APPENDICES

Appendix 1. Raw Data Analysis

				4C's Skills	S		
NO	Chapter of the book	Form of Activity/Material	Communication	Collaboration	Creativity and Inovation	Critical thinking and Problem Solving	Strategy to Insert/Indicator
		Pre-activity	1	1		1	in form of instruction where students are asked to work in pairs [collaboration] and read a conversation [communication]. For the [critical thinking], students are asked to analyze the conversation and break down the interpersonal transaction contains in the conversation.
		Building Blocks		nevi	Inz	1	In this section students are given some example of expression and responses to be remember regarding the material "Suggestion and offers". [crititacl thinking and problem solving].
ì	Chapter 1 Offer and Suggestion	Let's Practice	RAITA			1	In the practice section, students were provided with filling the blank question, fixing sentences (grammar), responding expression to be solved; so that, their critical thinking and problem solving are enhanced. From section D of "Let's Practice" students critical thinking and problem solving, and creativity is enhanced through building conversation with several theme provided.
		Active Conversation	1			/N	through this activity secction, students is asked to work in Think-pair-share strategy regarding to the material. So that, their 4C skill is enhanced.
		Let's Ceate/Contribute	1			5	In This section students were asked to work with their partner to make a poster/postcard regarding to the material with the theme provided.
		Formative assessment	ı	$\frac{1}{2}$		\leq	Formative assessment is a reflection for the students. This section is used to trigger the students to be able to communicate their understanding
							in form of instruction where students are asked to
		Pre-activity		V P I	KS1	1	work in pairs [collaboration] and read a conversation [communication]. For the [critical thinking], students are asked to analyze the conversation and break down the interpersonal transaction contains in the
							conversation.
		Building Blocks				1	In this section students are given some example of expression and responses to be remember regarding the material "Opinions and Thughts". [crititacl thinking and problem solving].
		Let's practice				1	In this section, stucents were asked to filling the blank and categorized expression into impolite, polite of givig opinion and disagreeing
		Active Convrsation	1	1	1	1	In this section students 4C's are enhanced since they are asked to make a transactional conversation with theme provided and then doing role-play approach to reenact the conversation to their classmates
2	Chapter 2: Opinions and thouughts	Writing Connection		12	1	1	In writing connection section students critical thinking and problem solving, and creativity and innovation are enhanced through practicing making an opinion towards several topis provided. The opinion should be provided woth reason and example.
-				12	U		

	4C's Skills							
NO	Chapter of the book	Form of Activity/Material	Communication	Collaboration	Creativity and Inovation	Critical thinking and Problem Solving	Strategy to Insert/Indicator	
		Let's Create/Contribute	1	1	1	ì	Students 4C skill in enhanced in this activity, since they are aksed to working with partner to write an opinion conversation. Working in group of five to break down some expression of opinions in reporters' notebook. And making series of interview section about several topic which will be presented in form of role-play, poster, movie, or powerpoint presentation which is going to be shared in the class	
		Formative assessment	1				Formative assessment is a reflection for the students. This section is used to trigger the students to be able to communicate their understanding	
		Pre-Activity				1	Students critical thinking and problem solving is enhanced in this activity through form of discussion regarding an example provided.	
		Building Blocks	TA	PENI	IDIA	4/	Students critical thinking is enhanced through given some types of invitation, example, part of invitation, and responding an invitation (acceptance or declining)	
	Chapter 3: Party Time	Let's practice	A A			1	in Let's practice section critical thinking and problem solving of the students is enhance through a task where student are confronted with missing part of invitation and then they need to rewrite the invitation properly with the response.	
3		Active Conversation	1				Students were aksed to works in pairs in order to build a conversation about accepting and declining invitation and then perform it into a role play model; so that, students 4C's skill could be enhanced through this acrtivity. P.s. Creativity is enhanced since no theme provided.	
		Writing Connection	0	Y	YIY	YY)	Stdents creativity and innovation is enhanced through makig an invitation [formal] about brother's wedding	
		Let's Create/contribute		TI		1	Students skills are enhanced through making an invitation in pairs toward several theme provided. Furthermore, students also asled to create a formal invitation card template	
		Formative assessment	1	ומ מ	KSF		Formative assessment is a reflection for the students. This section is used to trigger the students to be able to communicate their understanding.	
		Pre-activity				1	Students critical thinking and problem solving is enhanced in this activity through form of discussion regarding an example provided.	
		Building Blocks				1	in Building blocks students critical thinking and problem solving Is enhanced through an explanation of analytical exposition text complete with special caracteristics of analytical exposition, and example	
		Let's Practice			1	1	In this activity students critical thinking and problem solving and their crativity and innovation is enhanced since they are given an incomplete analytical exposition test which is need to be complete by them. Moreover, they need to complete them from paragraph to paragraph.	

4C's Skills							
NO	Chapter of the book	Form of Activity/Material	Communication	Collaboration	Creativity and Inovation	Critical thinking and Problem Solving	Strategy to Insert/Indicator
4	Chapter 4: Natural Disasster-An Exposition	Active Conversation		i,	1	1	Students skill in enhanced through working with partnr [collaboration] and making some argument by using some epression [critical thinking and creativity] with the theme provided
		Writing Connection	1		1	1	Strategy to insert the skills are by instruction where students need to make a analytical exposition with clear instruction of the structre. Moreover, the step by step in making the text is written such as draft into feedback towardsa their witing.
		Let's Create/Contribute	1		-1	1	in this activity students are asked to make an analytical exposition text regarding to theme provided. And a pamflet or movie to educate people on a theme.
		Formative assessment	1				Formative assessment is a reflection for the students. This section is used to trigger the students to be able to communicate their understanding.
				VARIA	ונווניי	P	
		Pre-Activity	SIL	1		AN	through an instruction where students were asked to discuss with their partner about the letter provided
		Building Blocks	277		***	1	In Building blocks students critical tinking is enhance through given some theoris about letters including the structure of letters, and the expressions contains.
		Lets Practice	n de				In this activity concist of matching expression, and highlighting the mistakes of a personal letters which need to be solved by the students
5	Chapter 5: Letter Writing	Active coversation	1			1	Students 4C skill is enhanced regarding this activity required students to make some conversation regarding to some situation and then perform it using role-play
		Writing connection	1	YYYJ	1) i	in this activity students need to make a letter to their frined about adventure and party.
		lets create/ contribute	1 0	N _D I	k S		Students need to make a letter for their parents about everything they have done. Moroever, the another activity in this section required students to work with their parnner and make a postage stamps and letter writing pad. The project could be shown to local post office if they want to.
		Formative assessment	1				Formative assessment is a reflection for the students. This section is used to trigger the students to be able to communicate their understanding.
		Pre Activity	1	1		1	In pre activity of chapter 6, students skills are enhanced through reading conversation with parnet then continued by discussion about the conversation
		building blocks				1	in building block students critical thinking is enhanced through giving materials and thinking scheme about cause and effect complete with example, signal words, sentence structure
		Let's practice				1	in this secton students are faced with excreise where they are required to identify the cause or the effect of the sentence, underlining signal words or phrases, finding the cause and the effect of the sentence, and completing transactional conversation using signal words

