

## **BAB IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **A. Research Findings**

The researcher reviewed the textbook *Brilian* for Junior High School Students Year VIII. Parts of this book is partly acts of reading. However, as a whole this book consists of thirteen chapters, each of which is separated into several parts, They were:

1. Chapter Title: showing the topic title of each chapter,
2. Basic Competency: decide the fundamental abilities that should be dominated by understudies,
3. Indicators: demonstrate insights that describe important parts of the learning material that license student assessment and observation in the classroom,
4. Brilliant Get Started: contains various training activities, either individually, in pairs, or groups, as part of the achievement of knowledge and skill competencies (KD 3 and 4),
5. Brilliant Summary of the Chapter: presented briefly and clearly by the indicators of competency achievement,
6. Competency Evaluation for Brilliant Students (CEBS) Chapter: contains multiple-choice questions and descriptions, including tiered questions C1 to C6,

7. Brilliant HOTS Questions: contains questions that *Higher Order Thinking Skills* (HOTS),
8. Photo acknowledgments: showing the assets of the photos utilized in the textbook.



Figure 1. *Brilian* Cover

Here are the details of each chapter.

- a. Chapter 1 *Asking for Attention, Checking for Understanding, Giving Compliment and Giving Opinion.*

## Asking for Attention, Checking for Understanding, Giving Compliment and Giving Opinion

Chapter  
1

Basic Competency	
3.1	Implementing social functions, structure of the text, and linguistic elements of oral and written interpersonal interaction texts involving actions calling attention, checking for understanding, appreciating the performance, asking and expressing opinions, as well as respond to it, according to the context of use.
4.1	Composing very short and simple oral and written interpersonal interaction text involving action seeking attention, checking for understanding, appreciating the performance, as well as asking and expressing opinions, and the responses, regard to the social function, text structure, and linguistic elements, correctly, and in context.

Indicators	
3.1.1	Identifying expression; asking for someone's attention; checking for someone's understanding; giving compliment; and giving and asking for opinion.
3.1.2	Completing the dialogs containing the expressions; asking for someone's attention; checking for someone's understanding; giving compliment; and giving and asking for opinion.
4.1.1	Arranging a simple dialog containing expression; asking for someone's attention; checking for someone's understanding; giving compliment; and giving and asking for opinion.
4.1.2	Writing a simple dialog/monolog containing expression; asking for someone's attention; checking for someone's understanding; giving compliment; and giving and asking for opinion.

**Brilliant Get Started**


*Observe the pictures and pay attention to the dialogs. Then, play the roles of the speakers in the pictures.*

**Dialog 1**

Excellent!  
I'm proud of you, Jason.  
That's my boy.

Really?  
It's great, honey.

Guess what?  
The coach asked me to  
become the captain for  
my basket ball team.



What?  
Wow, that's cool.  
I think your team will be  
the best.

Thank you, Mom.  
Thank you, Dad.  
Thank you, Emily.

1

Figure 2. Chapter 1

The activities in Chapter 1 are those about identifying expression, completing the dialogs containing the expressions, arranging a simple dialog containing expression, writing a simple dialog/monolog containing expression: asking for someone's attention, checking for someone's understanding, giving a compliment, and giving and asking for an opinion.

b. Chapter 2 *Expressing Ability and Willingness*

**Expressing Ability and Willingness**

**Chapter**  
**2**

Basic Competency	
3.2	Implementing social functions, structure of the text, and linguistic elements of oral and written transactional interaction texts involving the act of giving and asking for information related to the ability and willingness, perform an action, according to the context of use. (Note the linguistic elements <i>can</i> , <i>will</i> )
4.2	Composing very short and simple oral and written transactional interaction text involving the act of giving and asking for information related to the ability and willingness, perform an action, regard to the social function, text structure, and linguistic elements, correctly and in context.


Indicators	
3.2.1	Identifying someone's ability and willingness.
3.2.2	Completing the dialogs containing the expressions: asking for and state someone's ability.
3.2.3	Completing the dialogs containing the expressions: asking for and state someone's willingness.
4.2.1	Arranging a simple dialog containing expression: asking for someone's ability and willingness.
4.2.2	Writing a simple dialog/monolog containing expression: asking for and state someone's ability (the use of <i>can</i> ).
4.2.3	Writing a simple dialog/monolog containing expression: asking for and state someone's willingness (the use of <i>will</i> ).

**Brilliant Get Started**

*Observe the pictures and pay attention to the dialog and the monolog.*

**Dialog**

No, I can't.  
How about you, Kevin?  
Can you make it?



Dion, can you make a pizza?

Yes, I can. I can spread the tomato sauce on the pizza dough, then I can sprinkle the sausages, the broccoli, and cheese on the pizza.

See, I can make my own pizza.  
Now, I will bake it in the oven.

*Figure 3. Chapter 2*

In Chapter 2, the activities are identifying someone's ability and willingness, completing the dialogs containing the expressions: asking for and state someone's ability and willingness; arranging a simple dialog containing expression: asking for someone's ability and willingness; writing a simple dialog/monolog containing expression: asking for and state someone's ability (the use of *can*) asking for and state someone's willingness (the use of *will*).



c. Chapter 3 *Expressing Obligation, Prohibition and Suggestion*

Chapter  
3


## Expressing Obligation, Prohibition and Suggestion

Basic Competency	
3.3	Implementing social functions, structure of the text, and linguistic elements of oral and written transactional interaction texts involving the act of giving and asking for information related to an obligation, prohibition, and suggestion, according to the context of use (note the linguistic elements must, should).
4.3	Composing very short and simple oral and written transactional interaction text involving the act of giving and asking for information related to an obligation, prohibition, and suggestion, regard to the social function, text structure, and linguistic elements, correctly and in context.
Indicators	
3.3.1	Identifying expressions of obligation, prohibition, and suggestion.
3.3.2	Completing the dialogs containing the expressions of obligation, prohibition, and suggestion.
4.3.1	Arranging a simple dialog containing expression of obligation, prohibition, and suggestion.
4.3.2	Writing a simple dialog/monolog containing expressions of obligation, prohibition, and suggestion.

### Brilliant Get Started

*Observe the picture and read the dialog. Then, pay attention to the underlined sentences.*

Kevin : I'm sorry, Mom. I accidentally broke your vase.  
 Mrs. Tia : Oh my God. Kevin, I always remind you. Don't play the ball in the house. Do you remember?  
 Kevin : Yes, Mom. I'm sorry. I didn't play the ball. It fell while I was down the stairs. The stairs were slippery.  
 Mrs. Tia : I think it was slippery because you wore socks in the house. Now, listen to me. You must clean the broken vase and remove the trash. Next time you should be more careful when walking on the stairs.  
 Kevin : Yes, Mom.



### Brilliant Activity 1 Identifying the Expressing Obligation, Prohibition, and Suggestion

*Observe the dialog in **Brilliant Get Started**. Then, match each expression with the suitable sentences.*

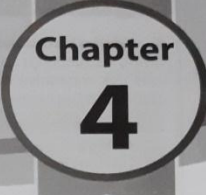
Suggestion	<input type="radio"/>	<input type="radio"/>	Don't play the ball in the house.
Prohibition	<input type="radio"/>	<input type="radio"/>	You must clean the broken vase and remove the trash.
Obligation	<input type="radio"/>	<input type="radio"/>	Next time you should be more careful when walking on the stairs.

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*Figure 4. Chapter 3*

In Chapter 3, the activities are identifying expression, completing the dialogs containing the expressions, arranging a simple dialog containing expression, and writing a simple dialog/monolog containing expressions of obligation, prohibition, and suggestion.

d. Chapter 4 *Expressing Instruction, Invitation and Permission*



## Expressing Instruction, Invitation and Permission

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**Basic Competency**

3.4 Implementing social functions, structure of the text, and linguistic elements of oral and written interpersonal interaction texts involving giving instruction, invitation, and asking for permission, as well as respond to it, according to the context of use.

4.4 Composing very short and simple oral and written interpersonal interaction text involving giving instruction, invitation, and asking for permission, and the responses, regard to the social function, text structure, and linguistic elements, correctly and in context.

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**Indicators**


3.4.1 Identifying instruction, invitation, and permission.

3.4.2 Completing the dialogs containing instruction, invitation, and permission.

4.4.1 Arranging a simple dialog containing instruction, invitation, and permission.

4.4.2 Writing a simple dialog/monolog containing instruction, invitation, and permission.


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 **Brilliant Get Started**

Observe the picture and pay attention to the dialog. Then, play the roles of the speakers in the picture.

Jane, will you join us to the library?

David, can I use your mobile phone? I have to tell my Mom that we have an extra lesson this afternoon.




Of course. Take my phone and dial your Mom's numbers, Nadia.

Sorry, Jason, I can't. I have to go home now.

Thanks, David.

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 **Brilliant Activity 1** Identifying the Expressions Instruction, Invitation, and Permission

Observe the dialog in **Brilliant Get Started**. Then, match each expression with the suitable sentences.


Instruction <input type="radio"/>	<input type="radio"/> David, can I use your mobile phone?
Permission <input type="radio"/>	<input type="radio"/> Jane, will you join us to the library?
Invitation <input type="radio"/>	<input type="radio"/> Take my phone and dial your Mom's numbers.

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*Figure 5. Chapter 4*


The activities in chapter 4 are identifying, completing the dialogs, arranging a simple dialog, and writing a simple dialog containing instruction, invitation, and permission.

e. Chapter 5 *Invitation Cards and Greeting Cards*



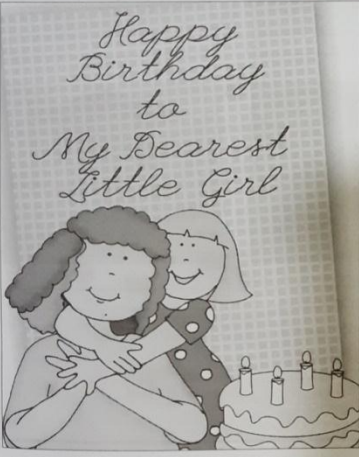
## Invitation Cards and Greeting Cards

Basic Competency	
3.5	Comparing the social functions, the structure of the text, and linguistic elements in the form of some special text greeting card, with give and ask for information related to special days, according to the context of use.
4.5	Composing special text in the form of greeting cards, a very short and simple, related to special days regard to the social functions, text structure, and linguistic elements, correctly and in context.
Indicators	
3.5.1	Identifying invitation cards and greeting cards.
3.5.2	Matching greeting cards with the suitable invitation.
4.5.1	Writing greeting cards.
4.5.2	Writing greeting cards related to special days.



**Brilliant Get Started**

*Observe the pictures and pay attention to the texts.*

**Greeting Card**



**Invitation Card**



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*Figure 6. Chapter 5*

In chapter 5, the activities are identifying cards and greeting cards, matching greeting cards with the suitable invitation, writing greeting cards, and writing greeting cards related to special days.

f. Chapter 6 *Information about People, Animals and Things*

## Information about People, Animals and Things

# Chapter 6

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**Basic Competency**

3.6 Implementing social functions, structure of the text, and linguistic elements of oral and written transactional interaction texts involving the act of giving and asking for information related to the presence of people, objects, animals, according to the context of use (Note the linguistic element there is/are).

4.6 Composing very short and simple oral and written transactional interaction texts involving the act of giving and asking for information related to the presence of people, objects, animals, regard to the social functions, text structure, and linguistic elements, correctly and in context.

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**Indicators**

3.6.1 Asking for and giving information about the presence of people, animals, objects.

3.6.2 Identifying quantifiers in the sentences.

4.6.1 Completing the sentences using quantifiers.


4.6.2 Writing a simple dialog/monolog containing information using quantifiers.

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**Brilliant Get Started**


Observe the pictures and pay attention to the dialogs. Then, play the roles of the speakers in the pictures.

**Dialog 1**  
*Lita and Firman are in the zoo.*  
 Lita : Firman, let's see the elephant.  
 Firman : Okay. Look! There are many visitors at the elephant's cage. They like to see the elephant up close. Many people try to touch its trunk. It is not a wild animal.  
 Lita : Yes, you're right.  
 Firman : I think there are many wild animals at the zoo. For the safety of visitors, wild animals are kept in closed cages.  
 Lita : Yeah. There are many warning signs around the zoo especially around the wild animals' cages.



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**Dialog 2**  
 Ramon : Teddy, I'm thirsty. Let's have a soft drink.  
 Teddy : No, thanks. I don't drink soda. Just fruit juice without sugar, please.  
 Ramon : Are you serious? I'll treat you, here's your soft drink.  
 Teddy : No, thanks, Ramon. There are too much sugar. It's not good for our health.  
 Ramon : Yes, I know, but cool soda is my favorite.  
 Teddy : Change your drink to fruit juice without sugar. Try it. Fruit juice contains much vitamins and minerals. It will make you fresh and healthy.



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*Figure 7. Chapter 6*

The activities in chapter 6 are asking for and giving information about the presence of people, animals, objects; identifying quantifiers in the sentences; completing the sentences using quantifiers, and writing a simple dialog/monolog containing information using quantifiers.



g. Chapter 7 *Simple Present Tense*

**Simple Present Tense**

Chapter

7

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**Basic Competency**

3.7 Implementing social functions, structure of the text, and linguistic elements of oral and written transactional interaction texts involving the act of giving and asking for information on the state/action/activity/event is carried out/occur regularly or a general truth, according to the context of use (note the linguistic elements of the simple present tense).

4.7 Composing very short and simple oral and written interaction transactional text involving the act of giving and asking for information on the state/action/activity/event is carried out/occur regularly or a general truth, regard to the social function, text structure, and linguistic elements, correctly and in context.

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**Indicators**

3.7.1 Identifying simple present tense (habitual action, general truth).

3.7.2 Completing the dialogs containing simple present tense (affirmative, negative, interrogative).

4.7.1 Arranging a simple dialog containing simple present tense (to be, affirmative, negative, interrogative).

4.7.2 Writing a simple dialog/monolog containing simple present tense (affirmative, negative, interrogative).

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**Brilliant Get Started**

Observe the picture and pay attention to the dialog. Then, play the roles of the speakers in the picture.


**Dialog**

Hi, Ryan. Do you always come on time to school?

How can you do that?

What time do you usually go to school?

Are you serious? Is it Wednesday? Oh, I forget. Thanks for reminding me, Ryan.



Yes, I do. I almost never come late to school.

I wake up early in the morning. Then, I take a shower, do morning prayer, make my bed, and have breakfast.

I usually go to school at 6.30. I go by my bicycle. By the way, are you ready for the Math test today?

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Figure 8. Chapter 7

In chapter 7, the activities are identifying simple present tense (habitual action, general truth); completing the dialogs containing simple present tense (affirmative, negative, interrogative); arranging a simple dialog containing simple present tense (to be, affirmative, negative, interrogative); writing a simple dialog/monolog containing simple present tense (affirmative, negative, interrogative).

h. Chapter 8 *Present Continuous Tense*

**Present Continuous Tense**

**Chapter**  
**8**

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**Basic Competency**

3.8 Implementing social functions, structure of the text, and linguistic elements of oral and written transactional interaction texts involving the act of giving and asking for information on the state/action/activity/event is being conducted/in progress when pronounced, according to the context of use (note the linguistic elements present continuous tense).

4.8 Composing very short and simple oral and written interaction transactional text involving the act of giving and asking for information on the state/action/activity/event is being conducted/in progress when pronounced, regard to the social functions, text structure, and linguistic elements, correctly and in context.

**Indicators**


3.8.1 Identifying present continuous tense.  
 3.8.2 Identifying subject pronouns and object pronouns.  
 3.8.3 Completing the dialogs containing present continuous tense (affirmative, negative, interrogative).  
 4.8.1 Arranging a simple dialog containing present continuous tense (to be, affirmative, negative, interrogative).  
 4.8.2 Completing sentences containing subject pronouns and object pronouns.  
 4.8.3 Writing a simple dialog/monolog containing present continuous tense (affirmative, negative, interrogative).

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**Brilliant Get Started**

Observe the pictures. What are they doing?

**Picture 1**



**Picture 2**



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*Figure 9. Chapter 8*

The activities in chapter 8 are identifying present continuous tense and subject pronouns and object pronouns; completing the dialogs containing present continuous tense (affirmative, negative, interrogative); arranging a simple dialog containing present continuous tense (to be, affirmative, negative, interrogative); completing sentences containing subject pronouns and object pronouns; and, writing a simple dialog/monolog containing present continuous tense (affirmative, negative, interrogative).

i. Chapter 9 *Degree of Comparison*

**Degree of Comparison**

**Chapter**  
**9**

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**Basic Competency**

3.9 Implementing social functions, structure of the text, and linguistic elements of oral and written transactional interaction texts involving the act of giving and asking for information related to the number and nature of the comparison of people, animals, objects, according to the context of use (note the degree of linguistic elements of comparison).

