbook had six categories: remembering factual knowledge, understanding factual knowledge, understanding conceptual knowledge, applying factual knowledge, applying conceptual knowledge, and analyzing conceptual knowledge, while the second textbook consisted of nine categories: remembering factual knowledge, understanding factual knowledge, understanding conceptual knowledge, analyzing factual knowledge, analyzing conceptual knowledge, evaluating factual knowledge, evaluating conceptual knowledge, creating factual knowledge, and creating conceptual knowledge.

The third part was the frequency of Revised Bloom's Taxonomy categories in each monologue text. This study found that the questions in the low levels of thinking (remembering, understanding, and applying) were dominant, while the questions in the high levels of thinking (analyzing, evaluating, and creating) were limited.

Novianti (2002) had conducted a research, which was aimed to reveal task categories in English textbooks for senior high schools published by the

department of national education based on cognitive domain of bloom's taxonomy. The population of this research was all units in English textbook while the sample was units in English textbook for the first, second, and third year students, selected by employing the systematic random sampling technique. The data were selected by identifying all tasks in the sample, categorizing, and analysing them based on bloom's taxonomy (cognitive domain), comprising knowledge, comprehension, application, analysis, synthesis, and evaluation categories. The results show that there were five categories, which were applied in three book-series. It was also found that the most of the tasks categories mainly focused on lower level cognitive categories, namely knowledge and comprehension category. While application, analysis, and synthesis only constituted a small percentage. The highest-level category (evaluation) did not exist.

Based on the explanation above, the researcher also analysed six components of the cognitive domain of Revised Bloom's Taxonomy in reading tasks based on Anderson and Krathwohl. This study only focused to analyse reading tasks. The result shows that reading task in "English in Focus" only used remembering and understanding level of the cognitive domain of Revised Bloom's Taxonomy proposed by Anderson and Krathwohl (2001). The percentage of remembering level was dominantly achieved 98% and understanding level only achieved 2%. This finding was different with previous research because two previous researches used original taxonomy and one previous research showed different focus and result.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher used six elements of the cognitive domain of Revised Bloom's Taxonomy namely remembering, understanding, applying, analyzing, evaluating, and creating (Anderson and Krathwohl: 2001) to analyse reading tasks in "English in Focus" textbook for first, second and third grade.. The researcher implemented proportional stratified random sampling technique to get sample of this research. After had analysed the tasks in the textbooks, the researcher got the result and made conclusion as follow:

- 1) The reading tasks in "English in Focus" Textbook for Junior High School only contain remembering and understanding level of cognitive domain of Revised Bloom's Taxonomy proposed by Anderson and Krathwohl (2001).
- 2). The dominant cognitive domain of Revised Bloom's Taxonomy proposed by Anderson and Krathwohl (2001) in reading tasks of "English in Focus" Textbook for Junior High School is remembering level

5.2 Suggestion

There are some suggestions that the researcher can propose after doing the analysis as follow:

1. Almost all of Reading tasks of “English in Focus” textbook used remembering level of cognitive domain of Revised Bloom’s Taxonomy. Therefore, the English teachers should reconsider before using reading tasks of “English in Focus” textbook in teaching and learning process because it only contains low level of cognitive process.
2. The researcher just studies six components of the cognitive domain of Revised Bloom’s Taxonomy in reading tasks of “English in Focus” textbook for junior high school. Therefore, further research is very much necessary. It is suggested to the other researcher to investigate the components of knowledge domain of Revised Bloom’s Taxonomy to complete the research about cognitive domain as part of Revised Bloom’s Taxonomy.

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APPENDICES

Book 2

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help						
1 :						
	Tasks	filter_\$	var	var	var	var
1	1.00	1				
2	2.00	0				
3	3.00	0				
4	4.00	0				
5	5.00	1				
6	6.00	0				
7	7.00	0				
8	8.00	0				
9	9.00	1				
10	10.00	1				
11	11.00	1				
12	12.00	1				
13	13.00	0				
14	14.00	0				
15	15.00	0				
16	16.00	0				
17	17.00	0				
18	18.00	0				
19	19.00	0				
20	20.00	1				
21	21.00	1				
22	22.00	0				
23	23.00	0				
24	24.00	0				
25	25.00	0				

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help						
26 :						
	Tasks	filter_\$	var	var	var	var
26	26.00	0				
27	27.00	0				
28	28.00	0				
29	29.00	1				
30	30.00	0				
31	31.00	0				
32	32.00	1				
33	33.00	0				
34	34.00	0				
35	35.00	0				
36	36.00	0				
37	37.00	0				
38	38.00	0				
39	39.00	0				
40	40.00	0				
41	41.00	0				
42	42.00	0				
43	43.00	1				
44	44.00	0				
45	45.00	0				
46	46.00	0				
47	47.00	0				
48	48.00	0				
49	49.00	0				
50	50.00	0				

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help						
51 :						
	Tasks	filter_\$	var	var	var	var
51	51.00	0				
52	52.00	0				
53	53.00	0				
54	54.00	0				
55	55.00	0				
56	56.00	1				
57	57.00	0				

Book 3

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help						
1 : Tasks		1				
	Tasks	filter_\$	var	var	var	var
1	1.00	0				
2	2.00	0				
3	3.00	1				
4	4.00	0				
5	5.00	0				
6	6.00	0				
7	7.00	0				
8	8.00	0				
9	9.00	1				
10	10.00	0				
11	11.00	0				
12	12.00	0				
13	13.00	1				
14	14.00	0				
15	15.00	1				
16	16.00	0				
17	17.00	0				
18	18.00	0				
19	19.00	0				
20	20.00	0				
21	21.00	0				
22	22.00	1				
23	23.00	0				
24	24.00	0				
25	25.00	0				
26	26.00	0				

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help						
27 :						
	Tasks	filter_\$	var	var	var	var
27	27.00	1				
28	28.00	0				
29	29.00	0				
30	30.00	0				
31	31.00	1				
32	32.00	0				
33	33.00	1				
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36	36.00	0				
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39	39.00	0				
40	40.00	1				
41	41.00	0				
42	42.00	0				
43	43.00	0				
44	44.00	0				
45	45.00	0				
46	46.00	0				
47	47.00	0				
48	48.00	0				
49	49.00	0				
50	50.00	0				
51	51.00	1				

Appendix 2. Sample of the research:

Book 1

1

Practice 1

Look at the picture and then complete the sentences.



1. Irna says, "_____."
2. Yanti says, "_____."

Note

The italicised words are called *to be*.

2

Practice 2

Your teacher will read aloud the following advertisement. Then you repeat after her/him. Pay attention to the pronunciation and punctuation.

New Horizon

Television is a widely used telecommunication medium for Broadcasting and receiving live, moving greyscale or color images with sound. The term may also be used to refer specifically to a television set, television program or television transmission.

Taken from: en.wikipedia.org

FOR SALE



Two storey house. It is located near Patrol highway, Jalan Sastrawan No. 3, Flores. The house consists of the following.

- A living room, a drawing room, a dining room, a study room, a kitchen, two bathrooms and a garage.
- Children's and nanny's bedrooms upstairs and a main bedroom downstairs.
- A sofa and some chairs in the drawing room.
- A refrigerator, an electric fan, and a television.
- Kitchen utensils, such as pots, pans, kettles, gas stoves and the kitchen sink.

It also has 3000 V power, telephone line, hotspot, and water heater. Serious buyer contacts Tia 987654.

3

Practice 1

Read aloud the following text carefully.

New Horizon

In ancient Greece, only the sons of citizens could attend school, and most of the people in ancient Greece were not citizens.

Taken from: *The World Book Student Discovery Encyclopedia*, 2006



Anto is a junior high school student. He goes to SMP 6. Everyday, he goes to school on foot.


Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.

4

New
Horizon

In ancient Greece, only the sons of citizens could attend school, and most of the people in ancient Greece were not citizens.

Taken from: The World Book Student Discovery Encyclopedia, 2006



Anto is a junior high school student. He goes to SMP 6. Everyday, he goes to school on foot.

Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.

Practice 2

In pairs, answer the following questions.

1. Who is Anto?
2. Where is he studying?
3. How does he go to school?
4. Does he like swimming?
5. Does he like coming late to school?
6. What about his attitude to his parents and teacher?

5

Practice 4

Work in pairs. Fill in the blanks to help you choose the restaurant and give your reasons.

Place : _____	Place : Delicious Restaurant
Specialities : _____	Specialities : Chicken chop, fish and lamb chop
Discount : Twenty percent	Discount : _____

6

Practice 1

Observe the picture, then answer the questions orally.

Log On

You can still have a fun holiday just playing at home. For ideas of fun games to play, log on to: <http://health.kaboose.com/active-kids/summer-backyard-games.html>



Source: www.adfbi.com

1. Do you know what place it is?
2. Have you ever been to a beach?
3. Where do you usually spend your holiday?
4. With whom do you usually spend your holiday?

7



Practice 2

Imagine you were taking a holiday at a beach. List things you would find there. Compare your list with your friend's.

8

Mr Kartolo, the Farmer

Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr Kartolo is ready to harvest his crops.

Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

Practice 2

In pairs, answer the following questions.

1. What is a farm like during the rainy season?
2. What is the colour of the rice field in the rainy season?
3. When does Mr Kartolo's workday end?
4. When does Mr Kartolo plough the land?

9

Practice 5

Read the text carefully.

I have a neighbour. His name is Reno. He is a clown. He works in a carnival. His job is to entertain people. He makes people laugh. He wears a very colourful costume. He also wears a colourful wig and he paints his face. He is very funny and kind.

Practice 1

Before you read the text, answer the following questions.

