**CHAPTER V**

**DISCUSSION**

In chapter V, writer discusses the analysis of the content from English textbook “Let’s talk” that published by Pakar Raya in 2005. The discussion is about the content of the book according to school based curriculum 2006.

1. **Brief Note of English Textbook “Let’s Talk”**

English textbook “Let’s Talk” is a type of English textbook which is used by some of schools in Blitar and Tulungagung regency. The book is created for students in Junior High School, especially for students in second grade of Junior High School. The book is divided into eight units and consisted of 219 pages. It is published by Pakar Raya in 2005 and writen by Bachtiar Bima M and Cicik Kurniawati. The book is printed in Bandung by printing company Pakar raya.

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**Unit 1 (Spoken Cycle)**

1. **Building Knowledge of the Field (BKOF)**

**Discussion:** Unit 1 for spoken cycle in building knowledge of the field (BKOF) is devided become seven tasks from (**A, B, C, D, E, F, G**) with the explanation as follows:

In task (A), the book builds students’ knowledge by introducing students with the topic about the name of animals in the picture. Students are asked to look at the picture and teacher give question orally through dialogs about the name of animal in the picture (pg: 2). This part researcher called as building knowledge of the field in spoken cycle. The purpose of the text is to build students’ skills in listening and speaking.

In task (B), the book builds students’ knowledge by introducing the topic about transactional task. Teacher reads the expression about asking for and giving an explanation, then students ask to repeat after the teacher and read the expression aloud (pg: 3), this part researcher called as building knowledge of the field (BKOF) to express dialogs for transactional exchange in spoken cycle.

In task (C) students are introduced with the topic about dialogs transactional exchange. Students are asked to find out the expression from the dialogs (pg: 3). It is called as building knowledge of the field (BKOF) that focus on spoken dialogs transactional exchange. The focus is to build students’ skills in speaking and listening.

In task (D) Students are asked to repeat pronunciation about the names of animals in the pictures, example: a snake, a mouse, a tree, a bird, a giraffe etc (pg: 4). It is called as building knowledge of the field (BKOF) that focus on vocabulary building. Here teacher show the picture of animals and read the name of each animals as a new vocabulary for students. The focus is to build students’ skills in speaking and listening through vocabulary mastery.

In task (E) the book builds students’ knowledge with focused on grammar. Here teacher showed how to make sentences in order to carry out conversation with the purpose of giving information. It focus with simple sentence that uses present tense. The sentence pattern is Subject + verb + object/complement (S+V+O/C).

One of the example from the first table is (*a snake is wild animal)*. The word (*a snake)* becomes a subject of the sentence. The word (*is)* becomes the verb of the sentence. This type of verb called as liking verb. Liking verb have the function to identifies or describe the subject. Here the subject is a snake so the verb describe about a snake. The object of this sentence is (*wild animal)*. This verb indicated present time. Simple present tense expresses event or situation that exists now, in the past and probably will exist in the future, so the description about the snake as a wild animal exists from past time until now.

Next one of the example from second table is (*giraffe eat leaves).* The word (*Giraffe*) becomes the subject of the sentence. The verb is (*eat*) and the object of the sentence is (*leaves*). The verb called as transitive verb. Transitive verb is an action that has direct affect a subject. The word (eat) is the action verb that gives direct affect to explain the giraffe action.

The book focus on grammar how to ask for information. The sentence is in the form of interrogative sentence. These two tables are consists of simple sentence and in the form of present tense. The table 3 shows how to make interrogative sentence using question word (*is, are, do and does*). Example: (*Do the penguins live in the South pole?...*). The table 4 shows how to form interrogative sentence using additional question word like (*what*). Example: (*What does he look like? ).* The task (e) all are explaining about building knowledge of the field (BKOF) that focus on building knowledge on the grammar.

This task (F) is part of building knowledge of the field (BKOF) that focused on vocabulary building for students. Teacher asks student to look at the picture of some animals, then students have to complete the blank part with the words to describe the animals. This task is called as building knowledge of the field with the purpose to build students’ skills in speaking and listening.

In this task (G) students are asked to complete the blanks part with correct verb forms to describe certain animal in the pictures. Then students ask to match the description with the picture of the animals. This part is called as building knowledge of the field (BKOF) that focused on building students knowledge in vocabulary.

**2**. **Modeling of the Text (MOT)**

**Discussion:** modeling of the text(MOT) exposed students with conversation text which has the function for transactional and interpersonal exchange. The generic structures for modeling of the text are as follows: story telling, transactional exchange and interpersonal exchange. This section is divided become four task, they are task (H, I, J and K).

In task (H) the book present two pictures of a crocodile and orang utan.

Teacher makes a story telling from the pictures and students listen to the story and make notes if necessary. This part is called modeling of the text (MOT) trough story telling by the teacher. The focus is to explore students’ skills in speaking and listening.

This task (I) is called as modeling of the text (MOT) that focused on dialogs transactional text. The dialog above is called as transactional dialog to give someone information about animal named a bear. It is a wild animal that dangerous for people to get near. Students have to close the book and listen to teacher. Later, they have to read and practice the dialogs in pair with their friend. This part is included in spoken cycle for listening and speaking purpose.

Task (J) is introduce the topic about dialog interpersonal text. Task (J) is called as dialog interpersonal task because the purpose of the dialog is only to explore students’ knowledge and skill in listening and speaking. This task included in modeling of the text trought guessing game.

Task (K) is called as dialog transactional text because, it gave information about the description of certain animal. This part included in modeling of the text by teacher through descriptive text. The purpose is to explore students’ knowledge about descriptive text.

1. **Joint Construction of the text**

**Discussion:** Joint construction of the text (JKOT) expect students to make dialogs and monolog text types in a group. It include constructing monolog, transactional and interpersonal exchange. From these three tasks, students are expected to make transactional and interpersonal text by working together with their friend. In task (i) students are asked to describe the animal in the picture aloud. In task (m) students are expected to construct dialog then perform it in the class. While in task (n) students ask to make dialog at home. It called joint construction of the text (JCOT) because students can work together with their friends to do the task.

1. **Independent Construction of the Text**

**Discussion:** independent construction of the text (ICOT), students start to apply and practice their knowledge and experience through self learning. In this section students are expected to be able to make and practice transactional, interpersonal text in spoken form. Then students ask to perform in front of the class. It focused on constructing independent text in individual leaning to evaluate students minimal competence in learning.

**Unit 1 (written cycle)**

1. **Building Knowledge of the Field (BKOF)**

Discussion: Unit I for written cycle in Building knowledge of the field (BKOF) is devided become sevent tasks. It starts from task A, B, C, D, E, F, and G with the explanation as follows:

Task (A), build students knowledge in reading and understanding the meaning of some vocabulary. Then students are taugh to write a new vocabulary. It called as building knowledge of the field (BKOF) with the focus on vocabulary mastery. The purpose is to build students’ skills in reading and writing.

Task (B) explore students knowledge trought reading functional text. The text is in the form of advertisement. It builds students knowledge about functional text for reading and writing. Then students have to answer some questions that related to the advertisement. Students are expected to get new information from reading the advertisement.

Task (C) explores students’ knowledge in reading and writing by introducing the topic about grammatical pattern. The grammar focus on adjective for comperative degree and superlative degree. Adjective has the function to describe people, animals or thing. To compere two people, animals or thing we use comparative by adding –**er** that followed by **than**. Example: Ratih is younger than Lisa. There are also some irregular forms of comparative such as: good-better, bad-worse, little-less. Then for superlative, it added **the** and **–est**. There are some irregular form of superlative, such as: good-best, bad-worst and little-least. Example of superlative: what is **the longest** animal in the world?

