

**ENVIRONMENTAL ISSUES AND THINKING LEVELS IN
READING COMPREHENSION QUESTIONS IN ENGLISH
TEXTBOOKS**



ISTIA PUJI RAHAYU

2215128603

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LEMBAR PENGESAHAN

Skripsi ini diajukan oleh

Nama : Istia Puji Rahayu
No. Reg. : 2215128603
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : **ENVIRONMENTAL ISSUES AND THINKING LEVELS IN READING COMPREHENSION QUESTIONS IN ENGLISH TEXTBOOKS**

Telah berhasil dipertahankan dihadapan Dewan Penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

DEWAN PENGUJI

Pembimbing I

Dr. Ratna Dewanti, M.Pd
NIP. 196211071988032001

Pembimbing II

Nina Wanda Cassandra, M.Pd
NIP.197806022005012002

Ketua Penguji

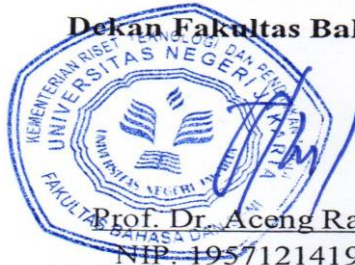
Dr. Zuharty, M.Si
NIP. 195203171976022001

Penguji Ahli

Dra. Sri Sulastini, M.A
NIP. 196010241988032001

Jakarta, 06 Februari 2017

Dekan Fakultas Bahasa dan Seni



Prof. Dr. Aceng Rahmat, M.Pd
NIP. 195712141990031001

LEMBAR PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Istia Puji Rahayu
No. Reg. : 2215128603
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : ENVIRONMENTAL ISSUES AND
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Istia Puji Rahayu
NIM. 2215128603

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No. Reg. : 2215128603
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Jenis Karya : Skripsi
Judul Skripsi : ENVIRONMENTAL ISSUES AND
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NIM. 2215128603

ABSTRACT

Istia Puji Rahayu. 2017. *Environmental Issues and Thinking Levels in Reading Comprehension Questions in English Textbooks*. A Thesis. Jakarta: English Language and Literature Department, The Faculty of Languages and Arts. State University of Jakarta.

This study is aimed to find out what environmental issues are provided in English textbooks for senior high school students. This study also intended to investigate the level of thinking in reading comprehension questions involving environmental issues based on Barrett's taxonomy. The method of this study is content analysis. This study analyzed five textbooks of Curriculum 2013 for senior high school semester 1 and 2. The result shows that environmental issues are presented in the textbooks. The environmental issues are waste management, nature conservation, climate change, global warming, wildlife conservation, and environmental and social balance. The reading comprehension questions in the textbooks for senior high school have all levels of thinking based on Barrett's taxonomy. The levels are Literal comprehension, Reorganization, Inferential comprehension, Evaluation, and Appreciation.

Keywords: *environmental issues, reading comprehension question, textbooks, Barrett's taxonomy*

ABSTRAK

Istia Puji Rahayu. 2017. *Isu-Isu Lingkungan Hidup dan Tingkatan Berpikir pada Pertanyaan Pemahaman Bacaan dalam Buku Paket*. Skripsi. Jakarta: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk mengetahui isu-isu lingkungan hidup yang terdapat pada buku paket Bahasa Inggris SMA. Penelitian ini juga bertujuan untuk mengetahui tingkatan berpikir yang terdapat pada pertanyaan pemahaman membaca yang berkaitan dengan isu-isu lingkungan hidup berdasarkan taxonomy Barrett. Metode penelitian ini adalah analisis isi. Penelitian ini menganalisis lima buku paket Bahasa Inggris SMA Kurikulum 2013 dari semester 1 dan 2. Hasil dari penelitian ini menunjukkan beberapa isu-isu lingkungan hidup dicantumkan dalam buku-buku paket, yaitu pengelolaan sampah, konservasi alam, perubahan iklim, pemanasan global, konservasi satwa liar, dan keseimbangan lingkungan dan sosial. Pertanyaan pemahaman membaca yang berkaitan dengan isu lingkungan di buku paket untuk SMA mencakup semua tingkatan pemahaman membaca dalam sudut pandang taxonomy, yaitu *Literal comprehension, Reorganization, Inferential comprehension, Evaluation, and Appreciation*.

Kata kunci: *isu-isu lingkungan hidup, pertanyaan pemahaman membaca, buku teks, taksonomi Barret*

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IPR

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, purposes of the study, scope of the study, and significance of the study.

1.1 Background of the Study

These days, the environment is to be a problem that needs more attention. Environment is currently threatened by various impacts of various activities by human. Environment is an issue that is very broad due to the complexity of the problem concerns the crucial aspects and diverse. There are many examples of environmental issues, some of which are interrelated, including climate changes and biodiversity. As global warming leads to a loss of habitat for species already under stress, it increases the likelihood of reviews their extinction. According to Bhattacharjee (2010), “Global warming means increase in world’s surface and environment temperature due to greenhouse effect. The greenhouse gas is composed of carbon dioxide and monoxide (CO₂, CO), nitrogen oxide (NO_x), Chlorofluorocarbons (CFC), sulphuric fluoride, methane, hydrocarbons, water vapor etc.”. Global warming gives impacts on the environment such as the melting of polar ice caps, rising sea water quality, the expansion of deserts, increasing rain and flooding, climate change, extinction of flora and fauna, pests and diseases. Seeing how the increasing number of issues of environmental issues, instilling cultural values and love of the environment to the children of the nation

through education bench tantamount save the environment from damage getting worse.

Education is a planned effort to develop the potential of students so that they have a system of thought, moral values, and beliefs inherited. Education in schools also has a big contribution in forming a person's character through the learning process and habit-forming processes in students (Furkan, 2013).

In Curriculum 2013, the government emphasizes the character education as the main point. The Ministry of Education and Culture (Kemendikbud) integrates character education in the existing curriculum through activities of strengthening character education. One of the characters of character education is environmental awareness. A caring attitude towards the environment plays an important role in solving environmental problems in the future. Environmental science is imparted to students in schools can also influence the students' knowledge, attitudes, and behavior.

Inculcate environmental awareness was primarily aimed at changing individual behavior into a positive attitude to the environment (eco-friendly behavior). However, in reality efforts to implement the learning in schools is carried out in general and only reached the stage of improving knowledge, and has not been able to encourage change students' behavior becomes more environmentally friendly. Arnold *et al.* (2009) stated that the formation of positive attitudes toward environmental concerns strongly influenced by parents, experience the outdoors, friends, peers, teachers, and community. Aminrad *et al.* (2013) "The importance of the learning environment and gradually promoted as a

sustainable tool in environmental protection study concluded that the high level of awareness and knowledge plus the positive attitude of students possible respondents are influenced by family, teachers, society, media, reading and curriculum in schools.”

Based on the statements above, the important of inculcating environmental awareness for students which is one of the important roles that influence students' attitudes of environmental awareness is the teachers and the school curriculum. Materials provided to students should be able to increase knowledge and motivate the students to the surrounding environment. Therefore, learning English is one of the opportunities to enhance students' knowledge toward environment. Through English classroom, students have the opportunity to connect English with environmental issues. As Mark Crossey, Programmes British Council Director, believes that English language can give more opportunities and open up chances for young people around the world in which young people believed to play an important role protecting the planet for future generations.

One of the main sources of teaching materials is the textbooks. The textbooks become one of the important components in the learning process in the schools. The important roles of textbooks in the English learning cannot be denied. As Richards (2001) puts it, textbooks are key components in most language programs. The textbooks are as a source and reference for teachers in developing learning materials, as well as an important source for students to study the topics of the subject. The essence of textbooks is to provide information and materials to learners through the printed materials. The textbooks contain subject

matter with thorough and complete relevant information, so the textbooks can be used coincide or without other source of learning or learning media.

Moreover, environmental issues in the textbooks can be presented in two ways, those are explicitly and implicitly. The explicitly way contains environmental issues by including single topics connected with the environmental issues. It can be providing in the texts, tasks, sentences, clauses, and phrases whereas the environmental issues can be presented implicitly in the main idea of any texts in the books.

The related studies about environmental issues in language textbooks are also done by some researchers such as Siddhartha Sarmah and Sailendra Bhuyan. The study done by researchers is *Analysis of Environmental Education Components in the Existing Textbooks from Class V to VII, Developed and Adopted By the State Council of Educational Research and Training, Assam*. This study aims to analyze the Environmental Education Textbooks at the elementary level for class v to vii in Assam. The content analysis was conducted by investigator himself. The researchers had collected all the existing textbooks both in English and Assamese medium, prescribed by the SCERT, Assam from classes V to VII. The investigator studied the content material thoroughly giving focus on environment related topics in relation to curriculum on environmental education. The result of the study revealed that the Contents on Environmental Education are not sufficient for fulfilling all the objectives of Environmental Education in the schools. In different textbooks i.e. language, science and social science, the stress

is given only on enriching the cognitive abilities of the students. Objectives of affective and psychomotor domain have been reflected partially.

Another study is done by George M. Jacobs and Andrew Goatly. The study done by researchers is *The Treatment of Ecological Issues in ELT Coursebooks*. This study aims to examining the presence of environmental issues in ELT coursebooks published since 1990. Seventeen randomly-selected coursebooks were analysed in order to find the percentage of activities related to environmental issues. Such activities were then examined to establish whether they involved participation in environmental protection. The results are discussed in the light of teaching methodology and United Nations environmental education objectives.

There is also a study conducted by Vinia Parulian, *Environmental Issues in English Textbooks (A Content Analysis of English Textbooks for SD, SMP, and SMA Students in Bekasi and East Jakarta)*. The aim of this study was to find out what environmental issues in English textbooks for SD, SMP, and SMA students and to see whether the questions in the reading tasks are able to build students awareness. She used content analysis and Barrett's taxonomy for the analysis. She analyzed nine textbooks which mostly used in schools at Bekasi and East Jakarta randomly. The result of her study is that almost environmental issues that happen today exist in textbooks, but there are also some textbooks which not cover the issues at all. Most of the questions in the reading task are unable to implant students' awareness of such issues based on Barrett's taxonomy because most of the questions are at literal comprehension level. Though some textbooks put

environmental issues, the questions theoretically could not implant students' awareness about what is really happening with the environment based on the taxonomy.

Departing from this point, it is important to study environmental issues in the English textbooks through reading comprehension question. Reading is a powerful activity that covers knowledge, insight and perspective on reader. Reading is also the goal to develop comprehension based on the taxonomy. Comprehension is the process of making sense words, sentences, connected text, requires the reader to make inferences and reading question. McWhorter (1985) stated that "Questions are trying to connect what already know about topic with the new information to be learned, question should ask something that feel if important to know, it also begin with *what*, *why*, or *how* are more useful". The questions are merely comprehension questions but ones that require critical thinking, this is to encourage students to obtain information and think critically (Yusak et,al: 2005). From the explanation above the writer would like to conduct a research to examine environmental issues and thinking levels in reading comprehension questions in English textbooks.

