

**CHAPTER IV**  
**RESEARCH FINDINGS AND INTERPRETATION**

In this chapter the writer presented the data collected from the textbook analysis. The data descriptions are divided into research findings and interpretation of data. The research findings and interpretation of data. The research findings will be presented using a score table of feasibility of content for each chapters are taken for the samples.

The are 8 categories for each chapter, feasibility of evaluation criteria from textbook based on standard national board (BSNP). The total score findings for all 14 chapters then accumulated in frequency table and the end result will be presented in percentage that represents the conformity of the English textbook” *Think Globally Act Locally*” with the requirement from BSNP.

**A. Research Findings**

**Table. 1**  
**Feasibility of Content Chapter 1**  
**“ Congratulation ”**

Sub component	Items	Score			
		1	2	3	4
The compatibility with core competence and	Completeness				√
	In depth				√

basic competence					
The accuracy of the material	Social function				√
	Element and Structure of meaning				√
	Linguistics features				√
Supporting material	Relevance				√
	Development of life skills				√
	Develop of diversity insight	√			
Total		<b>1</b>			<b>7</b>

**1. The compatibility of Material with Core Competence and Basic Competence.**

**a. Completeness**

The material are complete as listed in basic competence table student is expected to understand the purpose and able compose spoken and written text of congratulation brief and simple using appropriate text structure and precise language element within context. There are several text presented how using congratulation for your friends as show in page2, 6,7 and 12,

**b. In depth**

In this chapter provide the exercise student to explore more about how to express congratulations as found on page 6, where there is a situation where students are asked to give a response from a conversation and of the lessons there is also a reflection journal which student must fill in some of the questions available in the journal questions about what he/ she understand and what the difficulties

**2. Accuracy of Materials**

**a. Social Function**

This chapter fulfilled the criteria of social function and there is a part of interpersonal communication in page 9, transactional communication found in this chapter in page 4,10,11 about daily life and for the functional communication that are used recount text.

**b. Element and Structure of meaning**

the element and structure of meaning is appropriately. The student are taught to do a simple conversation about congratulations, the students the required to obtain information of other people. Transactional communication and functional communication fulfill the criteria of social function.

**c. Linguistics Features.**

The text used in this chapter are brief and simple commonly used in student daily life and serve the purpose of communication. The dialogues

are short and serve its purpose for congratulation as shown in page 2 and 3 for other people in page 9, 11. The simple conversation of congratulate.

### 3. Supporting Materials

#### a. Relevance.

Illustration in this chapter is accurate with students' daily life context, each picture shows the correct real life situation for each type of text learned, such as the illustration that shows student conversation at school and also their home. The dialogues use the common interaction that happens in students' daily life.

#### b. Life skill development

The aspects of life skills implemented in this chapter are social skills. Students are taught to interact with other people like parents, shown in page 9, 10, and 11. Students are also taught forms of congratulations not only by saying the word 'congratulation' but also by using other sentences that match the situation that occurs.

#### c. Diversity Insight

There are no aspects of development of diversity insight as this chapter focuses only on congratulation and situations for using congratulation for people.

**Table. 2**

### **Feasibility of Content Chapter 2**

*“lets Star our Magazine “*

Sub component	Items	Score			
		1	2	3	4

The compatibility with core competence and basic competence	Completeness				√
	In depth				√
The accuracy of the materials	Social Function			√	
	Element and Structure of Meaning				√
	Linguistics Features				√
Supporting material	Relevance				√
	Develop of life skills				√
	Develop of diversity insight	√			
<b>Total</b>		1		1	6

## 1. The compatibility of Material with Core Competence and Basic Competence.

### a. Completeness

The material in this chapter is fulfill the criteria with basic competence where text in page 19 has meet criteria of interpersonal text, transcational

text and functional text in the text student discuss with his friends about make a magazine. The student each gives a good suggestion and idea to make a magazine.

**b. In depth.**

in this chapter provides exercises for students to explore more about how to give advice and responses found at page 22. Student are also given a examples of a situation description and how to respond idea.