Task (D) focus on writing to describe people, thing and animals. It uses simple sentence. Here students have to describe some pictures using their on words. The function of this task is to build students knowledge in writing simple sentence and creating vocabulary from the pictures.

Task (E) focus on writing to compare people, animals and things using comparative. This task build students knowledge on grammar, that they have learned from task (C) Students are given an example then they are given ten questions to explore students’ knowledge about grammar comparative.

Task (F) focus on buiding students knowledge in reading and writinng. Expecially it focused on building students’ knowledge about grammar superlative. First the task presented some data related to the topic. Then students are given an example as the model. Next students asked to make superlative sentence according to the data presented.

Task (G) focus on writing vocabulary to complete the sentence using superlative form. It built students knowledge on how to change the words into superlative form. The task presented an example for students. Then it presented ten questions to explore students’ undestanding about grammar superlative. It called as building knowledge of the field with the focus on reading and writing skills.

1. **Modeling of the Text (MOT)**

Modeling of the text exposed students to read,write and analize kinds of text. It includes reading for comprehension and interpretation. Here students are expected to read functional text and reflect on the information from the text. In this book in writen cycle for modeling of the text is devided become five task. They are task (H, I, J, K, and L).

Task (H) expose student to read descriptive text. Desriptive text is a text that used to describe a particular person, place or thing. When it describes a person, it is usually will discribe the characteristics from the top until bellow or the reverse started from bellow till the top. When it is decribes animal, it will discribe the characteristic using adjective. Example long neck, brown skin etc. When it is describe the place, it will describe the part of the place started from infront till behind or from the top till bellow.

Descriptive text consists of two generic structure, they are: identification and description. First identification is use to identifies the phenomenon that going to be described. It introduces a particular person or thing which going to be described. In task (H), the phenomenon that going to be described is a giraffe.

Second the generic structure is description. It describes the characteristic of the giraffe from the head, body and legs. The language feature in descriptive text is focus on specific participant. Here focus on talking about a giraffe. It use grammar of simple present tense, example: it is male and it is about six meters tall. Simple present tense use to express events or situations that exis always, usually and habitually.

Task (i) focus on writing to complete the sentences using the information from the text above. Here students are expected to take the information from reading task (H) in order to answer the question that presented in task (i).

Task (J) focused on reading functional text to answer the questions. The functional text is in the form of advertisement about lost and found animal. Here students are exposed to read e-mail about missing cat. After they get the information, they are expected to answer ten questions which related to the information. This task gives a model about functional text.

Task (K) expose students on writing an e- mail. Based on the example in task (J) students are expected to be able to fill the blanks part using the information which provided in the box. It is about lost and found animal. It gives information about a pet’s data and contact person.

Task (L) focus on reading an e-mail. Here students are exposed with functional text in form of e-mail. After reading the e-mail, they are expected to get some informations to answer the questions. There are ten questions that related with the text. These tasks from (H, I, J,K and L) were named as modeling of the text (MOT) which focus on reading and writing.

1. **Joint Construction of the Text (JCOT)**

In this section students are created to work together and learn to make a text. For this written cycle, joint construction of the text is devided become four task, they are task (M, N,O and P).

Task (M) focus on reading two texts. The text discuss about adjective for comparative and superlative. First students asked to complete the adjective with the right form. Then students have to discuss the structure of each text with their friend. This task is called as joint construction of the text (JCOT), because students can do the task in agroup. It build students skills in reading and understanding grammar for comparative and superlative.

Task (N) focus on writing, the book present the picture about a pig, a big stone, a small stone and bushes with a tree. Students asked to describe those objects in written form. The task build students knowledge on grammar and writing skills. Students have to mind the structure when they are writing the description.

Task (O) focus on reading. It builds students’ knowledge on reading taxt in the form of poem. After reading the poem, students are expected to fill the blanks part of other poem using similar patterns from the example.

Task (P) focuses on reading descriptive text. It build student knowledge by reading the instruction to describe certain activities. Students are expected to make description about the activities from three pictures. The task is called joint construction, because students can solve the problems with their friend in a group.

1. **Independent Construction of the Text (ICOT)**

Students are expected to create writen text individually. After that they can share and discuss the result with their friend. In this unit for written cycle, it devided become three tasks, they are: task (Q, R and S). In task (Q) students asked to produce an e-mail letter and make the reply for the e-mail. The purpose is to evaluate students skill on writing functional text individually. Task (R) also focus on writing. It evaluates students skill on writing an e-mail to describe their favorite animals. Task (S) focused on writing functional text, students asked to describe an event in the picture with descriptive text. This three tesks evaluated students’ skills in reading and writing, so they are called as independent construction of the text (ICOT).

**Unit 2 (Spoken cycle)**

1. **Building Knowledge of the Field (BKOF)**

Building knowledge of the field (BKOF) for spoken cycle in unit 2 is divided become nine tasks, they are task (A, B, C, D,E ,F ,G ,H and I).

Task (A) builds students’ knowledge through transactional text about how to invite someone and ask for permission. It introduced students with the topic they will discuss by presenting three pictures with short transactional dialogs. The task focuses on speaking and listening to explore students’ knowledge about the topic of transactional text, so it called as building knowledge of the field (BKOF) with the focus on speaking and listening.

Task (B) is focused on building transactional text for inviting other people. It builds students’ skills for speaking and listening on how to invite other people with the right expression. Here the task is giving the example what to say and what is the answer when students want to invite other people. Example: “would you come to my sister party tomorrow? “ Then the answer can in the form “sure, I will”. This is called as dialog transactional text.

Task (C) explores students’ knowledge on dialog transactional text. It builds students’ skills for asking permission. First teacher read the expression, then students listen and repeat the expression aloud. The task is focused on building students’ skills for speaking and listening. This task also called as building knowledge of the field.

Task (D) explores students’ knowledge on practicing dialogs transactional text. There are four dialogs transactional text in the examples: example number one and number four are dialogs for asking permission, then example number two and number three are for inviting someone. The task is focused on building students’ skills for speaking and listening to perform the dialogs.

Task (E) is build students knowledge on grammar about phrases, (**verb past + noun).** The phrases are to express the actions in the past. Example: shook hand, shook head, clapped hand. The task focuses on building students’ skills in speaking and listening through reinforcement of vocabulary mastery.

Task (F) build students knowledge on mastering vocabulary to complete the dialog text. The text showed some pictures with activities that happened in the past. Here the task explored student knowledge on vocabulary with the focus on speaking and listening skills.

Task (G) builds students’ knowledge on vocabulary. Especially, it is about verb past in the form of irregular verb. Verb past used to talk about an action that happened in the past or to tell a story. There are regular and irregular verb: for regular verb, the verb added with (ed) but for irregular verb the verb is not added by (ed). Example: begin, began, bring, brought, buy, bought, cost, cost, do, did etc.

Task (H), students are exposed with the topic about two stories in the form of incomplete text. After that students have to complete the text using the right verbs and read it aloud. This task builds students’ skills in speaking with the focus on vocabulary.

Task (I) builds students’ knowledge on speaking that started by a word. Then students are asked to develop it into a sentence. There are five words that students have to develop into sentences. Here students are exposed with relevant of vocabulary to make sentences. This task focuses on vocabulary building.

1. **Modeling of the text (MOT)**

This part is divided become three tasks, they are: task (J, K, L).

Task (J) is modeling of the text trough story telling. It builds students skill on listening with the focus on mastery of vocabularies. Here the task presented 20 vocabularies to be studied by students. Students have to find the meaning of each word in dictionary. After that they have to read the words with the correct pronunciation.

Task (K) is modeling of the text using story telling. Students listened to the teacher’s story and take some notes when necessary. Afterward they use the notes to answer the questions. This modeling of the text is focus on listening with narrative text. Narrative text deals with problematic events which lead to crisis or turning point, and in turn it is to find some resolution. People tell narrative text with the purpose to entertain, stimulate emotion or to teach.