1.2 Research Questions

The statement of the research is conducted into the following questions:

1. What environmental issues are presented in the English textbooks?
2. What level of thinking do those reading comprehension questions involve?

1.3 The Purpose of the Study

The purposes of this study are to investigate:

1. The environmental issues that is presented in English textbooks.
2. Level of thinking in reading comprehension questions that involve.

1.4 Scope of the Study

The scope of this study is reading comprehension questions tasks in senior high school English textbooks of 2013 Curriculum for Grade X, XI, and XII that analyzed by using Barrett's Taxonomy.

1.5 Significance of the Study

This study will help teachers or schools to select appropriate textbooks in conducting teaching and learning activities which include the environmental education as one of the character educations that mentioned in 2013 Curriculum. This study also will contribute to make them aware of the importance of environment problems and encourage the environmental awareness for students.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the environmental issues, environmental awareness, reading comprehension, theory of Barrett's taxonomy, and description of textbooks.

2.1 Environmental Issues

The environment is a combination of physical condition includes a state of natural resources such as soil, water, solar energy, minerals, flora and fauna that grows on land and in the oceans, with institutions that include the creation of human being as a decision on how to use the physical environment. Therefore, environment includes all the conditions, circumstances and influences surrounding and affecting an organism or a group of organisms (Trivedi and Raj, 1992). The common issues of environment today such as pollution, global warming, climate change, flood, etc.

The first issue in environment is pollution. There are three types of pollution: air pollution, water pollution, and soil pollution. Kobasa (2009) defined pollution as "Dirt or waste that enters the air, soil, or water" which is the Earth is greatly distressed by these pollutants. The McGraw-Hill Concise Encyclopedia of Environmental Science stated the definition of the air pollution and water pollution. Air pollution is said to be "The presence in the atmospheric environment of natural and artificial substances that affect human health or well-

being, or the well-being of any other specific organism” (Air Pollution, 2002) and water pollution is stated as “A change in the chemical, physical, biological, and radiological quality of water that is injurious to its existing, intended, or potential uses” (Water Pollution, 2002).

Based on the statement above, air pollution is the presence of one or more physical substance, chemical, or biological in the atmosphere in an amount which are can endanger the health of humans, animals, and plants, disrupting the aesthetics and comfort. Air pollution caused by human activities such as transportation, industry, waste gas factory which produces harmful gases, and electricity generation, and it could be caused by natural sources such as volcanoes, forest fires, etc.

Water pollution is a change of circumstances sector in water reservoirs like lakes, rivers, oceans and groundwater due to human activities. Sources of water pollution include industrial waste, agriculture and households. According to Okrent (1999), soil pollution is defined as the build-up in soils of persistent toxic compounds, chemicals, salts, radioactive materials, or disease causing agents, which have adverse effects on plant growth and animal health. So it basically the circumstances in which man-made chemicals enter and modify the natural soil environment. This contamination usually occurs because of leakage of liquid waste or chemicals, industrial or commercial facilities, and the use of pesticides.

The second issue is global warming. Global warming is the increase of the average temperature in the earth's surface as a result of an increase the amount of greenhouse gas emissions in the atmosphere. Global warming will be followed by

climate change, such as increased rainfall in some parts of the world, causing flooding and erosion. Meanwhile, in the other hemisphere will have a prolonged dry season due to the temperature rise. Venkataramanan and Smitha (2011) define global warming as the increase of the average temperature on Earth. As the Earth is getting hotter, disasters like hurricanes, droughts and floods are getting more frequent. Global warming happens when the concentration of certain gases, known as greenhouse gases, which continue to grow in the air, it is caused by human action, and industrial activity, especially CO₂, and chlorofluorocarbons. The main cause is carbon dioxide, which is generally produced by the use of coal, oil, gas, and deforestation and forest fires.

Effects of global warming based on Venkataramanan and Smitha (2011) are the changes temperature and precipitation patterns that increase the frequency, duration, and intensity of other extreme weather events, such as floods, droughts, heat waves, and tornadoes. Other effects of global warming include higher or lower agricultural yields, further glacial retreat, reduced summer stream flows, and species extinctions. Global warming also creates more than just temperature change; it also increases the chance of some natural disasters. Natural disasters increasing pose a serious threat to humans. Hurricanes, floods, and tornadoes can destroy many homes, and also take lives of many people. The increase of droughts will not destroy homes and societies, but can make some towns that use rivers or lakes a source of water to suffer from dehydration or worse.

The third issue is Climate change. Climate change is not only about the ecological importance. However, it is widespread in food safety, water supply,

public health, weather disturbances such as hurricanes of increasing intensity as well as the threat. In essence, the risks facing mankind rose sharply. According to Department of Ecology State of Washington, climate is usually defined as the "average weather" in a place. It includes patterns of temperature, precipitation (rain or snow), humidity, wind and seasons.

Climate patterns play a fundamental role in shaping natural ecosystems, and the human economies and cultures that depend on them. The primary cause of climate change is the burning of fossil fuels, such as oil and coal, which emits greenhouse gases into the atmosphere, primarily carbon dioxide. Other human activities, such as agriculture and deforestation, also contribute to the proliferation of greenhouse gases that cause climate change. Rising levels of carbon dioxide and other heat-trapping gases in the atmosphere have warmed the Earth and are causing wide-ranging impacts, including rising sea levels; melting snow and ice; more extreme heat events, fires and drought; and more extreme storms, rainfall and floods.

2.2.1 Environmental Awareness

Environmental awareness concern to the awareness of the importance of the environment in supporting the quality of life and it is needed for the creation of a harmonious environment and sustainable through positive actions. Environmental awareness is directly linked to environmental knowledge, attitudes, and actions (Menze, 2010) or to knowledge, which can have an effect on students' attitudes (Dimopoulos, Paraskevopoulos, & Pantis, 2009).

Environmental awareness can be built through the education process. Nkwetisama (2011) says that environmental education deals with various areas where human activity has a harmful effect and defines environmental education “as concerted efforts conscientiously organized to teach or draw the attention of human beings about how natural environments function and how these human beings can manage and protect them.” He proposes a long list of environmental issues as possible topics of study, including global warming, greenhouse gas, ozone depletion, species extinction, deforestation, and more.

2.2.2 The Environment and Language Education

Environmental education is necessary for the EFL/ESL instructor because according to Babcook (1993), successful language learning equally involves a successful combination of the micro and macro skills acquired into appropriate expressions of communication; and, environmental issues are rich subject matters of communication. For language teachers, trends towards socially responsible education motivate students “to use global issues as a context to develop language and social skills” (Gürsoy and Sağlam 2011, 47). Hauschild, Poltavtchenko, and Stoller (2012), show that connecting environmental concerns with language instruction (1) increases students’ interest in significant current issues, (2) educates them on how to make the planet healthier, and (3) offers real contexts for language learning and authentic interaction.

According to Tang (2009), the aim of incorporating environmental education into the EFL/ESL classroom is, to raise students’ awareness of global

environmental crises. Teaching English as a second or foreign language can emphasize the language skills and environmental issues in the school context in order to raise awareness about global issues like environmental degradation. Environmental awareness activities could include the following tasks that are adapted from Jacobs and Cates (1999): writing letters to governments, organizations, and companies; growing trees and other plants; reducing use of paper, energy, and plastic containers; reusing materials such as glass jars and bottles; recycling materials and buying recycled materials such as recycled paper; educating others and taking part in campaigns to persuade others to participate in environmentally friendly actions; raising funds for environmental causes; and boycotting environmentally unfriendly products, such as those made from endangered species, avoiding the consumption of endangered animal species like the apes and other primates and instead buying environmentally friendly products, like refrigerators that do not use ozone-depleting chemicals.

Based on the explanation above, English language learning is close related to environmental awareness. Teacher plays an important role to make students realize and doing actions to keep the environment and this planet healthy. Students should know how important their environment through their lesson in the classroom.

2.2 Reading Comprehension

Reading is an activity to get information. Reading responds to every expression of the author so able to understand the reading material well. Reading

is also an act carried out by the cooperation of several skills, namely observing, understanding, and thinking. According to Giles (1987) reading is an extension of thinking, perceiving behavior. Giles also states reading is not a passive act of receiving meaning. So that the reading is not enough just to understand what is contained in the written word, reading can also be considered as a process of understanding something that is implied. It means understanding the ideas contained in the written word. The relationship between the meaning to be conveyed writers and readers interpretation will determine the accuracy of the reader.

Grabe (1991) argues “Reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for example, guess from the context, define expectations, make inferences about the text, skim ahead to fill in the context, etc”. It can be conclude that reading is one of the essential skills for students in learning English because it can train students' understanding of the English language and increase vocabulary mastery. Through reading, students can use the information in the text, to understand the sentence, utterances, evaluate ideas, and apply the ideas to the actual situation. Therefore, students should know and understand what they read. If they do not know what they read, they will not get the point.

Reading comprehension is a main pillar in the activity of reading in which readers build understanding of a text. It combines logical thinking which is owned by a collection of letters, words and sentences in the text. Grellet (1981) defines reading comprehension as “Understanding a written text means extracting the

required information from it as efficiently as possible". Comprehension is the process of making sense words, sentences, connected text, requires the reader to make inferences and reading questions. Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. According to Olson and Diller (1982:42), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. It could be points out that comprehension is more than a matter of reading the words. It needs to involve the reader in actively making decisions, solving problems, and using background knowledge in an attempt to make sense of the passage.

Questioning is the fundamental part of every lesson. In reading, questions establish a basis for identifying and clarifying a reader's purpose; this influences the method of reading, degree of comprehension, reading rate, and the skills employed. The questions are important to help students to see the relationship among ideas, new information to their background of experience and lead to modifying their schemata (Gunning, 1992). Questioning is one of the best ways to promote student's understanding of a text. Questions trigger students to think from various perspectives of a text. Asking questions helps students to understand the text read better. Giving question to the students after they have completed reading a portion of story or text can also help them review and reinforce concepts and ideas, and can aid them in remembering significant thoughts and facts dealt

with in a reading selection. Alexander (1988) said that post reading questions play an important part on learning. Questions are very important in the development of concepts. Questions help students to progress from one cognitive level to another by means of a variety of carefully planned questions, pupils can be helped to draw upon existing knowledge and understanding in order to develop new ideas and formulate conclusion.

2.2.1 Barrett's Taxonomy

Barrett's taxonomy is a taxonomy made by Thomas C. Barrett in 1968. Barretts' Taxonomy is a useful guide for constructing questions on a variety of levels as well as for judging questions that have already been created. It can be used to evaluate students' comprehension of text. As stated by Blair, Helman and Rupley (1981), Barrett's taxonomy is representative of a comprehension taxonomy that can be used when developing instructional activities, identifying questions and specifying reading comprehension instruction. In addition, the Barrett's Taxonomy (Clymer, 1968), designed originally to assist classroom teachers in developing comprehension questions and/or test questions for reading, is especially useful for classroom questioning in other content areas as well. From Bloom's taxonomy, Barrett developed a simplified taxonomy specifically for reading comprehension.