4.9 Composing very short and simple oral and written transactional interaction text involving the act of giving and asking for information related to the number and nature of the comparison of people, animals, objects, regard to the social functions, text structure, and linguistic elements, correctly and in context.

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**Indicators**

3.9.1 Comparing the qualities of people, animals, and things.

3.9.2 Identifying comparative and superlative degree of people, animals, and things.


4.9.1 Arranging a simple dialog containing comparative and superlative degree of people, animals, and things.

4.9.2 Writing a simple dialog/monolog containing of comparative and superlative degree of people, animals, and things.

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**Brilliant Get Started**

Observe the picture of Gabriel and his brothers. Pay attention to the expressions.



My name is Gabriel. I am ten years old.  
My height is 120 cm. My weight is 35 kgs.

My name is Michael. I am seven years old.  
My height is 100 cm. My weight is 28 kgs.

My name is David. I am five years old.  
My height is 80 cm. My weight is 20 kgs.

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**Brilliant Activity 1** Identifying the Nature of People

Look at the picture and the expressions in **Brilliant Get Started**. Then complete the table.

Name	Age (years old)	Height (cm)	Weight (kg)

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*Figure 10. Chapter 9*

The activities in this chapter are comparing the qualities, identifying comparative and superlative degree, arranging a simple dialog containing a comparative and superlative degree, and writing a simple dialog/monolog containing of comparative and superlative degree of people, animals, and things.

j. Chapter 10 *Simple Past Tense*

**Simple Past Tense**

**Chapter  
10**

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**Basic Competency**

3.10 Implementing social functions, structure of the text, and linguistic elements of oral and written transactional interaction texts involving the act of giving and asking for information on the state/actions/activities/events that do happen, routine or non-routine, or be a general truth in the past, according to the context of use (note the linguistic elements of the simple past tense).

4.10 Composing very short and simple oral and written interaction transactional text involving the act of giving and asking for information on the state/actions/activities/events that do/happen, routine or non-routine, or be a general truth in the past, regard to the social function, text structure, and linguistic elements, correctly and in context.

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**Indicators**

3.10.1 Identifying the form and the use of simple past tense.

3.10.2 Completing the dialogs containing simple past tense (affirmative, negative, interrogative)

4.10.1 Arranging a simple dialog containing simple past tense (to be, affirmative, negative, interrogative).


4.10.2 Writing a simple dialog/monolog containing simple past tense (affirmative, negative, interrogative; regular-irregular verbs).

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**Brilliant Get Started**

*Observe the pictures of Irfan and read the monologs.*


I was born in Bandung, on May 13<sup>th</sup> 2004. After my 1<sup>st</sup> birthday, I started to speak and sing clearly. I had many friends in my neighborhood. I was an active and brave boy.




When I was four years old, I started kindergarten. I was there for two years. I got many trophies in coloring competitions. I learned to read, write, and count.



When I was six years old, I started my primary school. My younger brother was born.



When I was ten years old, I was in the 5<sup>th</sup> grade. I started to go to school by myself. I started to be more responsible with my duties at home and school.



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*Figure 11. Chapter 10*

The activities in chapter 10 are identifying the form and the use of simple past tense, completing the dialogs containing simple past tense (affirmative, negative, interrogative); arranging a simple dialog containing simple past tense (to be, affirmative, negative, interrogative); writing a simple dialog/monolog containing simple past tense (affirmative, negative, interrogative, regular-irregular verbs).



k. Chapter 11 *Recount Text*

**Recount Text**

**Chapter 11**

**Basic Competency**

3.11 Comparing social functions, structure of the text, and linguistic elements of some oral and written personal recount texts with giving and receiving information related to personal experiences in the past, short and simple, according to the context of use.

4.11 Recount text.

4.11.1 Capturing the contextual meaning associated with social functions, text structure, and linguistic elements of very short and simple, oral and written recount texts, related to personal experiences in the past (personal recount).

4.11.2 Composing very short and simple oral and written recount texts related to personal experiences in the past (personal recount), regard to the social function, text structure, and linguistic elements, correctly and in context.

**Indicators**

3.11.1 Identifying language features and generic structure of recount texts.

3.11.2 Completing the recount texts.

4.11.1.1 Answering the questions based on a recount text.

4.11.1.2 Arranging a recount text.

4.11.2.1 Writing a simple recount text about personal experience.

4.11.2.2 Present orally a personal experience.

**Brilliant Get Started**

*Observe the picture, then read the text carefully.*

**The Unforgettable First Day of School**


I was 12 years old when my family and I moved to a new neighborhood. I was starting my 6<sup>th</sup> grade year in a new school, with new people and no friends. I was a quiet and shy person, so I never hung out with the other neighborhood kids.

Before school had started, I already met a few people who were in the same grade as me. After that initial meeting, I never saw them again until the first day of school.

Every day of my life, my mom always combed and styled my hair. She would usually do my hair during breakfast, and all I would have to do is tie my scarf around my neck. For the first day of school, I asked my mom to do my hair that the morning so I would look nice. She did my hair in my regular hairstyle, many ponytails with the colorful barrettes on the end.

I arrived at school and went into my new classroom. Everyone stopped their conversations to turn and look at me. I looked around the classroom and noticed that all the females either had their hair in one ponytail or had it pressed and curled into a style. My hair was styled like the 3<sup>rd</sup> or 4<sup>th</sup> graders at that school.

I was so embarrassed that I wanted to cry! It didn't help much that the teacher made me sit in front of the classroom where everyone could see me.



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*Figure 12 Chapter 11*

The activities in chapter 11 are identifying language features and generic structure of recount text, completing the recount text, answering the questions based on recount text, arranging a recount text, writing a simple recount text about personal experience, and present orally a personal experience.

1. Chapter 12 *Messages, Notices and Announcements*

**Messages, Notices and Announcements**

**Chapter 12**

**Basic Competency**

3.12 Comparing social functions, structure of the text, and linguistic elements of some specific texts in the form of short messages and announcements/notification (notice), to give and ask for information related to school activities, according to the context of use.

4.12 Short text messages and announcement/notification (notice).

4.12.1 Capturing the contextual meaning associated with social function, text structure, and linguistic elements of short messages and announcements/notification (notice) oral and written, very short and simple, related to school-activities.

4.12.2 Composing specific texts in the form of short messages and announcements/notification (notice), very short and simple, school-related activities, regard to the social function, text structure, and linguistic elements, correctly and in context.

**Indicators**

3.12.1 Identifying language features and structure of a message, a notice and an announcement.

3.12.2 Completing a message, a notice and an announcement.

4.12.1.1 Matching a message, a notice and an announcement with the suitable context.

4.12.1.2 Answering the questions based on the message/notice/announcement.

4.12.2.1 Arranging a message, a notice and an announcement.

4.12.2.2 Writing a message, a notice and an announcement related to school activities.

**Brilliant Get Started**

Observe the pictures and pay attention to the texts.

**Picture 1**

From: Yudi  
Hi, Lia,  
I'll go to visit Anita  
at hospital this  
afternoon.  
Will you join me?  
Please reply asap.  
If ok, I'll pick you  
up at 4.

**Picture 2**

**ANNOUNCEMENT**  
To All Students, Teachers, and Staff  
A Flag Ceremony will be held to celebrate  
our Independence Day,  
on Friday 17<sup>th</sup> August  
Attendance is Compulsory  
Principal,  
Bachtiar

**Picture 3**

**NOTICE**  
NO FOOD  
NO DRINK  
ALLOWED

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Figure 13. Chapter 12

In this chapter, the activities are identifying language features and structure of a message, a notice, and an announcement; completing a message, a notice, and an announcement; matching a message, a notice and an announcement with the suitable context; answering the questions based on the message/notice/announcement; arranging a message, a notice, and an announcement; writing a message, a notice and an announcement related to school activities.

m. Chapter 13 *Inspirational Song*

**Chapter  
13**

**Inspirational Song**

Basic Competency	
3.13	Interpreting social functions and linguistic elements of song lyrics related to teenage life (SMP/MTs students).
4.13	Capturing the contextual meaning associated with social functions and linguistic elements of song lyrics related to teenage life (SMP/MTs students).
Indicators	
3.13.1	Identifying the message of the song lyrics related to the life of teenagers.
4.13.1	Comparing the message of the song lyrics related to the life of teenagers.

**Brilliant Get Started**

Download these songs from YouTube, then listen to these songs.

**Song 1**

**I Have A Dream**  
*Westlife*

<p>I have a dream, a song to sing To help me cope with anything If you see the wonder of a fairy tale You can take the future even if you fail I believe in angels Something good in everything I see I believe in angels When I know the time is right for me I'll cross the stream - I have a dream</p> <p>I have a dream, a fantasy To help me through reality And my destination makes it worth the while Pushing through the darkness Still another mile</p>	<p>I believe in angels Something good in everything I see I believe in angels When I know the time is right for me I'll cross the stream - I have a dream</p> <p>I have a dream, a song to sing To help me cope with anything If you see the wonder of a fairy tale You can take the future even if you fail I believe in angels Something good in everything I see I believe in angels When I know the time is right for me I'll cross the stream - I have a dream</p>
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**Song 2**

**I Believe I Can Fly**  
*R. Kelly*

<p>I used to think that I could not go on And life was nothing but an awful song But now I know the meaning of true love I'm leaning on the everlasting arms</p>	<p>If I can see it, then I can do it If I just believe it, there's nothing to it</p> <p>I believe I can fly I believe I can touch the sky</p>
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*Figure 14. Chapter 13*

In this last Chapter, the activities are identifying and comparing the message of the song lyrics related to the life of teenagers.

## **B. Discussions**

This part presents the discussions of the relevancy between reading materials with aspect of contents, aspect of presentation, and aspect of language use and readability adapted from the *Book Center* of Ministry of National Education.

### **1. The Relevancy between Reading Materials in *Brilian for Junior High School Students Year VIII* with the Aspects of Content**

This part presents the discussion of the relevancy between reading materials in *Brilian* textbook with the aspect of contents which was adjusted from the Ministry of National Education. Based on the checklist in chapter 3, there are six points to be evaluated. They are: 1) The conformity among reading materials and curriculum, 2) Quite genres were discovered inside the reading materials, 3) The arrangement of reading materials is based on the level of difficulty, 4) Reading tasks are given to broaden students' abilities, 5) The reading material which are supporting life skills, 6) The reading materials are considered the aspects of gender, religion, and race.

For the first point, to find out the conformity among reading materials and curriculum. To make it easier, this check is done by reviewing the textbook from the table of contents. Therefore, the author compares it with

map of the book from *English on Sky* textbook. Below is the data taken from the table of contents and map of the book of the textbook.

<b>Daftar Isi</b>	
Kata Pengantar – iii	
Daftar Isi – iv	
<b>Chapter 1 Asking for Attention, Checking for Understanding, Giving Compliment and Giving Opinion – 1</b>	<b>Chapter 8 Present Continuous Tense – 83</b>
Brilliant Get Started – 1	Brilliant Get Started – 83
Brilliant Summary of the Chapter – 3	Brilliant Summary of the Chapter – 84
Competency Evaluation for Brilliant Students (CEBS) Chapter 1 – 8	Competency Evaluation for Brilliant Student (CEBS) Chapter 8 – 91
Brilliant HOTS Questions – 12	Brilliant HOTS Questions – 94
<b>Chapter 2 Expressing Ability and Willingness – 13</b>	<b>Chapter 9 Degree of Comparison – 95</b>
Brilliant Get Started – 13	Brilliant Get Started – 95
Brilliant Summary of the Chapter – 14	Brilliant Summary of the Chapter – 96
Competency Evaluation for Brilliant Students (CEBS) Chapter 2 – 24	Competency Evaluation for Brilliant Students (CEBS) Chapter 9 – 104
Brilliant HOTS Questions – 27	Brilliant HOTS Questions – 107
<b>Chapter 3 Expressing Obligation, Prohibition and Suggestion – 29</b>	<b>Chapter 10 Simple Past Tense – 109</b>
Brilliant Get Started – 29	Brilliant Get Started – 109
Brilliant Summary of the Chapter – 30	Brilliant Summary of the Chapter – 110
Competency Evaluation for Brilliant Students (CEBS) Chapter 3 – 35	Competency Evaluation for Brilliant Students (CEBS) Chapter 10 – 115
Brilliant HOTS Questions – 38	Brilliant HOTS Questions – 118
<b>Chapter 4 Expressing Instruction, Invitation and Permission – 39</b>	<b>Chapter 11 Recount Text – 119</b>
Brilliant Get Started – 39	Brilliant Get Started – 119
Brilliant Summary of the Chapter – 40	Brilliant Summary of the Chapter – 121
Competency Evaluation for Brilliant Students (CEBS) Chapter 4 – 46	Competency Evaluation for Brilliant Students (CEBS) Chapter 11 – 125
Brilliant HOTS Questions – 50	Brilliant HOTS Questions – 129
<b>Chapter 5 Invitation Cards and Greeting Cards – 51</b>	<b>Chapter 12 Messages, Notices and Announcements – 131</b>
Brilliant Get Started – 51	Brilliant Get Started – 131
Brilliant Summary of the Chapter – 53	Brilliant Summary of the Chapter – 132
Competency Evaluation for Brilliant Students (CEBS) Chapter 5 – 56	Competency Evaluation for Brilliant Students (CEBS) Chapter 12 – 135
Brilliant HOTS Questions – 60	Brilliant HOTS Questions – 140
<b>Chapter 6 Information about People, Animals and Things – 61</b>	<b>Chapter 13 Inspirational Song – 141</b>
Brilliant Get Started – 61	Brilliant Get Started – 141
Brilliant Summary of the Chapter – 62	Brilliant Summary of the Chapter – 142
Competency Evaluation for Brilliant Students (CEBS) Chapter 6 – 67	Competency Evaluation for Brilliant Students (CEBS) Chapter 13 – 145
Brilliant HOTS Questions – 70	Brilliant HOTS Questions – 149
<b>Chapter 7 Simple Present Tense – 71</b>	<b>Informasi Pelaku Penerbitan – 150</b>
Brilliant Get Started – 71	<b>Glosarium – 152</b>
Brilliant Summary of the Chapter – 72	<b>Daftar Pustaka – 153</b>
Competency Evaluation for Brilliant Students (CEBS) Chapter 7 – 79	<b>Sumber Gambar – 153</b>
Brilliant HOTS Questions – 82	<b>Indeks – 156</b>

Figure 15. Table of Content from Brilian Textbook



VI Map of the Book						
Chapter	Topic	Function	Listening	Speaking	Reading	Writing
✓ 1	<b>Nice to See You Again</b> Grammar Zone: Present simple of 'to be'	<ul style="list-style-type: none"> <li>To greet old friends</li> <li>To get people's attention</li> <li>To check people's understanding</li> <li>To appreciate people's work</li> <li>To ask for and give opinions</li> </ul>	Identifying expressions used for greeting, asking for attention and opinions, checking understanding, and appreciating others' work	Expressing meaning in interpersonal conversations to greet, ask for attention and opinions, check understanding and appreciate others' work	Responding meaning in simple dialogs involving greeting, asking for attention and opinions, checking understanding, and appreciating others' work	Constructing dialogs based on the given situations
✓ 2	<b>I Can Play the Guitar</b> Grammar Zone: • Can, can't • Will • Articles Vocabulary: musical instruments	<ul style="list-style-type: none"> <li>To talk about ability</li> <li>To invite people to do something</li> <li>To talk about what people want to do</li> <li>To make promises</li> </ul>	Identifying expressions used for talking about ability, inviting people to do something, talking about what people want to do, and making promises	Expressing meaning in interpersonal conversations to talk about ability, invite people to do something, talk about what people want to do, and make promises	Responding meaning in simple dialogs involving talking about ability, inviting people to do something, talking about what people want to do, and making promises	Constructing dialogs based on the given situations
3	<b>We Mustn't Eat and Drink Here</b> Grammar Zone: • Must, musn't • Has/have to • Should	<ul style="list-style-type: none"> <li>To tell obligations</li> <li>To prohibit someone</li> <li>To ask for and give suggestions</li> </ul>	Identifying how to tell obligations, prohibit someone, and ask for and give suggestions	Expressing meaning in interpersonal conversations to tell obligations, prohibit someone, and ask for and give suggestions	Responding meaning in simple dialogs about telling obligations, prohibiting someone, and asking for and giving suggestions	Constructing dialogs based on the given situations and classroom rules
4	<b>May I Celebrate My Birthday with My Friends, Mom?</b> Grammar Zone: • Would • May • Object pronouns • Imperative	<ul style="list-style-type: none"> <li>To ask and give permissions</li> <li>To invite someone to do something together</li> <li>To tell someone to do something</li> </ul>	Identifying expressions used for asking and giving permissions, inviting someone to do something together, and telling someone to do something	Expressing meaning in interpersonal conversations to ask and give permissions, invite someone to do something, and tell someone to do something	Responding meaning in simple dialogs about asking and giving permissions, inviting someone to do something together, and telling someone to do something	Constructing dialogs based on the given situations
5	<b>Best Wishes</b> Grammar Zone: • You and your • To be • The simple present tense Useful phrases: congratulations, well done, good job	<ul style="list-style-type: none"> <li>To identify greeting cards</li> <li>To write wishes</li> <li>To ask for and give information about special days</li> </ul>	Identifying asking for and giving information about special days	Asking for and giving information about special days	Responding meaning in greeting cards and texts about special days	Constructing a greeting card based on the given situations
✗ 6	<b>Around Us</b> Grammar Zone: • To be (is, are) • Quantifiers (little, few, some, many, much, a lot [off]) • Preposition (in, on, under, in front of, below, above) Vocabulary: foods, drinks	<ul style="list-style-type: none"> <li>To ask for and give information about the existence of things, people, and animals</li> <li>To ask for and give information about the quantity of things, people, and animals</li> </ul>	Identifying expressions used for asking for and giving information about the existence and quantity of things, people, and animals	Expressing meaning in interpersonal conversations to ask for and give information about the existence and quantity of things, people, and animals	Responding meaning in simple dialogs about asking for and giving information about the existence and quantity of things, people, and animals	Constructing a text based on a given topic