Task (L) is part of modeling of the text (MOT) that focused on transactional dialog. People use transactional dialog to get something done. This task consist of three transactional dialogs, first is the dialog about asking permission between a guest and a school staff. The guest asks permission to see the head master, but the head master is still having a meeting with the other guest. Second dialog is about inviting someone to accompany to go to other people house. Then the third dialog is about asking permission to go to a friend house. These all called as modeling of the text for transactional exchange with the purpose to ask for permission and inviting people.

1. **Joint construction of the text (JCOT)**

It is divided become four tasks, they are (M, N, O, P).

Task (M) focus on transactional text, students ask to complete transactional text by working together with their friend. The text is in the form of dialog. There are five dialogs in this task. First the dialog is about inviting someone for a meal. Second is dialog about inviting a friend to come for visit. Third is dialog about inviting a friend to joint for fishing. Fourth is dialog about asking permission to borrow a bicycle. Fifth is dialog about asking permission to borrow mobile phone. It expects students to perform transactional text in a group. It builds students skill in speaking.

Task (N), in this task students are expected to make dialog transactional text with their friends. After students created the dialog, they have to perform the text in front of the class. They have to make dialog based on the situation: asking permission to use dictionary, to borrow mobile phone, inviting a friend to come for party, inviting people to come to your house. This task expect on practicing students skill in speaking with their group.

Task (O), it expects students to answer questions based on the picture. Students asked to analyze a picture of unicorn. Then continued with task (P), this task asked students to make a group and listen to the story again to complete the text. After they complete the text they have to perform it in front of the class. These two tasks evaluated student skill for joint conversation in a group.

1. **Independent Codnstruction of the Text (ICOT)**

It divided become three tasks, they are task (Q, R, and S). In task (Q), students are expected to produce short transactional dialog using word provided. Afterward they have to perform it in front of the class. Task (R) asked students to find interesting story and to retell it using their own words. In task (S), students are expected to tell story individually by choosing one of three situations. The situations are first about magic carpet, second about magic lamp and a genie, third about how if your physics teacher is Einstein. All these tasks evaluate students’ skills in speaking and listening through self learning, so these called as independent construction of the text.

**Unit 2 (Written cycle)**

1. **Building Knowledge of the Field (BKOF)**

Unit 2 for written cycle in building knowledge of the field (BKOF) is divided becomes eight tasks. They are task (A, B, C, D, E, F, G and H).

Task (A) builds students’ knowledge on the topic which going to be discussed. The topic is about narrative text. It presented the picture to be analyzed by students. After analyzing the picture, they have to answer the questions that related with the picture. The task focused on students skill in reading the picture.

Task (B) is build students knowledge on vocabulary. They have to match the English words in left column with the correct meaning in the right column. It explores students’ mastery on reading vocabulary. The task focused on students’ skills in reading and writing vocabulary.

Task (C) presented incomplete sentences. Then students have to complete the sentences using the correct verbs. This task also explored students’ knowledge on vocabulary mastery. It builds students skills on reading and writing.

Task (D) explore students knowledge on vocabulary. Here students should make a word for each letter that has been prepared for them. This task builds students’ knowledge on vocabulary; because the more they can make a word from each letter it means more various vocabularies they have mastered. The task explores students’ skills on reading and writing.

Task (E) explore students knowledge on grammar. The grammar is about preference. Preferences use to say that you like someone or something better than others or other things. The patterns can use (**prefer-to), (like- better than) and (would rather-than)**. Examples: we **prefer** playing the guitar **to** listening to the radio. Mary **likes** noodles **better** **than** meatballs soup. Agung **would rather** have iced tea **than** water when he feels thirsty. This task focused on building grammar for writing skill.

Task (F) is focused on building students’ knowledge in grammar to complete the sentences. Students should fill the blanks part of the sentences using the right phrases of preference. After finished, they have to read it aloud so this task has the purpose to explore and build students’ skills in reading and writing.

Task (G) is focused on vocabulary building to make sentences based on the pictures. The sentences have to use grammar for preference. The task explores students’ knowledge about vocabulary and grammar. The task builds students skills on writing about preference to do something.

Task (H) focused on building students’ knowledge in grammar. The topic is about your own preference. It explores students’ skills in writing preference and giving the reasons for it. There are five preferences, they are: preference of job, preference of place to stay, preference of private vehicle, preference of place to continue for study and preference of place to sleep. All the tasks above from A until H are called as building students knowledge of the field (BKOF) that focus on vocabulary and grammar to build students skills in reading and writing.

1. **Modeling of the Text (MOT)**

In unit 2, for modeling of the text (MOT) is divided become three tasks. They are: task (I, J and K). Modeling of the text (MOT) exposed students to read, write and analyze various texts. It is including reading for comprehension.

Task (I) exposes students knowledge on reading narrative text. Students are expected to reflect the information and study the structure of narrative text. Narrative text is a text that used to tell story or past time events. Narrative deals with problematic events which lead to crisis or turning point then in turn to find resolution. The purpose of narrative text is to amuse, entertain or to deal with actual experience. Narrative consist of three generic structure, they are: orientation, complication and resolution. Orientation set the scene and introduce participant. Complication is where the crisis a rises. Resolution is where the crisis resolved for better or for worst. The language features for narrative are: it focused on specific or individual participant, using materials process and using grammar past tense. In this task (I), students are modeled to read narrative text with the right pronunciation. Students explore the information and structure of narrative text from reading comprehension to answer the questions.

Task (J), students got homework to find story and write it in English. Here students are modeled to identify the structure of the story. The purpose is to explore students’ knowledge about narrative. It focuses on students’ skills in reading and writing narrative text.

Task (K) explore students knowledge on functional text. Students are expected to identify the structure of functional text. It is in the form of invitation letters. There are three kinds of invitation letters, they are: first is invitation card from Santi to Miranda about holiday visit, second is invitation letter by e-mail from Almas to uncle Galang, it is about invitation to come to Almas’ house and third is invitation through short message from Doni to his friends. This task focused on students’ skills in reading and writing.

1. **Joint Construction of the Text (JCOT)**

In this section students are created to work together and learn to construct functional text in a group. It’s divided becomes four tasks, they are task (L, M, N and O). Task (L), students are created to identify the structure of invitation letter, but before that students have to choose which one is the invitation letter. In this task, there are two kinds of letters and one of them is invitation letter. It constructs students’ skill on reading comprehension with the focus on functional text.

Task (M) creates students to work in a group. They have to arrange jumble paragraph into a proper story. It is focus on reading and writing skills. Students are expected to read the paragraphs carefully and write it into proper story.

Task (N), students are expected to read the story about Donkey, Cock and the Lion. The story is in the form of incomplete narrative text. Then they have to fill the blanks part with the suitable words in the box. This task constructs students’ skills in reading and writing with the focus on vocabulary.

Task (O), students work in group and write a story based on a series of pictures. Here students created to make narrative text in a group. Then read the story in front of the class. This task constructs students’ skill in reading a series of pictures and writes it into narrative text.

1. **Independent Construction of the Text (ICOT)**

In this part every students ask to produce and share written text. After that the purpose is to be discussed together in the class. In task (P), students asked to produce functional text. This task focused on evaluating students’ skills in writing. Students are expected to produce invitation letter individually. There are two kinds of topics that students can choose. First is about invite other school to participate in your school musical festival. Second it is about invitation for all students to joint in sport competition.

Task (Q) is focused on reading comprehension. Students asked to read narrative text. Then they have to rewrite it using their own words. After that they must read it aloud. This task evaluates students’ skills on reading and writing narrative text individually.