According to Barrett's taxonomy, reading comprehension takes place at five different levels, such as literal comprehension, reorganization, inferential comprehension, evaluation and association, each levels requiring different reading

skills (Barrett, 1972). Five levels in the Barrett's Taxonomy of reading comprehension (Salina as cited in <http://www.slideshare.net>) are: Literal comprehension, Reorganization, Inferential comprehension, Evaluation and Appreciation. Barrett classification system was influenced by Bloom. The table below shows the five major categories in this taxonomy.

Table 2.1 Barrett's Classification System, by Levels and Operations

Level	Operation for Learning Outcomes
Literal recognition or recall	Requires locating or identifying explicit information or situation; illustrated by recognizing or recalling details and main ideas, sequencing, comparing, examining cause/effect relationships and character traits.
Reorganization	Requires classifying, outlining, synthesizing, and/or organizing ideas.
Inference	Requires thinking and imagination beyond the printed page; illustrated by inferring supporting details and main idea, sequencing, comparing, examining cause-effect relationships and character traits, predicting outcomes, focusing on figurative language.
Evaluation	Requires determining the truthfulness of text; illustrated by judgment of reality or fantasy, fact or opinion, adequacy or validity, appropriateness, desirability or acceptability.
Appreciation	Involves increasing sensitivity to various types of literary genres; illustrated by emotional response to plot or theme, identification with characters and incidents, reactions to the author's use of language, response to generating images.

First, literal comprehension level entailing *recognition* and *recall* of ideas and information explicitly stated in the reading selection. It focuses on ideas and information which are explicitly stated in the selection. Recognition requires the student to locate or identify ideas or information explicitly stated in the reading

selection itself or in exercises which use the explicit ideas and information presented in the reading selection. Recognition tasks are: recognition of details, recognition of main ideas, recognition of a sequence, recognition of comparison, recognition of cause and effect relationships, and recognition of character traits. Recall requires the student to produce from memory ideas and information explicitly stated in the reading selection. Recall tasks have the same categories as recognition tasks.

Second, reorganization requires the student to analyze, synthesize, and/ or organize ideas or information explicitly stated in the selection. Third, inferential comprehension means ideas and information which explicitly stated are used as the basis for making intelligent guesses/hypotheses. Fourth, evaluation is requiring responses indicating that an evaluative judgment has been made. Fifth, appreciation is involving all the above cognitive dimensions of reading, and requiring to be aesthetically and emotionally, (affectively) sensitive to the ideas and information in the reading selection.

This study uses Barrett's taxonomy because of there is the close relationship between thinking and reading text in which it is followed by some questions to check whether the text has been comprehended or not. Considering that reading is a process of getting meaning from printed materials or texts and its relation to thinking process as a comprehension, Barrett's taxonomy has more detail taxonomy of reading comprehension. In this case, using Barrett's taxonomy to see texts or materials related to environmental issues could encourage students'

knowledge and implant environmental awareness through reading comprehension. Barrett's taxonomy is use to analyze the reading comprehension questions.

2.3 Textbook

Textbooks are material books in the particular field of study, which is the standard book, compiled by experts in that field for the purposes and instructional objectives, which is equipped with a means of teaching harmoniously and easily understood by the users in schools and colleges to support the teaching program. "A book giving instruction in a subject used especially in schools" (Crowther, 1995). The use of textbooks is based on learning objectives refer to the curriculum. Permendiknas No. 2 of 2008 explains that "*buku teks adalah buku acuan wajib untuk digunakan di sekolah yang memuat materi pembelajaran dalam rangka peningkatan keimanan dan ketakwaan, budi pekerti, dan kepribadian, kemampuan penguasaan ilmu pengetahuan dan teknologi, kepekaan dan kemampuan estetis, serta potensi fisik dan kesehatan yang disusun berdasarkan standar nasional pendidikan*".

Based on this, a textbook is a standard book compiled by experts in the field, can be equipped with learning tools (such as tape) and used to support the learning program. The source and creator of textbooks can be derived from a wide range. The essence of textbooks is to provide information and materials to learners through the written material. The textbook contains subject matter with relevant information in a thorough and complete, so the use of textbooks can be used side by side and without a source of learning, or other learning media. "Textbooks are

a central part of any educational system. They help to define the curriculum and can either significantly help or hinder the teacher” (Altbach: 1991). Based on these opinions, it is known that the textbook is a major part of some of the educational system that helps to explain what is in the curriculum and can become obvious aid to educators in implementing learning. According to Johnsen (1993), a textbook is a book whose purpose is for ‘instructional use’. This may be important because instructional use is a broader term than that which pertains to school and universities.

2.3.1 The Function of Textbook

There are some functions of textbook: as reference material by learners, as an evaluation, as an educator tools in implementing the curriculum, as one of the determinants of teaching methods or techniques that will be used by educators, and as a medium for career advancement. It also stated that the function of textbooks is to “... tell children what their elders want them to know” (Fitzgerald: 1979). According to Greene and Petty (1971), there are some functions and roles of textbook:

1. A textbook should reflect a modern perspective on the presentation of teaching materials.
2. A textbook must provide the source material is well organized, varied, according to the needs of students, systematic, and rich of subject matter.
3. The material of textbook should present a well organized and staged on expressional skills that brought major problems in communication.

4. A textbook should present teaching methods and tools that meet certain criteria.
5. A textbook must provide in-depth materials to help the students perform practical exercises and assignments.
6. Beside as a source of book, it is as well as a source of evaluation and remedial suitable also appropriate in teaching and learning processes.

It can be concluded that the functions of textbooks is a developer tool materials and courses in educational curriculum that is used as material references for learners and evaluation.

2.4 Theoretical Framework

This study focus on the environmental issues in textbooks that could implants students' awareness towards environmental. This study used senior high school English textbooks 2013 Curriculum for Grade X, XI, and XII. The data was taken from reading comprehension questions that related to the environmental issues in English textbooks. The reading comprehension questions were analyzed based on Barrett's taxonomy to evaluate comprehension of text that related to environmental.

There are five levels in the Barrett's Taxonomy of reading comprehension: Literal comprehension, Reorganization, Inferential comprehension, Evaluation and Appreciation. Literal comprehension requires locating or identifying explicit information or situation. Reorganization requires classifying, outlining, synthesizing, and organizing ideas. Inferential comprehension requires thinking

and imagination beyond the printed page. Evaluation requires determining the truthfulness of text. Appreciation involves increasing sensitivity to various types of literary genres.

CHAPTER III

METHODOLOGY

This chapter discusses details the methodology of the research used in this study. It is divided into several sub chapters. They are research design, data and data sources, instrument of study, data collecting procedure and data analysis procedure.

3.1 Research Design

This study is a qualitative research which uses content analysis as a method of the study. Content analysis is a standard methodology in the social science for studying the content of recorded human communication such as textbooks, websites, paintings, and laws. Krippendorf (2013) defines the content analysis as a technique for making replicable and valid inferences from texts or other meaningful matter to the context of their use. It means content analysis is a research tool used to determine concepts within texts or set sets of texts. The goal of content analysis is “to provide knowledge and understanding of the phenomenon under study” (Downe-Wamboldt: 1992).

Qualitative content analysis is one of numerous research methods used to analyze text data. Baxter (1991) noted that qualitative content analysis can involve any kind of analysis where communication content (speech, written text, interviews, or even images) is categorized and classified. This study is a qualitative study because it deals with texts and textbooks. Qualitative research is

an approach for exploring and understanding the meaning individuals or groups ascribe to social or human problem (Cresswell, 2012). Qualitative research design is used in this study in order to describe the environmental issues in several textbooks.

3.2 Data and Data Source

In this study, the data are the topics and reading comprehension questions that related to environmental issues. The source of data is the English textbook for senior high school of 2013 Curriculum for Grade X, XI, and XII. It is published by the Ministry of Education and Culture of 2006 (Kementerian Pendidikan dan Kebudayaan). These are the description of textbooks:

Table 3.1 The Description of Textbooks Used in the Study

Code	Textbooks	Chapters on the Textbooks
A	Bahasa Inggris Kelas X Semester 1	9
B	Bahasa Inggris Kelas X Semester 2	9
C	Bahasa Inggris Kelas XI Semester 1	5
D	Bahasa Inggris Kelas XI Semester 2	6
E	Bahasa Inggris Kelas XII	16

3.3 Instrument of the Study

In order to obtain the data, the instrument used in this study was Barrett's taxonomy. It has five levels of comprehension: Literal comprehension, Reorganization, Inferential comprehension, Evaluation, and Appreciation. Literal comprehension has six sublevels; recognizing or recalling details and main ideas, sequencing, comparing, examining cause/effect relationships, and character traits.

The sublevels of reorganization are analyzing, synthesizing and organizing information that has been stated explicitly. Inferential comprehensions sublevels are; inferring supporting details and main idea, sequencing, comparing, examining cause-effect relationships and character traits, predicting outcomes, focusing on figurative language.

The sublevels of evaluation are; judgment of reality or fantasy, fact or opinion, adequacy or validity, appropriateness, desirability or acceptability. Appreciation as the highest level in comprehension has four sublevels; emotional response to plot or theme, identification with characters and incidents, reactions to the author's use of language, and response to generating images.

3.4 Data Collecting Procedure

There are three steps in collecting data from data analysis:

1. Collecting the English textbooks 2013 Curriculum for senior high school for Grade X, XI, and XII.
2. Identifying the chapters, activities, and tasks that contain the environmental issues.
3. Classifying reading comprehension questions into the category levels of Barrett's taxonomy: Literal comprehension, Reorganization, Inferential comprehension, Evaluation, and Appreciation.

3.5 Data Analysis Procedure

The data were analyzed by doing data analysis procedures:

1. The five senior high school English textbooks were selected and reading comprehension questions had been collected.
2. The reading comprehension questions were inserted into the taxonomy table.

Textbook	Chapter	Questions	Level of Barrett's Taxonomy				
			1	2	3	4	5

3. Each question was categorized based on the level of comprehension of Barrett s taxonomy.
4. The frequencies of the questions in each level in each textbook were calculated in the form of percentage through pie chart.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussion for environmental issues involved in English textbooks and the analysis of reading comprehension questions.

4.1 Findings

Based on the data gathered, the writer analyzed it to answer the research questions. The research questions are “What environmental issues are presented in the English textbooks?” and “What level of thinking do those reading comprehension questions involve?”

4.1.1 Findings of Environmental Issues

The analysis of environmental issues presented in the senior high school English Textbooks reveals that there are six environmental issues: waste management, nature conservation, climate change, global warming, wildlife conservation, and environmental and social balance. The table presented the environmental issues discussed in the textbooks.