Figure 16. Map of the Book from English on Sky Textbook

Chapter	Topic	Function	Listening	Speaking	Reading	Writing
7	<b>I Always Get Up Late on Sundays</b> Grammar Zone: • The simple present • Adverbs of frequency  Vocabulary: daily activities, household chores	<ul style="list-style-type: none"> <li>To ask for and give information about routines</li> <li>To describe general truths</li> </ul>	Identifying how to ask for and give information about routines and describe general truths	Asking for and giving information about routines and describing general truths	Responding meaning in texts about asking for and giving information about routines and describing general truths	Constructing texts based on the topic
8	<b>Everybody Is Having a Great Time</b> Grammar Zone: • The present continuous tense  Vocabulary: common activities at the beach	<ul style="list-style-type: none"> <li>To ask for and give information about ongoing activities</li> <li>To describe ongoing activities</li> <li>To give reasons</li> </ul>	Identifying how to ask for and give information about ongoing activities, describe ongoing activities, and give reasons	Asking for and giving information about ongoing activities, describing ongoing activities, and giving reasons	Responding meaning in texts about asking for and giving information about ongoing activities, describing ongoing activities, and giving reasons	Constructing texts based on the topic
9	<b>The Smallest Island in the World</b> Grammar Zone: • Comparative and superlative adjectives • as...as  Vocabulary: characters, physical appearance	<ul style="list-style-type: none"> <li>To identify people/animals/things through comparison</li> <li>To write about someone that you are proud of</li> <li>To show criticism</li> <li>To show the highest quality or degree</li> <li>To show respect</li> </ul>	Identifying people/animals/things through comparison, the highest quality or degree, and respect	Comparing people/animals/things and showing criticism and respect	Responding meaning in texts about comparison of people/animals/things and criticism	Constructing texts based on the topic
10	<b>I Went to the Beach Last Weekend</b> Grammar Zone: The simple past tense  Vocabulary: dinosaurs	<ul style="list-style-type: none"> <li>To talk about past conditions or situations</li> <li>To talk about past activities or events</li> <li>To talk about general truth in the past</li> </ul>	Identifying dialogs about past conditions or situations, activities or events, and general truth in the past	Talking about past conditions or situations, activities or events, general truth in the past	Responding meaning in texts about past conditions or situations, activities or events, general truth in the past	Constructing texts based on the topic
11	<b>It Was a Wonderful Experience</b> Grammar Zone: • The simple past tense • Adverbs of time • Time connectors	<ul style="list-style-type: none"> <li>To tell experiences or past events</li> <li>To find lessons from people's experience</li> <li>To show respect or admiration for people through a recount text</li> </ul>	Identifying how to tell experiences or past events	Telling experiences or past events and showing respect or admiration for people through a recount text	Responding meaning in texts about experiences or past events and finding lessons from people's experience	Constructing recount texts based on the topic
12	<b>Bully Free Zone</b>	<ul style="list-style-type: none"> <li>To understand short messages, notices, and announcements</li> <li>To write a short message, notice, and announcement</li> </ul>		Announcing something to listeners/audience	Responding meaning in short messages, notices, and announcements	Constructing a short message, notice, and announcement
13	<b>Happy</b>	<ul style="list-style-type: none"> <li>To understand the message of songs</li> </ul>	Identifying the message of the song	Telling the message of the song	Responding meaning in lyrics	Writing the message of the songs

Figure 17. Map of the Book from English on Sky Textbook

From those data, the researcher drew a conclusion that the textbook lacked some materials. Some materials were missing, compared to the *English on Sky* textbook for SMP. They were ones about to greet old friends in *chapter 1*, to make promises in *chapter 2*, to give reasons in *chapter 8*, and to show criticism and to show respect in *chapter 9*.


The following is the second point that discusses quite genres that were discovered inside the reading materials. The reading material contained in the textbook is following the genre expected in the National Syllabus. They are descriptive, narrative, recount and report text. The following is a comparison of genre analysis data from *Brilian* and *English on Sky* textbooks:

*Read the text.*

Stephen William Hawking was born in Oxford, on January, 8<sup>th</sup> 1942. He is an English theoretical physicist and mathematician. Hawking has written many science books for the public, people who are not scientists.

Hawking has a motor neuron disease related to his dyslexia, and because of that he cannot move or talk very well. The illness has worsened over the years, but he died in Cambridge, on March, 14<sup>th</sup> 2018 when he was 76 years old. He used a wheelchair to move, and an Intel computer to talk for him. Furthermore, the loss of motor skills forced Hawking to become more creative. "By losing the finger dexterity of my hands, I was forced to travel through the universe in my mind and try to visualize the ways in which it worked," he later noted.

Hawking long believed he could write a book about the mysteries of the universe that would connect with the public, a task that seemed all but possible after he lost the abilities to write and speak. However, he painstakingly pressed forward with his speech synthesizer, receiving valuable assistance from students who relayed draft revisions with his editor in the U.S. via speakerphone. Hawking's vision ultimately was realized, as *A Brief History of Time* landed on the London Sunday Times best-seller list for 237 weeks after its publication in 1988.



*Figure 18. Descriptive text in chapter 2 from Brilian textbook*



Read the text carefully, then answer the questions.

### My Childhood

I was born in Medan, in 2004. My birthday is on April 21<sup>st</sup>, which is also Kartini's Day. When I was 6 years old I started primary school in Medan. I studied there for 6 years, and it was a really great time for me. I had my best friends there, because we were together for 6 years and we were like a family.

In the end of my schooldays, when I was home all afternoon, I used to do my homework and play with my dolls. Sometimes I used to go to my friend's house to play, and sometimes they came to my house.

When I was 8 years old, my father gave me a cat as a birthday gift. We named her Loren, and I love her so much. At the same age I started taking ballet classes, because I always like dancing and these classes were a good time for me.

I think that I had a really nice childhood. I didn't have any kind of problems, and I enjoyed all my childhood. I have very nice memories about my childhood.

Now I am a student of junior high school. When I was in the 1st grade, I joined cheerleaders in my school. Now, I join rock climbing club and taekwondo.

Figure 19. Recount text in chapter 10 from Brilian textbook

Observe the picture, then read the text carefully.

### The Unforgettable First Day of School

I was 12 years old when my family and I moved to a new neighborhood. I was starting my 6<sup>th</sup> grade year in a new school, with new people and no friends. I was a quiet and shy person, so I never hung out with the other neighborhood kids.

Before school had started, I already met a few people who were in the same grade as me. After that initial meeting, I never saw them again until the first day of school.

Every day of my life, my mom always combed and styled my hair. She would usually do my hair during breakfast, and all I would have to do is tie my scarf around my neck. For the first day of school, I asked my mom to do my hair that morning so I would look nice. She did my hair in my regular hairstyle, many ponytails with the colorful barrettes on the end.

I arrived at school and went into my new classroom. Everyone stopped their conversations to turn and look at me. I looked around the classroom and noticed that all the females either had their hair in one ponytail or had it pressed and curled into a style. My hair was styled like the 3<sup>rd</sup> or 4<sup>th</sup> graders at that school.

I was so embarrassed that I wanted to cry! It didn't help much that the teacher made me sit in front of the classroom where everyone could see me.



Figure 20. Recount text in chapter 11 from Brilian textbook

*Read the text carefully, then answer the questions.*

Two weeks ago my heart was pounding as I walked through the doors of the Soekarno Hatta International Airport. My aunt called me and invited me to come to Surabaya two weeks before. I was her favorite niece. I entered the airport for the first time on my own. My fear was overwhelming as I got closer and closer.

I got up that morning to make sure that my bag was all packed for the trip. I was clutching to my bag as I walked up to the counter to get my ticket. I had to wait in line to get my ticket and then get my bag checked. I was thankful to have my dad with me because he helped me calm down. Dad and I sat down to wait for the boarding call. Then, I heard it "flight 395 to Surabaya is now boarding."

The flight attendant, who was wearing a blue dress with a red bow, said, "Good morning, welcome aboard flight 395 to Surabaya." I sat down and I thought that I was going to be sitting by myself but then this man came and sat right beside me and fell asleep. He was like in his 30's. There were two kids that sat beside me in the other seats on the other side of aisle. I got more and more scared as the engines roared. The plane started to move down the runway. My hands started to shake as the plane got faster and faster down the runway. So then finally we were in the air and that's when I calmed down. One hour and fifteen minutes later I was on the ground. We landed in Djuanda International Airport.

My aunt was in the airport. She waited for my arrival. I was glad to see her. I felt very excited with my first flight alone.

*Figure 21. Recount text in chapter 11 from Brilian textbook*

*Read the text carefully, then answer the questions.*

### **Sick on Saturday**

I have just had a terrible weekend! On Saturday, I was so tired that I slept all morning. When I woke up, I had a headache and my throat was sore. My body ached all over. My nose ran and I coughed a lot. My mother took my temperature but I did not have a fever.

My mother made me some soup for lunch and I ate it in bed. I drank some juice. I tried to read a book but I couldn't keep my eyes open. I laid in bed all afternoon. I drifted in and out of sleep. I drank more juice. I felt miserable all afternoon. I didn't want to do anything.

I got out of bed at dinner time. My parents ordered pizza for dinner and I was able to eat some of it. I drank more juice! I felt a bit better after dinner so I stayed up. I snuggled under a blanket on the couch and watched some TV with my parents. I fell asleep in front of the TV.

The next morning I felt better but now my mother had a cold! She looked miserable. It was her turn to be sick.

Source: [www.readingest.ca](http://www.readingest.ca)

*Figure 22. Recount text in chapter 11 from Brilian textbook*

**A. Read the text aloud.**

**Mother's Day in Indonesia**

People around the world celebrate Mother's Day. Most countries have different dates for Mother's Day. People in the United States celebrate it on the second Sunday in May. While people in Indonesia observe the day on December 22, the Government of Saudi Arabia established Mother's Day to fall on March 21.

Mother's Day in Indonesia was originally for celebrating the spirit of Indonesia women. It was originally for commemorating the anniversary of the Indonesian Women's Congress in Yogyakarta in 1928. Now, Mother's Day focuses on expressing love and gratitude to mothers. On this day, Indonesian people usually give presents to their mothers.



*Figure 23. Descriptive text in chapter 5 from English on Sky textbook*

**B. Read the text below.**



**The Life of a Rock Star**

Lana is a famous rock star. She has a lot of fans and travels to a lot of places in the world to put on shows. She has a lot of money and meets a lot of people, but she is sometimes lonely. She has a few friends and a little time to relax and do her hobby. She is only home a few days in a month.

Lana loves animals and keeps a lot of pets at home. She has three Persian cats, four Dalmatians, a parrot, and two snakes. Whenever she is not traveling, she spends a lot of time with her pets.

*Figure 24. Descriptive text in chapter 6 from English on Sky textbook*



**A. Read the following text aloud.**

Ardi and Raina are students of an athletics school. They start their day very early in the morning. At 5 a.m., they have physical exercises. The exercises are often very hard and tiring. They sometimes scream or cry, but they do not stop doing the exercises. They know that they must work very hard to be good athletes. School begins at 8 a.m. and finishes at 12 p.m. Then they usually rest for three hours before they have technique building exercises at 3 p.m. The students of the school do not watch TV a lot. They never hang out at malls with their friends in the evening because they still have night classes. On Mondays, Wednesdays, and Fridays, they have night classes from 7 p.m. until 9:30 p.m. They are usually very tired and go to bed right after that.

*Figure 25. Descriptive text in chapter 7 from English on Sky textbook*

**A. Read the following text aloud.**

**Earth**



The third planet from the Sun, between the orbits of the planets Mars and Venus, is called Earth. It has a huge satellite named the Moon. The Earth takes  $365 \frac{1}{4}$  days to complete its orbit around the Sun. The Earth rotates on its axis every 24 hours. The side of the Earth that faces the Sun has daytime and the other side has nighttime.

The Earth is different from the other planets in the Solar System. It is the only planet with oxygen in its atmosphere and liquid water on its surface. That is why the Earth is the only planet within the Solar System that is able to support life.

*Figure 26. Report text in chapter 7 from English on Sky textbook*

Siti Maryam lives with her grandmother in West Java. She does not go to school. She stopped school after finishing elementary school. Her grandmother does not have money to send her to school. Siti begins her day very early in the morning. After she gets up, she washes clothes. Then she picks banana leaves. When she has enough leaves, she brings them home and uses the leaves to wrap rice cake or, as the locals usually call it, *tangtang angin*. Siti helps her grandmother make the rice cake. After that, Siti walks around her neighborhood to sell the cakes. That is how Siti and her grandmother live. Siti, however, does not give up hope. She still has a dream to go back to school.

Figure 27. Descriptive text in chapter 7 from *English on Sky* textbook

**B. Read the text.**

To : *atiqah.14@gmail.com*  
 From : *thinneke@yahoo.com*

Dear Atiqah,

I am at the beach with my family now. It is almost three o'clock. The sun is still shining brightly and the wind is blowing gently. I am writing this email, while I am watching my family doing their activities. My brother and sister are building a sand castle, while my cousin is flying a kite. My uncle and aunt are also with us. My uncle is fishing. He likes fishing a lot. My aunt is taking pictures. She loves photography. And my parents? They are taking a group selfie! I am really enjoying my holiday.

I wish you were here.

Thinneke

Figure 28. Descriptive text in chapter 8 from *English on Sky* textbook

### A. Read the text.

Hello. I'm Arifin. Let me tell you about my twin brother and sister. Their names are Irfan and Armiza. Though they might not be the best brother and sister in the world, I love them a lot.

Armiza is very friendly and makes friends very easily. Although Irfan is not as friendly as Armiza, he is very kind and likes to help other people.

Armiza is as energetic as Irfan. They both love sports. Armiza loves playing basketball, while Irfan enjoys playing football.

Armiza is as smart as Irfan. Armiza's favorite subject is math and Irfan likes English very much. They are the best students in their classes.

Figure 29. Descriptive text in chapter 9 from *English on Sky* textbook

### B. Read and learn.



Ahmad is the best basketball player in his school. Although he is not the tallest, he is the most energetic. He usually plays as the point guard and has excellent ball handling skills. He is a good leader for his team.

Elephants are the largest land animals in the world. There are two types of elephants: Asian elephants and African elephants. African elephants are larger than Asian elephants. They also have larger ears. A male African elephant can weigh as much as 7,000 kilograms.







Simping Island is the world smallest island. It is less than 5,000 m<sup>2</sup>. It is located in Mak Jantu Bay, Singkawang, West Kalimantan. This very small island has beautiful views of the beach and surrounding hills. Although the island is very small, it is always full of visitors. To go to the island, you do not need to take a boat because there is a bridge from the bay to the island.