**2. Accuracy of Materials**

**a. Social Function**

In this chapter in to includes simple interpersonal communications. Student are taught to give suggestions agreement, response and telling us what student must to do and must not to. Some other expression with the modal verb should and some other expression necessity according the situation.

**b. Element and Structure of meaning**

The element and structure of meaning is well implemented. The student ask with his friends will start our wall magazine then his friends give suggestion and idea to make a magazine in each text shows at page 21 there is explain to give example about suggestion, and respons so student comprehend rules to setting up a wall magazine.

**c. Linguistics Features.**

the language features are appropriate with the intended communicative context students are exposed to give suggestion setting up a wall magazine. Students are shown to setting up a wall magazine and give the suggestion, and opinion agree and disagree with rules. The correct context and illustration support the language in asking to idea to make a magazine and student will learn to state a strong necessity they telling us what the students must do and must not do during the school hours. as shown in page 26, 27 and 28.

**3. Supporting Materials**

**a. Relevance**

The illustration in this chapter is accurate with the student daily context. Each text shows the correct real life situation for each type of text learned, such as the text that shows students surrounding at school. The dialogues use common interaction happened in students daily lives.

**b. Life skill development**

Most of the text covers in academic skills. The material covers information related surrounding at school like classroom must be clean and setting up magazine at the school.

**c. Diversity insight**

This chapter there are no aspects of development of diversity insight as this chapters focus on give respons, theiw give the agree or

disagree with suggestions with text about using the right word and expression.

**Table.3**

**Feasibility of Content Chapter 3**

*' What should I do that for? '*

Sub Component	Items	Score			
		1	2	3	4
The compatibility with core competence and basic competence	Completeness				√
	In depth				√
The accuracy of material	Social Function				√
	Element and structure of meaning				√
	Linguistics features				√
Supporting material	Relevance				√
	Developing of life skills				√
	Developing of diversity insight	√			



Total		1			7

## 1. The Compatibility of Materials with Core Competence and Basic Competence.

### a. Completeness

The material in this chapter covers the requirements as stated in basic competence understand the purpose and able to compose spoken and written text to tell or ask others to do and not to do something and state the purpose or intention to do it. There are several text presented to ask with other people shows in page 37, 38 and 39. The topic of text related to students daily lives.

### b. In depth

the exercise in this chapter guides the students to explore different type ways on exercise the first complete the sentences shows in page 40 and 41 the last exercises student write down the purpose of doing or not doing each of the activities.

## 2. The Accuracy of Materials

### a. Social Functions

The chapter covers the interpersonal and transactional communication in the form of descriptive text. This chapter specifically requirement student the purpose or intention to do it and tell ask other to do or not to do something. Students are

required to give information about dayu is is having diarrhea to day. All the context in this chapter related to students daily lives and encourage student to interact with their surroundings to obtain information.

**b. Element and Structure of Meaning**

The element and structure or meaning in this chapter is appropriately developed. The students are taught to ask to do or not to with other people. These transcational interaction fulfill the criteria of social function.

**c. Linguistics features**

The texts used in this chapter are brief and simple, and commonly used in students daily lives and serve the purpose of communication. The dialogues are short and serve it is purpose to ask and tell others to do or not to do something and purpose or intention to do it. The example of simple conversation of telling with other people also used simple and comprehensible text as shows in dialogues shows in page 46, 47, and 48.

**3. Supporting Material**

**a. Relevance**

The illustration this chapter used the text related to students activities such as situation when their visiting his friend sick and lear to do or not to something, purpose of doing or not doing

something. The context of material also revolves around the students daily live interaction at school surrounding.

**b. Life Skill Development**

Most of the text covers personal academic skill and social skills.

The material cover informations related to students daily activities in life at home and school thesee interaction in this chapter student to find out information about their daily lives.

**c. Diversity Insight**

The text and exerices in this chapter not requirment of element of diversity insight but this chapter focused in action intention to do it something and the text in this chapter telling about diarrhea and keeping our body healthy.