Log On

Check these web sites to get information about animal, plant, or natural life:

www.kenaf.or.id
www.pwada.org



Source: CD Image

1. What is in the picture?
2. Is it a tropical bird?
3. What is the shape of its beak?
4. Can this kind of bird be trained to imitate human speech?
5. What is special about this bird?

The Sea Eagle

There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.

The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.

Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognise because it has a strong, a streamlined, sharp beak and a stream-line body.

Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs.



Source: CD Image

Practice 4

Answer the following questions based on the text in Practice 3.

1. What do you know about eagles?
2. Why is the sea eagle easy to recognise?
3. What do you think of its flying? Is it easy or hard to do?
4. What do the forelimbs of an sea eagle do?
5. What are the sea eagle's neck and beak like?

Practice 9

Discuss the following sign with your friend. Where do you usually find this sign? What is the meaning? Etc.



UN Challenge

Answer the following question by choosing a, b, c or d based on the text.

Mrs Abdurrahman is a doctor. She has a sharp nose, wavy hair and creamy yellow skin. Mrs Abdurrahman is tall, slim and beautiful. Mrs Abdurrahman works in a big hospital in the city. She works from at eight o'clock in the morning until five at noon. Everyone likes her.

1. What time does Mrs Abdurrahman begin to work?

a. At 5.00.	c. At 8.00.
b. At 7.00.	d. At 9.00.
2. Mrs Abdurrahman is a _____ doctor.

a. lazy	c. proud
b. kind	d. clever

Taken from Ujian Nasional Bahasa Inggris, 2004

13

Practice 1

Answer these questions.



Source: www.designhotels.com

1. Do you know what a hotel is?
2. Have you ever stayed in a hotel?
3. Can you mention the names of famous hotels in your city?

14

Practice 2

Read the following text carefully.



Source: www.tripadvisor.com

Come to Our Hotel

GRAND OMEGA
"Hospitality is Our Trademark"

With fine facilities:

- 100 Rooms
- Restaurant
- Sport Facilities
- Coffee Shop
- Karaoke Room

Introduction:

There is a new hotel in my city. It is a four star hotel. It is located downtown.

Description:

The hotel is not very big but the architecture is very beautiful. It looks like a classic castle in Europe. According to the brochure, it has 100 rooms, a fancy restaurant, complete sports facilities including a swimming pool, tennis court, gym and sauna, there are also a coffee shop and a karaoke room.

The pictures of the rooms in the brochure are very nice. The rooms look very comfortable. They contain a big spring bed with big pillows, a nice sofa, a wardrobe and a television system with programmes from all over the world. The bathroom is very beautiful although it is not very big. It has a bath-tub with hot and cold water so guests can bath in it comfortably.

The brochure says "Hospitality is our trademark." The staff of that hotel, from the receptionists, house keepers, and bellboys are trained to be polite and to help guests in any way they can.

Book 2

15



Source: www.tripadvisor.com

Come to Our Hotel

GRAND OMEGA
"Hospitality is Our Trademark"

With fine facilities:

- 100 Rooms
- Restaurant
- Sport Facilities
- Coffee Shop
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The brochure says "Hospitality is our trademark." The staff of that hotel, from the receptionists, house keepers, and bellboys are trained to be polite and to help guests in any way they can.

Practice 3

Find out the main idea of each paragraph from the text in Practice 2.

Practice 2

Read the text carefully.

orientation
event 1
event 2
reorientation

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

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I was able to control my emotions and to have a place where I could express my creativity in positive ways.

Practice 3

Answer the following questions based on the text in Practice 2.

1. Where did the writer find out about adolescence?
2. What is adolescence?
3. Is adolescence a period of physical growth only?
4. How old was the writer when he experienced adolescence?
5. How did it make him feel?
6. What did the writer do to divert his emotions?
7. When did the writer spend the days with his family?
8. Did the writer benefit from the activities?

Log On

If you want to discuss about teen health and problems, check this web site:
www.teenaidtalk.org

Practice 1

Answer the following questions orally.

Log On

You can make friends over the Internet. Just log on to this web site:
www.friendsfor.com




Source: mapecalas.files.wordpress.com

1. Do you have a best friend?
2. What kind of friend do you want to have?
3. What is your best friend like?

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The Prince and His Best Friends



Once upon a time, there lived a kind young prince named Jonathan. He was loved and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal. It made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

Practice 7

Answer the following questions based on the story in Practice 5.

1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan's friends?
3. What happened when the Prince and his two friends were walking in the forest?

20

Practice 10

Read the advertisement and complete the dialogue that follow.

Power Sunblock: Lotion <ul style="list-style-type: none"> • packed in a bottle • Lotion—easy to apply • Price : Rp. 28,900 • Content : 200 ml • Spf 20 • Expire date: 1.12.2009 	Power Sunblock: Cream <ul style="list-style-type: none"> • packed in a tub • Creamy • Price : Rp. 48,000 • Content : 200 ml • Spf 20 • Expire date: 1.12.2008
--	--



Fira : Tina, which sunblock do you think is more suitable?

Tina : Take the ¹_____ which costs Rp. 28,900. It is cheaper and the ²_____ until 1.12.2009. Furthermore, it is ³_____ to use and not sticky. Its content is ⁴_____ and its sun protection formula is ⁵_____.

21

Practice 4

Read aloud the following text after your teacher. Pay attention to his/her punctuation, wordstress and pause.

My Football Experience

When I was in junior high school, I really loved football. Every Saturday afternoon I practised in school field with my team and my coach. They were strong and smart players. My coach, Mr Sentana was a kind person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team's rules.

With Mr Sentana, our team won many tournament in many big cities. Our team named after our school, 67 Team (from SMP 67) and we had many fans too, you know. Ohh, that was so cool. Now, I still love football and have a team too. But, my parents warn me to pay attention more to my study, football just for hobby.

Practice 5

Work in pairs. Identify the characteristics of the text in Practice 4.

Book 3
22

Practice 1

Observe the following pictures carefully. Then, rearrange the instructions based on the pictures.

Goal/purpose

Let's Make Your Own Aquarium Ecosystem

You will need :

- gravel
- a net
- water plants
- water animals
- a jug full of pond water
- an aquarium tank
- a bucket

Materials



Source: *Hands on Science, Nature, 2008*

Steps

- Then, spread the gravels over base of the tank.
- Now, add a jug full of pond water.
- First of all, put the gravel in a net and pour a jug full of water on it.
- Next, add some water plants from an aquarium centre.
- Finally, add a few water animals you have collected from local ponds.
- After that, fill in the tank about half way and pour the water gently from a jug.
- There is your own aquarium ecosystem! Place the tank in bright light, but not in direct sunlight.

The frame

The covering

Taken from *Hands on Science, Nature, 2008*

23

Practice 5

Read the following procedure carefully.

Log On
Making papercraft is really fun. We can make many forms from a piece of paper. To make a papercraft you can click on www.paper-craft-world.blogspot.com or www.paper-craft-world.blogspot.com. There you can download free papercraft models.

Let's Make a Monster with Bright Eyes

- You will need :
- 2 bulbs in bulb holders
 - 3 wires
 - a battery
 - coloured card
 - coloured paper
 - scissors
 - sticky tape
 - glue



1. Attach a wire to each of the screws on one bulb holder.



2. Connect the other end of one of these wires to the second bulb holder. Connect your third wire to the other screw on the second bulb holder.

3. Connect the loose wires to the ends of the battery.

4. Cut the card into a monster face with two eye holes. Push the bulbs through the holes in the back of the card. Tape the bulbs and the battery onto the back of the card.

5. Turn the monster face around. Finish it by giving on a paper mouth and nose. Watch the eyes glow!

Taken from *Fun: Class 5 (1997), 2001*

Practice 7

Identify the structure of the text in Practice 5. The following clues will help you.

1. What is the purpose of the text?
2. Can you state the materials you will need?
3. How many steps are there?
4. How about the frame? Mention some commands, details and tools.
5. Can you write five action words from the text?

Book 3
24

Practice 2

Read the text carefully.

General classification

Rock ~~what~~
Rock music is part of popular music today. It is played and listened in almost every countries in the world. Rock and roll was the name given to the music that developed in the early 1950's. It is believed that the term *rock and roll* was first used by a disk jockey, Alan Freed.

Description

In 1955, records of a young singer from Tennessee, Elvis Presley, were heard across the US. After he appeared on nation-wide television, Elvis Presley's singing and his performing style came to mean *rock and roll* all over the world. Then came Bill Haley and The Comets. Rock mainly became the music of the young. They understood its beat and sound, and its lyrics.

The 1970's were the time of big developments in the rock industry. Rock became a very big business, earned more money annually than any other form of entertainment including the film industry.

Taken from *The Book of Knowledge, 2007*

Practice 5

The text in Practice 2 describes the series of events which led to Elvis Presley's performance. Below are some of his actions. Read the text again and put the actions in a correct order.

1. He appeared on nation-wide television.
2. He was a young singer from Tennessee.
3. His performing style was rock and roll.
4. He was heard across the US.

Practice 6

Read the following explanation carefully.

What Is a Report Text?

The first point we should be aware of is the general definition and the classification of each subject that we intend to write in the form of reported text. But, do not forget that a report text is different from a descriptive text. Description text has a function to give an explanation about a specific subject.

The following are examples of a report text and a descriptive text.

Report text (more general)

Music

Music is sound put into pleasing or interesting patterns. People use music for a part of ceremonies, such as religious services, parades, and weddings. People also use music to show their feelings and ideas.

Descriptive text (more specific)

Music Box

Music boxes are small instruments that play tunes by themselves. The music-making parts of a music box are a cylinder and a row of metal teeth of different lengths. A spring or a set of wheels turns the cylinder.