**Unit 3 (Spoken cycle)**

1. **Building Knowledge of the Field (BKOF)**

This section introduces and explores the topic about transactional text. The transactional text is including on how to say congratulation and complementing someone. It build students knowledge to tell about past time experience. Building knowledge of the field for this section is divided become eight tasks, they are: task (A, B, C, D, E, F, G, and H). One by one will be explained as follows:

Task (A) introduce the topic on how to say congratulation on someone birthday by picture. It builds students knowledge on transactional conversation. This task is building students’ skill on speaking.

Task (B) introduce students with transactional text for complementing and congratulating someone. It builds students knowledge on transactional text. Transactional text is a text that used to get something done. Example in conversation is to say congratulation on someone achievement. This task is focused on building students skills in speaking and listening.

Task (C) builds students knowledge on past activities. The task introduce students with phrases which tell about past time experiences. This task build students vocabulary mastery about phrases in the form of past. The focus of this task is students’ skills in speaking and listening.

Task (D) asked students to make sentences based on phrases in task C. After that they have to say it aloud. It was exploring students vocabulary mastery for past time activities. The focus of this task is to build students skill in speaking.

Task (E) explored students’ knowledge on grammar. It was introducing grammatical pattern in the form of past continuous tense. Past continuous tense tell that an action was in progress during a particular time in the past. The tense tell that an action begin before, was in progress during past and probably continued. The pattern is subject + to be (was/were) + V-ing. Example: Ari was studying English at 08.00 p.m. last night. It builds students’ skills on speaking using correct grammatical pattern.

Task (F), introduce students with pictures of past time activities. Based on the pictures, they asked to make sentences using past continuous tense. There are four pictures in this task, but one has been done for students. Example: Ratih/ Mr. Indra/ read/ arrive, so the sentence becomes: Ratih was reading magazine when her father arrived. This task builds students knowledge on mastering grammar past continuous tense with the focus for students speaking skills.

Task (G), explore students knowledge on how to make conversation text for interpersonal purpose or social interaction. The conversation is about past time activities. It builds students skill in speaking and listening, because they have to work in pair and practice the dialog.

Task (H) explore students knowledge on grammar about past continuous tense. In this task, students asked to make five sentences using past continuous tense. Then they have to read it aloud after finished. This task builds students skill in speaking. All the tasks in unit 3 from A-H are called as building knowledge of the field (BKOF), because they introduced all discussion of the topics.

1. **Modeling of the Text (MOT)**

This section exposed students with storytelling, transactional and interpersonal conversation. This section is divided become three tasks, they are task(I, J and K).

Task (I) expose students with some vocabularies. They hear how teacher pronoun the words. After that they find the meaning using dictionary. These activities introduce them with various vocabularies. This task explores students’ skills on speaking and listening with the focus on vocabularies mastery.

Task (J) is modeling through story telling. Teacher tells story, students listen to it. Students have to make a note when necessary, after that they have to answer the questions from the teacher orally. It is modeling of the text (MOT) in speaking and listening through story telling.

Task (K) students close their book and listen to the teacher. Teacher gives the model on how to carry out conversation for transactional and interpersonal exchange. Transactional conversation has the function to get something done, example to say congratulation on someone success or complementing someone. While interpersonal conversation has the function for social interaction without specific out comes, example for chit chat.

1. **Joint Construction of the Text (JCOT)**

This section expected students to work in a group and construct conversation for transactional and interpersonal exchange. For joint construction of the text in this section is divided become five tasks, they are: task (L, M, N, O and Q) with the discussion as follows:

Task (L) students asked to work in group to make dialogs about transactional and interpersonal exchange. Then they performed orally. The dialogs based on three situations. First giving complement about your sister wearing beautiful dress. Second give congratulation to your friends because he got a good mark. Third what would you say when your father showed his new mobile phone. This task create students to work together to make dialogs transactional and interpersonal. It called as joint construction of the text (JCOT). It explores students’ skills on speaking and listening.

Task (M) students asked to study five situation, what would they say for each situation. First is on mother day, second on your friend birth day, third on new year day, four on receiving new born baby, fifth on your cousin graduation. From these situations, students are expected to produce transactional texts. This section explores students’ skills in creating transactional text orally.

Task (N) create students to complete the transactional and interpersonal dialog using expression of congratulating and complementing. Then they have to perform it in front of the class. This task is to build students’ skills in speaking and listening.

Task (O) asked students to perform conversation for interpersonal purpose. They have to perform the dialog in a group, because this is part of joint construction of the text. Students are expected to be able to carry out dialog for interpersonal purpose or social interaction. The task is to build students skills in speaking and listening for dialog interpersonal exchange.

Task (P) asked students to construct a text about their past time experience when they first met and made a friend. Students can work together to do the task with their group. This called as joint construction of the text (JCOT).

1. **Independent Construction of the Text (ICOT)**

This section expects students to construct a text individually. It is divided become two tasks, they are task Q and R.

Task Q, discuss about two pictures on how you give the expression to congratulate someone success and how you give complement about your friends new shoes. After that students have to perform the dialogs.

Task R asked students to produce a text based on their past time experience when first time they make a friend. This called as independent constructionof the text, because students have to work individually in producing the text.

**Unit 3 (Written cycle)**

1. **Building Knowledge of the Field (BKOF)**

This written cycle is divided become eight tasks, they are task A, B, C, D, E, F, G and H. These tasks introduce and build students knowledge on the topic about writing and reading comprehension.

Task (A) introduces students with written text in the form of letter. Letter is one of small functional text. Students asked to bring their own letter and discuss it in the class. The purpose is to explore students’ knowledge on functional text, so this task called as building knowledge of the field (BKOF) for students about functional text.

Task (B) introduce two letters that consisted praising word. Praising word is a word that used to give complement for someone. These two letters build students knowledge on reading comprehension.

Task (C) introduced students with some kinds of verb phrases in the form of present tenses. The purpose is to build students knowledge on vocabulary mastery. Here are the verbs: knock at, come into, get on, get off, sit on, meet at. This task is

Task (D) explored student on writing sentence using verb phrases in task (C). This task asks students to write sentences using the verb in task C, but students must

change the verb into past tense. Then they have to read it aloud. It focused on reading and writing skill.

Task (E) present incomplete sentences, there are ten sentences. Students have to complete the sentences using the words in the box. Students must look up the meaning of the words in dictionary before they use to answer. This task also builds students knowledge on vocabulary mastery with focus on speaking and writing skills.

Task (F) explore students knowledge on grammar. The grammar is about indefinite pronoun. For positive sentences use **some** and **every,** while for negativeandinterrogative sentencesuse **any.** When it is refer to a person add **-one / body,** so the pronoun become: **someone, somebody, everyone, everybody, anyone, and anybody**.When it is refer to a thing add with **–thing,** so the pronoun become **something, everything and anything**. When it is refer to a place add -**where**, so the pronoun becomes **somewhere, everywhere, anywhere**. This task builds students knowledge on grammar with focus on writing skill.

Task (G) introduced students with incomplete text. They have to complete the sentences using suitable indefinite pronoun. This task build students knowledge on vocabulary mastery and the focus is on writing skill.

Task (H) give homework for students about making sentences using indefinite pronoun. They have to apply their understanding about indefinite pronoun in sentences. Then they have to read it in the class. This builds their skills in reading and writing.

1. **Modeling of the text (MOT)**

**This task is divided become three, they are task (I, J and K).**

Task (I) introduce students with recount text. It is kinds of text which has social function to retell the events for the purpose of informing or entertaining the reader. It tells the reader about past events. It focuses on a person past experience so it is usually use the word **I or We.** Recount has three elements, they are: orientation or setting, events and reorientation. The orientation tell the readers who was involved in the story, what happened, where the story took place and when it happened. The events tell the sequence of events, these are described in order. Re-orientation tell summarizing of the events or concluding the statement of the story. This task build students’ skill on writing recount text.