4C's Skills							
NO	Chapter of the book	Form of Activity/Material	Communication	Collaboration	Creativity and Inovation	Critical thinking and Problem Solving	Strategy to Insert/Indicator
6	Chapter 6: Cause	active conversation		Ĵ,	1	i	In active conversation students skill enhanced through working with partner and make a conversation about endangerd animal (about cause and effect) and then do the role play.
	and Effect	Writing Connection			1	1	Students' comminication skiills, and critical thinking and problem solving skill Is enhance through individual activity where they need to make a diolog about cause and effect regarding several theme provided.
		let's create/contribute	1.	1	1	1	in this section students 4C skills is enhanced in collaboration, students are asked to work with parnert to do aproject in making cause and ffect tree, this activity also enhanced students critical thingking and problem solving. Creativity and communication is enhanced since their project need to be presented in form of presentation, video, comic strip, or a blog
		Formative assessment		SPEN	DIDį	KAN	Formative assessment is a reflection for the students. This section is used to trigger the students to be able to communicate their understanding.
		Pre-activity	ALP .	12		1	Students skill is enhanced through instruction given where they need to work with parner in order to discuss some question about music given
		Building blocks	Thin		N.	51	students critical thinkintg is enhance trough giving some tips about thinking cheme about how to figure out song meaning
7	Chapter 7; meaning through Music	Active conversation	1			27 1 1 1 1	In this section students are asked to work in a group of 5 and the do such kind of interview about their favourite song poems, singer, and poets.
		Formative assessment	1	X		22	Formative assessment is a reflection for the students. This section is used to trigger the students to be able to communicate their understanding.
		Pre-activity		NDI	KS		in pre activity of this chapter, students are required to answer some discussion question about a text provided. So that, this section can be said enhanced student critical thinking
		building blocks				1	Stdents ritical tinking is enhanced by giving some thinking scheme about explanation text, types of explanation text, structure, and additional information about passive voice
		Let's Practice				1	in this section students critical thinking is enhanced through making an eplanation text about how rain is formed. This theme is also interesting since students need to do some research about it and forming an explanation test based on their findings
8	Chapter 8: Explain this!	active conversation	1.			1	in this section students are required to do individual research and explain a phenomeon through xplanation text. After the text is formed students need to present it in front of the class.
		Writing connection	1.			1	This activity is the continued of previous activity where they need to form an explanation text an develop it from the previous text that has been made.

			4C's Skills				
NO	Chapter of the book	Form of Activity/Material	Communication		Creativity	Critical thinking and Problem Solving	Strategy to Insert/Indicator
		Let's create /Contribute	,1		-1.	1	Students skill is enhanced through making viceo, powerpoint, or pamflet about tsunami or eqrtquake which is going to be used to educate people
		Formative assessment	1				Formative assessment is a reflection for the students. This section is used to trigger the students to be able to communicate their understanding.
0	Enrichment						
	Elli Ciment	Pre-reading activites	1		<u>\</u>		In this activity communicating skill of the students is enhance through writing wishes givrn by mytichal creature
	Can Greed ever be satisfied	Reading Activity Post-reading attivity	111	SPEN	DIDI	KAN	In this section students' critical thinking enhanced through question given about the folklore, an interesting question about the folkkrore is about finding the lesson that they got rom the folklore. The communication skills is enhance through discsussion conducted with classmates and teacher
		Personal jurnal Writing	A COLOR			`eb`	Personal journal writing is quiet similar wirh formative assessment in which enhanced students communication skill. Students skill is enhanced through writing such an feedback or reflection towards the lesson
		Pre-reading activity) 1		M		In this ection students are asked to write down what do they feel about bullying
	2. Bullying: A Cancer that must be Eradicated	Post-reading ativity	1				In post-reading activity, students asked to do discussion section with their teacher and classmates in order to answer some question about opinion and reaction about bulliying
		Personal jurnal Writing	1		35		In this section of personal journal writing students are aksed about how'd they feel about being being bullied everyday and find out some solution about what to do if it's happened
		Pre-reading activity	1	N _D 1	KS	H.A	students are asked to write down their hope and aspiration and the share it to their teacher and classmates
	3. Hopes and Dreams!	Reading Activity Post-reading activity	1			1	In post-reading activity, students asked to do discussion section with their teacher and classmates in order to answer some question about a speech of President soekarno at bandung Conference, 1955
		Personal jurnal Writing	1			1	in personal journal writing students asked to think a while about hopes and dreams in which considered as an important think that decide success of life. Why it's so and then share in to thr friends or teacher
		Pre-reading activity	1			í	In this pre-activity, not only communicating, but also critical thinking student that enhanced through questioning about borrowing something and lost it, then how would they find it.
	4. Vanity, what is the price	Reading Activity Post-reading activity	1.			1	In post-reading activity, students asked to do discussion section with their teacher and classmates in order to answer some question about vanity and pride

	4C's Skills						
NO	Chapter of the book	Form of Activity/Material	Communication	Collaboration	Creativity and Inovation	Critical thinking and Problem Solving	Strategy to Insert/Indicator
		Personal jurnal Writing	1			1	Students need to write down their opinions about theimportance of being honest
		Pre-activity	1.			1	students are asked to write down their feeling when they are in a position when all odds again them the share it to their teacher and classmates
		Reading Activity					
	5, benefit of doubt	Post-reading activity	.1			1	In post-reading activity, students asked to do discussion section with their teacher and classmates in order to answer some question about letter to GOD and faith
		Personal jurnal Writing	1.				Student were asked to make a diary regarding to provided topics
		Pre-reading	1			1	Studetns are asked to share their experience about taking care of sick person
		Reading Activity					
	6. The last leaf	post-reading actibity	1	DEN	ימוח	ì	In post-reading activity, students asked to do discussion section with their teacher and classmates in order to answer some question about thelast leaf story
		Personal jurnal Writing	SIT!	812		AN	In this section of personal journal writing students are aksed about how'd they feel about being being bullied everyday and find out some solution about what to do if it's happened
		pre-reading acivity			7		share their thought if there is someone that wrote a biography about them, what should be mentioned
		Reading Activity		84	The state of	V R	
	7. Father of Indonesia	post-reading activity				1	In post-reading activity, students asked to do discussion section with their teacher and classmates in order to answer some question about ki hajar dewantara
		Personal jurnal Writing	V	M	777	1	In this section of personal journal writing students are aksed about how'd they feel about being being bullied everyday and find out some solution about what to do if it's happened

 Total
 46
 17
 20
 59
 142

 Percentage
 32,39%
 11,97%
 14,08%
 41,55%
 100,00%

126

Appendix 2 Data Category based on Research Question

Research Question 1. What 4C skills are represented in Eleventh Grade Senior Highschool's textbook?