The Chinese Influence in Indonesian Visual Art



Source: Indonesian Heritage: Visual Art, 2005

Chinese culture played a truly significant role in the development of visual art in Indonesia although not as strong as the Hindu, Buddhist or Muslim influences. Many Chinese culture forms of artistic expression were adapted and assimilated into indigenous form. The Chinese influence was restricted to an adapted form.

The architectural elements in some temples for example, reveal Chinese influence. It is identical to the original models found in mainland China. In Gianyar Bali, strong links between the Chinese and local people are evidenced by the Chinese-style roofings on the palace that was rebuilt at the end of the last century. In Cirebon, China designs were copied by local ceramics and paintings. Chinese influence also occurs in textile, furniture and household objects.

Adapted from Indonesian Heritage: Visual Art, 2005

Practice 13

Read the following explanation carefully.

A paragraph is developed by three parts. Main idea, supporting idea and concluding idea.

- Main idea tells us what the paragraph is about.
- Supporting idea consists of evidences, examples and explanation of main idea.
- Concluding idea unites main idea and supporting idea into one complete paragraph so, we can get the meanings.

Beneficial Magnets

You will need:

- A bowl
- Clean, dry sand
- A drinking straw
- Green paper
- Sticky tape
- Cardboard
- Iron or steel bolt
- A magnet



1. Fill the bowl with sand to make a desert island.

2. Now make a tree using a drinking straw and paste some green paper leaves with sticky tape and plant it on your island.



3. To make a treasure chest cut the cardboard in a shape of box. Now put an iron or steel bolt in it.



4. Bury the treasure firmly near the surface in the sand.

5. Find the treasure from the sand with the help of magnet.

Takes from Encyclopedia of Science Experiments, 2005

Practice 3

Answer the following questions based on the text in Practice 1.

1. What is a drinking straw for?
2. Why must we put an iron inside the cardboard?
3. What is the clean, dry sand for?
4. Where should we put the cardboard?

Practice 3

Your teacher will guide you to read aloud the text below. Pay attention to the pronunciation, punctuation and pauses.

New Horizon

A.A. Milne (1882 - 1956) was an English author. Winnie the Pooh is one of the most beloved characters from A.A. Milne's Children's Stories. These stories were based on Milne's son, Christopher Robin, and his stuffed animals. Milne also wrote two books of children's poems, as well as novels, plays, and short stories for grown-ups.

Taken from *The World Book Student Dictionary Encyclopedia*, 2006

The Legend of Mount Wayang



Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realised that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

The story goes that on certain moonlight nights, one can hear the sound of music in the air above from the top of the mountain. It indicates that Sang Prabu and his daughter have not met each other till dawn when it is time for them to part and to meet again on another moonlight night.

Adapted from Folk Tales from Indonesia, 1999

The Legend of Mount Wayang



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Adapted from Folk Tales from Indonesia, 1999

Practice 5

Find the paragraphs in Practice 3 that give you the following information.

1. The beautiful princess from a small kingdom.
2. Her father's name.
3. Her father's idea to search for the right man to be her husband.
4. The prince of Blambangan.
5. The wicked fairy.
6. The death of Raden Begawan.
7. The princess went to Kahyangan.
8. The meeting of Sang Prabu and his daughter.

Hotels



Source: www.royalbritishhotel.co.uk

People sometimes need hotels if they travel far from homes. They sometimes need hotels when they arrive in cities late at night and they do not have any relatives there.

Hotels are places that provide lodging and usually meals and various personal services for the public. A good hotel provides many comforts and conveniences. Travel is usually safe and pleasant.

Hotels with hundreds of rooms are common. People can find the advertisements of the hotels in newspapers, brochures, the internet, and magazines. Downtown hotels survive and prosper because of two important factors. First, business travellers wish to stay close to the offices or industrial plants they plan to visit. Second, the location of the airport is close to the hotels.

As the pace of jet travel grows, hotels spring up near airports. Some travellers stay at airport inns when their flights are delayed. To save time, business executives often select airport hotels for meetings or conferences. Once the plane lands, the hotel is only minutes away.

Practice 9

Read the text once again and choose either a, b, c, or d for the right answer.

- Which hotels can survive and prosper more?
 - Big hotels.
 - Small hotels.
 - Luxurious hotels.
 - Downtown hotels.
- What does *survive* mean? (All the answers are correct, except one. Which one is it?)
 - Go bankrupt.
 - Continue to live.
 - Remain alive.
 - Continue to exist.
- What is the Indonesian word for *lodging*?
 - Losmen*.
 - Penginapan*.
 - Pencempatan*.
 - Tempat istirahat*.
- Hotels are places that provide lodging and meals What is meant by *meals*?
 - Coffee, milk, tea.
 - Bread, butter, jam.
 - Rice, porridge, soup.
 - Breakfast, lunch, dinner.
- ... various personal services for the public. What does *public* mean in Indonesian?
 - Orang*.
 - Umum*.
 - Manusia*.
 - Perorangan*.
- As the pace of jet travel grows, hotels spring up near airports. What does *spring up* mean?
 - Bring.
 - Appear.
 - Leap.
 - Jump.
- Some travellers stay at airport *inns* What is an *inn*?
 - A building in which aeroplanes are kept.
 - A place where whisky is sold and drunk.
 - A public house where travellers may eat, drink, and sleep.
 - A large building where travellers may get meals and lodging.
- ... when their flights are delayed. What does *delay* mean?
 - Cancel.
 - Retreat.
 - Arrive.
 - Postpone.
- To *save* time, business executives often What does *save* mean?
 - Set free from sin.
 - Keep from injury.
 - Avoid loss of time.
 - Keep for future use.
- Once the plane lands, the hotel is only 10 minutes away. *Minutes away* means a very short space of
 - depth.
 - distance.
 - time.
 - length.

Practice 7

Read the text carefully. Pay attention to the punctuation, pronunciation and pause.

The Legend of Lake Batur

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.



Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity.

They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole. One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

Adapted from Folk Tales from Indonesia, 1999

Practice 8

Answer the following questions by looking through the text.

1. What was Kbo Iwo?
2. What is meant by a destroyer as well as a creator?
3. What made him satisfied?
4. What had caused Kbo Iwo's anger?
5. Why did the Balinese turn to rage?
6. How did the Balinese oppose this powerful giant?
7. What did they ask Kbo Iwo to do?
8. How could he fall asleep in the hole?
9. Where did the Balinese throw the limestone?
10. What happened then?

Appendix 3. Data analyzed by researcher

Book 1

1

Practice 1

Look at the picture and then complete the sentences.



1. Irna says, "_____."
2. Yanti says, "_____."

Note

The italicised words are called *to be*.

Cognitive process dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

2

Practice 2

Your teacher will read aloud the following advertisement. Then you repeat after her/him. Pay attention to the pronunciation and punctuation.

New Horizon

Television is a widely used telecommunication medium for Broadcasting and receiving live, moving greyscale or color images with sound. The term may also be used to refer specifically to a television set, television program or television transmission.

Taken from: en.wikipedia.org

FOR SALE

Two storey house. It is located near Patrol highway, Jalan Sastrawan No. 3, Flores. The house consists of the following.

- A living room, a drawing room, a dining room, a study room, a kitchen, two bathrooms and a garage.
- Children's and nanny's bedrooms upstairs and a main bedroom downstairs.
- A sofa and some chairs in the drawing room.
- A refrigerator, an electric fan, and a television.
- Kitchen utensils, such as pots, pans, kettles, gas stoves and the kitchen sink.

It also has 3000 V power, telephone line, hotspot, and water heater. Serious buyer contacts Tia 987654.

Cognitive process dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

3


Practice 1

Read aloud the following text carefully.

New Horizon

In ancient Greece, only the sons of citizens could attend school, and most of the people in ancient Greece were not citizens.

Taken from: The World Book Student Discovery Encyclopedia, 2006



Anto is a junior high school student. He goes to SMP 6. Everyday, he goes to school on foot.

Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.


Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

4

New Horizon

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Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.

Practice 2

In pairs, answer the following questions.

1. Who is Anto?
2. Where is he studying?
3. How does he go to school?
4. Does he like swimming?
5. Does he like coming late to school?
6. What about his attitude to his parents and teacher?

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

5

Practice 4

Work in pairs. Fill in the blanks to help you choose the restaurant and give your reasons.

Place	: _____	Place	: Delicious Restaurant
Specialities	: _____	Specialities	: Chicken chop, fish and lamb chop
Discount	: Twenty percent	Discount	: _____

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

6

Practice 1

Observe the picture, then answer the questions orally.

Log On

You can still have a fun holiday just playing at home. For ideas of fun games to play, log on to: <http://health.kabooe.com/active-kids/summer-backyard-games.html>



Source: www.adrii.com

1. Do you know what place it is?
2. Have you ever been to a beach?
3. Where do you usually spend your holiday?
4. With whom do you usually spend your holiday?

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

7



Practice 2

Imagine you were taking a holiday at a beach. List things you would find there. Compare your list with your friend's.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

8

Mr Kartolo, the Farmer

Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr Kartolo is ready to harvest his crops.

Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

Practice 2

In pairs, answer the following questions.

1. What is a farm like during the rainy season?
2. What is the colour of the rice field in the rainy season?
3. When does Mr Kartolo's workday end?
4. When does Mr Kartolo plough the land?

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 5

Read the text carefully.

I have a neighbour. His name is Reno. He is a clown. He works in a carnival. His job is to entertain people. He makes people laugh. He wears a very colourful costume. He also wears a colourful wig and he paints his face. He is very funny and kind.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Book 2

Practice 1

Before you read the text, answer the following questions.