Figure 30. Descriptive text in chapter 9 from *English on Sky* textbook



**B. Read the email aloud.**

**New Message** inbox x  

 From: lidia.buffon@yahoo.com May 24 ☆    
 To: johan\_lebron@gmail.com

Dear Johan,

Thanks for your last email. My holiday was great! We went to Senggigi Beach in Lombok. On the first day of our vacation, my family and I arrived at our hotel and we walked to the beach. After that, we stopped at a small hill and stayed there all afternoon.

Before having dinner at a local restaurant, we shopped for some handicrafts. The souvenirs were nice. We moved from one shop to another. We enjoyed our time in those shops.

Write to me soon and tell me your holiday.

All the best,  
 Lidia

Figure 31. Recount text in chapter 10 from English on Sky textbook

**A. Read the text below.**

Atiqah and her family went to Lombok last holiday. They flew to Lombok by Garuda Indonesia. They visited Sasak Village and bought some souvenirs. After that they saw a traditional Sasak wedding. Atiqah met some students from a local school and made friends with them.



Sasak Village



Tenun ikat cloth

From Lombok, they travelled to Flores. They took a ferry from Sape port to Labuan Bajo, Flores. They went to a traditional market and bought some *tenun ikat* cloth. Before they went back to the hotel, they ate some local food and drank *moke*, a special drink made from *siwalan* fruit.

Figure 32. Recount text in chapter 10 from English on Sky textbook

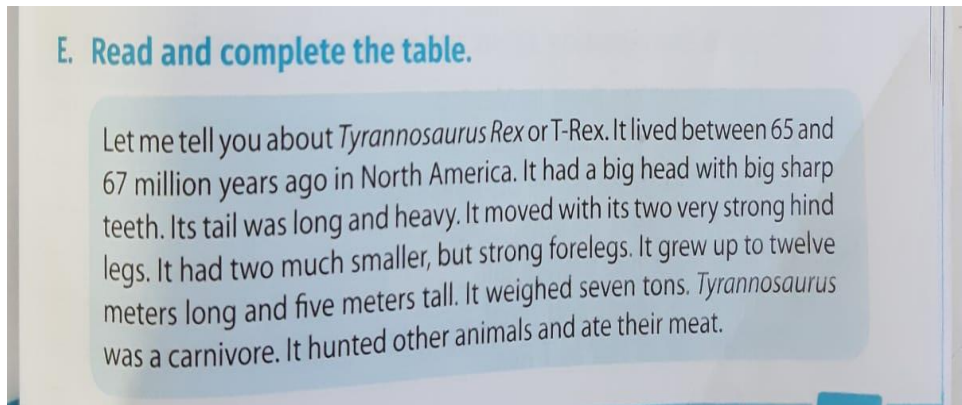


Figure 33. Descriptive text in chapter 10 from *English on Sky* textbook

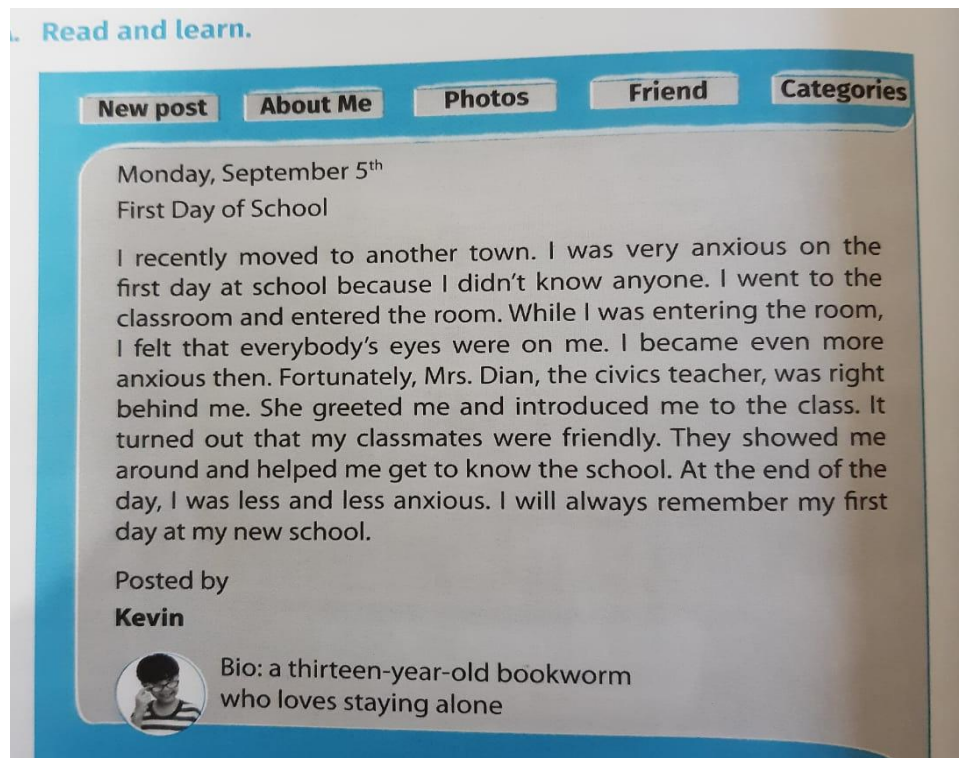


Figure 34. Recount text in chapter 11 from *English on Sky* textbook



### E. Listen to the monolog again while you read along.

#### 1 My Trip to Cilacap (Part 1)

- My family and I went to Cilacap, Central Java, last holiday. There we planned to visit Nusakambangan Island. First, we got onto a quite big motor boat and left the port. While the boat was cruising
- 5 Segara Anakan Strait, suddenly the boat's propeller got caught in a fisherman's net. The boat stopped running and was floating away in the middle of the strait. We were very worried because of this. Fortunately, another boat was passing by. Our boat operator threw a rope to that boat. Then it tugged our boat back to the port.
- 10 We were all very happy when we arrived at the port, especially when we put our feet onto the dry land again.

Figure 35. Recount text in chapter 11 from English on Sky textbook

### H. Think about it.

Read the text and answer the questions.

#### 1 At the Park

- Yesterday I took Choki, my dog, to the park for a walk. The park is not very far from my house. It was still very early in the morning so there were not many people there. I, then, decided to play
- 5 throw-and-fetch with Choki.

- First, I found a branch from a tree. After that, I threw the branch nearby and let Choki fetch it. We did it several times and we really enjoyed the game. Next, I threw the branch over some
- 10 the bushes a bit father away from us. Suddenly I heard someone scream.


- 15 Before I realized what had happened, a man walked out from behind the bushes with one hand on his head. It was my dad! I did not know that he was jogging in the park when I accidentally threw the branch that hit his head.

- I could not say anything, but I knew that I would pass some
- 20 days without pocket money.



Figure 36. Recount text in chapter 11 from English on Sky textbook

Read the text.



**Malala, a Courageous Girl**

Malala Yousafzai is an activist for female education. She is the youngest Nobel Peace Prize winner. She was born in Mingora, Pakistan, on July 12, 1997. In 2009, she started writing a diary about living under Taliban rule. They destroyed schools for girls and prohibited girls from going to schools. She then wrote all about her fears and concerns in her diary. Soon she became very famous in Pakistan and began to talk about the rights of girls to have an education. The Taliban did not like her activity. In October 2012, someone shot Malala in the head and neck. She survived the attack although it took her about three months to recover. Two years after the attack, Malala won the Nobel Peace Prize. Malala's courage and achievement have become an inspiration for many people.

Figure 37. Descriptive text in chapter 11 from *English on Sky* textbook

It can be concluded from the data above that quite genres were discovered inside the reading materials in *Brilian* and *English on Sky* textbook. However, *English on Sky* textbook found more reading material than *Brilian* textbook. After all, the second point is still fulfilled.

From these data, it can be seen that the reading material in the first picture of *Brilian* textbook begins with a fairly simple text with simple context and circumstances, as well as *English on Sky* textbook. After that, their levels became more complex. For example, narrative text in chapter 2 in *Brilian* textbook begins with a short story from western culture,

namely about the figure of Stephen William Hawking, an English theoretical physicist and mathematician. Then after discussing the recount text, the higher the chapter, the longer the recount text and the more difficult the reading material. Likewise, the data with the level of difficulty contained in *English on Sky* textbook. In conclusion, the data shows that the reading materials in *Brilian* and *English on sky* textbooks are arranged according to the level of difficulty. Thus, the third point is fulfilled

Meanwhile, for the fourth point, the researcher explored reading task which was given to foster understudies' capacity. In the wake of inspecting all the reading materials, an end could be drawn that the reading tasks in every chapter were adequate for understudies to foster their capacity.

Furthermore, in the fifth point, the researcher inspected the reading materials are supporting life skills. All in all, every section of *Brilian* and *English on sky* textbook had effectively shown reading materials which were supporting understudies' fundamental ability and appropriate for their day-by-day life. Nonetheless, every chapter contrasted with each other since they had diverse subjects.

Finally, the sixth point discussed the reading materials are considered the aspects of gender, religion, and race. In the wake of having audited all the reading materials, the researcher came to a resolution that the materials introduced in every unit of *Brilian* and *English on sky* textbook had

effectively viable with the sixth point of aspect of contents. The textbook gave numerous materials different points of view of gender, ethnicity, religion, and race similarly.

## **2. The Relevancy between Reading Materials in *Brilian for Junior High School Students Year VIII* with the Aspects of Presentation**

This part presents the discussion of the relevancy between reading materials in *Brilian* textbook with the aspect of presentation which was adjusted from the Ministry of National Education. In an endeavor to answer this inquiry, the researcher analyzed seven focuses that had been expressed before in Chapter 3. They are: 1) Learning purposes are stated explicitly and lead to mastery of communication competence, 2) The presentation of each chapter displays the logical course and coherence, 3) The presentation of each chapter turned into prepared from easy to difficult materials, 4) The conformity among tasks and materials, 5) The presentation of each chapter engages students to talk English actively, 6) The presentation of each chapter supports students to be interested in English subjects, 7) The presentation of each chapter helps students to reflect and appraise themselves.

The first point is learning purposes are stated explicitly and lead to mastery of communication competence. To react to this inquiry,

underneath are the pictures of the start of every unit in *Brilian* and *English on Sky* textbook.

**Asking for Attention, Checking for Understanding, Giving Compliment and Giving Opinion**

**Chapter 1**

Basic Competency	
3.1	Implementing social functions, structure of the text, and linguistic elements of oral and written interpersonal interaction texts involving actions calling attention, checking for understanding, appreciating the performance, asking and expressing opinions, as well as respond to it, according to the context of use.
4.1	Composing very short and simple oral and written interpersonal interaction text involving action seeking attention, checking for understanding, appreciating the performance, as well as asking and expressing opinions, and the responses, regard to the social function, text structure, and linguistic elements, correctly and in context.
Indicators	
3.1.1	Identifying expression: asking for someone's attention; checking for someone's understanding; giving compliment; and giving and asking for opinion.
3.1.2	Completing the dialogs containing the expressions: asking for someone's attention; checking for someone's understanding; giving compliment; and giving and asking for opinion.
4.1.1	Arranging a simple dialog containing expression: asking for someone's attention; checking for someone's understanding; giving compliment; and giving and asking for opinion.
4.1.2	Writing a simple dialog/monolog containing expression: asking for someone's attention; checking for someone's understanding; giving compliment; and giving and asking for opinion.

Figure 38. Outcomes in chapter 1 from *Brilian* textbook

**Expressing Ability and Willingness**

**Chapter 2**

Basic Competency	
3.2	Implementing social functions, structure of the text, and linguistic elements of oral and written transactional interaction texts involving the act of giving and asking for information related to the ability and willingness, perform an action, according to the context of use. (Note the linguistic elements can, will)
4.2	Composing very short and simple oral and written transactional interaction text involving the act of giving and asking for information related to the ability and willingness, perform an action, regard to the social function, text structure, and linguistic elements, correctly and in context.
Indicators	
3.2.1	Identifying someone's ability and willingness.
3.2.2	Completing the dialogs containing the expressions: asking for and state someone's ability.
3.2.3	Completing the dialogs containing the expressions: asking for and state someone's willingness.
4.2.1	Arranging a simple dialog containing expression: asking for someone's ability and willingness.
4.2.2	Writing a simple dialog/monolog containing expression: asking for and state someone's ability (the use of can).
4.2.3	Writing a simple dialog/monolog containing expression: asking for and state someone's willingness (the use of will).

Figure 39. Outcomes in chapter 2 from *Brilian* textbook



Expressing Obligation, Prohibition and Suggestion		Chapter 3
<b>Basic Competency</b>		
3.3	Implementing social functions, structure of the text, and linguistic elements of oral and written transactional interaction texts involving the act of giving and asking for information related to an obligation, prohibition, and suggestion, according to the context of use (note the linguistic elements must, should).	
4.3	Composing very short and simple oral and written transactional interaction text involving the act of giving and asking for information related to an obligation, prohibition, and suggestion, regard to the social function, text structure, and linguistic elements, correctly and in context.	
<b>Indicators</b>		
3.3.1	Identifying expressions of obligation, prohibition, and suggestion.	
3.3.2	Completing the dialogs containing the expressions of obligation, prohibition, and suggestion.	
4.3.1	Arranging a simple dialog containing expression of obligation, prohibition, and suggestion.	
4.3.2	Writing a simple dialog/monolog containing expressions of obligation, prohibition, and suggestion.	

*Figure 40. Outcomes in chapter 3 from Brilian textbook*

Expressing Instruction, Invitation and Permission		Chapter 4
<b>Basic Competency</b>		
3.4	Implementing social functions, structure of the text, and linguistic elements of oral and written interpersonal interaction texts involving giving instruction, invitation, and asking for permission, as well as respond to it, according to the context of use.	
4.4	Composing very short and simple oral and written interpersonal interaction text involving giving instruction, invitation, and asking for permission, and the responses, regard to the social function, text structure, and linguistic elements, correctly and in context.	
<b>Indicators</b>		
3.4.1	Identifying instruction, invitation, and permission.	
3.4.2	Completing the dialogs containing instruction, invitation, and permission.	
4.4.1	Arranging a simple dialog containing instruction, invitation, and permission.	
4.4.2	Writing a simple dialog/monolog containing instruction, invitation, and permission.	

*Figure 41. Outcomes in chapter 4 from Brilian textbook*

Invitation Cards and Greeting Cards	
<b>Chapter 5</b>	
<b>Basic Competency</b>	
3.5	Comparing the social functions, the structure of the text, and linguistic elements in the form of some special text greeting card, with give and ask for information related to special days, according to the context of use.
4.5	Composing special text in the form of greeting cards, a very short and simple, related to special days regard to the social functions, text structure, and linguistic elements, correctly and in context.
<b>Indicators</b>	
3.5.1	Identifying invitation cards and greeting cards.
3.5.2	Matching greeting cards with the suitable invitation.
4.5.1	Writing greeting cards.
4.5.2	Writing greeting cards related to special days.

*Figure 42. Outcomes in chapter 5 from Brillian textbook*

Information about People, Animals and Things	
<b>Chapter 6</b>	
<b>Basic Competency</b>	
3.6	Implementing social functions, structure of the text, and linguistic elements of oral and written transactional interaction texts involving the act of giving and asking for information related to the presence of people, objects, animals, according to the context of use (Note the linguistic element there is/are).
4.6	Composing very short and simple oral and written transactional interaction texts involving the act of giving and asking for information related to the presence of people, objects, animals, regard to the social functions, text structure, and linguistic elements, correctly and in context.
<b>Indicators</b>	
3.6.1	Asking for and giving information about the presence of people, animals, objects.
3.6.2	Identifying quantifiers in the sentences.
4.6.1	Completing the sentences using quantifiers.
4.6.2	Writing a simple dialog/monolog containing information using quantifiers.

*Figure 43. Outcomes in chapter 6 from Brillian textbook*

Simple Present Tense	
<b>Chapter</b> <b>7</b>	
<b>Basic Competency</b>	
3.7	Implementing social functions, structure of the text, and linguistic elements of oral and written transactional interaction texts involving the act of giving and asking for information on the state/action/activity/event is carried out/occur regularly or a general truth, according to the context of use (note the linguistic elements of the simple present tense).
4.7	Composing very short and simple oral and written interaction transactional text involving the act of giving and asking for information on the state/action/activity/event is carried out/occur regularly or a general truth, regard to the social function, text structure, and linguistic elements, correctly and in context.
<b>Indicators</b>	
3.7.1	Identifying simple present tense (habitual action, general truth).
3.7.2	Completing the dialogs containing simple present tense (affirmative, negative, interrogative).
4.7.1	Arranging a simple dialog containing simple present tense (to be, affirmative, negative, interrogative).
4.7.2	Writing a simple dialog/monolog containing simple present tense (affirmative, negative, interrogative).