**Table. 4**  
**Feasibility of Content Chapter 4**  
***” Be Healthy, Be Happy”***

Sub Component	Items	Score			
		1	2	3	4
The compatibility with core competence and basic competence	Completeness				√
	In depth				√
The accuracy of the materials	Social function			√	
	Element and structure of meaning				√
	Linguistic features			√	
Supporting materials	Relevance				√
	Developing of life skills			√	
	Developing of diversity insight	√			
Total		1		3	4

## **1. The Compatibility with Core Competence and Basic Competence**

### **a. Completeness**

This chapter includes the requirement stated in basic competence understand the purpose of text structure and language element from spoken and written text to identify of product and describe of some product

This chapter covers the material as proposed in basic competence understand in expressing in curiosity about something related to the student daily life and student environment. This chapter will to choose healthy and safe product to avoid harmful effects and to get the best of product.

The text covers on given to identify and describing of content from some product like ingredients and direction of some product.

### **b. In depth**

The exercises of the text fulfill the criteria in depth where there is a part of the text formation rules retention and production of text students are asked to identify a product, then present it such as giving advice and comparing two products.

## **2. The Accuracy of Materials**

### **a. Social Functions**

The text used to identify about some product. This chapters students to explore kind of product, packaging of product like food. Drink using the correct language element and proper with the

context. This chapter fulfill the criteria of social functions in element functional communication covers to procedure text.

**b. Element and Structure of Meaning**

The element and structure of meaning is implemented in a systematically way the text to identify some product. The exercises requires students to identify product with the aids of illustration. The English Language level student is diffuculty to because when student analyze of product the text is not clear.

**c. Linguistics Features**

The type of text used in this chapters discussion develop to communications skills in form of analysis and describes a product using easy to understand can use dictionary when finding difficult of vocabulary.

**3. Supporting Materials**

**a. Relevance**

The illustration used are appropriate should relevance with the topic and purpose. Student easily to understand and identify a product because there are image any product.

**b. Life Skill Development**

Most of the text covers to personal skill. The material covers information invited and makes students able to distinguish the content of a product and can choose healthy, safe of product by looking at the compositions of the product.

**c. Diversity Insight**

The text and exercises in this chapter do not require the criteria of diversity insight. The material in this chapter describes the product.

**Table. 5**  
**Feasibility of Content in Chapter 5**

*“ This is How You Do it “*

Sub Component	Items	Score			
		1	2	3	4
The compatibility with core competence and basic competence	Completeness				√
	In depth				√
The accuracy of the materials	Social Functions				√
	Element and Structure of meaning				√
	Linguistics features				√
Supporting of materials	Relevance				√
	Development of life				√

	skills				
	Development of diversity insight	√			
Total		1			7

## 1. The compatibility with core competence and basic competence

### a. Completeness

This chapter includes the requirement stated in basic competence understand the purpose of text structure and language element from spoken and written text to identify the best result effeciently word, in this chapter will learn to choose healthy and safe products, to avoid harmful effects and to get the best result of prsfoduct.

The text covers learn to use and make receipes and manual. The items related to common stationary equipment used in student daily life about receipe. Student can explore how to make something show in page 81.

### b. In depth

The text and exerices this chapter student comparing and identify information sipalas and pixus and student will learn the labels on food/ drink packaging. And analyse of product focus of the name of product, the description about product,the content or amount of the product in the package, the ingredients of the



product, the direction to use the product, the direction to store the product, and the expiry date of the product.

## **2. The accuracy of material**

### **a. Social Functions**

This chapter covers the element functional and interpersonal communication student exposed to explore about comparing the product and student are taught to interact through interpersonal and transactional text with proper context of the student surrounding. Analyse label of product.

### **b. Element and Structure of meaning**

The element and structure of meaning is appropriately developed. The students given example of presenting guide show at page 73. Next the exercises student analyse the labels of product on the packaging of product.

### **c. Linguistics features**

The linguistics features are appropriate with the intended in social function giving description of product. Examples of the text using simple form and vocabulary and appropriate with the students daily context in describing items.

### 3. Supporting Material

#### a. Relevance

The illustrations used appropriate and shows the product that are mostly available at student surrounding with product, such as stationary items, found from the text .

#### b. Life skill development

There is little life skill development element in this chapter. In the aspect of personal skill in search and making analyse use information, the chapter focus on improving creation being.