1. Communication

4 C skills	The chapter /Units which contain the 4C skills	Sub-section of the chapter which contain the 4c skills	Remark
Communication		Pre-activity	Reading passage
	OPEN	Lets' Practice	Correcting passage
	Chapter I Offer and Suggestion	Active Conversation	Presenting project
A S		Let's create /contribute	Presenting project
i s		Formative assessment	Giving self- feedback
	47 VAV	Pre-activity	Reading Passage
	Chapter 2:	Active Conversation	Presenting Project
	Opinion and thought	Let's Create/Contribute	Presenting Project
	DNA	Formative Assessment	Giving self- feedback
	Chapter 3:	Active conversation	Presenting Project
	Party Time	Formative assessment	Giving self- feedback
	Chapter 4:	Writing Connection	Presenting Project
	Natural Disasters-An	Let's create/contribute	Presenting Project
	exposition	Formative assessment	Giving self- feedback
	Chapter 5: Letter Writing	Active Conversation	Presenting Project

		Writing Connection	Presenting project
		Let's create/contribute	Presenting project
		Formative Assessment	Presenting project
		Pre-activity	Reading passage
	Chapter 6: Cause and	Let's create/contribute	Presenting project
	Effect	Formative Assessment	Giving self- reflection
	Chapter 7:	Active conversation	Interviewing
	Meaning through Music	Formative assessment	Giving self- reflection
	ASITAS.	Active conversation	Presenting project
	Chapter 8:	Writing connection	Presenting project
E S	Explain this!	Let's create/contribute	Presenting project
		Formative assessment	Giving self- reflection
	Enrichment		
7	am	Pre-reading activities	Communicating feeling/wants
	Can greed ever be satisfied	Post-reading activities	Discussion
	ND	Personal journal writing	Giving self- reflection
,	Bullying: A	Pre-reading activities	Communicating feeling/wants
	cancer that must be	Post-reading activities	Discussion
	eradicated	Personal journal writing	Giving self- reflection
	Hopes and	Pre-reading activities	Communication feeling/wants
	dreams	Post-reading activities	Discussion

	Personal journal	Giving self-
	wiring	reflection
	Pre-reading	Communication
	activities	feeling/wants
Vanity, what is	Post-reading	Discussion
the price	activities	
	Personal Journal	Giving self-
	writing	reflection
	Pre-reading	Communicating
	activities	feeling/wants
Benefit of	Post-reading	Discussion
doubt	activities	Discussion
	Personal journal	Giving self-
	writing	reflection
SER	Pre-reading	Communicating
TAN	activities	feeling/wants
The last leaf	Post-reading	Discussion
· .	activities	
	Personal journal	Communicating
	writing	feeling/wants
Father of	Pre-reading	Communicating
Indonesia	activities	feeling/wants

2. Collaboration

4 C skills	Chapter of the	Sub-section of the	Remark
	book	chapter	
Collaboration	AD I	Pre-activity	Work in group/pairs
,	Chapter I: Offer and Suggestion	Active conversation	Work in group/pairs
		Let's create/contribute	Work in group/pairs
	Chapter 2:	Pre-activity	Work in group/pairs
	Opinions and thoughts	Active conversation	Work in group/pairs
	mougnts	Let's create/contribute	Work in groups/pairs

		Active	Work in
	Chapter 3: Party	Conversation	group/pairs
	time	Let's	Work in
		create/contribute	group/pairs
	Chapter 4:		
	Natural	Active	Work in
	disaster-An	conversation	groups/pairs
	Exposition		
		Dec activity	Work in
		Pre-activity	group/pairs
	Chapter 5:	Active	Work in
	Letter Writing	conversation	groups/pairs
		Let's	Work in
		create/contribute	groups/pairs
	- CARV	Pre-activity	Work in
	Chapter 6:	Fie-activity	groups/pairs
	Cause and	Active	Work in
A	Effect	conversation	groups/pairs
1 2	Effect	Let's	Work in
		create/contribute	groups/ <mark>p</mark> airs
	Chapter 7:	Pre-activity	Work in
	meaning	Tic-activity	groups/ <mark>p</mark> airs
	through Music	Active	Work in
	unough Music	conversation	groups/pairs

3. Creativity and Innovation

4 C skills	Chapter of the	Sub-section of the	Remark
	book	chapter	
Creativity &		Let's Practice	Making project
Innovation	Chapter I: Offer	Active	Making project
	and Suggestion	Conversation	Making project
	and Suggestion	Let's	Making project
		create/contribute	Making project
		Active	Making Project
	Chapter 2:	Conversation	Wiaking Floject
	Chapter 2:	Writing	Making project
	Opinion and thought	Connection	Making project
	mought	Let's	Making project
		create/contribute	Making project

	Chapter 3: Party Time	Active Conversation	Making Project
		Writing Connection	Making project
		Let's create/contribute	Making project
		Let's Practice	Making project
	Chapter 4: Natural disaster-	Active Conversation	Making project
	an Exposition	Writing connection	Making project
	an Exposition	Let's create/contribute	Making project
	Chapter 5: Letter Writing	Active Conversation	Making project
		Writing Connection	Making project
		Let's create/contribute	Making project
À	Chapter 6:	Active conversation	Making project
	Cause and	Writing connection	Making project
Ef	Effect	Let's create/contribute	Making project
7	Chapter 7:	YYYYY	T T
	Meaning	444	
	through Music		
	Chapter 8: Explain this!	Let's create/contribute	Making Project

4. Critical Thinking and Problem Solving

4 C skills	Chapter of the	Sub-section of the	Remark
	book	chapter	
Critical Thinking		Pre-activity	Analyzing
& Problem		Fie-activity	Passage
Solving	Chapter I: Offer		Deepening
	and Suggestion	Building Blocks	understanding,
			Analyzing
			Passage