Log On

Check these web sites to get information about animal, plant, or natural life:

www.nerf.or.id
www.pawda.org



Source: CD Image

1. What is in the picture?
2. Is it a tropical bird?
3. What is the shape of its beak?
4. Can this kind of bird be trained to imitate human speech?
5. What is special about this bird?

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

11


The Sea Eagle

There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.

The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.

Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognise because it has a strong, a streamlined, sharp beak and a stream-line body.

Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs.



Source: CD Image

Practice 4

Answer the following questions based on the text in Practice 3.

1. What do you know about eagles?
2. Why is the sea eagle easy to recognise?
3. What do you think of its flying? Is it easy or hard to do?
4. What do the forelimbs of an sea eagle do?
5. What are the sea eagle's neck and beak like?

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

12

Practice 9

Discuss the following sign with your friend. Where do you usually find this sign? What is the meaning? Etc.



UN Challenge

Answer the following question by choosing a, b, c or d based on the text.

Mrs Abdurrahman is a doctor. She has a sharp nose, wavy hair and creamy yellow skin. Mrs Abdurrahman is tall, slim and beautiful. Mrs Abdurrahman works in a big hospital in the city. She works from at eight o'clock in the morning until five at noon. Everyone likes her.

1. What time does Mrs Abdurrahman begin to work?

a. At 5.00.	c. At 8.00.
b. At 7.00.	d. At 9.00.
2. Mrs Abdurrahman is a _____ doctor.

a. lazy	c. proud
b. kind	d. clever

Taken from Ujian Nasional Bahasa Inggris, 2004

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

13

Practice 1

Answer these questions.



Source: www.designhotels.com

1. Do you know what a hotel is?
2. Have you ever stayed in a hotel?
3. Can you mention the names of famous hotels in your city?

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

14

Practice 2

Read the following text carefully.

Source: www.wikipedia.com

Come to Our Hotel

GRAND OMEGA
"Hospitality is Our Trademark"

With fine facilities:

- 100 Rooms
- Restaurant
- Sport Facilities
- Coffee Shop
- Karaoke Room

Introduction — There is a new hotel in my city. It is a four star hotel. It is located downtown.

Description — The hotel is not very big but the architecture is very beautiful. It looks like a classic castle in Europe. According to the brochure, it has 100 rooms, a fancy restaurant, complete sports facilities including a swimming pool, tennis court, gym and sauna, there are also a coffee shop and a karaoke room.

The pictures of the rooms in the brochure are very nice. The rooms look very comfortable. It they contain a big spring bed with big pillows, a nice sofa, a wardrobe and a television system with programmes from all over the world. The bathroom is very beautiful although it is not very big. It has a bath-tub with hot and cold water so guests can bath in it comfortably.

The brochure says "Hospitality is our trademark." The staff of that hotel, from the receptionists, house keepers, and bellboys are trained to be polite and to help guests in any way they can.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Book 2
15



Source: www.ardipedia.com

Come to Our Hotel

GRAND OMEGA
"Hospitality is Our Trademark"

With fine facilities:

- 100 Rooms
- Restaurant
- Sport Facilities
- Coffee Shop
- Karaoke Room

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The brochure says "Hospitality is our trademark." The staff of that hotel, from the receptionists, house keepers, and bellboys are trained to be polite and to help guests in any way they can.




Find out the main idea of each paragraph from the text in Practice 2.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

16



Read the text carefully.



Source: iadna0087_files.wordpress.com Source: n51ae_files.wordpress.com
Source: 123-photoshutterstock.com Source: 1157-photoshutterstock.com

orientation — Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

event 1 — After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

event 2 — To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

reorientation — I was able to control my emotions and to have a place where I could express my creativity in positive ways.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

17



Source: mbat1002_files.wordpress.com Source: mbat1002_files.wordpress.com
Source: 1131photobucket.com Source: 1131photobucket.com

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

Practice 3

Answer the following questions based on the text in Practice 2.

1. Where did the writer find out about adolescence?
2. What is adolescence?
3. Is adolescence a period of physical growth only?
4. How old was the writer when he experienced adolescence?
5. How did it make him feel?
6. What did the writer do to divert his emotions?
7. When did the writer spend the days with his family?
8. Did the writer benefit from the activities?

Log On

If you want to discuss about teen health and problems, check this web site:
www.teenhealthtalk.org

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

18

Practice 1

Answer the following questions orally.

Log On

You can make friends over the Internet. Just log on to this web site:
www.friendsfor.com




Source: maspradas_files.wordpress.com

1. Do you have a best friend?
2. What kind of friend do you want to have?
3. What is your best friend like?

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

The Prince and His Best Friends



Once upon a time, there lived a kind young prince named Jonathan. He was loved and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal. It made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

Practice 7

Answer the following questions based on the story in Practice 5.

1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan's friends?
3. What happened when the Prince and his two friends were walking in the forest?

Cognitive process dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 10

Read the advertisement and complete the dialogue that follow.

<p>Power Sunblock Lotion</p> <ul style="list-style-type: none"> • packed in a bottle • Lotion—easy to apply • Price : Rp. 28,900 • Content : 200 ml • Spf 20 • Expire date: 1.12.2009 	<p>Power Sunblock Cream</p> <ul style="list-style-type: none"> • packed in a tub • Creamy • Price : Rp. 48,000 • Content : 200 ml • Spf 20 • Expire date: 1.12.2008
--	--



Fira : Tina, which sunblock do you think is more suitable?

Tina : Take the ¹_____ which costs Rp. 28,900. It is cheaper and the ²_____ until 1.12.2009. Furthermore, it is ³_____ to use and not sticky. Its content is ⁴_____ and its sun protection formula is ⁵_____.

Cognitive process dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 4

Read aloud the following text after your teacher. Pay attention to his/her punctuation, wordstress and pause.

My Football Experience

When I was in junior high school, I really loved football. Every Saturday afternoon I practised in school field with my team and my coach. They were strong and smart players. My coach, Mr Sentana was a kind person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team's rules.

With Mr Sentana, our team won many tournament in many big cities. Our team named after our school, 67 Team (from SMP 67) and we had many fans too, you know. Ohh, that was so cool. Now, I still love football and have a team too. But, my parents warn me to pay attention more to my study, football just for hobby.

Practice 5

Work in pairs. Identify the characteristics of the text in Practice 4.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 1

Observe the following pictures carefully. Then, rearrange the instructions based on the pictures.

Goal/purpose — Let's Make Your Own Aquarium Ecosystem

You will need :

gravel	a jug full of pond water
a net	an aquarium tank
water plants	a bucket
water animals	

Materials —

Steps

- Then, spread the gravels over base of the tank.
- Now, add a jug full of pond water.
- First of all, put the gravel in a net and pour a jug full of water on it
- Next, add some water plants from an aquarium centre.
- Finally, add a few water animals you have collected from local ponds.
- After that fill in the tank about half way and pour the water gently from a jug.
- There is your own aquarium ecosystem! Place the tank in bright light, but not in direct sunlight.

The frame

The covering

Source: Hands on Science, Nature, 2008

Taken from Hands on Science, Nature, 2008

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 5

Read the following procedure carefully.


Look On

Making papercraft is really fun. We can make many forms from a piece of paper. To make a papercraft you can click on www.sp.sp-8.com or www.papercraft-owlid.blogspot.com. There you can download free papercraft models.


Let's Make a Monster with Bright Eyes

You will need :


- 2 bulbs in bulb holders
- 3 wires
- a battery
- coloured card
- scissors
- sticky tape
- glue




1. Attach a wire to each of the screws on one bulb holder.




2. Connect the other end of one of these wires to the second bulb holder. Connect your third wire to the other screw on the second bulb holder.



3. Connect the loose wires to the ends of the battery.



4. Cut the card into a monster face with two eye holes. Push the bulbs through the holes in the back of the card. Tape the bulbs and the battery onto the back of the card.



5. Turn the monster face around. Finish it by gluing on a paper mouth and nose. Watch the eyes glow!

Taken from How Does It Work?, 2007

Practice 7

Identify the structure of the text in Practice 5. The following clues will help you.

1. What is the purpose of the text?
2. Can you state the materials you will need?
3. How many steps are there?
4. How about the frame? Mention some commands, details and tools.
5. Can you write five action words from the text?

Cognitive process dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 2

Read the text carefully.

Rock ~~and~~ roll

General classification — Rock music is part of popular music today. It is played and listened in almost every countries in the world. Rock and roll was the name given to the music that developed in the early 1950's. It is believed that the term *rock and roll* was first used by a disk jockey, Alan Freed.

Description — In 1955, records of a young singer from Tennessee, Elvis Presley, were heard across the US. After he appeared on nation-wide television, Elvis Presley's singing and his performing style came to mean *rock and roll* all over the world. Then came Bill Haley and The Comets. Rock mainly became the music of the young. They understood its beat and sound, and its lyrics.

The 1970's were the time of big developments in the rock industry. Rock became a very big business, earned more money annually than any other form of entertainment including the film industry.

Taken from The Book of Knowledge, 2007

Practice 5

The text in Practice 2 describes the series of events which led to Elvis Presley's performance. Below are some of his actions. Read the text again and put the actions in a correct order.

1. He appeared on nation-wide television.
2. He was a young singer from Tennessee.
3. His performing style was rock and roll.
4. He was heard across the US.

Cognitive process dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 6

Read the following explanation carefully.

What Is a Report Text?
 The first point we should be aware of is the general definition and the classification of each subject that we intend to write in the form of reported text. But, do not forget that a report text is different from a descriptive text. Description text has a function to give an explanation about a specific subject.
 The following are examples of a report text and a descriptive text.