#### c. Diversity insight

The text and exercises in this chapter do not include any cultural elements.

**Table. 6**

#### **Feasibility of Content in Chapter 6**

*“Everybody is always in the middle of some things”*

Sub Component	Items	Score			
		1	2	3	4
The compatibility with core competence and	Completeness				√

basic competence	In depth				√
The accuracy of the Material	Social Function				√
	Element and structure of meaning				√
	Linguistics of features				√
Supporting Material	Relevance				√
	Development of life skills			√	
	Development of diversity insight	√			
Total		1		1	6

## 1. The compatibility with core competence and basic competence

### a. Completeness

The material includes as listed in basic competence student will communicate activities in progress at the times of speaking one point of the time past and at one point of time in the futures. Several example of interpersonal and transactional text to share information with other as show in page 109 to 112 and in page 121 give explanation to other about the text.

**b. In depth**

The text and exercises in this chapter explore more about how to share information with other people where in the practice exercises on page 113. Students complete the sentences with reasons that match the questions. In addition to other exercises there are students asked to place the correct verb in the conversation shown in page 121 at 125. The student then completes text in a box using the word *be*, the right form for the subject and the main verb in the last column.

**2. The Accuracy of materials**

**a. Social functions**

The text contained in this chapter has fulfilled the criteria of interpersonal and transactional communications. Students explore communication and respond if any asking questions in text in the conversation students explain how to explain to other about a question.

**b. Element and structure of meaning**

The element and structure of meaning is implemented in a systematic way. Students' interaction with other

**c. Linguistics features**

The linguistic features are appropriate with the intended social functions in communication activities in progress at the time of speaking to share past and at one point of time in the future.

Example of text are using simple forms and vocabulary appropriate with the student daily context

### 3. Supporting materials

#### a. Relevance

The illustration used are appropriate and show the things that are mostly available at students surrounding within school environment

#### b. Life skill development

There is little life skill development element in this chapter in the aspect of social skill where students conversation within parent , his friends in daily activities

#### c. Diversity insight

The text and exercises in this chapter do not include any cultural elements of diversity insight

**Table. 07**

### Feasibility of Content in Chapter 7

*' what will be will be “*

Sub Component	Items	Score			
		1	2	3	4
The Compatibility with core competence	Completeness				√

and basic competence	In depth	√			
The Accuracy of Materials	Social Function	√			
	Element and Structure of meaning	√			
	Linguistics features	√			
	Relevance	√			
	Development of life skills	√			
	Development of Diversity Insight	√			
Total		7			1

### 1. The compatibility with core competence and basic competence

#### a. Completeness

the basic competence for this chapter is student to understand and comprehend the message in a song the kinds of a song vocabulary in this chapters are a little complex. Most of the sentences used material is in form of metaphor in lyric as shown in page 138. The task on understanding the message of the song are only include in page 140 .

**b. In depth**

The first exercises on page 141 requires students to write down fill the blank spaces with the lines from the song most of the exercises are not find copy the song.

**2. The Accuracy of materials**

**a. Social functions**

Social functions expected to be include in a text are interpersonal and transactional communication. Mostly are not related to student daily lives. There is only related to students daily lives. There is only exercises that requires student to guess a song. In group work at page 140 and 141

**b. Element and structure of meaning**

The element and element and structure of meaning words are simple and are meant for student to find it is meaning

**c. Linguistics features**

There are no communicative texts in this chapter that can guide to develop communication skills with acceptable and accurate language quality. The language features are not complicated for students can text as they are expected to understand lyric in the form of metaphorical sentences.

**3. Supporting materials**

**a. Relevance**

The source taken this chapter is a popular song the go to the lyric of this song have meaning and indirect message, thus making it irrelevant for the material of this chapters as student have difficulty in relating the meaning of the lyric their daily lives.

**b. Life skill development**

There is no element of life skills development in this chapters as no component of personal social, academic or vocational skill can be found in this chapters.