	I	T	
		Let's Practice	Correcting Passage
		Active Conversation	Making project
		Let's Create/contribute	Making project
		Pre-activity	Analyzing Passage
	Chapter 2:	Building Blocks	Deepening understanding, Analyzing passage
	Opinion and Suggestion	Let's Practice	Correcting Passage
	SPE	Active Conversation	Making project
	RAITAL	Let's create/contribute	Making Project
	Chapter 3: Party Time	Pre-activity	Analyzing Passage
-		Building Blocks	Deepening understanding, Analyzing Passage
7		Let's Practice	Correcting Passage
		Active conversation	Making Project
		Let's create/contribute	Making project
	Chapter 4: Natural Disaster-an Exposition	Pre-Activity	Analyzing Passage
		Building blocks	Deepening understanding, Analyzing Passage
		Let's Practice	Correcting passage
		Active Conversation	Making Project

		Writing Connection	Making Project
		Let's Create/contribute	Making Project
		Pre-Activity	Analyzing Passage
		Building blocks	Deepening understanding, Analyzing Passage
	Chapter 5: Letter Writing	Let's Practice	Correcting passage
		Active Conversation	Making Project
	STASPE	Writing Connection	Making Project
	THE S	Let's Create/contribute	Making Project
Ê	Chapter 6: Cause and Effect	Pre-Activity	Analyzin <mark>g</mark> Passage
		Building blocks	Deepening understanding, Analyzing Passage
		Let's Practice	Correcting passage
		Active Conversation	Making Project
		Writing Connection	Making Project
		Let's Create/contribute	Making Project
	Chapter 7: Meaning through Music	Pre-activity	Analyzing Passage
		Building Blocks	Deepening understanding, Analyzing Passage

		Active Conversation	Making Project
		Pre-activity	Analyzing Passage
		Building Blocks	Deepening understanding
		Let's Practice	Making Project
	Chapter 8: Explain this!	Active conversation	Making Project
		Writing Connection	Making project
		Let's create/contribute	Making Project
	Enrichment	T.D.T.	
	Can Greed ever be satisfied	Post-reading activity	Deepening understanding
	Bullying: A	Post-reading	Deepening
	Cancer that	activity	understanding
	must be	Personal Journal	Finding Solution
, E	Eradicated	Writing	of cases
	Hopes and	Post-reading activity	Deepening understanding
	Dreams!	Personal Journal Writing	Finding Solution of cases
	200	Pre-reading activity	Finding solution of cases
	Vanity, what is the price	Post-reading. activity	Making Project
		Personal journal writing	Finding solution of cases
	Benefit of	Pre-reading activity	Finding solution of cases
	doubt.	Post-reading activity	Making Project
	The last leaf	Pre-reading activity	Finding solution of cases
		Post-reading activity	Making Project

		Personal Journal	Finding solution	
		Writing	of cases	
		Pre-reading	Finding solution	
		Activity	of cases	
Father of	Fother of	Post-reading	Making project	
	Indonesia	Activity	waking project	
	Indonesia	Personal Journal	Finding solution	
		Writing	of Cases	
		Wilding		

Research Question 2. What is the dominant 4C skill represented in Eleventh Grade Senior Highschool's textbook?

4 C skills	Chapter of the book	frequency	Total
Communication	Chapter I Offer and Suggestion	5	46
	Chapter 2: Opinion and thought	4	
A	Chapter 3: Party Time	2	7
\ ≥	Chapter 4: Natural Disasters-An	3	
9	exposition		
	Chapter 5: Letter Writing	4	
	Chapter 6: Cause and Effect	3	
	Chapter 7: Meaning through	2	
7	Music		
	Chapter 8: Explain this!	4	
	Enrichment		
	Can greed ever be satisfied	3	
	Bullying: A cancer that must be eradicated		
	Hopes and dreams	3	
	Vanity, what is the price	3	
	Benefit of doubt	3	
	The last leaf	3	
	Father of Indonesia	1	
Collaboration	Chapter I: Offer and Suggestion	3	17
	Chapter 2: Opinions and thoughts		
	Chapter 3: Party time	2	

	Chapter 4: Natural disaster-An	1	
	Exposition		
	Chapter 5: Letter Writing	3	
	Chapter 6: Cause and Effect	3	
	Chapter 7: meaning through	2	
	Music		
	Chapter 8: Explain this!	-	
Creativity &	Chapter I: Offer and Suggestion	3	20
Innovation	Chapter 2: Opinion and thought	3	
	Chapter 3: Party Time	3	
	Chapter 4: Natural disaster-an	4	
	Exposition		
	Chapter 5: Letter Writing	3]
	Chapter 6: Cause and Effect	3	•
	Chapter 7: Meaning through	-	•
	Music		
	Chapter 8: Explain this!	1	
Critical Thinking &	Chapter I: Offer and Suggestion	5	59
Problem Solving	Chapter 2: Opinion and	6	(
5	Suggestion		
	Chapter 3: Party Time	5	
	Chapter 4: Natural Disaster-an	6	
	Exposition		
7	Chapter 5: Letter Writing	6	
	Chapter 6: Cause and Effect	6	
	Chapter 7: Meaning through	3	
	Music		
	Chapter 8: Explain this!	6	
	Enrichment		
	Can Greed ever be satisfied	1	1
	Bullying: A Cancer that must be	2	1
	Eradicated		
	Hopes and Dreams!	2	1
	Vanity, what is the price	3	1
	Benefit of doubt.	2	1
	The last leaf	3	1

Research Question 3. How are 4C skills represented in Eleventh Grade Senior Highschool textbook?

1. Communication

4 C skills	Chapter of the	Form of	Strategy of inserting
	book	activities	
Communication	Chapter I Offer	Pre-activity	Students are asked to read a
	and Suggestion		conversation
		Lets'	Students are asked to practice
		Practice	their comprehension through
		_	conducting communication
			with partner
		Active	Students are asked to conduct
		Conversation	a discussion with their partner
	Q P	Let's create	Students are asked to make a
	TAD	/contribute	postcard regarding Offer and
	25		Suggestion
		Formative	Formative assessment is a
	[12]	assessment	reflection for the students.
	S MU		This section is used to trigger
	₩ 40		the students to be able to
	(3)	made 1	communicate their
		Z max	understanding
	Chapter 2:	Pre-activity	Students are asked to read a
	Opinion and		passage.
	thought		
	D.	Active	In this section students are
	NI	Conversation	asked to conduct a discussion
			with their pair and make a
			transactional conversation to
			be performed in a role-play
		Let's	Presenting role play about
		Create/Contr	Opinion and thought
		ibute	
		Formative	In formative assessment
		Assessment	students communicating their
			understanding towards
			materials given
	Chapter 3:	Active	In Active conversation
	Party Time	conversation	students are asked to perform

	Formative assessment	a role play regarding conversation that has been made with their pair about accepting and defining invitation. Formative assessment is a reflection for the students. This section is used to trigger the students to be able to communicate their understanding
Chapter 4: Natural Disasters-An exposition	Writing Connection	In this part, students are asked to build up an exposition paragraph step by step from draft until the paragraph built. The proses of building paragraph including communication and discussion about draft that has been made by the students with their teacher.
	Let's create/contribute	Students are asked to make a project about analytical exposition in form of pamphlet or movie that can be used to educate people.
DNI	Formative assessment	Formative assessment is a reflection for the students. This section is used to trigger the students to be able to communicate their understanding
Chapter 5: Letter Writing	Active Conversation	Students are asked to perform a role play regarding to some situation.
	Writing Connection	In this part, students are asked to write a letter for their friends about adventure and party.