Report text (more general)
Music
 Music is sound put into pleasing or interesting patterns. People use music for a part of ceremonies, such as religious services, parades, and weddings. People also use music to show their feelings and ideas.

Descriptive text (more specific)
Music Box
 Music boxes are small instruments that play tunes by themselves. The music-making parts of a music box are a cylinder and a row of metal teeth of different lengths. A spring or a set of wheels turns the cylinder.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

The Chinese Influence in Indonesian Visual Art



Sources: Indonesian Heritage: Visual Art, 2005

Chinese culture played a truly significant role in the development of visual art in Indonesia although not as strong as the Hindu, Buddhist or Muslim influences. Many Chinese culture form of artistic expression were adapted and assimilated into indigenous form. The Chinese influence was restricted to an adapted form. The architectural elements in some temples for example, reveal Chinese influence. It is identical to the original models found in mainland China. In Gianyar Bali, strong links between the Chinese and local people are evidenced by the Chinese-style roofing on the palace that was rebuilt at the end of the last century. In Cirebon, China designs were copied by local ceramics and paintings. Chinese influence also occurs in textile, furniture and household objects.

Adapted from Indonesian Heritage: Visual Art, 2005

Practice 13

Read the following explanation carefully.

A paragraph is developed by three parts. Main idea, supporting idea and concluding idea.


- Main idea tells us what the paragraph is about.
- Supporting idea consists of evidences, examples and explanation of main idea.
- Concluding idea unites main idea and supporting idea into one complete paragraph so, we can get the meanings.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Beneficial Magnets

You will need:

- A bowl
- Clean, dry sand
- A drinking straw
- Green paper
- Sticky tape
- Cardboard
- Iron or steel bolt
- A magnet



1. Fill the bowl with sand to make a desert island.
2. Now make a tree using a drinking straw and paste some green paper leaves with sticky tape and plant it on your island.
3. To make a treasure chest cut the cardboard in a shape of box. Now put an iron or steel bolt in it.
4. Bury the treasure firmly near the surface in the sand.
5. Find the treasure from the sand with the help of magnet.

Taken from: Encyclopedia of Science Experiments, 2008

Practice 3

Answer the following questions based on the text in Practice 1.

1. What is a drinking straw for?
2. Why must we put an iron inside the cardboard?
3. What is the clean, dry sand for?
4. Where should we put the cardboard?

Cognitive process dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 3

Your teacher will guide you to read aloud the text below. Pay attention to the pronunciation, punctuation and pauses.

New Horizon

A.A. Milne (1882 - 1956) was an English author. Winnie the Pooh is one of the most beloved characters from A.A. Milne's Children's Stories. These stories were based on Milne's son, Christopher Robin, and his stuffed animals. Milne also wrote two books of children's poems, as well as novels, plays, and short stories for grown-ups.

Taken from The World Book Student Dictionary Encyclopedia, 2001

The Legend of Mount Wayang



Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realised that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

The story goes that on certain moonlight nights, one can hear the sound of music in the air above from the top of the mountain. It indicates that Sang Prabu and his daughter have not met each other till dawn when it is time for them to part and to meet again on another moonlight night.

Adapted from Folk Tales from Indonesia, 1999

Cognitive process dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

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Adapted from Folk Tales from Indonesia, 1999

Practice 5


Find the paragraphs in Practice 3 that give you the following information.

1. The beautiful princess from a small kingdom.
2. Her father's name.
3. Her father's idea to search for the right man to be her husband.
4. The prince of Blambangan.
5. The wicked fairy.
6. The death of Raden Begawan.
7. The princess went to Kahyangan.
8. The meeting of Sang Prabu and his daughter.

Cognitive process dimation

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Hotels



Source: www.ppt4teachers.com

People sometimes need hotels if they travel far from homes. They sometimes need hotels when they arrive in cities late at night and they do not have any relatives there.

Hotels are places that provide lodging and usually meals and various personal services for the public. A good hotel provides many comforts and conveniences. Travel is usually safe and pleasant.

Hotels with hundreds of rooms are common. People can find the advertisements of the hotels in newspapers, brochures, the internet, and magazines. Downtown hotels survive and prosper because of two important factors. First, business travellers wish to stay close to the offices or industrial plants they plan to visit. Second, the location of the airport is close to the hotels.

As the pace of jet travel grows, hotels spring up near airports. Some travellers stay at airport inns when their flights are delayed. To save time, business executives often select airport hotels for meetings or conferences. Once the plane lands, the hotel is only minutes away.

Practice 9

Read the text once again and choose either a, b, c, or d for the right answer.

1. Which hotels can survive and prosper more?
 - a. Big hotels.
 - b. Small hotels.
 - c. Luxurious hotels.
 - d. Downtown hotels.
2. What does *survive* mean? (All the answers are correct, except one. Which one is it?)
 - a. Go bankrupt.
 - b. Continue to live.
 - c. Remain alive.
 - d. Continue to exist.
3. What is the Indonesian word for *lodging*?
 - a. *Losmen*.
 - b. *Penginapan*.
 - c. *Penempatan*.
 - d. *Tempat istimewa*.
4. Hotels are places that provide lodging and meals What is meant by *meals*?
 - a. Coffee, milk, tea.
 - b. Bread, butter, jam.
 - c. Rice, porridge, soup.
 - d. Breakfast, lunch, dinner.
5. ... various personal services for the public. What does *public* mean in Indonesian?
 - a. *Orang*.
 - b. *Umum*.
 - c. *Manusia*.
 - d. *Perorangan*.
6. As the pace of jet travel grows, hotels spring up near airports. What does *spring up* mean?
 - a. Bring.
 - b. Appear.
 - c. Leap.
 - d. Jump.
7. Some travellers stay at airport *inns* What is an *inn*?
 - a. A building in which aeroplanes are kept.
 - b. A place where whisky is sold and drunk.
 - c. A public house where travellers may eat, drink, and sleep.
 - d. A large building where travellers may get meals and lodging.
8. ... when their flights are delayed. What does *delay* mean?
 - a. Cancel.
 - b. Retreat.
 - c. Arrive.
 - d. Postpone.
9. To *save* time, business executives often What does *save* mean?
 - a. Set free from sin.
 - b. Keep from injury.
 - c. Avoid loss of time.
 - d. Keep for future use.
10. Once the plane lands, the hotel is only 10 minutes away. *Minutes away* means a very short space of
 - a. depth.
 - b. distance.
 - c. time.
 - d. length.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 7

Read the text carefully. Pay attention to the punctuation, pronunciation and pause.

The Legend of Lake Batur

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.



Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity.

They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole. One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

Adapted from Folk Tales from Indonesia, 1999

Practice 8

Answer the following questions by looking through the text.

1. What was Kbo Iwo?
2. What is meant by a destroyer as well as a creator?
3. What made him satisfied?
4. What had caused Kbo Iwo's anger?
5. Why did the Balinese turn to rage?
6. How did the Balinese oppose this powerful giant?
7. What did they ask Kbo Iwo to do?
8. How could he fall asleep in the hole?
9. Where did the Balinese throw the limestone?
10. What happened then?

Cognitive process dimension

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Appendix 4. Data analyzed by Co-researcher

Book 1

1

Practice 1

Look at the picture and then complete the sentences.



1. Irna says, "_____."
2. Yanti says, "_____."

Note

The italicised words are called *to be*.

Cognitive process dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

2

Practice 2

Your teacher will read aloud the following advertisement. Then you repeat after her/him. Pay attention to the pronunciation and punctuation.

New Horizon

Television is a widely used telecommunication medium for Broadcasting and receiving live, moving greyscale or color images with sound. The term may also be used to refer specifically to a television set, television program or television transmission.

Taken from: en.wikipedia.org

FOR SALE

Two storey house. It is located near Patrol highway, Jalan Sastrawan No. 3, Flores. The house consists of the following.

- A living room, a drawing room, a dining room, a study room, a kitchen, two bathrooms and a garage.
- Children's and nanny's bedrooms upstairs and a main bedroom downstairs.
- A sofa and some chairs in the drawing room.
- A refrigerator, an electric fan, and a television.
- Kitchen utensils, such as pots, pans, kettles, gas stoves and the kitchen sink.

It also has 3000 V power, telephone line, hotspot, and water heater. Serious buyer contacts Tia 987654.

Cognitive process dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

3


Practice 1

Read aloud the following text carefully.

New Horizon

In ancient Greece, only the sons of citizens could attend school, and most of the people in ancient Greece were not citizens.

Taken from: The World Book Student Discovery Encyclopedia, 2006



Anto is a junior high school student. He goes to SMP 6. Everyday, he goes to school on foot.

Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.


Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

4

New Horizon

In ancient Greece, only the sons of citizens could attend school, and most of the people in ancient Greece were not citizens.

Taken from: The World Book Student Discovery Encyclopedia, 2006



Anto is a junior high school student. He goes to SMP 6. Everyday, he goes to school on foot.

Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.

Practice 2

In pairs, answer the following questions.

1. Who is Anto?
2. Where is he studying?
3. How does he go to school?
4. Does he like swimming?
5. Does he like coming late to school?
6. What about his attitude to his parents and teacher?

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

5

Practice 4

Work in pairs. Fill in the blanks to help you choose the restaurant and give your reasons.

Place	: _____	Place	: Delicious Restaurant
Specialities	: _____	Specialities	: Chicken chop, fish and lamb chop
Discount	: Twenty percent	Discount	: _____

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

6

Practice 1

Observe the picture, then answer the questions orally.

Log On

You can still have a fun holiday just playing at home. For ideas of fun games to play, log on to: <http://health.kabooe.com/active-kids/summer-backyard-games.html>



Source: www.adrii.com

1. Do you know what place it is?
2. Have you ever been to a beach?
3. Where do you usually spend your holiday?
4. With whom do you usually spend your holiday?