**c. Diversity insight**

The text and exercises in this chapter do not include any cultural elements

**Table. 8**

**Feasibility of Content in Chapter 8**

*We Have Been to an Orphan Home We Went there is a Sunday”*

Sub Components	Items	Score			
		1	2	3	4
The compatibility with core competence and basic competence	Completeness				√
	In depth				√
The accuracy of	Social function				



materials					√
	Element and structure of meaning				√
	Linguistic feature				√
Supporting materials	Relevance				√
	life skills development			√	
	diversity Insight	√			
Total		1		1	6

## 1. The compatibility with core competence and basic competence

### a. Completeness

This chapter fulfilled the material suitability criteria with basic competence and core competence. Students are expected to understand the spoken text like how to share information with others, report past events that occur to others and provide information to people. Other in the text contained in this chapter entitled we have to be an orphan home. We went there last Sunday show in page 147 and 148.

### b. In depth

This chapter provides training for students to explore more about how to communicate with others where in asked to

complete a sentence related to the then students write a statement about the event in the past that is related to the current situation.

## **2. The Accuracy of materials**

### **a. Social functions**

This chapter fulfill the criteria of social functions. Students are taught to interact through interpersonal, transactional and functional communication such as those contained in the text and the text relating to student daily lives that show attention and admiration for a condition that occurs in one of the children in the orphanage.

### **b. Element and structure of meaning**

this chapter fulfills the criteria of the element and structure of meaning through because the existing text includes interpersonal and transactional aspect communication in the form of providing information about events that occur in past that are to the present situation.

### **c. Linguistics features**

Language features in accordance with communicative in the context of students faced with various text. Using simple interpersonal and transactional texts. Students are shown how to use the right language through practice questions and in the text and practice questions on a persuasion that makes it easy

for students to understand the language features which are intended as well as the use of good text illustrations contained in the text and problem exercises.

### **3. Supporting materials**

#### **a. Relevance**

Illustration in this chapter are accurate with activities that students often do in the context of daily life and the sources taken relevant to the topic discussed the text shows the situation that students commonly do when visiting orphanages. And dialogue using general interactions that happens to students in their daily lives.

#### **b. Life skill development**

Aspects of life skills that are applied in this chapter are social skills. Students are taught to interact with friends in the surrounding environment and then students ask questions and provide information. Students are also taught to care for others by asking the feelings of people living in orphanages and celebrate birthdays at the orphanage.

#### **c. Diversity insight**

this chapter is not aspect of developing of diversity insight.

**Table. 09**  
**Feasibility of content chapter 9**  
**“ You Get what you earn”**

Sub component	Items	Score			
		1	2	3	4
The compatibility with core competence and basic competence	Completeness				√
	In depth				√
The accuracy of the materials	Social functions				√
	Elements and structure of meaning				√
	Linguistics features				√
Supporting materials	Relevance				√
	Life skills development				√
	Diversity insight	√			

Total		1			7
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## 1. The Compatability with Core competence and basic competence

### a. Completeness

This chapter fulfilled the criteria for completing the material in accordance with basic competence and core competence. The text related to student daily life as contained the text on page 169 gives opportunity for student to understand the conversation of text such as opinion about a situation. Delivery of interesting news about a condition that occurs in a place.

### b. In depth

This chapter provides practice questions for students to explore the statement contained in the text. Such as a completing a statement and student presenting what they understand from the result of the training problems contained in the discussion. Then the students are asked to give a reason and find out about conjution of the text.

## 2. The ccuracy of material

### a. Social Functions

This chapter fulfills the criteria of social funtions in which the exercises and texts contained in this chapter guide students to conduct aspect of social functions. Students are given reasons by using conjunctions so as if the students can feel get an overview of

the text and the text use related to daily life show at page 181 and 182.

**b. Element and Structure of meaning**

This chapter fulfills the criteria of the element and structure of meaning in which the text and practice. Students can develop skills such as those found in the practice that are given and the practice of the questions given questions is varied but relates to one existing text.

**c. Linguistics Features**

The language feature used in this chapter in the form of text and practice questions in accordance with the context intended in the language features criteria. Students are faced with type of interpersonal and transactional texts that are easy to understand and use simple language features. Students are guided how to use the right language when communicating with others and to giving an explanation to others.