		Lat's	Students are asked to work
		Let's	Students are asked to work
		create/contri	with their pair to make a
		bute	postage stamps and letter
			writing pad that can be shown
			to post office.
		Formative	Formative assessment is a
		Assessment	reflection for the students.
			This section is used to trigger
			the students to be able to
			communicate their
		_	understanding
	Chapter 6:	Let's	In this section, students need
	Cause and	create/contri	to do performance that can be
	Effect	bute	in form of presentation, vide,
	o D	RNDIDIE	comic strip, or a blog about a
	TAD.	10.4	cause-and-effect tree.
	43	Formative	Formative assessment is a
		Assessment	reflection for the students.
	5 69	150171	This section is used to trigger
	لـ (الله	- A-L 90	the students to be able to
	N/ n	CE V	communicate their
	7 1	MALY	understanding
	Chapter 7:	Active	Students are asked to conduct
	Meaning	conversation	an interview towards their
	through Music	Conversation	friends and collect the
\ \	tinough wusic	W///	information such as favorite
	D 30.	Farmativa	song or poems.
		Formative	Formative assessment is a
		assessment	reflection for the students.
			This section is used to trigger
			the students to be able to
			communicate their
	-		understanding
	Chapter 8:	Active	In this section students are
	Explain this!	conversation	asked to do performance in
			front of the class in order to
			explain their research result
			regarding to a phenomenon
			that has been observed.

		Writing	In Writing connection,
		connection	students write an explanation
			text regarding to their
			previous performance about
			phenomenon that has been
			observed.
		Let's	Students are asked to educate
		create/contri	people with a project in form
		bute	of PowerPoint, video,
			pamphlet, etc. about
		<u> </u>	earthquake.
		Formative	Formative assessment is a
		assessment	reflection for the students.
			This section is used to trigger
	, a P	ENDIDIA.	the students to be able to
	TAD.	_ 4	communicate their
	0.5	ATT.	understanding
	Enrichment		
	Can greed ever	Pre-reading	In this section students are
	be satisfied	activities	asked to write down their
	N/d		wishes that given by mythical
	(1)	//	creature.
	, 2	Post-reading	Students communicating skill
		activities	is enhanced through
			conducting discussion with
			their classmate and students.
		Personal	Personal journal writing is
	N	journal	quite similar with formative
		writing	assessment in which enhanced
			students' communication skill.
			Students' skill is enhanced
			through writing such a
			feedback or reflection towards
			the lesson
	Bullying: A	Pre-reading	In pre reading activity,
	cancer that	activities	students are asked to write
	must be		down about what they feel and
	eradicated		what their opinion about
			bullying.
1	l	1	l

	Post-reading activities	Students communicating skill is enhanced through conducting discussion with their classmate and students about bullying.
	Personal journal writing	Personal journal writing is quite similar with formative assessment in which enhanced students' communication skill. Students' skill is enhanced through writing such a feedback or reflection towards the lesson
Hopes and dreams	Pre-reading activities	In pre reading activity, students are asked to write down about their hopes and dreams and then share it to their classmates and teacher.
	Post-reading activities	Students communicating skill is enhanced through conducting discussion with their classmate and students about speech of President Soekarno at Bandung Conference 1955.
DNI	Personal journal wiring	Personal journal writing is quite similar with formative assessment in which enhanced students' communication skill. Students' skill is enhanced through writing such a feedback or reflection towards the lesson
Vanity, what is the price	Pre-reading activities	In pre reading activity, students are asked about their opinion regarding borrowing things and lost it, then how would they find it.
	Post-reading activities	In post-reading activity, students asked to do

		1	lge e je earle
			discussion section with their
			teacher and classmates in
			order to answer some question
			about vanity and pride.
		Personal	Personal journal writing is
		Journal	quite similar with formative
		writing	assessment in which enhanced
			students' communication skill.
			Students' skill is enhanced
			through writing such a
			feedback or reflection towards
			the lesson
	Benefit of	Pre-reading	students are asked to write
	doubt	activities	down their feeling when they
	0.01	ENDIDIE	are in a position when all odds
	TABL	14	again them the share it to their
	3	A	teacher and classmates.
		Post-reading	n post-reading activity,
	5 5	activities	students asked to do
	Z (18)	2 4250	discussion section with their
		TO THE	teacher and classmates in
	₩7 (V	MALY	order to answer some question
		(Fillip	about letter to God and faith.
		Personal	Personal journal writing is
	CHIY	journal	quite similar with formative
\ \			assessment in which enhanced
		writing	students' communication skill.
	Da.		
	14.1	IKSP	Students' skill is enhanced
			through writing such a
			feedback or reflection towards
	Th. 1 - 4 1 C	D 1'	the lesson
	The last leaf	Pre-reading	Students are asked to share
		activities	their experience about taking
			care of sick person.
		Post-reading	In post-reading activity,
		activities	students asked to do
			discussion section with their
			teacher and classmates in
			order to answer some question
			about the last leaf story.
	•	•	•

		Personal	Personal journal writing is
		journal	quite similar with formative
		writing	assessment in which enhanced
			students' communication skill.
			Students' skill is enhanced
			through writing such a
			feedback or reflection towards
			the lesson
1	Father of	Pre-reading	Share their thought if there is
	Indonesia	activities	someone that wrote a
		A	biography about them, what
			should be mentioned.
	a DT	NDIDID.	
2. Collaboration	TABL		No.