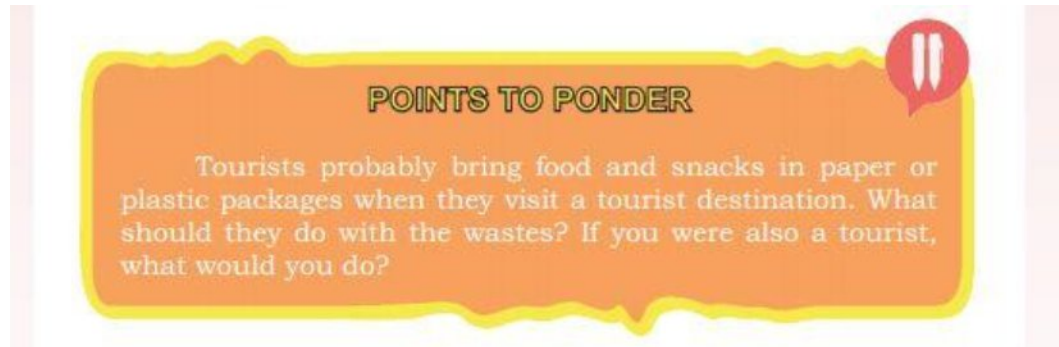
Table 4.1 The Findings of Environmental Issues in the Textbooks

No.	Textbook	Chapters	The Environmental Issues
1.	A	Chapter 6 “Visiting Ecotourism Destination” Chapter 7 “Visiting Niagara Falls”	1. Waste Management 2. Nature Conservation

2.	B	-	-
3.	C	-	-
4.	D	Chapter 7 “Natural Disaster” Chapter 11 “Man Made Disaster”	1. Wildlife Conservation 2. Climate Change 3. Global Warming
5.	E	Chapter 3 “Have a Look at Life Underwater” Chapter 7 “Read the Nature” Chapter 10 “What Can We Learn from Baduy People” Chapter 13 “It’s Garbage in Art Works Out” Chapter 16 “Let’s Make a Better World for All”	1. Climate Change 2. Nature Conservation 3. Wildlife Conservation 4. Waste Management 5. Environmental and Social Balance

English Textbook for Grade X. These textbooks consist of 18 chapters from semester 1 and semester 2 books. There are only two chapters that cover environmental issues which is it is about the natural environmental topics. Both chapters are in the textbook for semester 1, they were Chapter 6 and Chapter 7. In the Chapter 6, there is the discussion about “Visiting Ecotourism Destination”. The environmental issue in this chapter is waste management. In the Chapter 7, it discuss about “Visiting Niagara Falls”. The environmental issue in this chapter is about nature conservation.

Figure 4.1 Problem-solving activity about waste management



English Textbook for Grade XI. Analysis on the textbooks show that the textbook for semester 2 that contains environmental topics. These books contain 11 chapters, and only two chapters that discuss about environmental issues which are natural disasters in Chapter 7 and man-made disasters in Chapter 11. In Chapter 7, the natural disasters discussed include earthquake, flood, tsunami, and endangered species. In chapter 11, the man-made disasters include global warming and pollution, as well as some social disasters such as smoking and drug abuse.

Figure 4.2 Discussion about global warming in the textbook.



English Textbook for Grade XII. Analysis on the textbook shows more proportion of the environmental topics in comparison with other books. From 16 topics presented in the textbook, it was found that 5 of the topics are related to the environment awareness topics. First, Chapter 3 “Have a Look at Life Underwater” presents the knowledge of the underwater ecosystem. The second is Chapter 7 “Read the Nature” that gives knowledge about the natural disaster, the cause and the danger. Third, Chapter 10 “What Can We Learn from Baduy People” gives the knowledge of the ingenious people and the nature surrounding them. Fourth, Chapter 13 “It’s Garbage in Art Works Out” is about the environmental crisis that happen nowadays. The last is Chapter 16 “Let’s Make a Better World for All” that asks the students to be more aware of the nature and to be self-responsible in every action.

Figure 4.3 Discussion about waste management in the textbook

Petrus Riski

February 25, 2014 1:44 PM

SURABAYA, INDONESIA—Indonesia has opened a regional recycling conference aimed at increasing awareness of waste management for economic and environmental benefits.

The Fifth Regional 3R Forum in Asia and the Pacific, which opened in Surabaya Tuesday, is being attended by 300 participants from nearly 40 Asia and Pacific countries.

4.2 Discussion

To address the research question, the discussion focuses on two research questions. The first research question considered the kinds of environmental issues present in the textbooks. Based on the sample used in this study, there are some environmental issues are provided in the textbooks. There are six environmental issues: waste management, nature conservation, climate change, global warming, wildlife conservation, and environmental and social balance. The second research question asked what levels of thinking the reading comprehension questions involve environmental issues.

This study has the opposite result with previous study conducted by Vinia Parulian “Environmental Issues in English Textbooks” which is most questions in reading tasks are at literal comprehension level. Based on her study, the level literal comprehension is unable to implant student’s awareness of environmental issues that exist in the textbooks. Otherwise, in this study the textbooks of Curriculum 2013 for senior high school have all levels of thinking that involve environmental issues.

4.2.1 English Textbooks for Grade X

There are eighteen chapters in these whole textbooks from first and second semester. Environmental issues that are presented only from two chapters of the textbooks, there are Waste Management and Nature Conservation. The topic of Chapter 6 is about ecotourism “Visiting Ecotourism Destination”. One of the objectives of this chapter is for increasing student’s awareness and responsibility

of ecotourism objects. In the reading section, the questions are about problem solving activity about what to do with the wastes that the tourists probably bring when visiting tourism destinations. “*What should they do with the waste?*” “*If you were also a tourist, what would you do?*” The students have to think more and answer them by their knowledge. These questions are evaluation because it requires responses by students which indicate that an evaluative judgment has been made. By having this kind of activity, the students would be encouraged to not litter. There are also some questions related to the topic but only focus on the text that explain about ecotourism destination and not related to the environmental issue.

The topic on Chapter 7 is about tourism spot “Visiting Niagara Falls”. It has the same objective with Chapter 6, which is to improve student’s awareness of tourism spots. There is a text that describing about Niagara Falls. It provides a question to ponder about the benefits of the magnificent waterfalls that God has created. This kind of question is also inferential comprehension because it required providing the general significance, which is not explicitly stated in the selection.

The total of questions from the two chapters that related to the environmental issues is four questions; two inferential comprehension questions, and two evaluation questions. The percentage could be seen in the chart below:

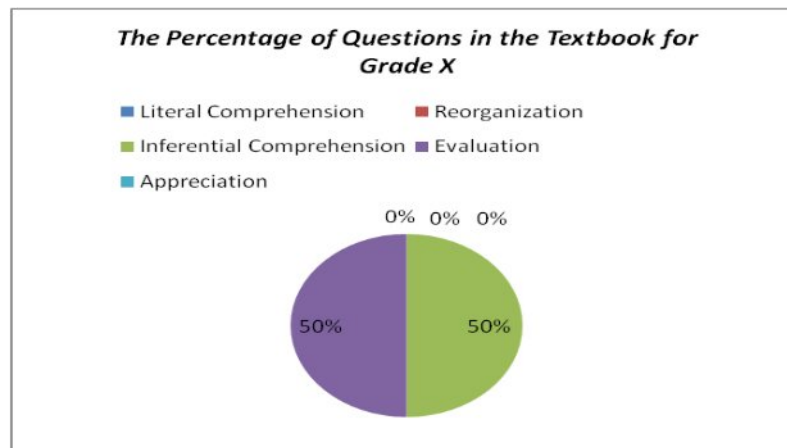


Figure 4. The Percentage of Questions in the Textbook for Grade X

The levels of thinking of comprehension in these textbooks are inferential comprehension and evaluation.

4.2.2 English Textbooks for Grade XI

In these textbooks, there are eleven chapters from first and second semester. The semester 1 textbook is not analyzed because it does not contain any environmental issues. The environmental issues that exist in the two chapters of the textbook are Wildlife Conservation, Climate Change, and Global Warming. In Chapter 7, the topic is about natural disaster. The natural disasters discussed include earthquake, tsunami, and endangered species. Topics such as flood and endangered species in this chapter could be employed to encourage students to reflect on human activities that may jeopardize the environment and the balance of nature. The questions of reading comprehension in this chapter basically are about natural disaster, but some of them could be involved in environmental awareness issues since the natural disaster also one of the impact of

global warming. There is one question which is students have to categorize the most horrifying natural disaster. “*Which of the following natural disasters do you think is the most horrifying: earthquake, tsunamis, thunderstorms, or floods? Why?*” This question is reorganization because it required placing things or events into categories.

Students also asked to give the example of man-made disaster which this activity is literal comprehension question because students only focuses on recalling the example of man-made disaster. The next question might give more students go beyond the text. It provides students to think and imagine what they have to do if they were become volunteer to help after a natural disaster. “*If you could volunteer to help after a natural disaster, what would you do?*” This kind of question is inferential comprehension because it requires thinking and imagination beyond the printed page. The next question provides students to responses that indicate whether the world should be more concerned about natural disasters or man-made disasters. “*Do you think the world should be more concerned about natural disasters or man-made disasters?*” This is evaluation question which indicate an evaluative judgment. For classifying certain vocabularies that related to environmental issues, students are asked to do fill in the blanks activity for words given in the box. This activity is reorganization. Then students were asked to give their idea about what the government should do to protect endangered species. The question is evaluation because it requires evaluative thinking which students have to make the judgment based on their opinion.

In chapter 11, the topic is about the man-made disasters contained which is include global warming and pollution, as well as some social disasters such as smoking and drug abuse. At first, students are asked about what comes to their mind when they think about global warming. *“What comes to your mind when you think about global warming?”* So this is basically inferential question because the students may infer the main idea about global warming and predicting the outcomes. Then students are suppose to give their judgment and the reason which is about whether global warming an imminent world threat or not. This question is evaluation question. *“What action is the Indonesian government taking to address the issue of global warming?”* Identifying the action that the Indonesian government taking to address the issue of global warming is literal comprehension question because it requires the students to identify or locate the ideas explicitly stated in the reading text. To give the idea about what students might to take actions to address the issue of global warming is inferential comprehension. *“What actions are you taking to address the issue of global warming?”* It is because this question requires students thinking beyond the text. Giving the answer about the effects of climate change on the nature and society is literal comprehension question. This question requires students to produce from memory ideas and information explicitly stated in the reading text.

There are questions that require students to give their evaluative judgment about whether humans are responsible for causing the world climate change, whether educating masses on the issue of global warming will help reduce it, and also whether global warming will bring next ice age. *“Do you think humans are*

responsible for causing the world climate change?” “Do you think educating masses on the issue of global warming will help reduce it?” “Do you think global warming will bring next ice age?” These are evaluation questions. Then to give the idea what students do in their daily life that would increase global warming is inferential comprehension question because it demonstrated by students personal experiences as a basis for hypotheses. The question about how global warming reaches such an extent without us noticing it sooner is also literal comprehension question.