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

7



Practice 2

Imagine you were taking a holiday at a beach. List things you would find there. Compare your list with your friend's.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

8

Mr Kartolo, the Farmer

Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr Kartolo is ready to harvest his crops.

Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

Practice 2

In pairs, answer the following questions.

1. What is a farm like during the rainy season?
2. What is the colour of the rice field in the rainy season?
3. When does Mr Kartolo's workday end?
4. When does Mr Kartolo plough the land?

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 5

Read the text carefully.

I have a neighbour. His name is Reno. He is a clown. He works in a carnival. His job is to entertain people. He makes people laugh. He wears a very colourful costume. He also wears a colourful wig and he paints his face. He is very funny and kind.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Book 2

Practice 1

Before you read the text, answer the following questions.

Log On

Check these web sites to get information about animal, plant, or natural life:

www.nerf.or.id
www.pwada.org



Source: CD Image

1. What is in the picture?
2. Is it a tropical bird?
3. What is the shape of its beak?
4. Can this kind of bird be trained to imitate human speech?
5. What is special about this bird?

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

11


The Sea Eagle

There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.

The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.

Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognise because it has a strong, a streamlined, sharp beak and a stream-line body.

Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs.



Source: CD Image

Practice 4

Answer the following questions based on the text in Practice 3.

1. What do you know about eagles?
2. Why is the sea eagle easy to recognise?
3. What do you think of its flying? Is it easy or hard to do?
4. What do the forelimbs of an sea eagle do?
5. What are the sea eagle's neck and beak like?

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

12

Practice 9

Discuss the following sign with your friend. Where do you usually find this sign? What is the meaning? Etc.



UN Challenge

Answer the following question by choosing a, b, c or d based on the text.

Mrs Abdurrahman is a doctor. She has a sharp nose, wavy hair and creamy yellow skin. Mrs Abdurrahman is tall, slim and beautiful. Mrs Abdurrahman works in a big hospital in the city. She works from at eight o'clock in the morning until five at noon. Everyone likes her.

1. What time does Mrs Abdurrahman begin to work?

a. At 5.00.	c. At 8.00.
b. At 7.00.	d. At 9.00.
2. Mrs Abdurrahman is a _____ doctor.

a. lazy	c. proud
b. kind	d. clever

Taken from Ujian Nasional Bahasa Inggris, 2004

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
	✓				

13

Practice 1

Answer these questions.



Source: www.designhotels.com

1. Do you know what a hotel is?
2. Have you ever stayed in a hotel?
3. Can you mention the names of famous hotels in your city?

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

14

Practice 2

Read the following text carefully.

Source: www.wikipedia.com

Come to Our Hotel

GRAND OMEGA
"Hospitality is Our Trademark"

With fine facilities:

- 100 Rooms
- Coffee Shop
- Restaurant
- Karaoke Room
- Sport Facilities

Introduction — There is a new hotel in my city. It is a four star hotel. It is located downtown.

Description — The hotel is not very big but the architecture is very beautiful. It looks like a classic castle in Europe. According to the brochure, it has 100 rooms, a fancy restaurant, complete sports facilities including a swimming pool, tennis court, gym and sauna, there are also a coffee shop and a karaoke room.

The pictures of the rooms in the brochure are very nice. The rooms look very comfortable. It they contain a big spring bed with big pillows, a nice sofa, a wardrobe and a television system with programmes from all over the world. The bathroom is very beautiful although it is not very big. It has a bath-tub with hot and cold water so guests can bath in it comfortably.

The brochure says "Hospitality is our trademark." The staff of that hotel, from the receptionists, house keepers, and bellboys are trained to be polite and to help guests in any way they can.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Book 2
15



Source: www.ardipedia.com

Come to Our Hotel

GRAND OMEGA
"Hospitality is Our Trademark"

With fine facilities:

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Find out the main idea of each paragraph from the text in Practice 2.

Cognitive process dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

16



Read the text carefully.



Source: andrea1087_files.wordpress.com Source: n51ae_files.wordpress.com
Source: 123-photoshutterstock.com Source: 1157-photoshutterstock.com

orientation — Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.


event 1 — After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

event 2 — To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

reorientation — I was able to control my emotions and to have a place where I could express my creativity in positive ways.

Cognitive process dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

17



Source: mbat1002_files.wordpress.com Source: mbat1002_files.wordpress.com
Source: 1131photobucket.com Source: 1131photobucket.com

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

Practice 3

Answer the following questions based on the text in Practice 2.

Log On

If you want to discuss about teen health and problems, check this web site:
www.teenhealthtalk.org

1. Where did the writer find out about adolescence?
2. What is adolescence?
3. Is adolescence a period of physical growth only?
4. How old was the writer when he experienced adolescence?
5. How did it make him feel?
6. What did the writer do to divert his emotions?
7. When did the writer spend the days with his family?
8. Did the writer benefit from the activities?

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

18

Practice 1

Answer the following questions orally.

Log On

You can make friends over the Internet. Just log on to this web site:
www.friendster.com




Source: maspradas_files.wordpress.com

1. Do you have a best friend?
2. What kind of friend do you want to have?
3. What is your best friend like?

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

The Prince and His Best Friends



Once upon a time, there lived a kind young prince named Jonathan. He was loved and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal. It made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

Practice 7

Answer the following questions based on the story in Practice 5.

1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan's friends?
3. What happened when the Prince and his two friends were walking in the forest?

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 10

Read the advertisement and complete the dialogue that follow.

<p>Power Sunblock Lotion</p> <ul style="list-style-type: none"> • packed in a bottle • Lotion—easy to apply • Price : Rp. 28,900 • Content : 200 ml • Spf 20 • Expire date: 1.12.2009 	<p>Power Sunblock Cream</p> <ul style="list-style-type: none"> • packed in a tub • Creamy • Price : Rp. 48,000 • Content : 200 ml • Spf 20 • Expire date: 1.12.2008
--	--



Fira : Tina, which sunblock do you think is more suitable?

Tina : Take the ¹_____ which costs Rp. 28,900. It is cheaper and the ²_____ until 1.12.2009. Furthermore, it is ³_____ to use and not sticky. Its content is ⁴_____ and its sun protection formula is ⁵_____.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 4

Read aloud the following text after your teacher. Pay attention to his/her punctuation, wordstress and pause.

My Football Experience

When I was in junior high school, I really loved football. Every Saturday afternoon I practised in school field with my team and my coach. They were strong and smart players. My coach, Mr Sentana was a kind person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team's rules.

With Mr Sentana, our team won many tournament in many big cities. Our team named after our school, 67 Team (from SMP 67) and we had many fans too, you know. Ohh, that was so cool. Now, I still love football and have a team too. But, my parents warn me to pay attention more to my study, football just for hobby.

Practice 5

Work in pairs. Identify the characteristics of the text in Practice 4.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 1



Observe the following pictures carefully. Then, rearrange the instructions based on the pictures.



Goal/purpose — Let's Make Your Own Aquarium Ecosystem

You will need :

gravel	a jug full of pond water
a net	an aquarium tank
water plants	a bucket
water animals	

Materials —

Source: Hands on Science, Nature, 2008

Steps

- Then, spread the gravels over base of the tank.
- Now, add a jug full of pond water.
- First of all, put the gravel in a net and pour a jug full of water on it
- Next, add some water plants from an aquarium centre.
- Finally, add a few water animals you have collected from local ponds.
- After that fill in the tank about half way and pour the water gently from a jug.
- There is your own aquarium ecosystem! Place the tank in bright light, but not in direct sunlight.

Taken from Hands on Science, Nature, 2008

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 5

Read the following procedure carefully.


Look On

Making papercraft is really fun. We can make many forms from a piece of paper. To make a papercraft you can click on www.paper-3d.com or www.papercraft-owlid.blogspot.com. There you can download free papercraft models.


Let's Make a Monster with Bright Eyes

You will need :


- 2 bulbs in bulb holders
- 3 wires
- a battery
- coloured card
- coloured paper
- scissors
- sticky tape
- glue




1. Attach a wire to each of the screws on one bulb holder.




2. Connect the other end of one of these wires to the second bulb holder. Connect your third wire to the other screw on the second bulb holder.



3. Connect the loose wires to the ends of the battery.



4. Cut the card into a monster face with two eye holes. Push the bulbs through the holes in the back of the card. Tape the bulbs and the battery onto the back of the card.



5. Turn the monster face around. Finish it by gluing on a paper mouth and nose. Watch the eyes glow!

Taken from How To Do It 2004/7, 2007

Practice 7

Identify the structure of the text in Practice 5. The following clues will help you.

1. What is the purpose of the text?
2. Can you state the materials you will need?
3. How many steps are there?
4. How about the frame? Mention some commands, details and tools.
5. Can you write five action words from the text?

Cognitive process dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 2

Read the text carefully.

Rock ~~and~~ roll

General classification

Rock music is part of popular music today. It is played and listened in almost every countries in the world. Rock and roll was the name given to the music that developed in the early 1950's. It is believed that the term *rock and roll* was first used by a disk jockey, Alan Freed.

Description

In 1955, records of a young singer from Tennessee, Elvis Presley, were heard across the US. After he appeared on nation-wide television, Elvis Presley's singing and his performing style came to mean *rock and roll* all over the world. Then came Bill Haley and The Comets. Rock mainly became the music of the young. They understood its beat and sound, and its lyrics.

The 1970's were the time of big developments in the rock industry. Rock became a very big business, earned more money annually than any other form of entertainment including the film industry.