Task (J), present some exercise for students. They asked to find ten meaning of words from task (I), The words are in the form of phrases. This task exposed students with reading comprehension with the focus on reading and writing skills.

Task (K) presented functional text for students in the form of letter. This task gives model about a letter. Students asked to read the letter and identify the structure of the story in it. This called as modeling of the text (MOT) for functional text.

1. **Joint Construction of the Text (JCOT)**

In this section students created to work together and produce written text. This section is divided become four task, they are task (L, M, N and K). Task (L) explore students skill in writing. They asked to make a letter to replylidya’s letter in task (K). while in task (M) students asked to read two stories and identify which one is recount text. This task introduces students on how to identify the structure of recount text through reading comprehension. Task (N) students work in pair making question and answer related to story in task (M). it constructs students skills on transactional text. Task (O) expected students to make recount text in a group. These all called as joint construction of the text (JCOT), because the approach makes students work together in doing the task.

1. **Independent Construction of the Text (ICOT)**

This section is divided become two tasks, they are task P and Q. students asked to produce written text in the form of a reply letter to their friend. In task Q students asked to produce recount text to tell about their unforgettable experience. These two tasks evaluated students’ skills in writing individually.

**Unit 4 (Spoken cycle)**

1. **Building Knowledge of the Field (BKOF)**

Task (A) This task introduces students with amusing story. The book presents the picture. In the picture there are a daughter and a mother. The mother is telling story to her daughter. The story is about a young man who is fishing in the river, but the story seem amusing because the young man doesn’t get a fish instead he gets a slipper on his fishing hook. This task is to build student knowledge on anecdote text. The focus is students’ skill in speaking and listening.

Task (B) this task introduce students on speaking and listening on how to carry out dialog transactional text. Transactional text consists of the way on how you open a phone call and the way on how you close the phone call. There are three important note when making a phone call, they are: opening, conversing/telling the aim of telephoning and closing. This task build students knowledge on dialog transactional text.

Task (C) this task introduce students with transactional text on how you ask for some help, how you offer some help. How you refuse to give some help and how you refuse an offer of some help. This task builds students knowledge on dialog transactional text with the focus on speaking and listening skills.

Task ( D) build students knowledge on the field about vocabulary mastery. Here students asked to read the word using proper pronunciation and use dictionary to find the meaning of the words. It introduces the words together with the pictures. It focuses students’ skills on speaking and listening.

Task (E) build students knowledge on vocabulary mastery. The task presents ten sentences. Student reads and understands those sentences and guess who says of each sentences. Students can choose each answer in the box. Example: “here is your steak, ma’am”. The person who says the word is *a waiter*. This task introduces students to the text by reading comprehension with the focus on vocabulary building.

Task (F) build students knowledge on grammar. It introduces students with grammar simple future tense. Simple future tense use to talk about future activities. The time expression can be: tomorrow, next, soon and immediately. There are two patterns of simple future tense. First use **will** to talk about the future action or activities such as plans. Second use **be going** **to,** to talk about activities that have been planned before. We use will for all subject, we can use **shell** instead of will for I and We example: I shall sleep and We shall sleep. This task explores student knowledge on grammar with the focus for speaking skill.

Task G, asks students to make sentences in simple future tense using the words provided. There are ten numbers of questions to be answer by students. Example: Doni/play/football/next Sunday morning. The answer becomes: Doni will play football next sundy morning or Doni is going to play football next Sunday morning. Then students have to say the words aloud. This task also builds students skill on speaking with focus on grammar.

Task H, present five pictures, four pictures are about the activities that people will do and a picture about natural phenomena. Students asked to look at the picture and told what are the people going to do. They asked to make sentences using will and be going to then read it aloud. This task build students skill on speaking that explore on grammar mastery.

Task I students listen to the teacher, they write down teacher’s sentences on a sheet of paper. Then students read it aloud. This task builds students knowledge on speaking and listening.

Task J asked students to read three situations then asked students to make a plan based on the situations. They must use will and be going to in every sentence. These situations build students knowledge on reading comprehension with the focus on grammar.

1. **Modeling of the Text (MOT)**

Taks K, students read eight vocabularies with proper pronunciation and find the meaning in dictionary. This task is modeling students on vocabulary mastery and the focus on listening.

Task L, teacher tell story to students, this called as modeling of the text through story telling. Students listen to the story and make a note when necessary. After that students answer the question aloud. This task focuses on students’ skills in speaking and listening.

Task M, teacher is modeling students with transactional text. The transactional text in the form of conversation, it includes about opening a phone call, conversing and closing a phone call. Students closed their book and listen to the teacher carefully then repeat after him. Students open the book and perform dialog in pair. This modeling section is focused on dialog transactional with the focus on speaking and listening skills.

Task N, here teacher is modeling students with interpersonal conversation. It is chit chat for social function. Students closed their book and listen to the teacher carefully then repeat after him. Students open the book and perform the conversation with their friends. This modeling text is called as modeling of the text with the focus on interpersonal conversation. It focused on students skills in speaking and listening.

1. **Joint Construction of the Text (JCOT)**

This section is divided become six tasks, they are: task (O, P, Q, R, S and T). Task O expect students to work together to arrange jumbled sentence into a proper story. Then they read the story using proper pronunciation and intonation. This task builds students skill in speaking.

Task P expect students to complete the text with the words provided in the box. There is a reading text with ten questions. Students complete the text with the words in the box. This task builds students knowledge on vocabulary. The focus of this task is students’ skills in speaking from reading comprehension.

Task Q asked students to work together with their friends. Here students asked to arrange the sentences into proper dialog. There are sentences for conversation between a hotel receptionist and a guess. This task explores students’ knowledge to construct transactional conversation. Transactional conversation is about asking for help with focus on speaking skill.

Task R presented incomplete dialog transactional text. Students look at the picture and complete the dialog with suitable expression. Then students perform the dialog with their friends. There are five dialogs transactional in this task. Dialog one is about offering help for someone. Dialog number two is about asking for help to someone. Dialog number three is about refusing someone offers. Dialog number four is about offering for help and number five is about asking someone for help. This task builds students’ skills in speaking.

Task S asked students to work in pairs and understand the situation. There are five situations in these tasks, they are: first the situation when you want to offer someone for help, what would you say. Second the situation when you asked for someone help. Third is the situation when you ask for help and what someone responses when he refused to help you etc. this task help students to construct transactional text with the focus on speaking.

Task (T) asked students to make transactional dialog based on the picture. They are expected to produce transactional dialog using the expression of asking something, offering something, refusing to give or refusing an offer of some help. Then they perform it in front of the class. This task builds students skills on speaking by working in a group. So this task called as joint construction of the text.

1. **Independent Construction of the Text (ICOT)**

This section is evaluating students’ skills individually. It is divided becomes two tasks, they are task U and V. Task U, it expects students to practice making telephone call by choosing their own topic. Here students are evaluated on their speaking skills individually. They are expected to carry out transactional text.

Task V, students are expected to produce an anecdote text individually. Then they perform it loudly in front of the class. This task evaluated students’ skills on speaking. This task called as independent construction of the text, because students have to produce the text individually.

**Unit 4 (Written cycle)**

1. **Building Knowledge of the Field (BKOF)**

This section is divided become six tasks, they are: task (A, B, C, D, E and F). The purpose of these tasks is to build students knowledge for writing.

Task A explores students’ knowledge on the topic about words map. It introduces students with some vocabularies mastery. Students asked to look at the word map and complete the boxes in the map with suitable words. This task is to build students skills in writing story text.