The total of questions from the two chapters that related to the environmental issues is sixteen questions; four literal comprehension questions, two reorganization question, four inferential comprehension questions, and six evaluation questions. The percentage could be seen in the chart below:

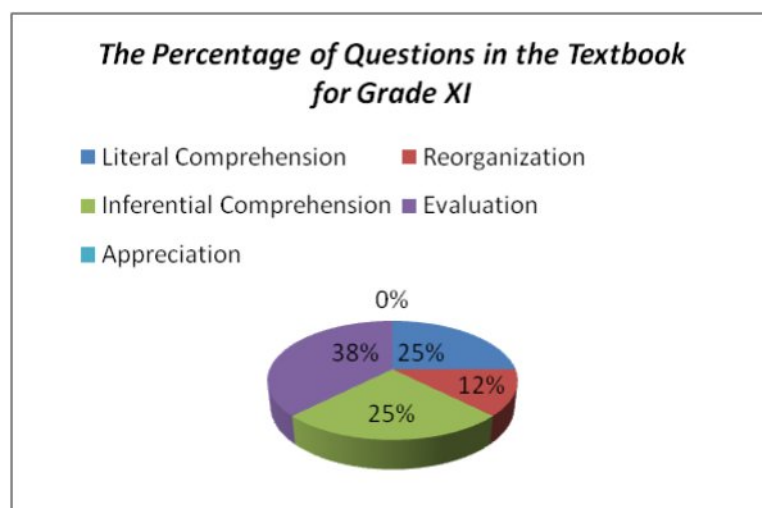


Figure 5. The Percentage of Questions in the Textbooks for Grade XI

The level of questions is from literal comprehension until the evaluation questions. In fact, even there is no appreciation question, the biggest percentage is

evaluation questions. The textbooks and the reading comprehension questions are support the environmental issues.

4.2.3 English Textbook for Grade XII

This textbook has sixteen chapters and it was found that five of the topics are related to the environment awareness topics. Environmental issues that are presented in this textbook are Climate Change, Nature Conservation, Wildlife Conservation, Waste Management, and Environmental and Social Balance. First, Chapter 3 presents the knowledge of the underwater ecosystem. Such discussion could facilitate students to be more aware about things that can endanger the environment, especially water environment, and the importance of the ecosystem. Some reading comprehension questions asked students to mention or identifying plants and/or animals live underwater and how they live. These are literal comprehension questions because it focuses on ideas and information which are explicitly stated in the reading section. *“How is the condition of the ocean in the area that you know?”* To get explaining the condition of the ocean in the area that students might know, this kind of question is inferential question. For classifying certain vocabularies that related to environmental issues, students are asked to do complete the sentence using the words from the box. This activity is reorganization.

Second is Chapter 7, the topic is general knowledge about the natural disaster, the cause and the danger. The discussion is about the signs of natural phenomena; some topics discussed are also the results of global warming, such as

tornado. In this chapter, there are a text about tornado which is actually tornado is also one of the impact of global warming and climate change. There are only several questions that related to environmental issues. The questions are about what the natural phenomenon is, what usually precedes a tornado, and what usually accompanies a tornado. “*What is the natural phenomenon?*” These kinds of questions are literal comprehension which focuses on information that is explicitly stated in the reading selection.

Third is Chapter 10. This topic is about the nature of Baduy people. This chapter presents the knowledge of the ingenious people and the nature surrounding them which talks about how Baduy People in Banten, West Java, tries to preserve its traditional culture, which is also closely related to preserving the natural environment in their surroundings. The reading comprehension questions that related to the environmental issues in the case of Baduy People are students were asked about what the traditional community referred to in paragraph one is, what the characteristics of this traditional community are, and what the text is about. “*What are the characteristics of this traditional community?*” “*What is the text about?*” These questions are inferential comprehension because the students are required to provide the main idea, general significance, or moral which is not explicitly stated in the selection. The question about what ethnic group of people defined in the text is literal comprehension. Answering to the three ecological regions and features do people of ethnic group have is kind of reorganization questions.

The fourth topic is Chapter 13. In this chapter, students are asked to reflect about to the environmental crisis happening in the present culture and are given the lecture about how to be environmentally friendly towards the nature. The comprehension questions in this chapter are based on the radio news report. Students were asked about the common waste that their produce, what does Irby (people on the news) do with her newspaper plastic bag, and how did she come out with the idea of turning the plastic bags into artwork. *“What is the common waste that you produce?” “What does Irby do with her newspaper plastic bag?” “How did she come out with the idea of turning the plastic bags into artwork?”* These are inferential comprehension questions. For some questions might get students to response based on their judgment and opinion about changing plastic waste into valuable things, which is this is evaluation questions. There is also one question that involves students emotional and aesthetic about how can they express gratefulness if they have the ideal environment. *“If your environment around you is ideal, how can you express gratefulness?”* This is called appreciation question. The rest of comprehension questions that related to environmental in this chapter are literal comprehension and evaluation questions.

The last topic is Chapter 16. This chapter asks the students to be more aware of the nature and to be self-responsible in every action. This is the last chapter in the last book from the English textbook for senior high school and it is ended with a theme promoting everyone’s involvement to contribute in creating a better world for all beings in our planet earth. This chapter encourages students to care about their surroundings and to be more environmentally aware in whatever

they do. *“Identify problems in your surroundings!”* Students were asked to identify problems in their surroundings. This question is evaluation.

The total of questions from the five chapters that related to the environmental issues is twenty-eight questions; ten literal comprehension questions, three reorganization questions, nine inferential comprehension questions, five evaluation questions, and one appreciation question. The percentage could be seen in the chart below:

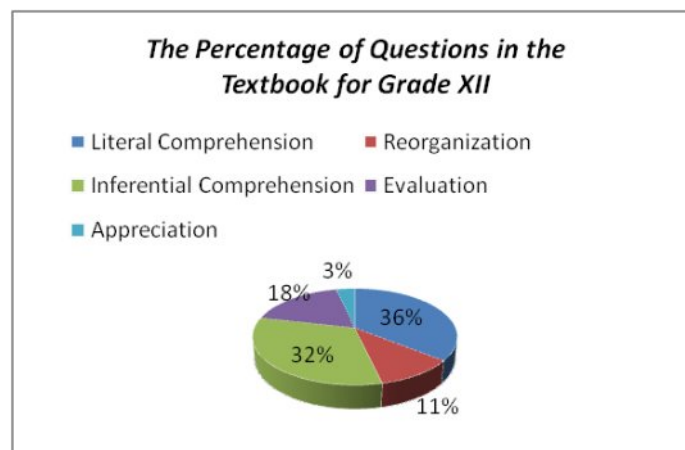


Figure. 6 The Percentage of Questions in the Textbook for Grade XII

This textbook has all of the level of taxonomy from literal comprehension until appreciation. Even the percentage of appreciation level does not high, this textbook still can give students enough to understand and evaluate the issues of environmental. The students could learn and have the way they think about environmental that has been attached to this textbook, so they can give the problem-solving about environment in real live.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter discusses the conclusion of the whole study and suggestion based on the study.

5.1 Conclusion

Textbooks are believed to provide the information that students' need which is the textbooks as the key components language teaching program. As stated in Curriculum 2013 about character education which is environmental awareness is one of those characters that should be taught at schools. Nowadays, the content of textbooks has been improved better based on students need. Thus, the environmental issues in textbooks are common thing as shown in this study.

Five textbooks were analyzed in this study. In the textbooks for senior high school of Curriculum 2013, there are some environmental issues presented. The issues are waste management, nature conservation, wildlife conservation, climate change, global warming, and environmental and social balance. The textbook for Grade X still has low percentage of reading comprehension questions involve environmental issues, but there are also several questions that could help students to understand and evaluate the environmental issues presented in textbooks. The textbooks for Grade XI have bigger proportion of comprehension questions. It requires students' thinking and imagination beyond the text on the book, and it could help students to give judgment of the reality, fact or opinion.

For English textbook for Grade XII has more questions that include all level of Barrett's taxonomy of reading comprehension questions. The levels are: literal comprehension, reorganization, inferential comprehension, evaluation, and appreciation. Even for the appreciation level are still rare in the textbooks, but at least it was presented in the textbooks.

As the conclusion, these textbooks of Curriculum 2013 for senior high school have all levels of thinking that involve environmental issues. As the English textbooks for students of higher level, these books are expected to give high thinking level of reading comprehension questions involve environmental issues.

5.2 Recommendation

It is suggested that there is further study related to environmental study in the textbooks and/or other character education in the textbooks. This study focuses on the reading comprehension questions by Barrett's taxonomy. The recommendation for English Department students, who would become a teacher to choose the textbooks that contain the environmental issues appropriately. As an educator to educate students not only the knowledge of language but also the knowledge of our environment so people could keep the ideal environment.

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APPENDICES

Appendix 1

Table of Reading Comprehension Questions in the Textbooks

Level of Barrett's Taxonomy:

1 = Literal Comprehension

2 = Reorganization

3 = Inferential Comprehension

4 = Evaluation

5 = Appreciation

Textbook	Chapter	Questions	Level of Barrett's Taxonomy				
			1	2	3	4	5
Bahasa Inggris Kelas X Semester 1	Chapter 6 "Visiting Ecotourism Destination"	Can you guess what ecotourism is?			√		
		If you were also a tourist, what would you do?				√	
		What should they do with the waste?				√	
	Chapter 7 "Visiting Niagara Falls"	What benefits people can get from the magnificent waterfalls that God has created?			√		
Bahasa Inggris Kelas XI Semester 2	Chapter 7 "Natural Disaster"	Which of the following natural disasters do you think is the most horrifying: earthquake, tsunamis, thunderstorms, or floods? Why?		√			
		Can you state an example of man-made disaster?	√				
		If you could volunteer to help after a natural disaster, what would you do?			√		
		Do you think the world should be more concerned about natural disasters or man-made disasters? Discuss and give reasons to support your answer.				√	
		Fill in the blanks with the words given in the box:		√			

		What do you think the government should do to protect endangered species?				√	
	Chapter 11 “Man Made Disaster”	What comes to your mind when you think about global warming?			√		
		Is global warming an imminent world threat? If yes, why? If no, why not?				√	
		What action is the Indonesian government taking to address the issue of global warming?	√				
		What actions are you taking to address the issue of global warming?			√		
		What are the effects of climate change on the nature and society?	√				
		Do you think humans are responsible for causing the world climate change?				√	
		What do you do in your daily life that would increase global warming?			√		
		Do you think educating masses on the issue of global warming will help reduce it?				√	
		How did global warming reach such an extent without us noticing it sooner?	√				
		Do you think global warming will bring next ice age?				√	
Bahasa Inggris Kelas XII	Chapter 3 “Have a Look at Life Underwater”	What plants and/or animals live underwater?	√				
		How do they live?	√				
		How is the condition of the ocean in the area that you know?			√		