2. Collaboration

4 C skills	Chapter of the book	Form of Activity	Strategy of inserting
Collaboration	INA	Pre-activity	Students are asked to work in pairs in order to analyze a conversation.
	Chapter I: Offer and Suggestion	Active conversation	In this section, students are required to works with their pairs and then practicing Think-Pair-Share strategy regarding to materials.
	0	Let's create/contribute	Students need to collaborate with their partner in order to make a poster/postcard regarding materials provided.
	Chapter 2: Opinions and thoughts	Pre-activity	Students need to works with their pairs to read the conversation and then break down the conversation to find out the interpersonal transaction contained in the conversation.
		Active conversation	In this section, students with their pairs need to make a

		Let's create/contribute	transactional conversation and then do a role play with their pairs to reenact the conversation to their classmate. In this activity, students with their pairs write a conversation about their opinion. Students collaborating skill is not only enhanced through work in pairs, but also through works in
			group of five in order to break down some expression of opinion in reporter's notebook.
	Chapter 3:	Active Conversation	Students are asked to work with their pairs in order to build a conversation about accepting and declining invitation.
	Party time	Let's create/contribute	Students with their pairs are asked to making an invitation towards several theme provided.
	Chapter 4: Natural disaster-An Exposition	Active conversation	Students with their partners are asked to make some arguments regarding an exposition.
	D	Pre-activity	In this section, students need to work with their partners and discuss about a letter provided.
	Chapter 5: Letter Writing	Active conversation	In this section, students need to make a project and the perform it in form of role-play with their partner.
		Let's create/contribute	Students are asked to collaborate in pairs to make a postage stamps and letter writing pad.
	Chapter 6: Cause and Effect	Pre-activity	Students need to collaborate with their partner and discuss about conversation provided.

	Active conversation	In this section, students with their partner are asked to make a conversation about endangered animal (about cause and effect).
	Let's create/contribute	Students with their partner need to make a cause-and-effect tree.
Chapter 7:	Pre-activity	Students are asked to work with their partner to discuss about music given.
meaning through Music	Active conversation	Students need to work in group of 5 then do such an interview about their favorite songs, poems, singer, and poets.
17.		No

3. Creativity and Innovation

4 C skills	Chapter of the book	Form of Activity	Strategy of inserting
Creativity & Innovation	Chapter I: Offer and Suggestion	Let's Practice	Students' creativity and innovation is enhanced since students need to develop their creativity to build up a conversation about theme provided.
		Active Conversation	Students' creativity and innovation is enhanced since students need to develop their creativity to build up a conversation about theme provided.
		Let's create/contribute	In this section, students' creativity and innovation enhanced through making a poster or postcard regarding materials and theme provided

Chapter 2: Opinion and thought	Active Conversation	Students are asked to make a transactional conversation and then doing role play, those activity could enhance students' creativity and innovation since they need to dig their creativity to build up a good conversation to be performed in form of role play.
	Writing Connection	Students need to make an opinion towards several topic provided.
AN BAITAS	Let's create/contribute	Students are asked to make a presentation, video, poster, or performing role play about an interview that has been conducted with their partner about several topic.
Chapter 3:	Active Conversation	In this section students need to make a conversation about accepting and declining invitation; however, no theme is provided. So that, students' creativity and innovation are enhanced.
Party Time	Writing Connection	Students are asked to build a formal invitation about brother's wedding using their own ideas and creativity.
	Let's create/contribute	Students are asked to make a formal invitation card template.
Chapter 4: Natural disaster-an Exposition	Let's Practice	In this activity, students' creativity and innovation is enhanced since they are given an incomplete

			analytical exposition test
			which is need to be
			complete by them.
		Active	Students are asked to make
		Conversation	an argument using some
		Conversation	expression about disaster.
			Strategy to insert the skills
			are by instruction where
		Writing	students need to make an
		connection	analytical exposition with
			clear instruction of the
			structure.
			in this activity students are
		Let's	asked to make a pamphlet or
	. 6 1	create/contribute	movie to educate people
	TAD.	141	about a theme.
	23	A.	In this activity required
		744	students to make some
	5	Active	conversation regarding to
		Conversation	some situation and then
	Chapter 5: Letter Writing	The second	perform it using role-play
			in this activity students need
\		Writing	to make a letter to their
		Connection	friend about adventure and
		Connection	party.
\ \		$\rightarrow \leftarrow < <$	Students' creativity and
			innovation is enhanced
	U Ar	Let's	
		create/contribute	through making postage
			stamps and letter writing
			pad with their partner.
			Students' creativity and
			innovation is enhanced
		Active	through build up a
	Chapter 6:	conversation	conversation about
	Cause and		endangered animal with
	Effect		their partner.
			Students' creativity and
		Writing	innovation is enhanced
		connection	through making their cause-
			and-effect dialog.
1	1	I	

	Let's create/contribute	Students with their partner are asked to make a cause-and-effect tree, so that their creativity and innovation are enhanced.
Chapter 7: Meaning through M	-	
Chapter 8: Explain thi	A	Students are asked to make a video, presentation, or pamphlet about tsunami or earthquake in order to educate people.

4. Critical Thinking and Problem Solvin

4 C skills	Chapter of the book	Form of Activity	Strategy of inserting
Critical		0630	Students critical thinking and
Thinking &			problem solving is enhance
Problem			through activity where the
Solving			students need to analyze a
		Pre-activity	conversation then break down
			the conversation to find out
		TATALAN Y	the interpersonal transaction
			contains in that conversation.
			In this activity students are
	Chapter I:	No.	given some expression and
	Offer and	Offer and Building Blocks	responses to be remembered
	Suggestion		regarding to material offer
			and suggestion.
			In the practice section,
			students were provided with
			filling the blank question,
		Let's Practice	fixing sentences (grammar),
	Let s I factice	responding expression to be	
			solved; so that, their critical
			thinking and problem solving
			are enhanced.