Task B explores students’ knowledge with the pictures about reaction face. There are four pictures that show the reaction with words map next to it. First picture is about happy expression, second picture is about frightened expression, third picture is about disappointed expression and the fourth picture is about surprising expression. Students asked to read the words and find the meaning in dictionary. The purpose of this text is to build students knowledge in vocabulary with the focus on reading skill.

Task C asked students to read some sentences. There are tens sentences in this task. In every sentence there is a word with a bold type. Students asked to identify weather the bold words have positive or negative expression. This task builds students knowledge on vocabulary through reading comprehension.

Task D introduces students with some grammar. The grammar is about the verb that always followed by infinitive or a verb that always followed by verb. Some verbs can take another verb as the complement instead of noun. Sometimes the verbs functioning as the complement must be in the infinitive. Infinitive always followed by (to). There are some verbs that always followed by (to), they are: **agree, desire**, **hope, plan, strive, attempt, expect, intend, prepare, tend, claim, fail, seem, want, need, like, decided etc**. Here students are introduced with three patterns of verb infinitive. The patterns are in the form affirmative, negative and interrogative. The pattern of affirmative form is (subject + verb + to + verb base + object), for example: I want to write a letter. The pattern of negative form is (subject + do/does/did + not + verb + to + verb base + object) for example: we don’t like to play chess. The pattern of interrogative form is (auxiliary verb + subject + verb+ to + verb base + object +?), for the example: does she plan to continue her study?. This task is called as building knowledge of the field with the focus on grammar mastery. The purpose is to build students skill in writing.

Task E introduces students with incomplete sentence. There are tens sentences. Students asked to complete the sentences using the words provided in the box. This task is to build students knowledge on vocabulary for the purpose of reading and writing.

Task F introduce students with jumble words. Students asked to rearrange the jumble words into proper sentences. There are ten jumble sentences in this task. Then they have to read the sentences using proper pronunciation. The purpose of this task is to build students skills in reading and writing.

1. **Modeling of the Text (MOT)**

This section is divided become two tasks, they are task G and H. Here students are expected to follow some model of writing text. The text is anecdote text and functional text in the form of announcement.

Task G asked students to follow the model of genre about anecdote text. They asked to read the text and answer the questions about the text. Anecdote text is a kind of text which deals with something unexpected or out of the ordinary. It usually contains some unusual or amusing incidents. The structure of the text consists of **abstract**, **orientation, crisis, reaction and coda**. Abstract consist of signals that retell of an unusual incident. Orientation sets the scene where the incident happening. Crisis provides details of the unusual incident. Reaction consists of how the actor reacts to the crisis. Coda is reflecting on or evaluating the incident. This task is to give model for students about anecdote text. The purpose is for reading and writing skills.

Task H asked students to follow the model of functional text. Functional text here is in the form of announcement text. An announcement is something said, written or printed to make known what has happened or what will happen. In announcement, include the following points: the title/ type of the event, date/time, place and who to contact. This task modeled students with announcement about basket ball match and announcement about a new born baby. Here students are modeled to read the functional text with the purpose on writing skill to answer the questions, so it is called as modeling of the text (MOT).

1. **Joint Construction of the Text (JCOT)**

Students are expected to construct some kinds of text by working together. This section is divided become six tasks, they are: task (I, J, K, L, M and N). The explanations as follows:

Task I asked students to read a text. The text is in the form of incomplete anecdote text. They asked to complete the text using the words in the box. This task expects students to work together to do the task. It focuses on evaluating students’ skill in reading.

Task J introduces students with jumble paragraphs. Then they are expected to rearrange the jumble paragraphs into a proper story. They also have to give the suitable title for it. After that students have to identify the structure of the text. This task builds students skills in writing and identifying the structure of a kind text.

Task K presents an anecdote text to students. They asked to identify structure of the text, such as which one is abstract, orientation, crisis, reaction and coda. This task explores students’ skills in writing a kind of text through reading comprehension. The focus of the task is reading and writing skills.

Task L, students are expected to complete an anecdote story using their own imagination. Here students are trained to write some paragraphs to complete about anecdote story. Students’ skills are focused on reading comprehension and writing.

Task M introduces students with functional text to answer some questions in the form of announcement. Students asked to read the announcement and answer four questions the related with the functional text. The skill is focused on reading a functional text.

Task N asked students to read some situations. They asked to make some announcement based on those situations. There are five situations that students should make announcement. First is announcement about scout camping on next holiday, second is announcement about Sunday cleaning in neighborhood, third is announcement about closing restaurant for three days, fourth is announcement about some new books in library and last is announcement about competition class cleanness. This task expects students to produce functional text. The skill is focused on writing announcement text.

1. **Independent Construction of the Text (ICOT)**

This section is to evaluate students’ skills on producing a kind of text individually. In this section there are two tasks, they are task O and P. task O expects students to produce functional text in the form of announcement. They free to choose the topic. While in task P, students are expected to read an anecdote text and rewrite it again using their own words. The purpose of th ese two tasks is to evaluate students’ skills in reading and writing individually.

**Unit 5 (Spoken Cycle)**

1. **Building knowledge of the field**

This section is divided become ten tasks, they are task (A, B, C, D, E, F, G, H, I, and J). The explanation is as follows:

Task A introduce a picture to students. The picture is about a girl and her mother. The girl expression is in the pain while holding her head and her mother expression is try to calm down the girl by offering some help. This task builds students knowledge about the topic of transactional conversation involving offering something for someone else. This task is called as building knowledge of the field (BKOF), with focus on students’ skills in speaking and listening.

Task B introduced students with the topic about transactional text involving: offering something, requesting something, giving and responding to instruction. Students asked to observe the picture in task (A), they listen to the teacher and repeat after him. Then students read the expression using proper pronunciation. This task explores students’ skills in listening and speaking that involving transactional text.

Task C introduced students with two dialogs. The dialogs are in the form of transactional text. Students asked to find the expression in it. The first dialog is about someone who requesting some help. Second dialog is about someone who is offering some help. This task builds students’ knowledge on transactional text. The skill focused on listening and reading.

Task D introduces students with tens pictures with phrases. The purpose is to build students knowledge on vocabulary mastery. There are tens phrases in this tasks. First students asked to observe the pictures, listen to the teacher and say the words aloud. This task explores students’ skills in listening and speaking.

Task E introduces students with the words including verb and noun. There are four verbs and four nouns in it. Students asked to read and make sentences using the words. Then they say it to their friends. This task builds students knowledge on vocabulary with the focus on students’ skills in speaking.

Task F introduce students with the topic about sick people. There are tens expression from sick people in this task. Students asked to look at the pictures and find what kinds of sickness they have. Then students asked to describe it orally. This task explores students’ knowledge on vocabulary with the focus on speaking skill.

Task G explore students knowledge on descriptive text. The task asked you to describe your feeling right now, happy or sad. This task builds students’ skills in speaking with the focus on building vocabulary about adjectives.

Task H explore students’ knowledge on grammar. It introduces grammar about how to describe someone feeling or condition, how to deny the description of someone feelings or condition and how to ask about someone feeling or condition. The pattern on how to describe someone feeling is as follow: (**subject + relating verb + adverb + adjective)**. Relating verbs are: feels, seems, looks, gets. Example: she seems totally pale. The pattern on how to deny the description of someone feeling is as follow: (**subject + do/does not + relating verb + adjective).** Example**:** She doesn’t look happy. The pattern on how to ask about someone feeling is (**How + do/does+ subject + relating verb + …?..)** example: how does Anne feel ?. This task builds students knowledge on grammar and the focus are students’ skills on speaking. While task J, asking students to perform conversation about transactional text. Transactional text involved on how you ask and answer someone feelings or condition. This task builds student skill in speaking.