		Complete the sentence using the words from the box...		√					
	Chapter 7 “Read the Nature”	What is the natural phenomenon?	√						
		What usually precedes a tornado?	√						
		What usually accompanies a tornado?	√						
	Chapter 10 “What Can We Learn from Baduy People”	What is the traditional community referred to in paragraph one?				√			
		What are the characteristics of this traditional community?				√			
		What is the text about?				√			
		What are the three ecological regions?		√					
		What is the ethnic group of people defined in the text?	√						
		What features do they have?		√					
	Chapter 13 “It’s Garbage in Art Works Out”	What is the common waste that you produce?				√			
		What does Irby do with her newspaper plastic bag?				√			
		How did she come out with the idea of turning the plastic bags into artwork?				√			
		Is the news important? Why do you think so?					√		
Is it very common to change plastic waste into valuable things? Why do you think so?						√			
Do you think that Irby’s work is significant? Why do you think so?						√			
How can Irby’s idea and works contribute to the betterment of their environment?					√				
If your environment around you is ideal, how can you								√	

	express gratefulness?					
	Has Indonesia implemented the three Rs so far?	√				
	What did Rismaharini believe to be the best municipal waste management?	√				
	What made the mayor very convinced about her waste management?	√				
	How did the mayor educate students to live a zero waste life?	√				
	What do you think about the mayor's concept on municipal waste management?				√	
Chapter 16 "Let's Make a Better World for All"	Identify problems in your surroundings.				√	
	What questions can you ask? Whether your school environment is healthy.			√		

Appendix 2

BAHASA INGGRIS KELAS X

Chapter 6

Visiting Ecotourism Destination



Suvenir Ekowisata Kemahasiswaan
Peta Laman 6.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 6, siswa diharapkan mampu:

1. Menunjukkan kemampuan belajar bahasa Inggris terkait teks deskriptif sederhana tentang tempat wisata.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata.
4. Menemukan makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang tempat wisata.
5. Menyunting teks deskriptif tulis tentang tempat wisata.
6. Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata.

D

READING

Task 1:

Now, read the text carefully. What do you think about the place described below?

TANJUNG PUTING NATIONAL PARK

One of the internationally famous ecotourism destinations in Indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan peninsula. Tanjung Puting National Park offers



Source: <http://www.tanjungputing.com>
Picture 4.2

impressive experience to its visitors. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most incredible animals in the world: orang utans and proboscis monkeys! The male proboscis monkeys are interesting because they have enormous snout. So, imagine yourself to be in the jungle and meet these special animals in their original habitat. What will you do when you meet them?

To see orang utans we should go to Camp Leaky. Camp Leaky is located in the heart of Tanjung Puting National Park. This is a rehabilitation place for ex-captive orang utans and also a preservation site. This camp was established by Birute Galdikas, an important scientist who has studied orang utans since 1971.

To reach the place, we should take a boat down Selongay river. The boat is popularly called *perahu klotok* which is a beathouse that can accommodate four people. The trip by the boat to Camp Leaky takes three days and two nights.

The traveling in the boat offers another unforgettable experience. You sleep, cook, and eat in that *klotok*, night and day during your journey into the jungle. In daylight, on your way to Camp Leaky, you can see trees filled with proboscis monkeys. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

Text sources: 1. www.tanjungputing.com,
2. www.indonesian.tour.com, 3. www.kalpy.com

Task 2: Comprehension Questions

Answer the following questions briefly.

1. Based on the text, can you guess what ecotourism is?
2. As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists?
3. How is the park different from the parks in the cities?
4. How is Camp Leaky related to Tanjung Puting National Park?
5. How can people reach Camp Leaky?
6. What does the word *ex-coptise* tell you about the orang utans in Camp Leaky?
7. What is special about the means of transportation to Camp Leaky?
8. How interesting or uninteresting is the journey on the way to Camp Leaky? Why do you think so?
9. How interested are you in visiting Tanjung Puting National Park? What makes you interested (or not interested) in the park.
10. Give some examples of other ecotourism destinations that you know.

POINTS TO PONDER

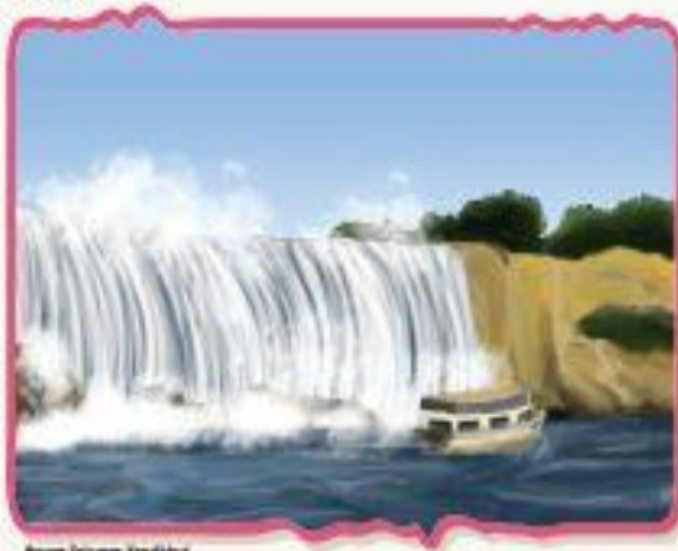
Tourists probably bring food and snacks in paper or plastic packages when they visit a tourist destination. What should they do with the wastes? If you were also a tourist, what would you do?

Task 3:

After reading the text, in the chart below, identify the main ideas of the paragraphs, and then summarize the most important details in your own words. Work individually first, then compare your answer to that of your classmate sitting next to you.

Chapter 7

Visiting Niagara Falls



Sumber: *Instagram: Anandika*
Gambar 7.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 7, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang tempat wisata.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata.
4. Men respon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang tempat wisata.
5. Menyunting teks deskriptif tulis tentang tempat wisata.


VISITING NIAGARA FALLS



Source: Unknown/ iStockphoto
Picture 7.3

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is *Cave of the Winds*. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.



The second charm is *Maid of the Mist Boat Tour*. It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is *Niagara Adventure Theater*. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the privilege to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is *Niagara's Wax Museum of History*. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.

Finally, people can also enjoy *Rainbow Air Helicopter Tours* above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.

The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

(Adapted from http://en.wikipedia.org/wiki/Niagara_Falls and <http://www.niagara-usa.com/Things-to-Do/Attractions/Falls-region/>)



11. If you had an opportunity to visit Niagara Falls, which attraction would you visit first? Why?

12. Can you find a place of similar beauty to Niagara Falls in your area? Tell your classmates about the place.

POINTS TO PONDER

Discuss with your classmates what benefits people can get from the magnificent waterfalls that God has created.

E VOCABULARY EXERCISES

Complete the following sentences using the words in the box. Remember to use the correct forms.

cross	gorge	attractions
pounding	soaked	waterproof
illuminated	charm	mist
scenic	exhilarating	plunge
sanctuary	preservation	duak

1. Waves are _____ against the pier. You can hear the sound very clearly.
2. In the morning, the small town is covered in _____.
3. Explore Cheddar _____ through photos in the internet. They inspire you to come and visit.
4. Her shoes got _____ as she walked through the wet grass.
5. Don't forget to bring your _____ jacket. It's dark outside, it's likely going to rain.
6. Somerset _____ help her forget her complicated problems.
7. Cristiano Ronaldo came to Bali to campaign for the _____ of the environment.
8. The street lights go on at _____. Without the lights, car drivers cannot see the traffic in front of them.
9. Look at that side. An _____ sign flashed on and off.

BAHASA INGGRIS KELAS XI

CHAPTER 07

Natural Disasters



Page 28 of 28

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Chapter 7

CHAPTER 7

Natural Disasters

In this chapter you will

- Read information text
- Hear a discourse
- Learn to write information report
- Write an information report

Pre-reading Activities

Personal Connection

Have you ever witnessed an earthquake? What is the worst earthquake you have ever experienced? What were you doing at that time? Describe your experience.

Genre-Connection

Report writing belongs to non-fiction genres. Report writing aims to classify and describe the natural, cultural, scientific and technological phenomena of our world (e.g. computers, earthquakes, floods, animals, fabrics etc.) in contrast to a description, which focuses on one specific thing. When you write a descriptive text, you focus on describing one particular thing, for example, "my computer", but when you write a report text, you write about computers in general, not only yours. Report texts are most common form of writing faced by students especially in science. The purpose of report writing is to give relevant and accurate information (Anderson, 1988).



Reading Activity

Earthquakes

The Most Deadly Natural Hazards

Earthquakes – being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or tremble) is a kind of vibration through earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (Earth Science, 2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for few days, known as aftershocks. Small earthquakes are usually light tremors and do not cause much damage. Large earthquakes are



File Size: 13.8 MB

Di unduh dari : Bukupaket.com

Semester 2



Post-Reading Activity

Discussion Questions

Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates offer your personal reaction and understanding of the text.

1. Which of the following natural disasters do you think is the most horrifying: earthquake, tsunami, thunderstorms, or floods? Why?
2. What natural disaster have you experienced? Can you share what happened?
3. What is the worst earthquake that Indonesia has witnessed? How much damage did it cause? How did you respond to the disaster? Explain.
4. Can you state an example of man-made disaster?
5. What kinds of disasters are common in Indonesia?
6. What would you do if you knew there would soon be an earthquake and this could be your last day on earth?
7. Do you know anything about the "Ring of Fire"? Can you find information and discuss it with your classmates?
8. If you could volunteer to help after a natural disaster, what would you do?
9. Do you think the world should be more concerned about natural disasters or man-made disasters? Discuss and give reasons to support your answer.

Discussion Notes :

1. Fill in the blanks with the words given in the box

catastrophic, deadly, damage, trigger, based, rapid,
 occurred, casualties, disastrous, predict

1. My brother claims that he can _____ the future.
2. The trash dump outside the housing complex is a health _____.
3. Snake bites can be very _____.
4. The tsunami was a major _____ event in the lives of people living in north Sumatra.
5. Chocolates are a known _____ of migraine headaches.
6. We went canoeing through _____ waters. It was such a thrill.
7. Cigarette smoking causes _____ to lungs.
8. I am responsible for all the extra charges _____ during the trip.
9. The Indian Ocean tsunami caused heavy _____ in the coastal areas.
10. Earthquakes are _____ in nature.



Active Conversation

Choose one of the following situations to create a conversation and then using role-play technique, re-enact the conversation with your partner.

Situation No. 1

A leading newspaper journalist is writing an article on natural disasters in Indonesia. He wants to interview you. Here are some sample questions that you can use. If you want, you can make your own questions.

Hi, I am John Smith from "Who Cares". I want to interview you about natural disasters in Indonesia.