*Figure 44. Outcomes in chapter 7 from Brilian textbook*

Present Continuous Tense	
<b>Chapter</b> <b>8</b>	
<b>Basic Competency</b>	
3.8	Implementing social functions, structure of the text, and linguistic elements of oral and written transactional interaction texts involving the act of giving and asking for information on the state/action/activity/event is being conducted/in progress when pronounced, according to the context of use (note the linguistic elements present continuous tense).
4.8	Composing very short and simple oral and written interaction transactional text involving the act of giving and asking for information on the state/action/activity/event is being conducted/in progress when pronounced, regard to the social functions, text structure, and linguistic elements, correctly and in context.
<b>Indicators</b>	
3.8.1	Identifying present continuous tense.
3.8.2	Identifying subject pronouns and object pronouns.
3.8.3	Completing the dialogs containing present continuous tense (affirmative, negative, interrogative).
4.8.1	Arranging a simple dialog containing present continuous tense (to be, affirmative, negative, interrogative).
4.8.2	Completing sentences containing subject pronouns and object pronouns.
4.8.3	Writing a simple dialog/monolog containing present continuous tense (affirmative, negative, interrogative).

*Figure 45. Outcomes in chapter 8 from Brilian textbook*



Degree of Comparison	
<b>Chapter 9</b>	
<b>Basic Competency</b>	
3.9	Implementing social functions, structure of the text, and linguistic elements of oral and written transactional interaction texts involving the act of giving and asking for information related to the number and nature of the comparison of people, animals, objects, according to the context of use (note the degree of linguistic elements of comparison).
4.9	Composing very short and simple oral and written transactional interaction text involving the act of giving and asking for information related to the number and nature of the comparison of people, animals, objects, regard to the social functions, text structure, and linguistic elements, correctly and in context.
<b>Indicators</b>	
3.9.1	Comparing the qualities of people, animals, and things.
3.9.2	Identifying comparative and superlative degree of people, animals, and things.
4.9.1	Arranging a simple dialog containing comparative and superlative degree of people, animals, and things.
4.9.2	Writing a simple dialog/monolog containing of comparative and superlative degree of people, animals, and things.

Figure 46. Outcomes in chapter 9 from Brilian textbook

Simple Past Tense	
<b>Chapter 10</b>	
<b>Basic Competency</b>	
3.10	Implementing social functions, structure of the text, and linguistic elements of oral and written transactional interaction texts involving the act of giving and asking for information on the state/actions/activities/events that do / happen, routine or non-routine, or be a general truth in the past, according to the context of use (note the linguistic elements of the simple past tense).
4.10	Composing very short and simple oral and written interaction transactional text involving the act of giving and asking for information on the state/actions/activities/events that do/happen, routine or non-routine, or be a general truth in the past, regard to the social function, text structure, and linguistic elements, correctly and in context.
<b>Indicators</b>	
3.10.1	Identifying the form and the use of simple past tense.
3.10.2	Completing the dialogs containing simple past tense (affirmative, negative, interrogative).
4.10.1	Arranging a simple dialog containing simple past tense (to be, affirmative, negative, interrogative).
4.10.2	Writing a simple dialog/monolog containing simple past tense (affirmative, negative, interrogative; regular-irregular verbs).

Figure 47. Outcomes in chapter 10 from Brilian textbook

Recount Text	
<b>Chapter</b> <b>11</b>	
Basic Competency	
3.11	Comparing social functions, structure of the text, and linguistic elements of some oral and written personal recount texts with giving and receiving information related to personal experiences in the past, short and simple, according to the context of use.
4.11	Recount text.
4.11.1	Capturing the contextual meaning associated with social functions, text structure, and linguistic elements of very short and simple, oral and written recount texts, related to personal experiences in the past (personal recount).
4.11.2	Composing very short and simple oral and written recount texts related to personal experiences in the past (personal recount), regard to the social function, text structure, and linguistic elements, correctly and in context.
Indicators	
3.11.1	Identifying language features and generic structure of recount texts.
3.11.2	Completing the recount texts.
4.11.1.1	Answering the questions based on a recount text.
4.11.1.2	Arranging a recount text.
4.11.2.1	Writing a simple recount text about personal experience.
4.11.2.2	Present orally a personal experience.

Figure 48. Outcomes in chapter 11 from Brillan textbook

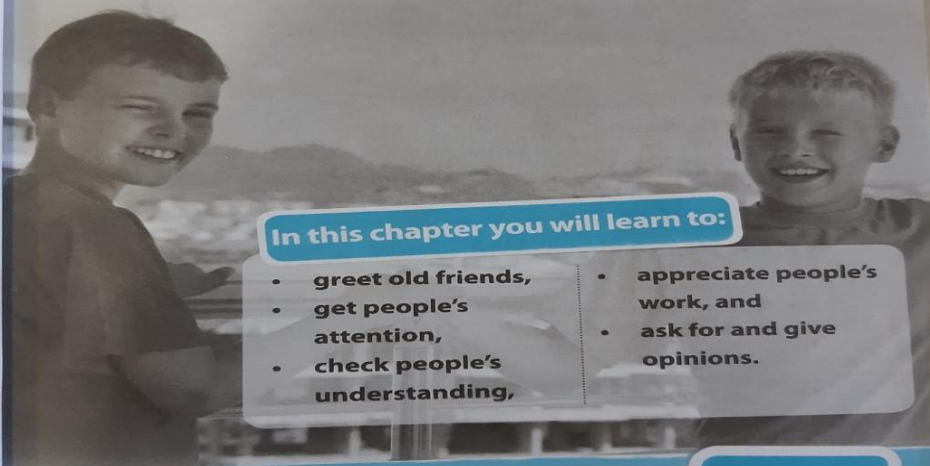
Messages, Notices and Announcements	
<b>Chapter</b> <b>12</b>	
Basic Competency	
3.12	Comparing social functions, structure of the text, and linguistic elements of some specific texts in the form of short messages and announcements/notification (notice), to give and ask for information related to school activities, according to the context of use.
4.12	Short text messages and announcement/notification (notice).
4.12.1	Capturing the contextual meaning associated with social function, text structure, and linguistic elements of short messages and announcements/notification (notice) oral and written, very short and simple, related to school-activities.
4.12.2	Composing specific texts in the form of short messages and announcements/notification (notice), very short and simple, school-related activities, regard to the social function, text structure, and linguistic elements, correctly and in context.
Indicators	
3.12.1	Identifying language features and structure of a message, a notice and an announcement.
3.12.2	Completing a message, a notice and an announcement.
4.12.1.1	Matching a message, a notice and an announcement with the suitable context.
4.12.1.2	Answering the questions based on the message/notice/announcement.
4.12.2.1	Arranging a message, a notice and an announcement.
4.12.2.2	Writing a message, a notice and an announcement related to school activities.

Figure 49. Outcomes in chapter 12 from Brillan textbook

Inspirational Song	
<div style="border: 2px solid black; border-radius: 50%; padding: 10px; display: inline-block;">           Chapter  <b>13</b> </div>	
Basic Competency	
3.13	Interpreting social functions and linguistic elements of song lyrics related to teenage life (SMP/MTs students).
4.13	Capturing the contextual meaning associated with social functions and linguistic elements of song lyrics related to teenage life (SMP/MTs students).
Indicators	
3.13.1	Identifying the message of the song lyrics related to the life of teenagers.
4.13.1	Comparing the message of the song lyrics related to the life of teenagers.

Figure 50. Outcomes in chapter 13 from Brillian textbook

# Nice to See You Again



In this chapter you will learn to:

- greet old friends,
- appreciate people's work, and
- get people's attention,
- ask for and give opinions.
- check people's understanding,