			From section D of "Let's
			Practice" students critical
			thinking and problem solving,
			and creativity is enhanced
			through building conversation
			with several theme provided.
			through this activity section,
		Active Conversation	students are asked to work in
		Active Conversation	Think-pair-share strategy
			regarding to the material.
		<u> </u>	In this section, students are
			asked to make a postcard or
			poster regarding to material
			given. Since, the postcard or
		ORNDIDIA.	poster need to be presented
	75	Let's	and used to educate people,
	(S)	Create/contribute	students critical thinking and
		5	problem solving is enhance
		1 TO 1	through digging their
1			understanding and insert the
			material to the postcard or
			poster.
1			Students critical thinking and
			problem solving is enhance
			through activity where the
			students need to analyze a
		Pre-activity	conversation then break down
		7A 18 P	the conversation to find out
		NDIKSH!	the interpersonal transaction
	Chapter 2:		contains in that conversation.
	Opinion and		In this section students are
	Suggestion		given some examples of
	Buggestion		
		Building Blocks	expression and responses to
			be remember regarding the
			material "Opinions and
			Thoughts".
			In this section, students were
		Let's Practice	asked to filling the blank and
			categorized expression into

			11, 11, 0 1
			impolite, polite of giving
			opinion and disagreeing
			In this section, Students'
			critical thinking and problem
			solving are enhanced since
			they are asked to make a
			transactional conversation
		Active Conversation	with theme provided. So that,
			students need to dig into their
			understanding and building
		A	up a conversation regarding
			theme provided.
			Students are asked to write a
		T OF Whine	conversation about their
		Let's	opinion and working in group
	172	create/contribute	of five to break down some
		AM	expression of opinions in
			reporters' notebook.
1		8 1 6 0 C	Students critical thinking and
1	5		problem solving is enhanced
		Pre-activity	in this activity through form
			of discussion regarding an
		Allia	example provid <mark>ed</mark> .
		YMANTY	Students critical thinking is
			enhanced through given some
			types of invitation, example,
		Building Blocks	part of invitation, and
		Non-add	responding an invitation
	Chapter 3:	ADIKED	(acceptance or declining).
	Party Time		In Let's practice section
	Taity Time		critical thinking and problem
			• •
			solving of the students is
		T 4 D 4	enhance through a task where
		Let's Practice	student is confronted with
			missing part of invitation and
			then they need to rewrite the
			invitation properly with the
			response.
		A ativa appropriation	Students are asked to works
		Active conversation	in pairs in order to build a
<u> </u>			1

			conversation about accepting
			and declining invitation
			Students' critical thinking and
			problem solving are enhanced
			through making an invitation
			in pairs toward several theme
			provided. Furthermore,
		Let's	students also asked to create a
		create/contribute	formal invitation card
			template. This will enhance
		<u> </u>	students' skill since they need
			to integrate their
			understanding about the
			material given into a project.
		C PENDIDIE.	Students critical thinking and
	70	A	problem solving is enhanced
	20.	Pre-Activity	in this activity through form
			of discussion regarding an
	9	6 9 3 7 A	example provided.
1		M 1 70	In Building blocks students
			critical thinking and problem
			solving Is enhanced through
1	100	YIIIGY	an explanation of analytical
		Building blocks	exposition text complete with
			special characteristics of
	Chapter 4:		analytical exposition, and
	Natural —		example
	Di <mark>sa</mark> ster-an	N > 4 1	In this activity students
	Exposition	ADIKSE	critical thinking and problem
			solving are enhanced since
			they are given an incomplete
		Let's Practice	analytical exposition test
		Let 5 I factice	which is need to be complete
			-
			by them. Moreover, they need
			to complete them from
			paragraph to paragraph.
			Students' skill in enhanced
		Active Conversation	through making some
			argument by using some

	ı		,1 .1 .1
			expression with the theme provided.
			1
			Strategy to insert the skills
			are by instruction where
			students need to make an
			analytical exposition with
		Writing Connection	clear instruction of the
		8 -	structure. Moreover, the step
			by step in making the text is
			written such as from draft
		A	into feedback towards their
			writing.
			In this activity students are
			asked to make an analytical
		Let's	exposition text regarding to
	7.		theme provided; moreover, a
	3	Create/contribute	pamphlet or movie is also
		54437	need to be make in order to
		~ 1150 J	educate people about a theme.
		Pre-Activity	Students' skills are enhanced
			through an instruction where
			students were asked to
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \			discuss with their partner
			about the letter provided
	Chapter 5: Letter		In Building blocks students
		Building blocks	critical thinking is enhance
			through given some theories
			about letters including the
Ch			structure of letters, and the
Le			expressions contains.
\mathbf{W}_{1}	riting		In this activity consist of
		Lat'a Practica	matching expression, and
		Let's Practice	highlighting the mistakes of a
			personal letters which need to
			be solved by the students
			This activity required
		Active Conversation	students to make some
			conversation regarding to
			some situation.

	1	Г	0.1
			Students critical thinking and
			problem solving is enhanced
		Writing Connection	through practicing students
			understanding about writing a
			letter for their friend about
			adventure and party.
			Students critical thinking and
			problem solving is enhanced
			through practicing students
			understanding about writing a
		<u> </u>	letter. Moreover, Students
		Let's	need to make a letter for their
		Create/contribute	parents about everything they
			have done. Another activity
		OPENDIDIE.	in this section required
	7	40.	students to work with their
	28).		partner and make a postage
			stamps and letter writing pad.
	- 5	5 TESTA	In this activity, students are
l l	5		faced with conversation and
			then they need to discuss with
	10	Pre-Activity	their partner what the
		Alliga	message from that
		TANK TO THE TANK T	conversation.
			In building block students
			critical thinking is enhanced
			through giving materials and
	Chapter 6:	Building blocks	thinking scheme about cause
	Cause and	DIKE	and effect complete with
	Effect		example, signal words,
			sentence structure
			In this section, students are
			faced with exercise where
			they are required to identify
			the cause or the effect of the
		Let's Practice	sentence, underlining signal
			words or phrases, finding the
			cause and the effect of the
			sentence, and completing
			sentence, and completing

			4
			transactional conversation
			using signal words
			In active conversation
			students' skill enhanced
			through working with partner
		Active Conversation	and make a conversation
			about endangered animal
			(about cause and effect) and
			then do the role play.
			Critical thinking and problem
		<u> </u>	solving skill Are enhanced
			through individual activity
		Writing Connection	where they need to make a
		S	dialog about cause and effect
		A DENDIDID.	regarding several theme
		810.00	provided.
	(8)		Students are asked to make a
		544	project "Cause and Effect
	2		Tree" this project is
1			enhancing students critical
		Let's	
		Create/contribute	thinking and problem solving
			since they need to solve the
			problem about what cause
		YYYYYYY	something and what the
			effect.
			Students' skill is enhanced
			through instruction given
	Chapter 7:	Pre-activity	where they need to work with
			partner in order to discuss
			some question about music
			given.
			Students critical thinking is
	Meaning		enhanced trough giving some
	through	Building Blocks	tips about thinking scheme
Mus	Music		about how to figure out song
			meaning
			In this section students are
			asked to work in a group of 5
		Active Conversation	and they do such kind of
			interview about their favorite
			interview about their ravorite

		song poems, singer, and
		poets.
		Students are required to
		answer some discussion
	Pre-activity	question about a text
	110 00111109	provided. So that, this section
		can be said enhanced
		students' critical thinking
		Students critical thinking is
		enhanced by giving some
	A	thinking scheme about
	Building Blocks	explanation text, types of
		explanation text, structure,
		and additional information
	- CPENDIDIA	about passive voice
	11 40	In this section students
	\$ ³	critical thinking is enhanced
		through making an
N S	5 7 5 6 7 J	explanation text about how
		rain is formed. This theme is
Chapter	8: Let's Practice	also interesting since students
Explain t	101/ 11/1 J / 11 V	need to do some research
	VIIIGY	about it and forming an
	VAALAN A	explanation test based on
		their findings
		In this section students are
		required to do individual
	(Non-od)	research and explain a
	Active conversation	phenomenon that has been
		observed through explanation
		text.
		This activity is the continued
		of previous activity where
		they need to form an
	Writing Connection	1
		explanation text an develop it
		from the previous text that has been made.
	Let's	In this section students'
	create/contribute	critical thinking and problem
		solving is enhanced through