**3. Supporting Material**

**a. Relevance**

The illustrations used in this chapter are accurate in accordance with the source criteria taken relevant to the topic discussed and the purpose of learning. As in the text where there is a picture that shows the daily life situation of students and dialogue that is used interactions that occur in students' daily activities.

**b. Life skill development**

Text and communication contained in this chapter are aspects of personal skills. This chapter students develop themselves by giving courage to read and think so that students can gain the ability to read and speak. For social skills are contained in the texts where there is gender equality between men and women in the text and women in the dialogue where were 3 men and 3 women.

**c. Diversity insight.**

This chapter is not develop of aspect diversity insight. Just focused on student communication in daily life.

**Table. 10**

**Feasibility of content chapter 10**

***“Sangkuriang”***

Sub component	Items	Score			
		1	2	3	4
The compatibility with core competence and basic competence	Completeness				√
	In depth				√

The accuracy of the materials	Social functions			√	
	Element and structure of meaning			√	
	Linguistics features				√
Supporting materials	Relevance			√	
	life skills development			√	
	diversity insight				√
Total			3	5	

## 1. The Compatability with core competence and basic competence

### a. Completeness

The material in this chapter is complete as stated in the basic competencies. Students are expected to be able to understand and get a moral message. In the text discusses folklore entitled sangkuriang and the golden star fruit tree on page 198. Students can also learn to read the text so it is easy understand the message conveyed from the folklore.



**b. In depth**

The text and exercises in this chapter are in accordance with context in which the text and practice questions students face students explore folklore. Students are also guided to practice reading folktales to other and identifying folklore from in terms of characters, problem that occur and how to solve them as found in the problem exercises on page 201.

**2. The accuracy of materials**

**a. Social Functions**

This chapter discusses functional communication in the form descriptive text. Assignment and problem exercises in this chapter specifically require students to understand folklore and moral message contained in the folklore. So that students can distinguish which good and bad characters from the stories contained in this chapter.

**b. Elements and Structure of meaning**

This chapter fulfill the criteria. The interpersonal and transactional text covered the interactive element that encourage student to initiate communication and response to it in the form asking and giving information. Student are reading the folktale the other give

**c. Linguistics Features**

Language features in accordance with the context intended by students are faced with the text and exploration using language

that is easily understood by students because folktales contained in the Sangkuriang story and the golden star fruit tree are familiar to students and the sentence in the story is easy to understand by students.

### **3. Supporting materials**

#### **a. Relevance**

The illustration in this chapter used appropriate for each text. Where every text and image taken from relevant source such as the folklore displayed contains Indonesian stories such as Sangkuriang and The Golden Star Fruit Tree and the content conveyed in folklore is accordance with the learning objectives achieved in this chapter.

#### **b. Life skill development.**

This chapter there are social skill aspect. Student directed at interacting with classmates and their teachers by exchanging thoughts such as reading stories then correcting readings when student read folktales contained in the book. Student are also taught to learn the moral values contained in the story.

#### **c. Diversity insight.**

The text and exercises in this chapter are included in the criteria for awarding Indonesian cultural values as well as an understanding of the authority of state to develop a love for the homeland such as the sangkuriang story.

**Table. 11**  
**Feasibility of content chapter 11**  
***“ they are made in Indonesia”***

Sub component	Items	Score			
		1	2	3	4
The compatibility of material with core competence and basic competence	Completeness				√
	In depth				√
The accuracy of materials	Social functions				√
	Element and structure of meaning				√
	Linguistics features			√	
Supporting materials	Relevance				√
	life skills development			√	
	diversity insight				√
Total			2	6	

## **1. The compatibility with core competence and basic competence**

### **a. Completeness**

As stated in the basic competencies students are expected to understand and be able to produce texts that aims to explain the sentence form about passive voice. This chapter students are extend to understand and be able to make about sentences about passive voice contained in the text and the text used in this chapter is about typical Indonesian food, arts and handycarft in Indonesia.

### **b. In depth**

The exercises in this chapter students learn about passive voice and look for matching verbs in the table of all the texts contained in this chapter for the frist to last text.