Chapter
1

Figure 51. Outcomes in chapter 1 from English on Sky textbook



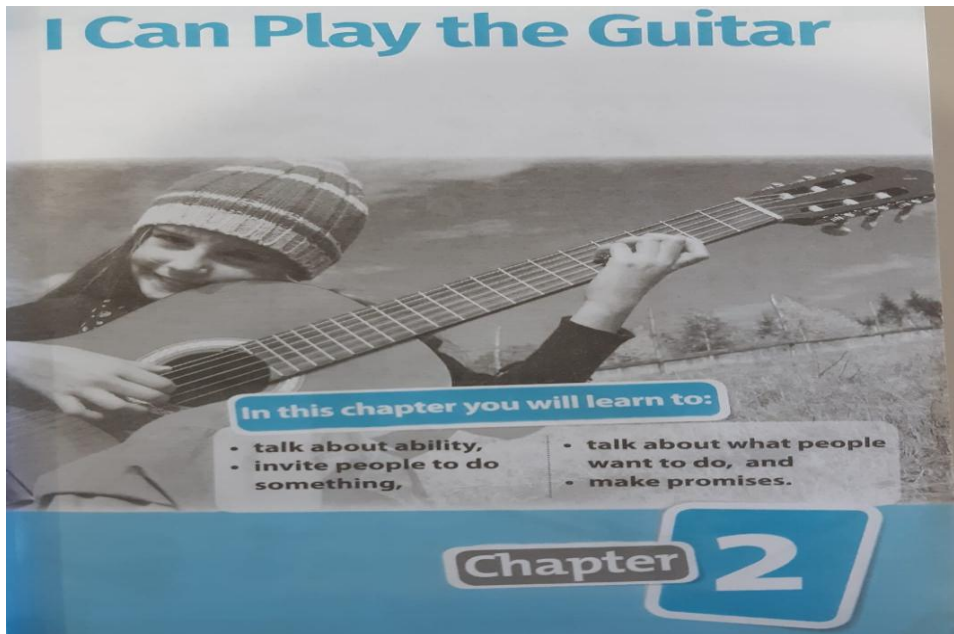


Figure 52. Outcomes in chapter 2 from English on Sky textbook

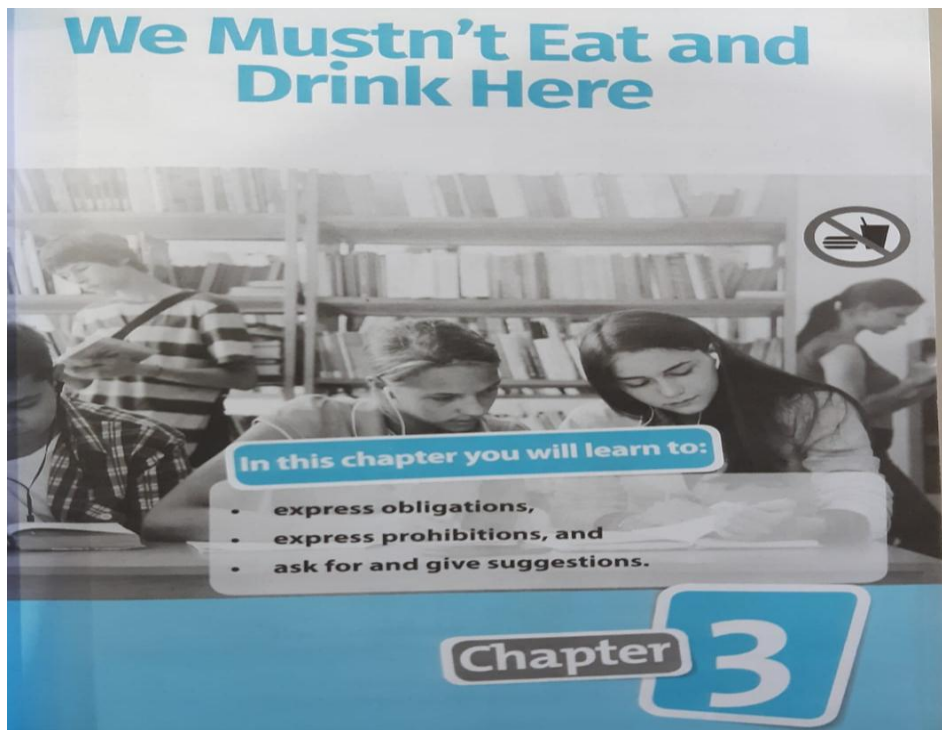


Figure 53. Outcomes in chapter 3 from English on Sky textbook



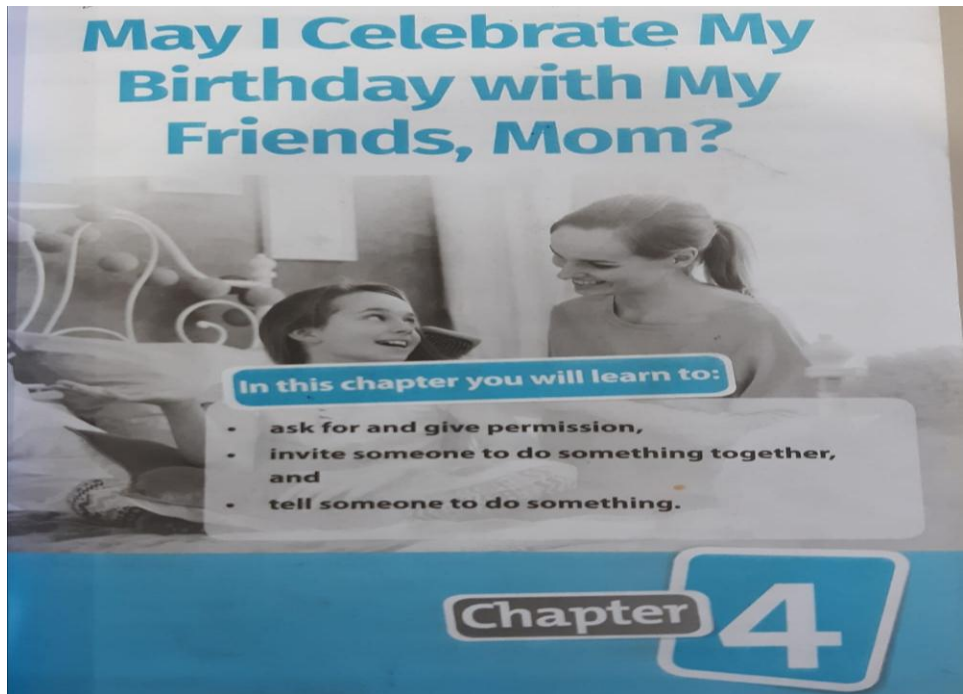


Figure 54. Outcomes in chapter 4 from English on Sky textbook

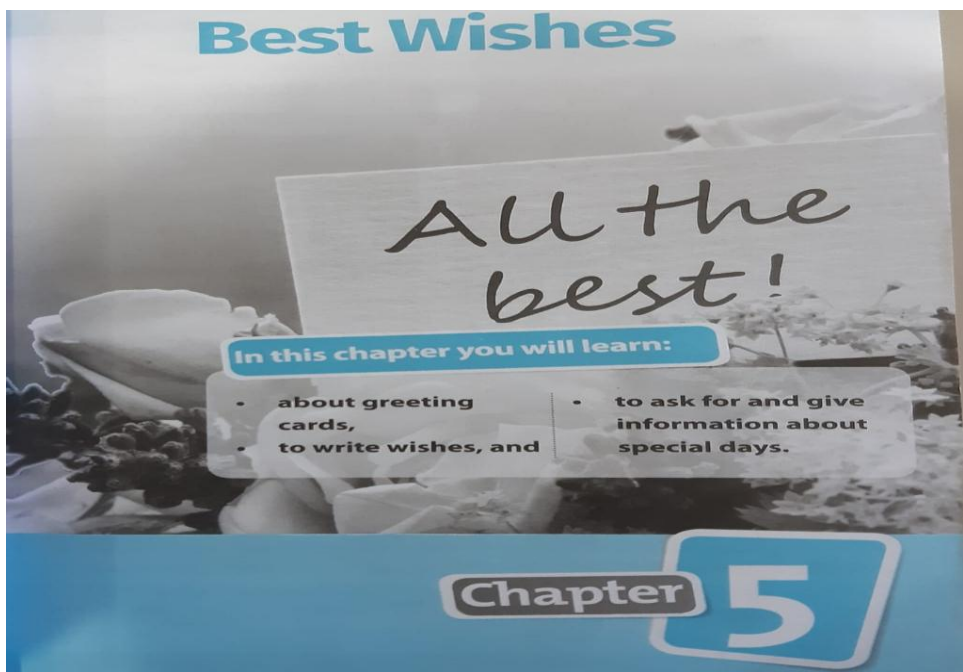


Figure 55. Outcomes in chapter 5 from English on Sky textbook

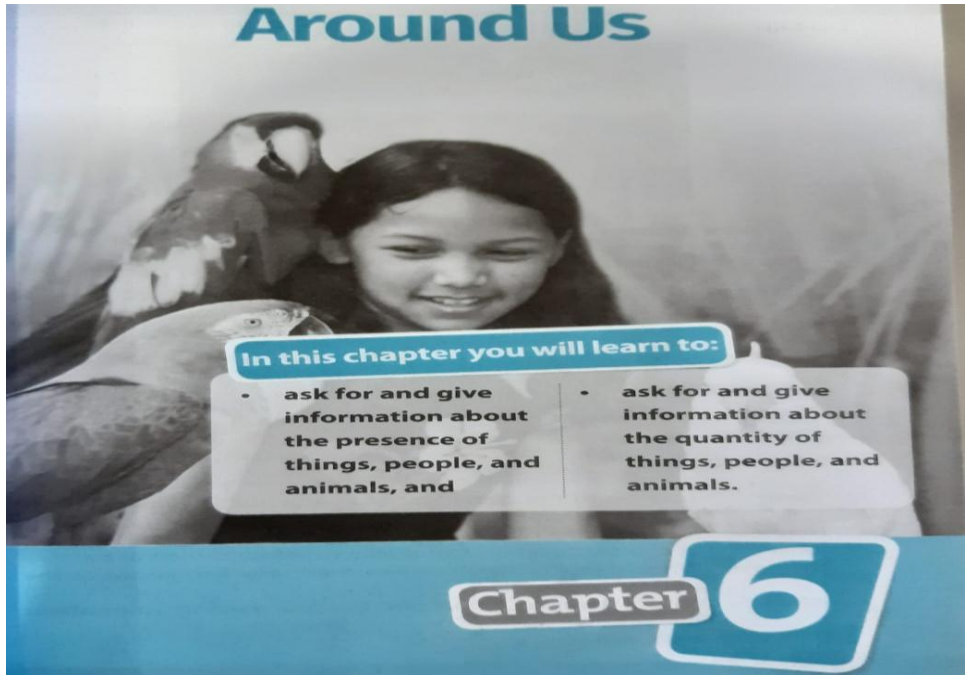


Figure 56. Outcomes in chapter 6 from English on Sky textbook

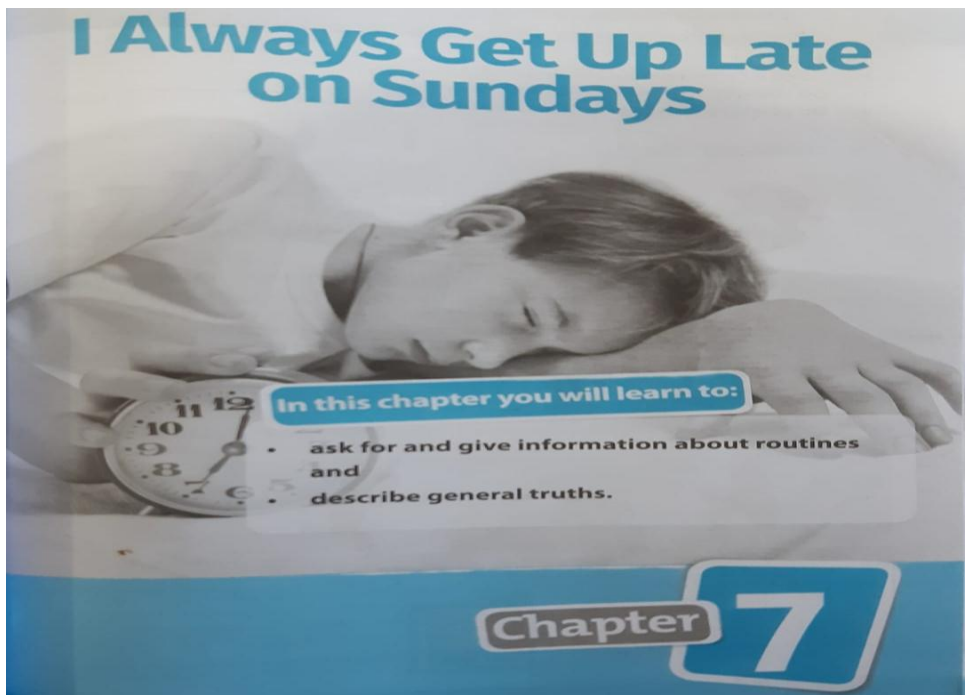


Figure 57. Outcomes in chapter 7 from English on Sky textbook

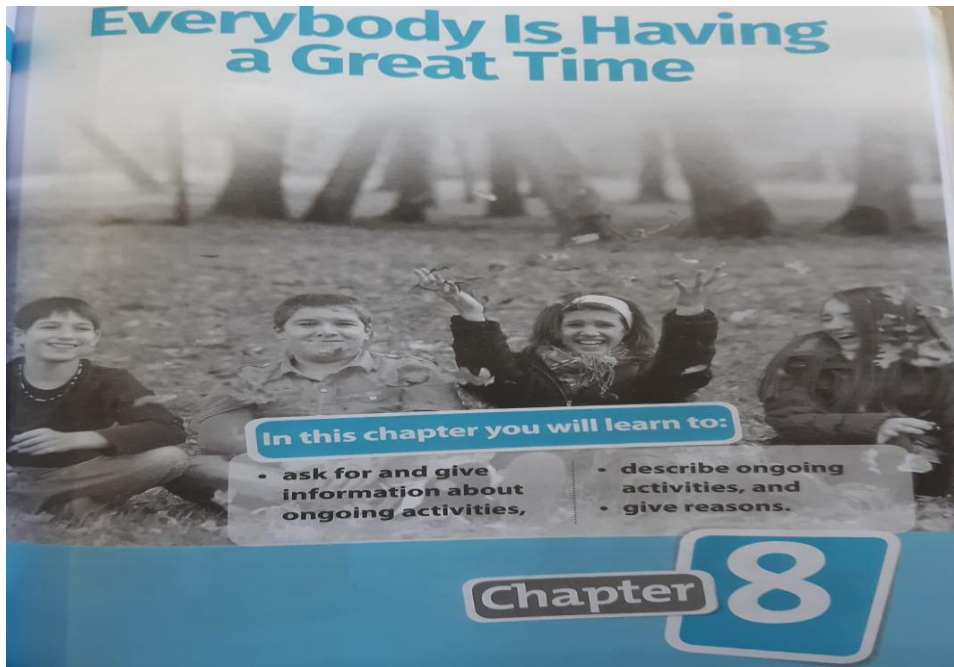


Figure 58. Outcomes in chapter 8 from English on Sky textbook

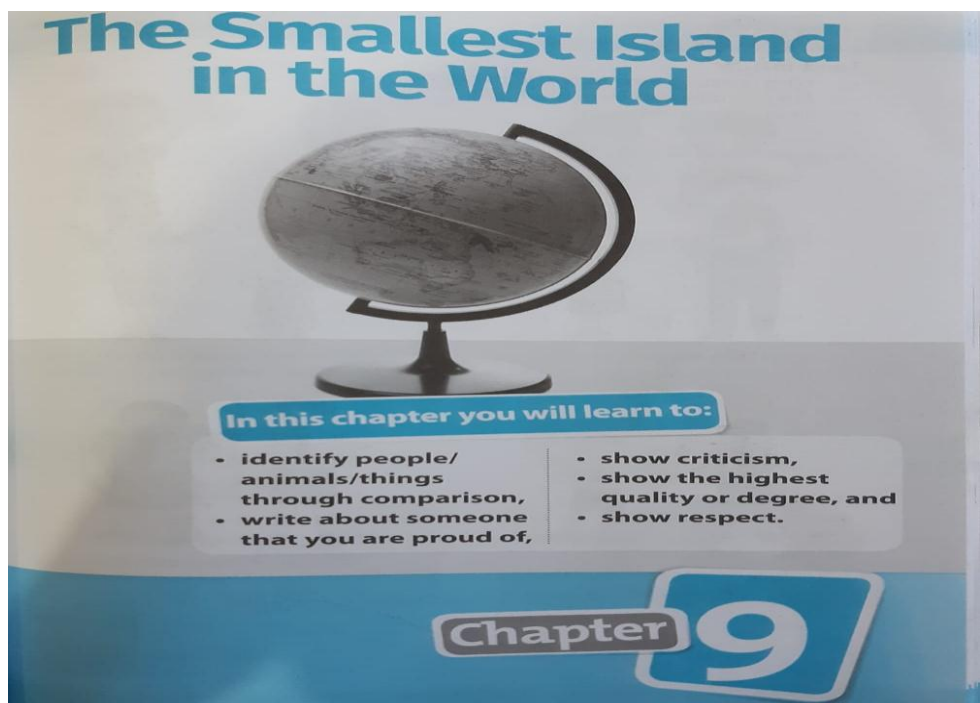
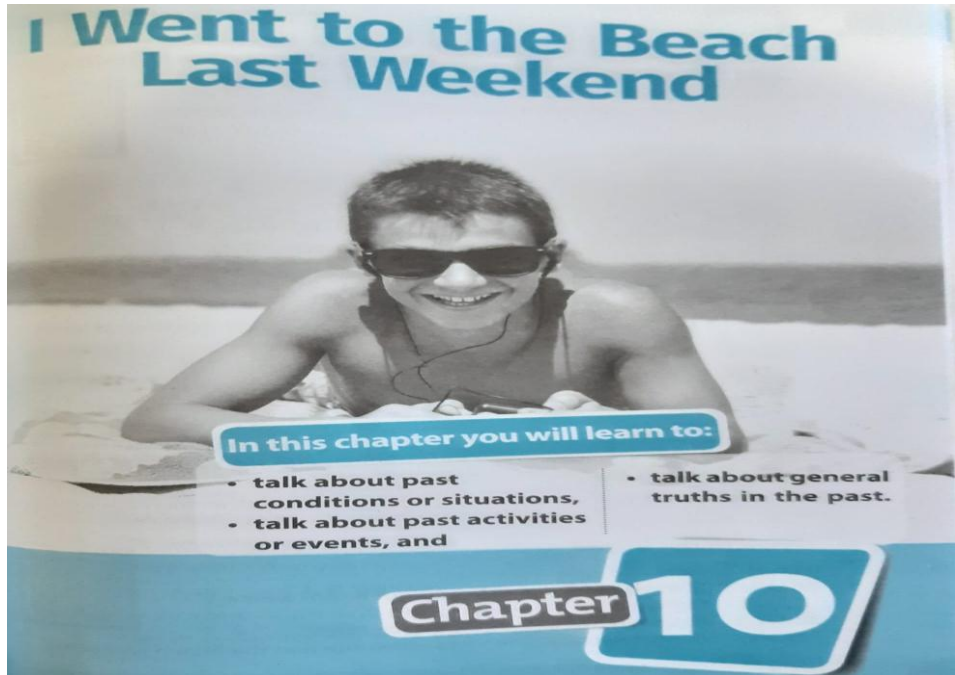
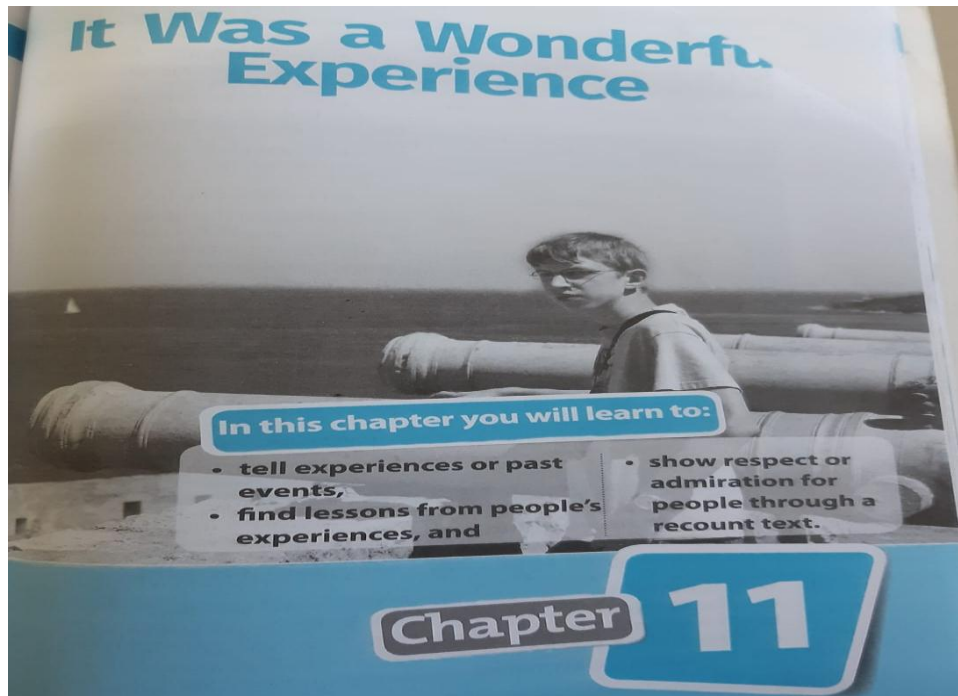


Figure 59. Outcomes in chapter 9 from English on Sky textbook



*Figure 60. Outcomes in chapter 10 from English on Sky textbook*



*Figure 61. Outcomes in chapter 11 from English on Sky textbook*



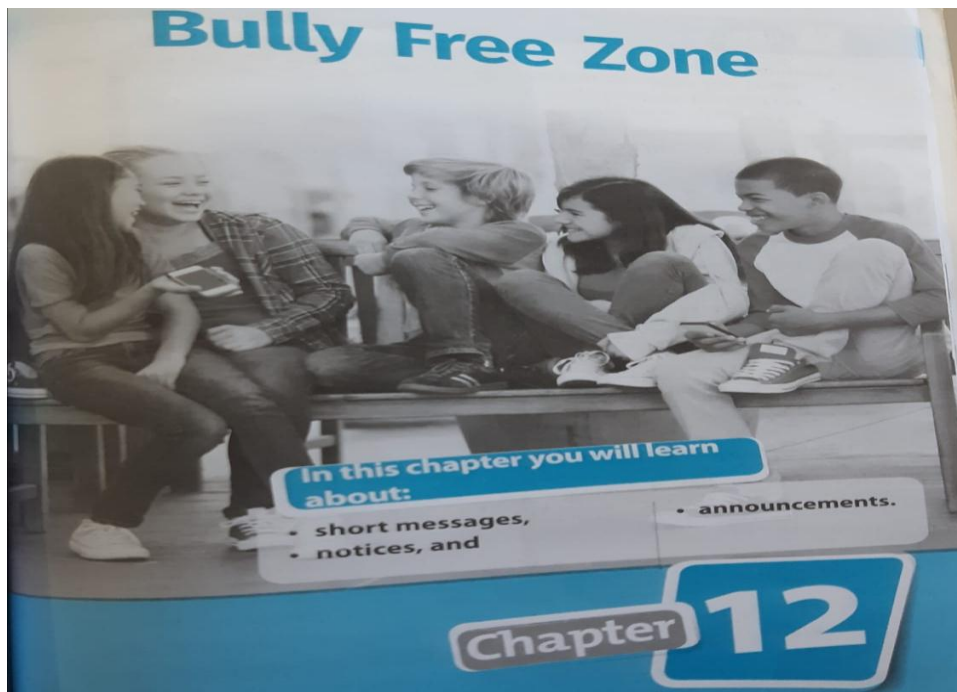


Figure 62. Outcomes in chapter 12 from English on Sky textbook

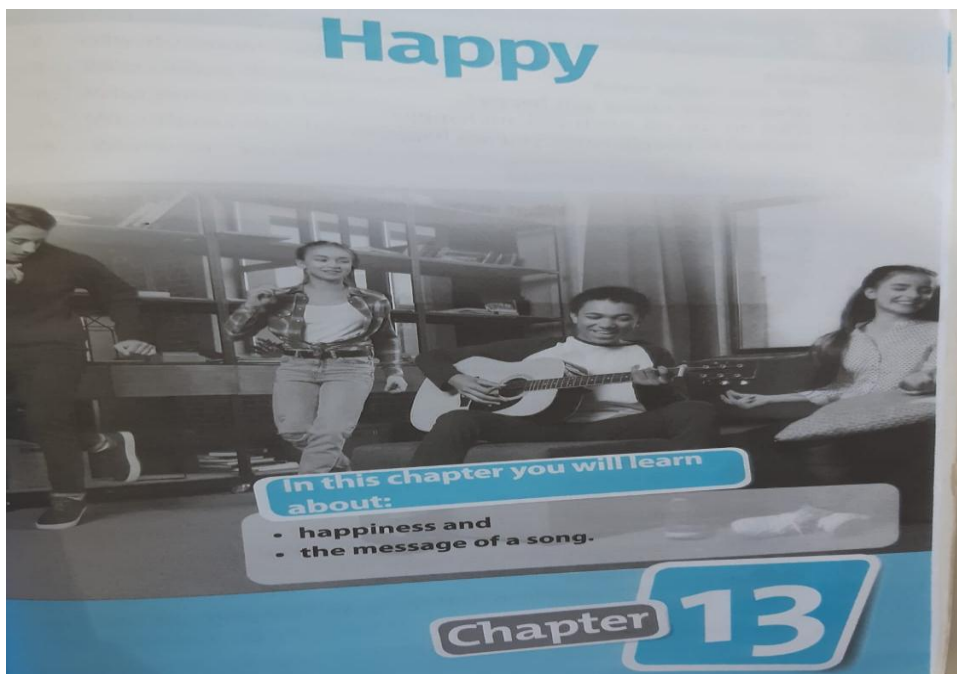


Figure 63. Outcomes in chapter 13 from English on Sky textbook

By looking a gander at those figures above, it tends to be seen that every chapter presents the learning purposes on their first page. It makes the teacher and the understudies comprehend the heading and the objectives of the lesson lastly leads them to master the English communication ability. In a nutshell, it very well may be reasoned that the principal point was satisfied.