Hello, I am Yanti, yes, sure, go ahead.

Journalist:

1. What are most common disasters in Indonesia? Can you name some?
2. Do you prepare yourself before the disaster? Are there any kinds of programs for disaster crisis management?
3. How are families affected by disasters? How are the problems solved afterwards?
4. Does your family have a plan for what to do in the event of an earthquake?
5. Do you know anyone who has lived through a disaster such as an earthquake or tsunami? How has this affected their life?

Situation No. 2

You are writing an information report on endangered species in Indonesia. Your teacher is your expert. You can ask him questions for your report. Here is a list of sample questions; you can make your own questions if you want.

1. Which are more endangered animals or plants?
2. What do you think the government should do to protect endangered species?
3. Can you tell us any success stories in preserving the endangered species?
4. Do you think it is important to educate people about endangered species?
5. Why are so many species becoming endangered?



CHAPTER 11

In this chapter you will:

- Read an example of exposition text
- Learn how to write an analytical exposition text
- Write an exposition text
- Work together with your friends

Pre-reading Activities

Personal Connection

What comes to your mind when you think about global warming? Write it down and share with your teacher during the discussion.

Genre Connection

Essay is a short literary piece of writing usually representing author's viewpoint. Aldous Huxley, the famous essayist defined essay as a literary device for saying everything about almost anything. The word 'essay' is from an old French word 'essayer' meaning 'to try' or 'to attempt doing something'. Michel de Montaigne was the first person to use the word 'essay' to describe his work. His essays are considered the finest among their kind. In 18th and 19th century essay became a favored tool of writing. Edmund Burke and Samuel Taylor Coleridge used essays to educate masses.

Some famous essays:

- | | |
|---------------------|-----------------------|
| - Robert Burton | - Isaac Asimov |
| - Sir Thomas Browne | - Margaret Atwood |
| - Laurence Sterne | - Ralph Waldo Emerson |
| - Andre Gide | - Edgar Allan Poe |
| - Jean Cocteau | - T. S. Elliot |
| - Winston Churchill | - Susan Chantley |

(The Wikipedia Difference)



Reading Activity

Global Warming

Is it an end to our world?

The devastating impact of global warming is already evident everywhere in the world, as also in Indonesia. If warming continues at this rate, can you imagine what will be the condition of Indonesia 10 to 15 years from now?

There is irrefutable evidence that human activity since the industrial revolution has changed the atmosphere of our earth and continues doing so. Since the time we started industrializing, we started polluting; polluting our waters, our air, releasing greenhouse gases that contribute towards global warming. Human activity will continue to affect our earth but we need to make changes before our earth succumbs to the pressures of global warming and disappears altogether.

According to a research by Greenpeace, there is excessive deforestation being carried out in Indonesia; half of the tropical rainforests have been destroyed. We are either bulldozing or burning the woods and thousands of acres of tropical forests in order to grow crops. Are we growing these crops to feed our own people? No, these acres and acres of forestland are used to grow crops like palm oil, palm sugar and coffee - the lifeline of western food industries. Forests are lungs of our earth. Trees store carbon dioxide and release it as oxygen. Since there are not enough trees left to absorb the huge amounts of carbon dioxide produced, it disrupts the natural balance and contributes towards climatic changes, which is a consequence of global warming (Greenpeace report, 2007).



Since there are not enough trees left to absorb the huge amounts of carbon dioxide produced, it disrupts the natural balance and contributes towards climatic changes, which is a consequence of global warming (Greenpeace report, 2007).

The impact of climatic change is noticeable

Picture 1.14. Source: www.greenpeace.org



Kelas: XII IPS/12

Di unduh dari : Bukupaket.com

Halaman 2

throughout Asia-Pacific by a simple observation. Either there are extremely hot days or too much rain accompanied by wind and thunderstorm that disrupts the daily activities. Experts are of the opinion that these changes will continue to happen more often. Furthermore, the shifting weather patterns have made it extremely difficult to predict the climate. Scientists have predicted long term disastrous effect on economy and on the people of Indonesia. Most studies have shown drastic climate change will start in 2020. They are of the opinion that the random floods or dry season we see in Indonesia now will become a norm in 2020 (Reuters, 2007).

Moreover, experts are of the opinion that rapid onset of the climate changes will threaten the biodiversity. Due to extreme climates the catches of fish would decrease as much as 40% in Indonesia. Research has shown that majority of people in Indonesia depend on the sea for their livelihood; those people will be drastically affected, as will be the economy of the country (Green peace report, 2007).

Additionally, shifting weather patterns have made it difficult for farmers to decide when to plant crops which in turn has led to major crop failures. A recent study has shown that Indonesia has a loss of 300,000 tons of crop production every year that is three times the loss in previous decades. It is impossible to say how this change will affect the long-term viability of palm oil and other commodities but it will certainly have a disruptive impact (Reuters, 2007).

Eventually global warming will not only affect economy, but it will also affect the health of people. It is predicted there will be dramatic increase in death toll. People will die due to floods, extreme heat, heat waves and storms. Due to the change, the bacteria and viruses will also mutate and a lot of incurable diseases will be responsible for deaths of millions of people (Science Daily, 2007).

Global warming is not a new problem nor is Indonesia solely responsible for it. But as it is, Indonesia will be among the most vulnerable as it is one of the greenhouse gas emitter after China and USA. The government of Indonesia recognizes that it is a huge issue that will affect us if attention is not paid to it. The government is making every possible effort they can to tackle this issue but we have to do our part.





Post-Reading Activity

Discussion Questions

Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.

1. In your opinion, is global warming an imminent world threat? If yes, why? If no, why not?
2. What action is the Indonesian government taking to address the issue of global warming? Discuss.
3. What actions are you taking to address the issue of global warming? Explain.
4. What are the effects of climate change on the future and society? Describe.
5. Do you think humans are responsible for causing the world climate change? Give suitable examples to support your opinion.
6. What do you do in your daily life that would increase global warming?
7. Do you think educating masses on the issue of global warming will help reduce it? Discuss.
8. How did global warming reach such an extent without us noticing it sooner? Discuss.
9. Do you think global warming will bring next ice age? Discuss.

Discussion Notes:

BAHASA INGGRIS KELAS XII

Chapter 3: Have A Look At Life Underwater

Tujuh Pembelajaran:

Setelah mempelajari Bab 3, siswa diharapkan mampu:

1. Menyukai kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan meminta perhatian bersayap (*extended*), sesuai dengan konteks penggunaannya.
6. Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan untuk meminta perhatian bersayap (*extended*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

- 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks yang menyatakan fakta dan pendapat, sesuai dengan konteks penggunaannya
- 4.0 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan untuk meminta perhatian bersajap (extended), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

A. WARMER: PAIRWORK

Siswa berdiskusi tentang apa saja yang mereka ketahui dalam kehidupan bawah air dengan merujuk pada pertanyaan yang tersedia, yaitu:

- What plants and/or animals live underwater?
- How do they live?
- How is the condition of the ocean in the area that you know?



Discuss and share with your friends.



Sources:
 1. <http://berbeling.org>
 2. <http://www.underwaterworld.com>
 Picture 3: Underwater Life

Chapter 7: Read the Nature

Tujuh Pembelajaran:

Setelah mempelajari Bab 7, siswa diharapkan mampu:

1. Merayukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah berbentuk *factual report* tentang binatang.
6. Merangkap makna dalam teks ilmiah faktual (*factual report*) lisan dan tulis tentang binatang.
7. Menyusun teks ilmiah faktual (*factual report*) lisan dan tulis tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

Task 2: Comprehension questions

The word **tornado** comes from Spanish language and means to **twist** or **turn**. A **tornado** is a **whirlwind** produced by atmospheric conditions, mainly **extremely low pressure**, during a **severe thunderstorm**.

Tornadoes usually **turn counterclockwise**. They appear as **funnel shaped columns** of **violently rotating winds** that reach down from a storm and **touch the ground**. Although a **tornado** is not always **visible to the eye**, **tornadoic conditions** can still be picked up on **radar**, or the **tornado** may become **visible** once **debris and dirt** are pulled into it.



Source: www.weather.com
Picture 11 A Tornado

A **tornado** may also be referred to as a **funnel cloud**, but this is **technically not a correct term**. While the two words are sometimes used **interchangeably**, a **funnel cloud** is different, not in its **make up**, but in the fact that it **does not touch the ground**. Another name that is often used to describe a **tornado** is **whister**, due to its **violent twisting motion**.

The **tornado** is one of the most **unpredictable** and **destructive forces of nature**, often **destroying everything in its path**. A **tornado** is usually preceded by **severe storms**, which may include **lightning**, **high winds**, and **frequent hail**. It can **change course** without notice, and is usually accompanied by a **roaring sound**, or as some describe it, the **sound of freight train**.

(Taken from <http://www.wisegeek.com/what-is-a-tornado.html>)

Read the text above carefully, and then answer these questions briefly.

1. What does the word *tornado* mean?
2. What is a *tornado*?
3. How do *tornadoes* usually turn?
4. What do *tornadoes* look like?
5. What are the other names of *tornadoes*?
6. Why is it technically not correct to refer *tornadoes* as *funnel clouds*?
7. Why is a *tornado* described as a *twister*?
8. What usually precedes a *tornado*?
9. What usually accompanies a *tornado*?
10. What does the word *some* in the last line refer to?

Vocabulary Builder

Task 3: Find the meaning of words.

After reading the text about *tornado*, individually guess the meaning of each word below. Then, check them with your friends. When necessary, consult your dictionary. After that, practice pronouncing the words.



Source: getunderstanding.com
Picture 7.3 A dictionary

severe: /sɪˈvɪər/
counterclockwise: /ˈkaʊntər ˈklɒkwaɪz/
violent: /ˈvaɪələnt/
visible: /ˈvɪzəbəl/
interchangeably: /,ɪntəˈtʃeɪnʒəbəl/
debris: /dɪˈbrɪz/
make up: /meɪk ʌp/
destructive: /dɪˈstrʌktɪv/
precedes: /prɪˈsɪd/
course: /kɔːrs/



Task 3: Find a factual report text.

In groups, find a factual report text about natural phenomena. You can go to the library or search in the Internet. Use the following questions to help you select the text.

1. What is the natural phenomenon?
2. What does the phenomenon look like?
3. What features does the phenomenon have?
4. What other features does the phenomenon have?



Present your text neatly and attractively so that the other groups want to read it. Take turn sharing the information you have with the class.

Task 4: Find the present verbs.



Look through your text again. Rewrite the sentences that have present verbs. Compare what you have with other groups.



Chapter 10: What Can We Learn from Baduy People?

Tujuh Pembelajaran:

Setelah mempelajari Bab 10, siswa diharapkan mampu:

1. Menyukuti kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah berbentuk *factual report* tentang binatang.
- 4.5 Menangkap makna dalam teks ilmiah faktual (*factual report*) lisan dan tulis tentang binatang.
- 4.6 Menyusun teks ilmiah faktual (*factual report*) lisan dan tulis tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

Task 2: Read the text below carefully, and then answer the questions that follow.