## **2. The accuracy of materials**

### **a. Social functions**

in this chapter has fulfill the criteria of the social function. Because the text contained in this chapter has fulfill the criteria of the communication function in the text form of report text

### **b. Element and structure of meaning**

The elements and structure of meaning in this chapter have met the criteria of the text interpersonal and transcational and the exercises of students directed to understand the use of verbs and the exercises in this chapter discuss the charaterisrics of definitions

and classifications about Indonesian specialty crafts, foods and arts.

**c. Linguistics features**

Language features used in this context. The language used in this chapter is easy to understand as found in the text on page 207, 208, 209 in the text and conversation can develop students communications skills and the use of sentences is not too difficulties for students.

**3. Supporting materials**

**a. Relevance**

Illustration used in this chapter in accordance with the intended context. Where every text and picture taken from relevant sources such as encyclopedias and the topics discussed

**b. Life skill development**

In this chapter there aspect of academic skills because type of text this chapter used motivates students to explore further information about the classification, culture, definitions of Indonesian food , carft and arts.

Besides that students also in this chapter text there gender quality in the conversation that is done as found in the example text on page 206 where there are two models boy and 2 models girl.

**c. Diversity insight**

The text and exercises in this chapter contained have fulfill the criteria of diversity insight such as understanding carfts, arts and food of Indonesian

**Table. 12**

**Feasibility of content chapter 12**

**“ what is it ?”**

Sub components	Items	Score			
		1	2	3	4
The compatability of materials with core competence and basic competence	Completeness				√
	In depth				√
The accuracy of materials	Social functions				√
	Element and structure of meaning				√
	Linguistics features			√	
Supporting materials	Relevance				√
	life skills development				√

	Diversity Insight				√
Total				1	7

## 1. The compatability with core competence and basic competence

### a. Completeness

This chapter the material listed is in accordance with those contained in basic competencies. Students are expected to understand and be able to understand text in languages such as understanding the meaning of object , social animals, families

### b. In depth

Exercises in this chapter students are asked to create an analysis table of the text contained in this chapter then students look for verbs from each text analyzed and presented in front of the class

## 2. The accuracy of materials

### a. Social functions

Social functions in this chapter are interpersonal and functional communication. Students are perceived communicating and interacting with assignments in identify texts. The texts contained in this chapter this chapter related to students daily lives.

**b. Element and structure of meaning**

The element and structure of meaning in this chapter fulfill the criteria with the context because this both from the text in the language of knowledge, people families, material, and animal, information about that.

**c. Linguistics features**

The language features used in this chapter are quite easy but students are faced with a long text so students will find the difficulties of knowledge contained in a discussion

**3. Supporting materials****a. Relevance**

The text and illustration in this chapter is relevant to learning and taken from trusted sources such as encyclopedias so students easily to understand what is meant in the text. Each picture and text shows a picture of what is being studied discussed

**b. Life skills development**

This chapter covers academic and social skills. Students are learned to explore and obtain new knowledge from existing texts and students are able to present them in front of their friends.

**c. Diversity insight**

This chapter covers the awarding of diversity of Indonesia culture, local wisdom, such as learning about animal from Indonesia.



**Table. 13**  
**Feasibility of content chapter 13**  
*“ come and visit us”*

Sub component	Items	Score			
		1	2	3	4
The compatibility of materials with basic core competence and basic competence	Completeness				√
	In depth				√
The accuracy of materials	Social functions			√	
	Element and structure of meaning			√	
	Linguistics features		√		
Supporting materials	Relevance				√
	life skills development				√
	diversity insight				√
Total			1	1	6

## **1. The compatability of materials with core competence and basic competence**

### **a. Completeness**

Basic competence and core competence in this chapter are students learning about promotion of goods and services in simple short advertising. In addition to understanding about how to promote goods and services through advertising. Student also between the two advertising. Student also practice to analyze the differences between the two advertisements of goods and services contained in the text so students understand how and the forms of promotion as found on page 252.

### **b. In depth**

Exercises in this chapter students analyze the differences from short advertisements about goods and service

## **2. The accuracy of materials**

### **a. Social functions**

This chapter discuss functional communication in the form of advertising and analyze the advertisement in accordance with class 9 coverage.