1. **Modeling of the text**

This section is divided become two tasks, they are task (K) and task (L). The task will be explained as follows:

Task (K) asked students to close the book and listen to the teacher. They have to make some note when necessary. Then they answer five questions based on the story. This task is modeling students on speaking genre text through story telling. The genre is about descriptive text. It is a kind of text that we use to describe a particular person, place or thing. It focused on specific participants. The description includes parts, qualities and characteristics. The structure of this text is identification and description. This task modeled students’ skills in speaking and listening through descriptive text.

Task (L) asked students to close the book and listen to the teacher. Later they asked to perform the dialog in front of the class. This task is modeling students through conversation transactional and interpersonal exchange. The dialog is about transactional and interpersonal text. There are three dialogs in this task. First is dialog about giving and responding to instruction. Second is dialog about requesting for something. Third is dialog about interpersonal exchange for social function. This task modeled students on speaking and listening on transactional and interpersonal dialogs.

1. **Joint construction of the text**

This section is divided become seven tasks, they are task (M, N, O, P, Q, R, and S). This task expects students to work together to produce kinds of text.

Task (M) asked students to discuss the questions with their friends. The task presents tree questions. Then they have to answer the question aloud. Here students are expected to create descriptive text in a group and discuss it in the class. The task builds students’ skills in speaking.

Task (N) presents some minor health problems, student listen to the teacher and find the problems. This task expects students to find what people do to solve their problems. It explores students’ skills on listening and speaking.

Task (O) asked students to read five sentences about health problems and match it with the pictures. They asked to describe the possible causes of the problems. It expects students to create descriptive text.

Task (P) expects students to create dialog based on their answer in task (O). The dialog is in the form of transactional text about giving instruction, offering something and asking something. Then they have to perform the dialog in front of the class. This task creates students to produce transactional text for speaking skill.

Task (Q) asked students to read about three problems. First the problem is about Mr. Hardi’s health, second is about Anne’s study and third is about Brian’s wound from accident. From those problems they asked to find advice for it and create the dialog to be performed in the class. This task expects students to create dialog transactional text.

Task (R) asked students to prepare a piece of paper, listen to the teacher and write the sentences. While task (S) asked students to work in a group to describe their school environment, this task expects students to produce descriptive text in a group. Task (M) until task (S) are called as joint construction of the text (JCOT) with focus on students’ skills in listening and speaking.

1. **Independent construction of the text (ICOT)**

This section expects students to produce descriptive text and dialog transactional individually. It was divided become three tasks, they are: task (T, U, and V). Task (T) expects students to create descriptive text. The text describes environment in hospital and asks to perform it orally. This task evaluates students’ skills in speaking. While task (U), evaluates students’ knowledge to create dialog transactional text and task (V) expects students to make descriptive text from two pictures. The first picture is about people doing jogging and second picture is about a girl sweeping the yard. These three tasks create students to make a text individually, so it called as independent construction of the text (ICOT).

**Unit 5 (Written cycle)**

1. **Building knowledge of the field**

This section is divided become six tasks, they are task (A, B, C, D, E, and F). Task A builds students’ knowledge through some questions. There are ten questions about health problems. This task explores students’ skills on writing.

Then task (B) builds students knowledge through reading functional text. This task asked student to read newspaper about health consultant. They ask to make a letter and find the structure about the text. This task explores students’ skills in reading.

Task (C) builds students knowledge through vocabulary mastery. This task introduces students with ten phrases. Students asked to look at the pictures and say the words using proper pronunciation. After ward students are asked to make sentences using the phrases. This task explores students’ skills in reading and writing through vocabulary mastery.

Task (D) presents incomplete text. Students asked to read the text. They have to change pictures with the words to complete the text. Then they have to read it aloud. This task also builds students’ skills on reading with the focus on vocabulary building.

Task (E) introduces students to grammar pattern. The grammar is about simple present tense that using adverb of frequency. The pattern is subject + Verb + Object + adverb of frequency. Examples of adverb frequency are: twice a week, once a month, three times a day and twice a month. This task builds students knowledge on grammar for writing purpose.

Task (F) introduces students with functional text. The functional text is in the form of Ratih’s schedule for typical week. Students asked to write statements using adverb of frequency. This task explores students’ knowledge on grammar for writing purpose.

1. **Modeling of the text**

This section is divided become four tasks, they are task (G, H, I and J). Task G presents descriptive text about dengue fever. Students asked to read the text and study the structure of it. Then they have to answer some questions related to the text. This text gives model to students with descriptive text for the purpose of reading and writing.

Task (H) introduce two descriptive texts for students. The first text is about description of Mark Twin and the second text is about description of Smart Health Clinic. Students asked to read those texts and answer some questions from it. This task explores students’ skills in reading and writing with the model of descriptive text.

Task (I) asked students to identify which one is the descriptive text from task (H). Then students have to write the reason. They also have to show the part of structure in it. this task explores students’ skills through reading comprehension.

Task (J) presented two functional texts in the form of letter for students. The first letter is about requesting advice from a doctor. Then the second letter is about a reply from the doctor. This task also introduces functional text in the form of “get-well card”. This task gives three models of functional text for writing purpose. It called as modeling of the text (MOT) for functional text in the form of letter and wishing card.

1. **Joint construction of the text**

This section is divided become five tasks, they are task (K, L, M, N and O).Task K asked students to work in pair and discuss the answers. They asked to copy the table and complete it using the result of discussion. This task creates students to fill incomplete text by working in a group. The purpose of this task is students’ writing skill for giving advice.

Task L presents two problems, the problems are: first about you can’t sleep that make you can’t concentrate on your study, second you don’t have problem with your appetite but recently you lost weight. Students asked to choose one of the problems. They have to write the problem and send it to their friend. Then their friends have to make the reply. This task creates students to construct functional text in the form of letter health consultant. The purpose of this task is students’ skills in writing.

Task M creates students to construct functional text. It is in the form of get-well card. Then they exchange the card with other groups’ cards. This task explores students’ skills on writing functional card.

Task N presents students with some jumble sentences. Students asked to arrange it into proper paragraphs. It is in the form of text. The text is in the form of descriptive text. After that students have to read the result. This task creates students to construct descriptive text. The purpose is students’ skills in reading.

Task O presented a table about frequency of time spending for students. They have to write the table and ask some questions to their friends. After that students asked to write descriptive text about their friends’ habit. This task constructs students’ skills for writing.

1. **Independent construction of the text**

This section is divided become four tasks, they are task (P, Q, R and S). These tasks construct students to create some kinds of text. Task P asked students to create functional text individually. The functional text is in the form of a letter for health consultant. It is in the form of descriptive letter.

Task Q expects students to produce descriptive text. The text describes their dream classroom. They write the detail description about the class that they want in a piece of paper. This task explores students’ skills in writing descriptive text.

Task R presented some pictures. There are four pictures in this task. Students asked to choose one of the pictures. Then they write the draft of the description from the picture. They show the draft to the teacher and developed into good writing. This task explores students’ skills on writing to produce a kind of text.

Task S expects students to produce functional text. It is in the form of get-well card. Students can choose one of four people that they want to give. First he is a sports teacher who broke his arm. Second is school mate who just had surgery. Third is your friend’s father who just got car accident. Fourth is your pen-pal who got chicken pox. This task explores students’ skills in writing functional text individually, so it is called as independent construction of the text (ICOT).

**Unit 6 (Spoken cycle)**

1. **Building knowledge of the field**

This task is divided become eight section, they are task (A, B,C, D,E, F,G and H).

Task A introduces a picture of movie poster for students. Students asked who are the actors in the picture, then they asked to tell the answer to their friends. This task builds students knowledge on how to asked for information and how to give information. The purpose of this task is students’ skills in listening and speaking.