Little more than three hours away from Jakarta there is a traditional community that has turned their back away from modern technology. They don't own phones, use the Internet, wear shoes or listen to the radio. Living in voluntary isolation, they are a secretive group who turn away outsiders. This group lives close to the city of Banten and they are known as the Baduy people.

Generally, the Baduy are divided into two groups: the Baduy Dalam and the Baduy Luar. The Baduy Luar act as a buffer zone to stop visitors from entering the Sacred Inner circle, the Baduy Dalam. Even though both groups are barefoot, it is so easy to differentiate them. Baduy Dalam wear white and black cloth as clothing, meanwhile Baduy Luar wear black and other colors of clothing just like us. Some people say that the black cloth the Baduy Luar people wear is an indication that they are not pure anymore, that they are breaking some rules of the community, such as their willingness to accept modern influence into their daily lives.

Right after we go into the outermost village of Baduy called Kaduketa, we can sense a different atmosphere straight away. We can see middle-aged women walking around with a log over their shoulder and kids chasing each other with big smiles on their face. Traditional Baduy houses in Kaduketa are made of bamboo that is bound with rattan wood. It is impossible to find a concrete house inside Baduy territory.

With many great views and fresh air, Baduy offers a lot of things for us to explore. You can take a bath down the river or simply walk around, observing the interesting Baduy's daily life. The Baduy relies on farming to meet their daily needs. During harvest season, they will keep their paddy into the barn

that is called 'yeut'. Leuit is usually located quite far from the settlement, keeping the paddy safe if any disaster happens in their living space.

Electronic devices are banned inside Baduy Dalam. Hence, it is prohibited to take photographs. "There are lots of stories about tourists who forced to take a shot but they were followed by bad lucks afterwards. Their camera fell down the hill or into the river," said Jaka, a Baduy Luar native.

If we're thinking about what to do when we come here, then we need not worry because there are lots on offer, like enjoying the true relaxing times and the feeling of being isolated from modern technology and man-made things. One favorite thing to do might be observing communal life in the settlement. It is a very relaxing experience and sometimes visitors find themselves missing the simplicity and beauty of the place. (Compiled and adapted from <http://discoveryourindonesia.com/baduy/> and <http://www.globalindonesiaonline.com/111898/baduy-travel/>)

1. What is the traditional community referred to in paragraph one?
2. What are the characteristics of this traditional community?
3. What is the similarity between people in Baduy Dalam and Baduy Luar?
4. What are the differences between people in Baduy Dalam and Baduy Luar?
5. What is the different atmosphere that you can sense when you enter Kaduklatu?
6. Is it possible to find concrete houses in Kaduklatu? Why?
7. What can you explore in Baduy?
8. What is 'Yeut'?



	Paragraph 4: What features do Baduy have to offer?
	Paragraph 5: Why are electronic devices banned in Baduy?
	Paragraph 6: What can you enjoy when you visit Baduy?

C. COLLECTING INFORMATION

Listening

Task 1: Listen to your teacher reading the text below carefully, and then practice reading it aloud.

Anak Dalam tribe or Orang Rimba is one of minority tribes who live on the island of Sumatra precisely in the province of Jambi and South Sumatra. History says they came from Paganuyung, who fled to Jambi. This has reinforced the fact that indigenous tribes have a common ancestor in the language and customs of the tribe of Minangkabau, such as the matrilineal system.

The majority people of Anak Dalam tribe live in Jambi province, with an estimated population of about 200,000 people. They live in 3 different ecological regions, namely people in the northern stronghold of Jambi province, in Bukit Tigapuluh national park, and in the south province of Jambi.

They are nomadic and live their life based on hunting and gathering, although many of them now have agricultural land. Once a week, people from Anak Dalam tribe usually walk in the night to reach the village in Palm Oil plantations in Bukit Duabelas. At this occasion, they come out from the jungle and go to the village market to buy some things and to sell their catch of fish. Some people of Anak Dalam tribe already live in modernity but the oldest ones still live deep inside the forest and still try to follow a nomadic life and subsist on what they hunt and gather from forests. (Adapted from: <http://id.crase-indonesia.blogspot.com/2010/07/06/uku-anak-dalam.html>)

Task 2: Comprehend the text.

Listen to your teacher reading the previous text again. Answer the questions that follow.

1. What is the text about?
2. Where do Anak Dalam people live?
3. Where did they come from?
4. What is the population?
5. What are the three ecological regions?
6. How do they live?
7. What do they usually do once a week?

Speaking

Task 1: Presentation

Use the questions in Task 2 to present information about Anak Dalam people. Take turns presenting in front of the class.

Task 2: Conversation

1. Make a group of four or five students.
2. Create a conversation on one of the following topics:
 - a. Two tourists are visiting Baduy. They talk about the life in Baduy. They also talk with people in Baduy about the life there.
 - b. Imagine that you and your friends are people from Anak Dalam tribe. What will change in your life? Is there anything that you will miss?

Reading

Task 1: Find a report text.

In groups, find a report text about people. You can go to the library or search in the Internet. Use the following questions to help you select the text.



Chapter 13: It's Garbage In Art Works Out

Tujuh Pembelajaran:

Setelah mempelajari Bab 13, siswa diharapkan mampu

1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.
6. Menangkap makna dalam teks berita sederhana dari koran/radio/TV.



C. COLLECTING INFORMATION

Task 7: Comprehension Question

Listen to the news again. Your teacher will play the recording or read aloud the script of the news report again. After that, read the following questions and answer them briefly. Do it individually first, then check your work by comparing your answers to a classmate's.

1. What is the news about?
2. When and where was the event told by the reporter take place? Who were involved?
3. What does Irby do with her newspaper plastic bag?
4. How did she come out with the idea of turning the plastic bags into artwork?
5. Who are Cathy Weaver, June Simms, Allie Irby, Charlotte Hogan, Alta Meyer, and Shirley Watts?
6. Is the news important? Why do you think so?
7. Is it very common to change plastic waste into valuable things? Why do you think so?
8. Do you think that Irby's work is significant? Why do you think so?
9. How can Irby's idea and works contribute to the betterment of their environment?
10. If your environment around you is ideal, how can you express gratefulness?

Task 8: Identifying Text Structure

Listen again. The text you just listened to or read is an example of a radio news report. In the following boxes are the parts of the news script. Read them carefully. After that, number the following boxes to show which part comes first and which parts come later.



The city was chosen to host the event because of its success in managing municipal waste through the 3Rs, Reduce, Reuse, and Recycle.

Mayor Tri Rismaharini said waste transportation is expensive and that the best way to address the problem is at its sources, with every household involved in recycling activities. "We can see that every year there is a reduction in the volume of trash that ends up in the landfill. When I was the head of Sanitation and Parks, it was 2,300 cubic meters per day. Currently it's 1,200 cubic meters," she explained. "So you can see the reduction, which goes to composting centers, also in the community, and waste management centers."

The mayor said the city also runs a program for children called eco school.

"The school does not only teach about the environment but also introduces environmental-friendly practices, such as the eco school program where they bring their own plates and cups to reduce plastic waste. They even don't use drinking straws," added Tri Rismaharini.

The conference will continue until Thursday.

(Source: <http://www.02news.com/content/indonesia-april-regional-recycling-conference/1618811.html>)

Task 4: Vocabulary Builder

Find the boldfaced words in the text, then match them with their meaning below. Use the context of the sentences in the text to decide which word matches which meaning.

- a. a decrease in the size, price, or amount of something or the act of decreasing something
- b. related to or belonging to the government of a town or city
- c. All the people who live in one house
- d. places to make plants, leaves etc. into compost
- e. the knowledge or understanding of a particular subject or situation
- f. a place where waste is buried under the ground
- g. things that you throw away, such as empty bottles, used papers, food that has gone bad

Task 6: Comprehension Questions

Answer the following question briefly.

1. What was the main agenda of the conference?
2. What was probably the main reason for holding the conference?
3. Why was Surabaya selected to be the conference venue?
4. How important was the conference for Indonesia?
5. Has Indonesia implemented the three Rs so far?
6. What did Riamaharini believe to be the best municipal waste management?
7. What made the mayor very convinced about her waste management?
8. How did the mayor educate students to live a zero waste life?
9. What do you think about the mayor's concept on municipal waste management?



Chapter 16: Let's Make a Better World for All.

Tujuh Pembelajaran:

Setelah mempelajari Bab 16, siswa diharapkan mampu:

1. bersyukur kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
4. menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
5. menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
6. menangkan pesan dalam lagu.



4. How can the dream be realized? Show the lines that tells so.
5. What is one thing that can solve problems in this world?
6. What do you understand about these lines: "make a little space make a better place ..."

F. Communicating • Speaking

Task 1: Work in pairs.

Find another song whose lyrics raise people's awareness of the need to do good things for family, friends, and other people. Prepare to sing or present the song in class and explain what the song is about. Or, if you really like the song in this chapter you can choose to sing the song with your groups. When you sing, try to act out the message to make your performance captivating.

Task 2: Project

There are problems in this world out there and in our own environment, such as in our neighborhood and schools. Work in groups of three to four. Identify problems in your surroundings.

1. What questions can you ask? You can ask questions, such as whether your school environment is healthy.
2. Are the rest rooms clean enough?
3. Is your class or school bullying-free?
4. Is there any act of exclusivity among the students?
5. Is it easy to cross the street in front of the school?
6. What about the foods in the school canteen. Are they healthy?
7. Etc.



Biografi Penulis



Nama lengkap penulis ialah Istia Puji Rahayu, lahir di Toapaya pada tanggal 27 Maret 1995, merupakan anak pertama dari tiga bersaudara dari pasangan Bapak Sugino dan Ibu Sripah. Penulis berkebangsaan Indonesia dan beragama islam. Kini penulis beralamat di Kampung Karang Rejo Desa Kawal, Kabupaten Bintan, Provinsi Kepulauan Riau.

Adapun riwayat pendidikan penulis, yaitu pada tahun 2006 lulus dari SDN 013, Gunung Kijang. Kemudian melanjutkan di MTs Madani Ceruk Ijuk, lulus pada tahun 2009 dan melanjutkan pendidikannya di MA Madani Ceruk Ijuk dan lulus pada tahun 2012. Setelah itu penulis melanjutkan pendidikannya ke jenjang universitas di Universitas Negeri Jakarta Jurusan Pendidikan Bahasa Inggris. Pada semester ke sembilan tahun 2017, penulis telah menyelesaikan skripsi yang berjudul “Environmental Issues and Thinking Levels in Reading Comprehension Questions in English Textbooks”. Sampai dengan penulisan skripsi ini penulis masih terdaftar sebagai mahasiswa Program S1 Bahasa Inggris UNJ.

Penulis