### **b. Element and structure of meaning**

The use of sentences structure in this chapter . students are guided to know the difference from the advertising of goods and

services then students do an analysis of short adverts on page 252 and 253 the proceed with another short.

**c. Linguistics features**

Language features in this chapter have not communication development because student are only asked for an analysis and there no interaction between other. In this chapter students are only asked to create an analysis table on how to promote goods and services in short and simple advertisement. The language context used in this chapter is quite easy for students to understand because the advertisements used are quite familiar with the daily lives of students.

**3. Supporting materials**

**a. Relevance**

Source sources used in this chapter are relevant to the discussion used both in the form of the text and illustrations.

**b. Life skills development**

This chapter covers social and academic skills. Students are taught how to understand the meaning of a short advertisement and students explore information about creating short advertisement.√

**c. Diversity insight**

This chapter there are element of developing diversity insight in both the text and in advetisements contained in this chapter in

the form of Indonesian specialities, course, knowledge of animals and matches of badminton.

**Table .14**

**Feasibility of content chapter 14**

*“ You Can always come back to home “*

Sub component	Items	Score			
		1	2	3	4
The compatability of materials with core competence and basic competence	Completeness				√
	In depth		√		
The accuracy of materials	Social functions			√	
	Element and structure of meaning				√
	Linguistics features				√
Supporting materials	Relevance			√	
	Development of life skills			√	
	Development of diversity	√			

	insight				
Total		1	1	3	3

## **1. The compatability of materials with core competence and basic competence**

### **a. Completeness**

The basic competence in this chapter are so that students understand the message contained in that again. Students can also understand the message conveyed from each of the words contained in the song in this chapter the use of words is also easy to understand because students for grade 9 are familiar with most of the vocabulary in this song metapora as shown on page 264 and 26.

### **b. In depth**

In this chapter there is only one problem exerices on page 268 that requires students to complete the sentence of the stamen above to the aforementioned again and knows every meaning of the vocabulary contained in the son.

## **2. The accuracy of materials**

### **a. Social functions**

Social functions that are expected to fit the context of interpersonal and n of students.

**b. Element and structure of meaning**

Element and structure of meaning according to the context. Using of sentences is simple and intended so that students can get the conveyed in the song then proceed with practice questions where students are asked to give a statement and answer questions about the song and the use of sentences also adjust to ability of students at grade 9 at junior high school level.

**c. Linguistics features**

There are communicative elements in this chapter both in the text and practice questions can develop communication skills between the feelings of parents and children. Students can also learn about the pronunciation of the song on social media the use of language also with the right quality and can be understood by students. Language features that are used are not complicated and in accordance with the criteria

**3. Supporting materials**

**a. Relevance**

Source for this chapter are text and the song contained in this chapter are popular songs in the 90 years. The lyric from again have meaning about the feelings of parents towards their children.

**b. life skills development**

the development of life skills in this chapter is personal skills .  
students can develop the use of sentences through practice  
questions.

**c. Diversity insight**

The text and exploration in this chapter do not include aspects  
of diversity insight on any element.

**Table. 15**

**Feasibility of Content Frequency Tables**

Sub component	Items	Score			
		1	2	3	4
The compatibility with core competence and basic competence	Completeness				14
	In depth	1	1		12
The accuracy of materials	Social Functions	1		5	8
	Element and Structure of Meaning	1		2	11
	Linguistic features	1	1	3	10
Supporting material	Relevance	1		2	11
	Development of life skills	1		6	7

	Development of diversity insight	10			4
<b>Total</b>		16	2	18	77

### B. Interpretation

Based on the feasibility of content frequency table. 14 from the total 8 categories being analyze in 14 chapters, there are 8 categories in feasibility of content obtain 4 scores and fulfill the requirement from the rubric assesement.

$$P = \frac{77}{113} \times 100\%$$

$$P = 68, 14 \%$$

Based on the score above it can be concluded that 68, 14 % Materials in the textbook” *Think Globally Act Locally*” for Junior High School, fulfilled the requirements of rubric assessment from BSNP.