The second point is the presentation of each chapter displays the logical course and coherence. The researcher found that chapter 1 until chapter 13 in *Brilian* textbook was presented in a logical course. For example, chapter 1 examined about Asking for Attention, Checking for Understanding, Giving Compliment, and Giving Opinion. On the main page, it introduced the learning destinations and afterward surrendered Brilliant Get Started to lead understudies to the materials. After that, the understudies needed to pay attention to some conversations at that point answer a few inquiries dependent on the discussions.

**Asking for Attention, Checking for Understanding, Giving Compliment and Giving Opinion**

Chapter  
**1**

---

**Basic Competency**

3.1 Implementing social functions, structure of the text, and linguistic elements of oral and written interpersonal interaction texts involving actions calling attention, checking for understanding, appreciating the performance, asking and expressing opinions, as well as respond to it, according to the context of use.

4.1 Composing very short and simple oral and written interpersonal interaction text involving action seeking attention, checking for understanding, appreciating the performance, as well as asking and expressing opinions; and the responses, regard to the social function, text structure, and linguistic elements, correctly and in context.

**Indicators**

3.1.1 Identifying expression: asking for someone's attention; checking for someone's understanding; giving compliment; and giving and asking for opinion.

3.1.2 Completing the dialogs containing the expressions: asking for someone's attention; checking for someone's understanding; giving compliment; and giving and asking for opinion.

4.1.1 Arranging a simple dialog containing expression: asking for someone's attention; checking for someone's understanding; giving compliment; and giving and asking for opinion.

4.1.2 Writing a simple dialog/monolog containing expression: asking for someone's attention; checking for someone's understanding; giving compliment; and giving and asking for opinion.

---

**Brilliant Get Started**


Observe the pictures and pay attention to the dialogs. Then, play the roles of the speakers in the pictures.

**Dialog 1**

Excellent!  
I'm proud of you, Jason.  
That's my boy.

Really?  
It's great, honey.

Guess what?  
The coach asked me to  
become the captain for  
my basket ball team.



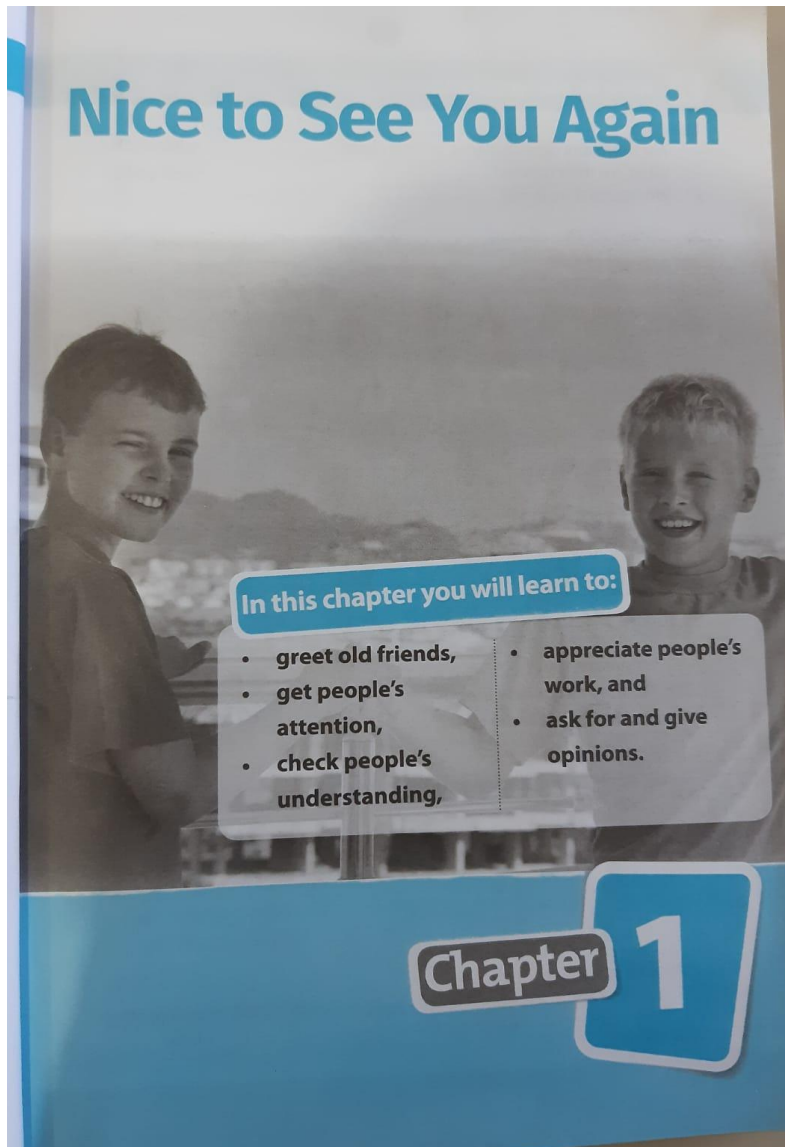
What?  
Wow, that's cool.  
I think your team will be  
the best.

Thank you, Mom.  
Thank you, Dad.  
Thank you, Emily.

1

*Figure 64. Chapter 1 from Brilian textbook*

Meanwhile, in English on Sky textbook, the researcher also found that chapters 1 to 13 are presented logically. For example, chapter 1 is themed with “Nice to See You Again” and this chapter will learn to: greet old friends, get people’s attention, check people’s understanding, appreciate people’s work, and ask for and give opinions.



*Figure 65. Chapter 1 from English on Sky textbook*

From those clarifications, it can be concluded that every chapter in the textbook reading mirror the logical course. In addition, from the topic of every chapter, the researcher concluded that each chapter had coherence. Thus, this point is fulfilled



The third point talks about the presentation of each chapter turned into prepared from easy to difficult materials. The researcher took examples from Chapter 1 as the start of the textbook. This is example from *Brilian* textbook:

**HOTS  
ZONE**

*Read the text.*


**Brilliant HOTS Questions**

69-70

Stephen William Hawking was born in Oxford, on January, 8<sup>th</sup> 1942. He is an English theoretical physicist and mathematician. Hawking has written many science books for the public, people who are not scientists.

Hawking has a motor neuron disease related to his dyslexia, and because of that he cannot move or talk very well. The illness has worsened over the years, but he died in Cambridge, on March, 14<sup>th</sup> 2018 when he was 76 years old. He used a wheelchair to move, and an Intel computer to talk for him. Furthermore, the loss of motor skills forced Hawking to become more creative. "By losing the finger dexterity of my hands, I was forced to travel through the universe in my mind and try to visualize the ways in which it worked," he later noted.

Hawking long believed he could write a book about the mysteries of the universe that would connect with the public, a task that seemed all but possible after he lost the abilities to write and speak. However, he painstakingly pressed forward with his speech synthesizer, receiving valuable assistance from students who relayed draft revisions with his editor in the U.S. via speakerphone. Hawking's vision ultimately was realized, as *A Brief History of Time* landed on the London Sunday Times best-seller list for 237 weeks after its publication in 1988.



*Figure 66. Brilliant HOTS Questions in chapter 2 from Brilian Textbook*

Questions no. 1–3 circle the correct answer.

**Question 1**

Stephen Hawking cannot move or talk very well. Why?

- A. Because he has dyslexia.
- B. Because he loss his finger dexterity.
- C. Because he has a motor neuron disease.
- D. Because he uses a wheelchair to move and an Intel computer to talk for him.

**Question 2**

Which statement is true about paralysis?

- A. It causes a person cannot see.
- B. It causes a person cannot speak.
- C. It causes a person cannot remember.
- D. It causes a person or part of the body to become partly or wholly incapable of movement.

**Question 3**

Furthermore, the loss of motor skills forced Hawking to become more creative.

The following word that has the similar meaning with the underlined words is \_\_\_\_\_

- A. blind
- B. deaf
- C. paralysis
- D. illiterate

**Question 4** Circle True or False for each statement.

	Statement	True or False
a.	Hawking uses a wheel chair to move and an intel computer to talk for him.	True/False
b.	The disease cannot "kill" Hawking's creativity.	True/False
c.	It is impossible for Hawking to write a book because he lost the abilities to write and speak.	True/False

**Question 5**

The illness has worsened over the years but he died in Cambridge, on March, 14<sup>th</sup> 2018 when he was 76 years old. He uses a wheelchair to move and an Intel computer to talk for him. Furthermore, the loss of motor skills forced Hawking to become more creative. "By losing the finger dexterity of my hands, I was forced to travel through the universe in my mind and try to visualize the ways in which it worked," he later noted.


- a. Based on the text, write at least 3 activities that Hawking can do and 3 activities that he cannot do.  
\_\_\_\_\_
- b. What do you think about Hawking's ability and Hawking's willingness? Explain your answer.  
\_\_\_\_\_

Figure 67. Brilliant HOTS Questions in chapter 2 from Brilian Textbook

Chapter 2 which discusses about Expressing Ability and Willingness. In this chapter, there are some activities that ending with a Brilliant HOTS Questions. This Brilliant HOTS Questions activity contains questions that require *Higher Order Thinking Skills (HOTS)*. Next, in Brilliant HOTS Questions, there is a text that must be read and then studied to be able to answer questions. In questions 1-3, students only need to fill in multiple choices with the correct answer. Then in question 4, students need to choose a true or false statement. For question 5, students are given an essay question which is answered with many words or sentences.

And this is example from *English on Sky* textbook:

**B. Read the text below.**



**The Life of a Rock Star**

Lana is a famous rock star. She has a lot of fans and travels to a lot of places in the world to put on shows. She has a lot of money and meets a lot of people, but she is sometimes lonely. She has a few friends and a little time to relax and do her hobby. She is only home a few days in a month.

Lana loves animals and keeps a lot of pets at home. She has three Persian cats, four Dalmatians, a parrot, and two snakes. Whenever she is not traveling, she spends a lot of time with her pets.

Figure 68. Around Us in chapter 6 from *English on Sky* Textbook

**C. Answer the following questions.**

1. What does Lana do?
2. Why does she have a lot of fans?
3. Why does she go to many places in the world?
4. Why is she sometimes lonely?
5. Why does she have a little time to relax and do her hobby?
6. What is her hobby?
7. What does she do when she does not travel?
8. Do you think Lana is happy?

*Figure 69. Around Us in chapter 6 from English on Sky Textbook*

The six chapter of the *English on Sky* textbook begins with the theme *Around Us*. In the main discussion, students begin by reading the text and then learn to answer the questions.

In conclusion, the reading materials presented in *Brilian* and *English on Sky* textbooks are following the third point of the presentation aspect because in other Activities the reading materials presented are increasingly difficult.

The next point, the researcher analyzed the conformity among tasks and materials in the textbook. Based on the results of the analysis, the tasks and exercises presented in all chapters are following the material being studied. Thus, the reading material presented in *Brilian* and *English on Sky* textbook is following the fourth point presentation aspect.



Point five discussed the presentation of each chapter engages students to talk English actively. To meet these criteria, the researcher explored some tasks in the textbook. The following are the perceptions of a certain chapter.



Figure 70. Brilliant Get Started in chapter 10 from Brilian Textbook

This activity is taken from chapter 10. In this assignment students observe the pictures of *Irfan* and read the monologs. With these presentation activities, students learn to speak effectively and in fun.

Read the dialog.

Mr. Sasongko : You should be "a good leader" for your team, not just be "a good chairman". Leading a team means working with your teammates to set a vision for your organization. Involve your friends in that process. Your friends will get excited about your vision if the organization's vision aligns with their own goals. You cannot be successful without being humble enough to listen to the people around you.

Bima : Okay, I understand now. I have to listen to the people around me to know what they want and what they need. You brighten my vision, Mom, Dad.

Mr. Sasongko : It doesn't matter if you win or lose. You will learn about leadership through organization. We're proud of you.

Mrs. Sasongko : Dear, it is good to be an important person but it is more important to be a good person. Try to be a good leader. Do you know what I mean?

Bima : Yes, I know. Thanks Mom, Dad. Wish me luck.

Mrs. Sasongko : Good luck with the campaign, dear.

Figure 71. Brilliant HOTS Questions in chapter 1 from Brilian Textbook

This activity is taken from chapter 1. In this activity, students read the dialog. That way, besides being able to read, students can also speak effectively.


**A. Read and learn.**

New post About Me Photos Friend Categories

Monday, September 5<sup>th</sup>  
First Day of School

I recently moved to another town. I was very anxious on the first day at school because I didn't know anyone. I went to the classroom and entered the room. While I was entering the room, I felt that everybody's eyes were on me. I became even more anxious then. Fortunately, Mrs. Dian, the civics teacher, was right behind me. She greeted me and introduced me to the class. It turned out that my classmates were friendly. They showed me around and helped me get to know the school. At the end of the day, I was less and less anxious. I will always remember my first day at my new school.

Posted by  
**Kevin**

 Bio: a thirteen-year-old bookworm who loves staying alone

**B. Read the text above aloud.**

Figure 72. It was a Wonderful Experience in chapter 11 from English on

Sky Textbook

This activity is taken from chapter 11, in this task students are read and learn the text. After that the students read the text aloud. That the way, studentd can read and also speak effectively.

In the wake of evaluating the exercises and errands in the textbook, the researcher concluded that the presentation of every section in *Brilian* and *English on Sky* textbook connects with understudies to convey utilizing English actively. At this stage, the reading materials introduced in *Brilian* and *English on Sky* textbook were compatible with the fifth point of the aspects of presentation.

In the sixth point, the presentation of each chapter supports students to be interested in English subjects because every chapter clarifies things that are fascinating to learn and can draw in understudies' interest in English, for instance, writing invitations and practicing the dialogue in *Brilian* textbook.

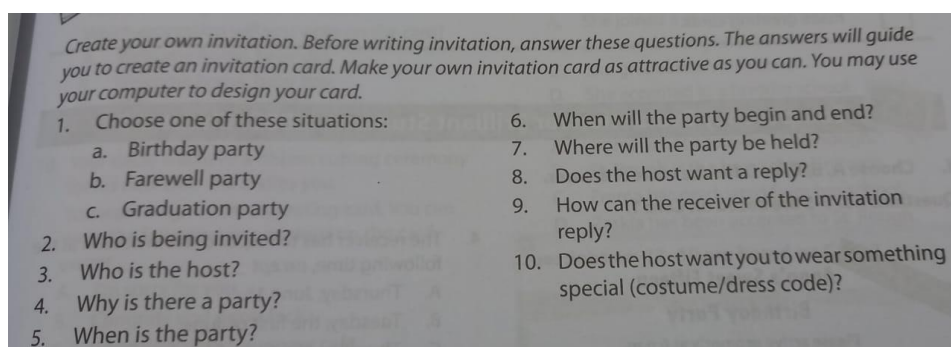


Figure 73. Brilliant Activity 5 in chapter 5 from *Brilian* Textbook

Observe the picture and read the dialog. Then, pay attention to the underlined sentences.

Kevin : I'm sorry, Mom. I accidentally broke your vase.

Mrs. Tia : Oh my God. Kevin, I always remind you. Don't play the ball in the house. Do you remember?

Kevin : Yes, Mom. I'm sorry. I didn't play the ball. It fell while I was down the stairs. The stairs were slippery.

Mrs. Tia : I think it was slippery because you wore socks in the house. Now, listen to me. You must clean the broken vase and remove the trash. Next time you should be more careful when walking on the stairs.

Kevin : Yes, Mom.