Taken from The Book of Knowledge, 2007

Practice 5

The text in Practice 2 describes the series of events which led to Elvis Presley's performance. Below are some of his actions. Read the text again and put the actions in a correct order.

1. He appeared on nation-wide television.
2. He was a young singer from Tennessee.
3. His performing style was rock and roll.
4. He was heard across the US.

Cognitive process dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 6

Read the following explanation carefully.


What Is a Report Text?
 The first point we should be aware of is the general definition and the classification of each subject that we intend to write in the form of reported text. But, do not forget that a report text is different from a descriptive text. Description text has a function to give an explanation about a specific subject.
 The following are examples of a report text and a descriptive text.

Report text (more general)
Music
 Music is sound put into pleasing or interesting patterns. People use music for a part of ceremonies, such as religious services, parades, and weddings. People also use music to show their feelings and ideas.

Descriptive text (more specific)
Music Box
 Music boxes are small instruments that play tunes by themselves. The music-making parts of a music box are a cylinder and a row of metal teeth of different lengths. A spring or a set of wheels turns the cylinder.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

The Chinese Influence in Indonesian Visual Art



Sources: Indonesian Heritage: Visual Art, 2003

Chinese culture played a truly significant role in the development of visual art in Indonesia although not as strong as the Hindu, Buddhist or Muslim influences. Many Chinese culture form of artistic expression were adapted and assimilated into indigenous form. The Chinese influence was restricted to an adapted form. The architectural elements in some temples for example, reveal Chinese influence. It is identical to the original models found in mainland China. In Gianyar Bali, strong links between the Chinese and local people are evidenced by the Chinese-style roofing on the palace that was rebuilt at the end of the last century. In Cirebon, China designs were copied by local ceramics and paintings. Chinese influence also occurs in textile, furniture and household objects.

Adapted from Indonesian Heritage: Visual Art, 2003

Practice 13

Read the following explanation carefully.

A paragraph is developed by three parts. Main idea, supporting idea and concluding idea.


- Main idea tells us what the paragraph is about.
- Supporting idea consists of evidences, examples and explanation of main idea.
- Concluding idea unites main idea and supporting idea into one complete paragraph so, we can get the meanings.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Beneficial Magnets

You will need:

- A bowl
- Clean, dry sand
- A drinking straw
- Green paper
- Sticky tape
- Cardboard
- Iron or steel bolt
- A magnet



1. Fill the bowl with sand to make a desert island.
2. Now make a tree using a drinking straw and paste some green paper leaves with sticky tape and plant it on your island.
3. To make a treasure chest cut the cardboard in a shape of box. Now put an iron or steel bolt in it.
4. Bury the treasure firmly near the surface in the sand.
5. Find the treasure from the sand with the help of magnet.

Taken from *Encyclopedia of Science Experiments*, 2008

Practice 3

Answer the following questions based on the text in Practice 1.

1. What is a drinking straw for?
2. Why must we put an iron inside the cardboard?
3. What is the clean, dry sand for?
4. Where should we put the cardboard?

Cognitive process dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 3

Your teacher will guide you to read aloud the text below. Pay attention to the pronunciation, punctuation and pauses.

New Horizon

A.A. Milne (1882 - 1956) was an English author. Winnie the Pooh is one of the most beloved characters from A.A. Milne's *Children's Stories*. These stories were based on Milne's son, Christopher Robin, and his stuffed animals. Milne also wrote two books of children's poems, as well as novels, plays, and short stories for grown-ups.

Taken from *The World Book Student Dictionary Encyclopedia*, 2001

The Legend of Mount Wayang



Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realised that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

The story goes that on certain moonlight nights, one can hear the sound of music in the air above from the top of the mountain. It indicates that Sang Prabu and his daughter have not met each other till dawn when it is time for them to part and to meet again on another moonlight night.

Adapted from *Folk Tales from Indonesia*, 1999

Cognitive process dimension					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

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Adapted from Folk Tales from Indonesia, 1999

Practice 5


Find the paragraphs in Practice 3 that give you the following information.

1. The beautiful princess from a small kingdom.
2. Her father's name.
3. Her father's idea to search for the right man to be her husband.
4. The prince of Blambangan.
5. The wicked fairy.
6. The death of Raden Begawan.
7. The princess went to Kahyangan.
8. The meeting of Sang Prabu and his daughter.

Cognitive process dimation

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Hotels



Source: www.ppt4teachers.com

People sometimes need hotels if they travel far from homes. They sometimes need hotels when they arrive in cities late at night and they do not have any relatives there.

Hotels are places that provide lodging and usually meals and various personal services for the public. A good hotel provides many comforts and conveniences. Travel is usually safe and pleasant.

Hotels with hundreds of rooms are common. People can find the advertisements of the hotels in newspapers, brochures, the internet, and magazines. Downtown hotels survive and prosper because of two important factors. First, business travellers wish to stay close to the offices or industrial plants they plan to visit. Second, the location of the airport is close to the hotels.

As the pace of jet travel grows, hotels spring up near airports. Some travellers stay at airport inns when their flights are delayed. To save time, business executives often select airport hotels for meetings or conferences. Once the plane lands, the hotel is only minutes away.

Practice 9

Read the text once again and choose either a, b, c, or d for the right answer.

1. Which hotels can survive and prosper more?
 - a. Big hotels.
 - b. Small hotels.
 - c. Luxurious hotels.
 - d. Downtown hotels.
2. What does *survive* mean? (All the answers are correct, except one. Which one is it?)
 - a. Go bankrupt.
 - b. Continue to live.
 - c. Remain alive.
 - d. Continue to exist.
3. What is the Indonesian word for *lodging*?
 - a. *Losmen*.
 - b. *Penginapan*.
 - c. *Penempatan*.
 - d. *Tempat istimewa*.
4. Hotels are places that provide lodging and meals What is meant by *meals*?
 - a. Coffee, milk, tea.
 - b. Bread, butter, jam.
 - c. Rice, porridge, soup.
 - d. Breakfast, lunch, dinner.
5. ... various personal services for the public. What does *public* mean in Indonesian?
 - a. *Orang*.
 - b. *Umum*.
 - c. *Manusia*.
 - d. *Perorangan*.
6. As the pace of jet travel grows, hotels spring up near airports. What does *spring up* mean?
 - a. Bring.
 - b. Appear.
 - c. Leap.
 - d. Jump.
7. Some travellers stay at airport *inns* What is an *inn*?
 - a. A building in which aeroplanes are kept.
 - b. A place where whisky is sold and drunk.
 - c. A public house where travellers may eat, drink, and sleep.
 - d. A large building where travellers may get meals and lodging.
8. ... when their flights are delayed. What does *delay* mean?
 - a. Cancel.
 - b. Retreat.
 - c. Arrive.
 - d. Postpone.
9. To *save* time, business executives often What does *save* mean?
 - a. Set free from sin.
 - b. Keep from injury.
 - c. Avoid loss of time.
 - d. Keep for future use.
10. Once the plane lands, the hotel is only 10 minutes away. *Minutes away* means a very short space of
 - a. depth.
 - b. distance.
 - c. time.
 - d. length.

Cognitive process dimation					
Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Practice 7

Read the text carefully. Pay attention to the punctuation, pronunciation and pause.

The Legend of Lake Batur

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.



Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity.

They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole. One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

Adapted from Folk Tales from Indonesia, 1999

Practice 8

Answer the following questions by looking through the text.

1. What was Kbo Iwo?
2. What is meant by a destroyer as well as a creator?
3. What made him satisfied?
4. What had caused Kbo Iwo's anger?
5. Why did the Balinese turn to rage?
6. How did the Balinese oppose this powerful giant?
7. What did they ask Kbo Iwo to do?
8. How could he fall asleep in the hole?
9. Where did the Balinese throw the limestone?
10. What happened then?

Cognitive process dimension

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
✓					

Appendix 5.

Tabel 2. Activities and reading type

Type of reading	Activities
1. Perceptive reading	1. Reading aloud, written response, multiple choices, picture cued items
2. Selective reading	2. Multiple choice, matching tasks, editing tasks, picture cued items, gap filling tasks
3. Interactive reading	3. Cloze tasks, impromptu reading plus comprehension question, short answer tasks, editing longer tasks, scanning, ordering tasks, information transfers: reading chart, map, graph, diagram
4. Extensive reading	4. Skimming tasks, summarizing and responding, note-taking and outlining.

Appendix 6.