	Enrichment		activity where students need to educate people by using video, PowerPoint or pamphlet about earthquake.
	Limicinient		Students' critical thinking
	Can Greed ever be satisfied	Post-reading activity	enhanced through question given about the folklore, an interesting question about the folklore is about finding the lesson that they got from the folklore.
			Students asked to do
	Bullying: A Cancer that	Post-reading activity	discussion section with their teacher and classmates in order to answer some question about opinion and reaction about bullying.
	must be Eradicated	Personal Journal	Students are asked about how'd they feel about being
		Writing	bullied every day and find out some solution about what to do if it's happened
	7	YYYYYYY	Students asked to do
	Hopes and	Post-reading activity	discussion section with their teacher and classmates in order to answer some question about a speech of President Soekarno at
	Dreams!		Bandung Conference, 1955
		Personal Journal Writing	Students asked to think a while about hopes and dreams in which considered as an important think that decide success of life. Why it's so.
	Vanity, what is the price	Pre-reading activity	Critical thinking and problem solving of the students are enhanced through questioning about borrowing something

			and lost it, then how would
			they find it.
			students asked to do
			discussion section with their
		Post-reading.	teacher and classmates in
		activity	order to answer some
			question about Vanity and
			Pride
		Darganal jaurnal	Students asked to write down
		ū	their opinions about the
		writing	importance of being honest
			Students are asked to write
			down their feeling when they
			are in a position when all
		CPENDIDIA.	odds again them; so that, their
		Pre-reading activity	critical thinking and problem
	23,	<i>A</i>	solving will be enhanced
			since they are faced with
	Benefit of	D 18.21 9	problem that need to be
1			solved.
	doubt.		students asked to do
			discussion section with their
			teacher and classmates in
		Post reading activity	order to answer some
		rost-reading activity	question abou <mark>t</mark> letter to God
			and faith, in which the
			question tend to asked about
		NDIVSE	their personal thought.
			Students are asked to share
			their experience about taking
			care of sick person. In
			addition, students' critical
		Pre-reading activity	thinking and problem solving
	The lest lest		will be enhanced since they
	The last leaf		are faced with problem and
			they need to decide what to
			be done.
			students asked to do
		Post-reading activity	discussion section with their
		•	teacher and classmates in
	Benefit of doubt. The last leaf	Pre-reading activity Pre-reading activity Pre-reading activity	question about Vanity and Pride Students asked to write down their opinions about the importance of being honest Students are asked to write down their feeling when they are in a position when all odds again them; so that, their critical thinking and problem solving will be enhanced since they are faced with problem that need to be solved. students asked to do discussion section with their teacher and classmates in order to answer some question about letter to God and faith, in which the question tend to asked about their personal thought. Students are asked to share their experience about taking care of sick person. In addition, students' critical thinking and problem solving will be enhanced since they are faced with problem and they need to decide what to be done. students asked to do discussion section with their

Personal Journal Writing Personal Journal Writing Personal Journal Writing Personal Journal Writing In this section of personal journal writing students are asked about how'd they feel about being bullied every day and find out some solution about what to do if it's happened. Students asked to share their thought if there is someone that wrote a biography about them, what should be mentioned or what should be				
Personal Journal Writing Personal Journal Writing Personal Journal Writing Personal Journal Writing Personal Journal about how'd they feel about being bullied every day and find out some solution about what to do if it's happened. Students asked to share their thought if there is someone that wrote a biography about them, what should be				order to answer some
Personal Journal Writing Personal Journal Writing In this section of personal journal writing students are asked about how'd they feel about being bullied every day and find out some solution about what to do if it's happened. Students asked to share their thought if there is someone that wrote a biography about them, what should be				•
Personal Journal Writing Journal writing students are asked about how'd they feel about being bullied every day and find out some solution about what to do if it's happened. Students asked to share their thought if there is someone that wrote a biography about them, what should be				
Personal Journal Writing asked about how'd they feel about being bullied every day and find out some solution about what to do if it's happened. Students asked to share their thought if there is someone that wrote a biography about them, what should be				In this section of personal
Personal Journal Writing about being bullied every day and find out some solution about what to do if it's happened. Students asked to share their thought if there is someone that wrote a biography about them, what should be				journal writing students are
Writing about being bullied every day and find out some solution about what to do if it's happened. Students asked to share their thought if there is someone that wrote a biography about them, what should be			Darganal Journal	asked about how'd they feel
and find out some solution about what to do if it's happened. Students asked to share their thought if there is someone that wrote a biography about them, what should be			-	about being bullied every day
happened. Students asked to share their thought if there is someone that wrote a biography about them, what should be			witting	and find out some solution
Students asked to share their thought if there is someone that wrote a biography about them, what should be				about what to do if it's
Pre-reading Activity that wrote a biography about them, what should be				happened.
Pre-reading Activity that wrote a biography about them, what should be			_	Students asked to share their
Pre-reading Activity them, what should be				thought if there is someone
them, what should be			Dua mandina Antivity	that wrote a biography about
mentioned or what should be		717	Pre-reading Activity	them, what should be
				mentioned or what should be
put in that biography.				put in that biography.
In post-reading activity,		23	Post-reading Activity	In post-reading activity,
students asked to do				students asked to do
discussion section with their		5		discussion section with their
Fainer of Feacher and classmates in]	Father of		teacher and classmates in
Indonesia Activity order to answer some]	Indonesia		order to answer some
question about Ki Hajar				question about Ki Hajar
Dewantara				Dewantara
In this section of personal			YVVVVV	In this section of personal
journal writing students are				journal writing students are
asked about how'd they feel			D 11 1	asked about how'd they feel
Personal Journal about being bullied every day			Personal Journal Writing	
Writing and find out some solution				and find out some solution
about what to do if it's				
happened				happened