Figure 74. Brilliant Get Started in chapter 3 from Brilian Textbook

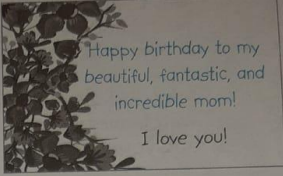
In this sixth point activity, the first activity is how students learn to write invitations according to predetermined instructions. With activities like this, students will practice their creativity. The second activity is to observe the dialogue and then read it with a partner and try to pay attention to the underlined sentence. But in *English on Sky* textbooks, an example is match a picture and learn about shorthand.

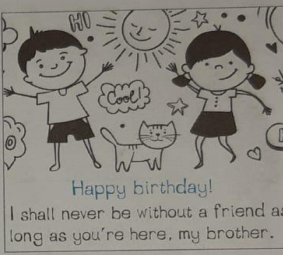


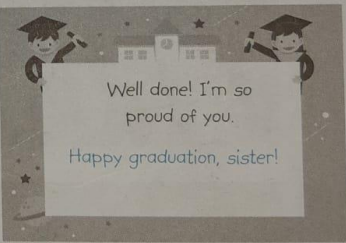
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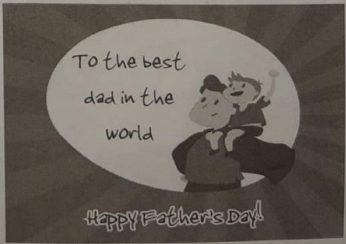
**C. Who is the greeting card for?**  
Match the pictures and the cards.

1. 
2. 
3. 
4. 

a. 

b. 

c. 

d. 

*Note: A blue line connects the boy in picture 1 to card d.*

Figure 75. Activity in chapter 5 from *English on Sky Textbook*


**1 LOL**

**Lead-in:**

- When you write text messages or use social media, do you always write in complete sentences?
- If you don't, why not?

**A. Look and learn.**

B4	before	IU2U	It's up to you.
BTW	by the way	LOL	Laugh out loud.
GR8	great	CU	See you.
OMG	Oh, my God!/Gosh!	2day	today
IMO	in my opinion	BRB	Be right back.
THX	Thanks.	TBH	to be honest



**B. Rewrite the shorthand below using the complete words.**

1. THX : thanks
2. LOL : \_\_\_\_\_
3. CU : \_\_\_\_\_
4. B4 : \_\_\_\_\_
5. OMG : \_\_\_\_\_
6. BRB : \_\_\_\_\_
7. IU2U : \_\_\_\_\_
8. BTW : \_\_\_\_\_

Figure 76. Activity in chapter 12 from *English on Sky Textbook*

In *English on Sky* textbook, the first example is matching a picture and a card. Then the second is to learn about shorthand and rewrite them. This method makes students interested in doing it, because it not only makes them think but also sharpens and has fun. At this stage, the reading materials introduced in *Brilian* and *English on Sky* textbook were compatible with the sixth point of the aspects of presentation.

The last point activity is the presentation of each chapter helps students to reflect and appraise themselves. That is, at this point, students can reflect on themselves and can assess through the chapters that have been explained in *Brilian* and *English on Sky* textbook, and can understand, explain and apply them in English communication.

### **3. The Relevancy between Reading Materials in *Brilian for Junior High School Students Year VIII* with the Aspects of Language Use and Readability**

The next part which is also included in the research question is finding out the relevancy between reading materials in *Brilian* textbook with the aspect of language use adapted from the Ministry of National Education. In an endeavor to answer this analysis, the researcher dissected four focuses that had been expressed before in Chapter 3. They are: 1) The nice of English language use in line with the language rules, 2) The use of English is appropriate with the needs of communication learning, 3) The presentation of paragraphs is presented effectively by considering coherence and cohesiveness, 4) The usage of illustrations that are unit beneficial and relevant with the materials.

The first point is about the nice of English language use in line with the language rules. Based on the result of the researcher's analysis, the use of punctuations in the reading materials in *Brilian* and *English on Sky* textbook was good. So it was with the use of capitalization, and other

aspects of language rules. Below are some evidence portraying the data for the statement above.

**HOTS ZONE** Brilliant HOTS Questions

Read the text.

Stephen William Hawking was born in Oxford, on January, 8<sup>th</sup> 1942. He is an English theoretical physicist and mathematician. Hawking has written many science books for the public, people who are not scientists.

Hawking has a motor neuron disease related to his dyslexia, and because of that he cannot move or talk very well. The illness has worsened over the years, but he died in Cambridge, on March, 14<sup>th</sup> 2018 when he was 76 years old. He used a wheelchair to move, and an Intel computer to talk for him. Furthermore, the loss of motor skills forced Hawking to become more creative. "By losing the finger dexterity of my hands, I was forced to travel through the universe in my mind and try to visualize the ways in which it worked," he later noted.

Hawking long believed he could write a book about the mysteries of the universe that would connect with the public, a task that seemed all but possible after he lost the abilities to write and speak. However, he painstakingly pressed forward with his speech synthesizer, receiving valuable assistance from students who relayed draft revisions with his editor in the U.S. via speakerphone. Hawking's vision ultimately was realized, as *A Brief History of Time* landed on the London Sunday Times best-seller list for 237 weeks after its publication in 1988.


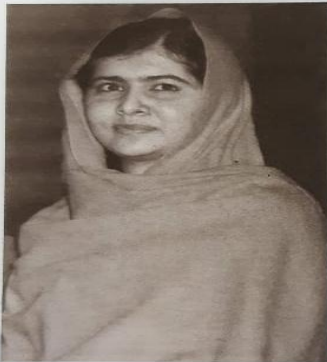


Figure 77. Descriptive Text in Chapter 2 from *Brilian Textbook*

**A. Read the text.**



**Malala, a Courageous Girl**

Malala Yousafzai is an activist for female education. She is the youngest Nobel Peace Prize winner. She was born in Mingora, Pakistan, on July 12, 1997. In 2009, she started writing a diary about living under Taliban rule. They destroyed schools for girls and prohibited girls from going to schools. She then wrote all about her fears and concerns in her diary. Soon she became very famous in Pakistan and began to talk about the rights of girls to have an education. The Taliban did not like her activity. In October 2012, someone shot Malala in the head and neck. She survived the attack although it took her about three months to recover. Two years after the attack, Malala won the Nobel Peace Prize. Malala's courage and achievement have become an inspiration for many people.

Figure 78. Descriptive Text in chapter 11 from *English on Sky Textbook*



Those figures above demonstrated to us that the perusing materials in the textbook were viable with the English language rules. Therefore, the first point has been fulfilled.

Next is the second point which discusses the use of English is appropriate with the needs of communication learning. This criterion implies that the language style utilized in the reading materials ought to be efficient and communicative to cause the understudies to comprehend the learning objective all the more without any problem. This sort of language style can be identified in the instructions and questions which continue or follow the reading materials. The following are the instances of the instructions and questions.

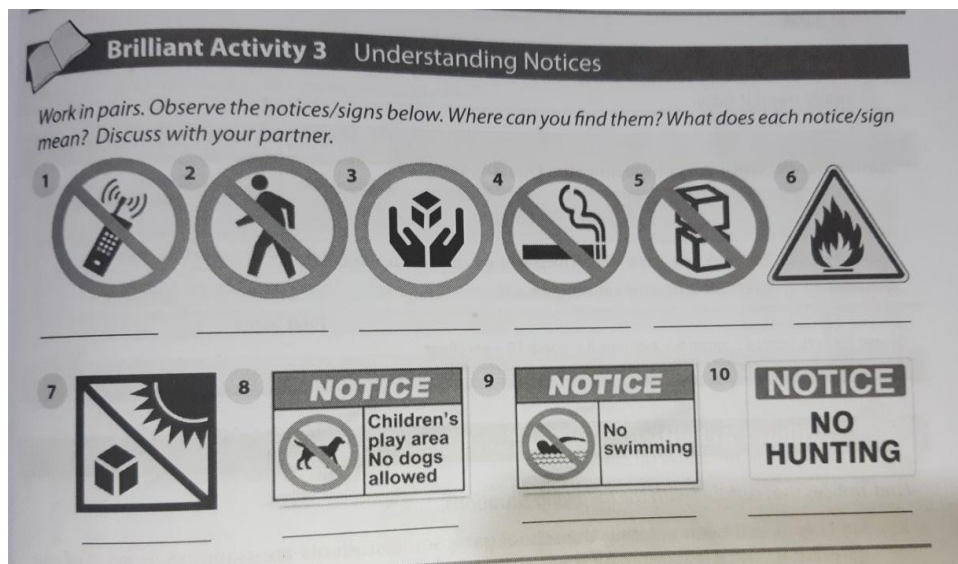


Figure 79. Example of Question Sentence in chapter 12 from Brilliant Textbook

**Brilliant Activity 7** Comparing People, Animals and Things

Work in pairs. Look at each group of pictures. Pay attention to the example. Then compare the pictures orally. Make sentences using comparative and superlative degree. Use the adjectives in your sentences.

Tall	Short	Young	Old	Fast	Slow	Wild
Tame	Small	Big	Short	Long	Good	Bad

Examples:  
 a. A snail is smaller than a turtle.  
 b. The turtle is the biggest animal in this group.

The Makkah Royal Clock  
Height: 601 m

The Petronas Twin Tower  
Height 451.9 m

Burj Khalifa Tower  
Height: 828 m

Figure 80. Example of Instruction Sentence in chapter 9 from Brilian Textbook

**A. Label the pictures.**

Use the coloring markers.

a. Have a face painting party.	b. Use the coloring-markers.	c. Have a balloon twister party.
d. Have a barbecue.	e. Sing karaoke.	f. Borrow notes.
g. Ask some questions.	h. Go to the restroom.	i. Come in.

Figure 81. Example of Question Sentence in chapter 4 from English on Sky Textbook

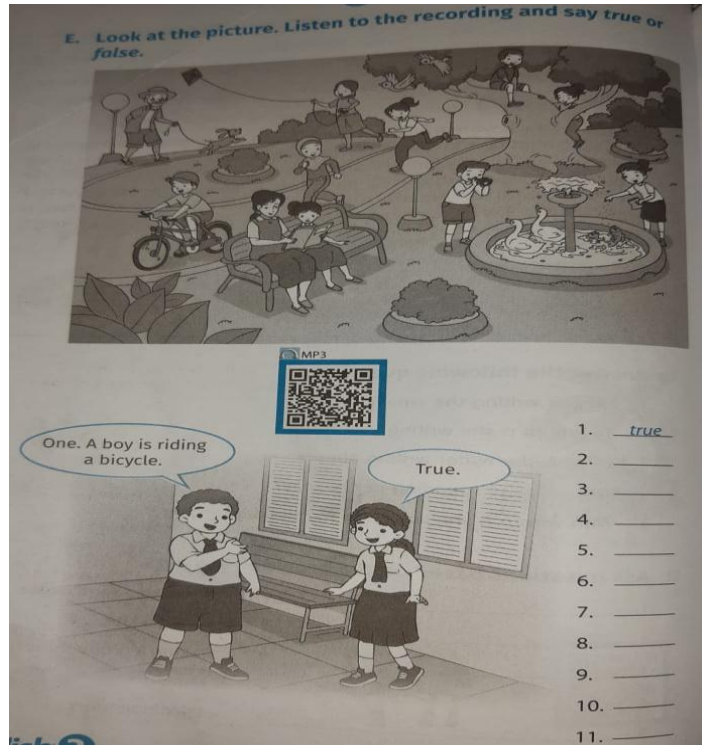


Figure 82. Example of Instruction Sentence in chapter 8 from *English on Sky Textbook*

From those figures above, we can see that the writing of the instructions and questions sentences is efficient and communicative. The employments of straightforward and brief sentences make understudies simple to get the thought and understand what they ought to do next in each errand. Therefore, the reading materials introduced in *Brilian* and *English on Sky* textbook were compatible with the second aspect of language use and readability.

The third point is the presentation of paragraphs is presented effectively by considering coherence and cohesiveness. Based on the

analysis results, each chapter contains at least one reading material that takes form in paragraphs. All those reading passages followed the rules of paragraph writing. We can discover coherence and cohesiveness in one passage and the accompanying ones. In this way, the reading materials in *Brilian* and *English on Sky* textbook were compatible with the third aspect of language use and readability.


The last point is the usage of illustrations that are unit beneficial and relevant to the materials. In the textbook, it was discovered that pretty much every page was delineated with pictures or different illustrations. The following are the instances of the pictures and illustrations in some chapters.

*Read the text.*

Stephen William Hawking was born in Oxford, on January, 8<sup>th</sup> 1942. He is an English theoretical physicist and mathematician. Hawking has written many science books for the public, people who are not scientists.

Hawking has a motor neuron disease related to his dyslexia, and because of that he cannot move or talk very well. The illness has worsened over the years, but he died in Cambridge, on March, 14<sup>th</sup> 2018 when he was 76 years old. He used a wheelchair to move, and an Intel computer to talk for him. Furthermore, the loss of motor skills forced Hawking to become more creative. "By losing the finger dexterity of my hands, I was forced to travel through the universe in my mind and try to visualize the ways in which it worked," he later noted.

Hawking long believed he could write a book about the mysteries of the universe that would connect with the public, a task that seemed all but possible after he lost the abilities to write and speak. However, he painstakingly pressed forward with his speech synthesizer, receiving valuable assistance from students who relayed draft revisions with his editor in the U.S. via speakerphone. Hawking's vision ultimately was realized, as *A Brief History of Time* landed on the London Sunday Times best-seller list for 237 weeks after its publication in 1988.



*Figure 83. Example of Illustration 2 in chapter 2 from Brilian Textbook*



**B. Read the text below.**



**The Life of a Rock Star**

Lana is a famous rock star. She has a lot of fans and travels to a lot of places in the world to put on shows. She has a lot of money and meets a lot of people, but she is sometimes lonely. She has a few friends and a little time to relax and do her hobby. She is only home a few days in a month.

Lana loves animals and keeps a lot of pets at home. She has three Persian cats, four Dalmatians, a parrot, and two snakes. Whenever she is not traveling, she spends a lot of time with her pets.

Figure 84. Example of Illustration 4 in chapter 6 from *English on Sky Textbook*

**A. Read the text below.**

Atiqah and her family went to Lombok last holiday. They flew to Lombok by Garuda Indonesia. They visited Sasak Village and bought some souvenirs. After that they saw a traditional Sasak wedding. Atiqah met some students from a local school and made friends with them.



Sasak Village

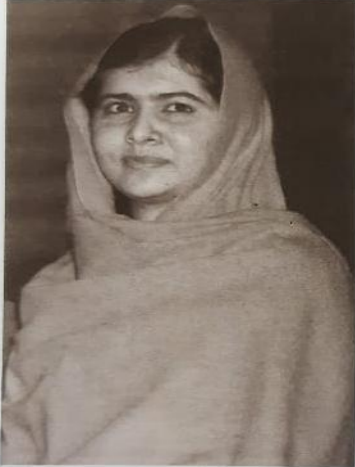


Tenun ikat cloth

From Lombok, they travelled to Flores. They took a ferry from Sape port to Labuan Bajo, Flores. They went to a traditional market and bought some *tenun ikat* cloth. Before they went back to the hotel, they ate some local food and drank *moke*, a special drink made from *siwalan* fruit.

Figure 85. Example of Illustration 5 in chapter 10 from *English on Sky Textbook*.

**Read the text.**



**Malala, a Courageous Girl**

Malala Yousafzai is an activist for female education. She is the youngest Nobel Peace Prize winner. She was born in Mingora, Pakistan, on July 12, 1997. In 2009, she started writing a diary about living under Taliban rule. They destroyed schools for girls and prohibited girls from going to schools. She then wrote all about her fears and concerns in her diary. Soon she became very famous in Pakistan and began to talk about the rights of girls to have an education. The Taliban did not like her activity. In October 2012, someone shot Malala in the head and neck. She survived the attack although it took her about three months to recover. Two years after the attack, Malala won the Nobel Peace Prize. Malala's courage and achievement have become an inspiration for many people.

*Figure 86. Example of Illustration 6 in chapter 11 from English on Sky Textbook.*

As indicated by the figures above, it can be concluded that the images and illustrations were matched with the theme. They effectively assist understudies with understanding the materials. Accordingly, the reading materials in *Brilian* and *English on Sky* textbook were compatible with the fourth aspect of language use and readability.

Overall, based on the analysis result of the three aspects, the researcher stated that the reading materials of *Brilian* and *English on Sky* textbook were met the criteria of quality English textbook suggested by *Book Center*, Ministry of National Education.