Tabel 3. Cognitive Process Dimension

Categorize and cognitive process	The other name	Definition and Exemplification
1. Remembering – Taking knowledge and long term memory		
1.1 Recognizing	Identifying	Adopting the knowledge in long term memory which appropriate with the knowledge itself (for example recognize the date of important event in history of indonesia)
1.2 Recalling	Adopting	Taking relevant knowledge from long term memory (for example, remain the date of important moment in history of indonesia).
2. Understanding – Reconstructing meaning from the lesson including what are students spoken, written or imagine by teacher		
2.1 Interpreting	Clarifying, Paraphrasing, Representating, Translating,	Changing an imagination in certain form (for example, numbers) to another form (for example words).(for example, paraphrasing expression and important documents).
2.2 Exemplifying	Illustrating, Giving example,	Finding example or illustration about the concepts and principles (for example, giving example about typicals in painting?
2.3 Classifying	Categorizing, Grouping	Determining something into a category (e.g classifying mental disability which has been researched or explained).
2.4 Summarizing	Abstracting, Generalizing	Abstracting general theme or main point. (e.g writing short resume about events in television).
2.5 Inferring	Summarizing, Extrapolating, Interpolating, Predicting	Making a logical conclusion from the information accepted (e.g, in learning foreign language, students concluding grammar and structure based on the examples given by the teacher).
2.6 Comparing	Contrasting,	Establishing relation between two ideas, objects, and etc. (e.g, comparing historical events with the situation

2.7 Explaining	Mapping, Checking, Modelling	nowadays). Modelling clausal relationship in a system. (e.g, explaining the cause of important events of 18 th century in indonesia)
3. Aplying – Aplying or using a prosedure in certain circumstance		
3.1 Executing	Performing	Aplying a prosedure on the familiar assignment.(e.g, deviding a number with the others, both of number consist of some digit).
3.2 Implementing	Using	Aplying a prosedure to unfamiliar assignment. (e.g, using second newton’s law to the appropriate context).
4. Analyzing – Breaking the lesson materials into parts of arrangement and establishing the relationship between one part to another and the relationship between parts with the whole structures or objectives.		
4.1 Differentiating	Separating, Classifying, Focusing, Choosing	Differentiating relevant lesson materials with the unrelevant materials, the important parts and unimportant parts. (e.g, differentiating between relevant number and unrelevant number in mathematics task).
4.2 Organizing	Finding coherency, Fusing, Making sketch, Describing role, Structuring	Differentiating how the elements work or function in a structure. (e.g, arranging evidences in history in which support or opposing a historical explanation).
4.3 Attributing	Deconstrucing	Establishing point of view, biased, value, or objective behind the lesson material. (e.g, showing the point of view an essay’s writer based on the writer’s political point of view)
5. Evaluating – Making decision based on criteria or standard		
5.1 Checking	Coordinating, Detecting, Monitoring, Assessing	Finding inconsistencies or mistakes in a process or product, determining whether a process or product has internal consistency, finding efectivity a prosedure which is practicing. (e.g, checking whether the conclusion a scientist matching with observation

5.2 Criticizing	Grading	<p>data or not).</p> <p>Finding inconsistency between a product and external criteria; establishing whether a product has external consistency; finding accuracy a procedure to solve the problem. (e.g, establishing the best method from two methods to solve a problem)</p>
6. Creating – Joining parts to perform something new or coherent or to make original product.		
6.1 Formulating	Making hypothesis	Making hypothesis based on criteria (e.g, making hypothesis about the cause of a phenomenon).
6.2 Planning	Designing	Planning a procedure to solve a task. (e.g, planning a research proposal about a particular historical topic).
6.3 Producing	Constructing	Creating a product. (e.g, creating a habitat for particular species in specific objective)

Appendix 7.

Tabel 5. Verbs, Sample question stems, Potential activities and products

	REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
VERBS	Tell, list, describe, relate, locate, write, find, state name, identify, label, recall, define, recognize, match, reproduce, memorize, draw, select, write, recite	Explain, interpret, outline, discuss, distinguish, predict, restate, translate, compare, describe, relate, generalize, summarize, paraphrase, convert, demonstrate, visualize, find out more information about	Solve, show, use, illustrate, construct, complete, examine, classify, choose, interpret, make, change, apply, produce, translate, calculate, manipulate, modify	Analyze, distinguish, examine, compare, contrast, investigate, categorize, identify, explain, separate, advertise, take apart, differentiate, subdivide, deduce	Judge, select, choose, decide, justify, debate, verify, argue, recommend, assess, discuss, rate, prioritize, determine, weigh, critique, evaluate, defend	Create, invent, compose, predict, plan, construct, design, imagine, propose, devise, formulate, combine, hypothesize, originate, add to, forecast
SAMPLE QUESTION STEMS	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at.... Who spoke to...? Can you tell why...?	Can you write in your own words...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea...? Can you distinguish between...?	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...?	If ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...?	Is there a better solution to...? Judge the value of.... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend?	Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...?

	REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
SAMPLE QUESTION STEMS	<p>Find the meaning of.... What is...?</p> <p>Which is true or false...?</p>	<p>What differences exist between...?</p> <p>Can you provide an example of what you mean...?</p> <p>Can you provide a definition for...?</p>	<p>What questions would you ask of...?</p> <p>From the information given, can you develop a set of instructions about...?</p> <p>Would this information be useful if you had...?</p>	<p>What are some of the problems of...?</p> <p>Can you distinguish between...?</p> <p>What were some of the motives behind...?</p> <p>What was the turning point in the game?</p> <p>What was the problem with...?</p>	<p>Do you believe ...?</p> <p>Are you a ... person?</p> <p>How would you feel if...?</p> <p>How effective are...?</p> <p>What do you think about...?</p>	<p>How many ways can you...?</p> <p>Can you create new and unusual uses for...?</p> <p>Can you write a new recipe for a tasty dish?</p> <p>Can you develop a proposal which would...?</p>
POTENTIAL ACTIVITIES AND PRODUCTS	<p>Make a list of the main events.</p> <p>Make a timeline of events.</p> <p>Make a facts chart.</p> <p>Write a list of any pieces of information you can remember.</p> <p>List all the in the story.</p>	<p>Cut out or draw pictures to show a particular event.</p> <p>Illustrate what you think the main idea was.</p> <p>Make a cartoon strip showing the sequence of events.</p> <p>Write and perform a play based on the story.</p> <p>Retell the story in your words.</p>	<p>Construct a model to demonstrate how it will work.</p> <p>Make a diorama to illustrate an important event.</p> <p>Make a scrapbook about the areas of study.</p> <p>Make a paper- Mache map to include relevant information about an event.</p>	<p>Design a questionnaire to gather information.</p> <p>Write a commercial to sell a new product.</p> <p>Conduct an investigation to produce information to support a view.</p> <p>Make a flow chart to show the critical stages.</p> <p>Construct a graph to illustrate selected information.</p>	<p>Prepare a list of criteria to judge a ... show.</p> <p>Indicate priority and ratings.</p> <p>Conduct a debate about an issue of special interest.</p> <p>Make a booklet about 5 rules you see as important. Convince others.</p> <p>Form a panel to discuss views, e.g. "Learning at School."</p>	<p>Invent a machine to do a specific task.</p> <p>Design a building to house your study.</p> <p>Create a new product.</p> <p>Give it a name and plan a marketing campaign.</p> <p>Write about your feelings in relation to...</p> <p>Write a TV show, play, puppet show, role play, song or pantomime about...</p>

	REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
POTENTIAL ACTIVITIES AND PRODUCTS	<p>Make a chart showing...</p> <p>Make an acrostic.</p> <p>Recite a poem.</p>	<p>Paint a picture of some aspect you like.</p> <p>Write a summary report of an event.</p> <p>Prepare a flow chart to illustrate the sequence of events.</p> <p>Make a coloring book.</p>	<p>Take a collection of photographs to demonstrate a particular point.</p> <p>Make up a puzzle game using the ideas from the study area.</p> <p>Make a clay model of an item in the material.</p> <p>Design a market strategy for your product using a known strategy as a model.</p> <p>Dress a doll in national costume.</p> <p>Paint a mural using the same materials.</p> <p>Write a textbook about... for others.</p>	<p>Make a jigsaw puzzle.</p> <p>Make a family tree showing relationships.</p> <p>Put on a play about the study area.</p> <p>Write a biography of the study person.</p> <p>Prepare a report about the area of study.</p> <p>Arrange a party. Make all the arrangements and record the steps needed.</p> <p>Review a work of art in terms of form, color and texture.</p>	<p>Write a letter to ... advising changes needed at...</p> <p>Write a half yearly report.</p> <p>Prepare a case to present your view about...</p>	<p>Design a record, book, or magazine cover for...</p> <p>Make up a new language code and write material using it.</p> <p>Sell an idea.</p> <p>Devise a way to...</p> <p>Compose a rhythm or put new words to a known melody.</p>

analysis data.sav

	Tasks	Rater1	Rater2	Different
1	1,00	1,00	1,00	,00
2	2,00	1,00	1,00	,00
3	3,00	1,00	1,00	,00
4	4,00	1,00	1,00	,00
5	5,00	1,00	1,00	,00
6	6,00	1,00	1,00	,00
7	7,00	1,00	1,00	,00
8	8,00	1,00	1,00	,00
9	9,00	1,00	1,00	,00
10	10,00	1,00	1,00	,00
11	11,00	1,00	1,00	,00
12	12,00	2,00	2,00	,00
13	13,00	1,00	1,00	,00
14	14,00	1,00	1,00	,00
15	15,00	1,00	1,00	,00
16	16,00	1,00	1,00	,00
17	17,00	1,00	1,00	,00
18	18,00	1,00	1,00	,00
19	19,00	1,00	1,00	,00
20	20,00	1,00	1,00	,00
21	21,00	1,00	1,00	,00
22	22,00	1,00	1,00	,00
23	23,00	1,00	1,00	,00
24	24,00	1,00	1,00	,00
25	25,00	1,00	1,00	,00
26	26,00	1,00	1,00	,00
27	27,00	1,00	1,00	,00
28	28,00	1,00	1,00	,00
29	29,00	1,00	1,00	,00
30	30,00	1,00	1,00	,00
31	31,00	1,00	1,00	,00

Frequencies

Statistics

Different

N	Valid	31
	Missing	0

Different

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	31	100.0	100.0	100.0

→ Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Rater1 * Rater2	31	100.0%	0	.0%	31	100.0%

Rater1 * Rater2 Crosstabulation

			Rater2		Total
			Rememberin g	Understandin g	
Rater1	Remembering	Count	30	0	30
		Expected Count	29.0	1.0	30.0
	Understanding	Count	0	1	1
		Expected Count	1.0	.0	1.0
Total		Count	30	1	31
		Expected Count	30.0	1.0	31.0

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	1.000	.000	5.568	.000
N of Valid Cases		31			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.