Task B presents a text of song for students. They asked to sing it or read it aloud with proper pronunciation. Then students are given with some questions. They asked to tell about their dreams for future. This task builds students knowledge on making narrative text. The focus of this task is exploring students’ skills in reading and speaking with proper pronunciation.

Task C introduces students with some dialogs on transactional and interpersonal text. The transactional text is in the form of asking and giving someone for information, asking for an agreement and responding to an agreement, giving an opinion for someone or something. The interpersonal text for social function example to start conversation or small talk. This task builds students knowledge on listening and speaking.

Task D introduces students with some phrases. Students asked to listen to the teacher and repeat after him, then they asked to say the words aloud. This explore students knowledge on vocabulary mastery. It builds students’ skills in listening and speaking that focus on vocabularies.

Task E introduces students with pattern of grammar to express about your feeling. The pattern is: **S + be + (adverb) + adj + to + verb based + object**. Example: I am happy to go to the zoo. This grammar is used to express your feeling about something. It used to explore students’ knowledge on grammar for speaking purpose.

Task F asked students to make sentences using the words from task D. Then they have to say the sentences aloud. This task builds students knowledge on grammar with focus for students’ skills in speaking.

Task G asked students to listen to the teacher. Teacher tells some situations, the students give the responses to those situations. This task build students knowledge on dialog transactional text about giving respon to someone or something. The focus is students’ skills in speaking and listening to carry out dialogs transactional text.

Task H asked students to do interview with their friends. This task explores students knowledge on making dialog transactional. The dialog is about asking and giving for information. The purpose is to build students’ skills in speaking transactional text.

1. **Modeling of the text**

This section is divided become four tasks, they are task (I, J, K and L). Task (I) modeled students in speaking through vocabulary. This task intruduces some vocabularies to students. They hear teacher read the words, then they find the meaning of the words in dictionary. It is mideling students in vocabulary mastery with focus on listening and speaking skills.

Task J introduces students with story telling. Their teacher will tell a story and they have to listen to it. Students asked to take a note when necessary. It is modeling students with narrative text throught story telling. The purpose is students’ skills in speaking and listening.

Task K explores students skills in narrative text. Students asked to answer four questions related to story from task (J). The question is around the purpose of the story. This task is modeling students to take information from listening story. The purpose is students’ skills in listening and speaking.

Task (L) introduces students with some models of functional text. The functional text is in the form of dialogs transactional text. There are three dialogs, first the dialog is about asking and the taste of food. The purpose of this task is giving model for students on practicing dialogs transactional text. It is called as modeling of the text (MOT) for speaking and listening.

1. **Joint Construction of the Text (JCOT)**

This section is divided become eight tasks, they are: task (M, N, O, P, Q, R, S, and T).

Task (M) asks students to listen to the teachers. They asked to write down teacher’s sentences and read the work aloud. This task creates students to construct a kind of text from listening. The focus of this task is students’ skills in listening and speaking.

Task (N) presents a table about some issues. Students asked to read the statements and say what they think about it. This task creates students to produce opinion about agree or disagree the issues. The purpose of this task is students’ skill in speaking.

Task (O) asks students to write their opinion about five things around them. They asked to give the reasons and told it to their friends. This task crates students to make dialogs transactional text about agree and disagree. The focus of this task is students’ skills in speaking on giving opinion about some one or something.

Task (P) creates students to construct dialogs transactional text from listening. Students asked to listen and give the respond about teacher’s words. This task expects students to produce dialogs transactional text. The focus is around students’ skills in speaking and listening.

Task (Q), students asked to make dialogs transactional based on the statement. Then they have to perform it in front of the class. This task expects students to construct dialogs in a group. The purpose is students’ skills in speaking.

Task (R), students are introduced with topic about five situations. The situations are presented using pictures and sentences. Students are asked to look at the pictures and understand the situations. Then they work in pair to make dialogs transactional and perform it in the class. This task constructs students to produce conversation transactional text about opinion to agree or disagree on something. The focus is students’ skills on speaking.

Task (s), students are introduced with some pictures and sentences. The pictures describe about a story. Students are asked to look at the pictures. They asked to work in group and make a narrative text based on the picture. Then tell the story in front of the class. The purpose of this task is to construct students’ skills in creating narrative text.

Task (T), students are expected to make story in the form of narrative text. Students can choose the topic about popular place around their area. Then they have to tell it in front of the speaking and listening.

1. **Independent construction of the text**

This section is divided become two tasks, they are: task U and V.

Task (U), students are presented with two pictures. The first picture is about a group of boys doing wall graffiti. The second picture is about a group of boys playing music. Students are asked to look at the pictures and make the dialogs using suitable expression based on its. This task creates students to produce dialog transactional text individually.

Task (V), students are expected to create narrative text about their favorite childhood story. This task creates students to produce narrative text individually. Narrative text is a kind of text that used to tell story of past time events. Narrative deals with problematic events which lead to crisis or turning point then in turn to find resolution. The purpose of narrative text is to amuse, entertain or to deal with actual experience. Narrative consist of three generic structure, they are: orientation, complication and resolution. Orientation set the scene and introduce participant. Complication is where the crisis a rises. Resolution is where the crisis resolved for better or for worst. The language features for narrative are: it focused on specific or individual participant, using materials process and using grammar past tense. In this task, students are expected to produce narrative text with the focus on speaking and listening.

**Unit 6 (Written cycle)**

1. **Building knowledge of the field**

This section is divided becomes eleven tasks, they are: task (A, B, C, D, E, F, G, H, I, J and K). The discussions are follows:

Task (A) builds students knowledge on transactional text. It introduces on how to ask information about someone activities. The purpose of this task is to build students’ competence to answer some questions in writing.The questions are about people daily activity using adverd prequensy. The focus of this task is to build students’ skills in reading and writing.

Task (B) presents a table for students. It consists about informatio of some school programs. Students fill the table with the reasons why they like or dislike the school programs. This task build students’ skills in vocabulary mastery. The focus of this task is students’ skills in reading and writting.

Task (C) introduces students with word mapping. Students find as many as words or phrases related to the main topic. The purpose of this task is to build students’ knowledge on vocabulary. The purpose is for writing narrative text. The focus of this task is students’ skills in reading and writing.

Task (D) presents a table that consits of two collomns. They are colomn A and column B. Column A consist of some words and colomn B consits of the meaning. Students are asked to match the words in colomn A with the meaning in column B. This task is to build students’ knowledge on vocabulary through reading.

Task (Es) presents incomplete text in the form of narrative. Students are asked to complete the text using correct words in the box. This task explores students’ knowledge through reading narrative text. The focus is to build students’vocabulary mastery for reading. It explores students’ skills in reading and writing.

Task (F) students are introduced with grammar. It is about present perfect tense. It use to tell about events that happened in the past and the result of happening is still there. Example Marry has gone to Bali (the result Merry is still in Bali). Present perfect tense also give the idea that one thing happens before another time of event. Example: Marry have already eaten (Merry finished eating sometime before now, the exact time is not importance). This tense often uses ”**For”, “Since”, “just”, ”ever”, “Never**”. “For” and “Since” use to express the continuing events. While the words “just”, “ever”, “never” and “already” use to express the speaker’s experiences or new information. The pattern for affirmative form is (S + have/has + past participle + ….) example: He has bought a car. The pattern for negative form is (S + have/has not + past participle +…) example: He has not finished repairing the radio. The pattern of interrogative form is (have/has + S + past participle + ….?) example: Has Ari finished doing his homework. This task builds students knowledge on grammar for writing purpose.

Task (G) students are introduced with five sentences. They have to change it into present perfect tense. This task builds students knowledge on grammar, especially present perfect tense. The focus is for students’ skills in reading and writing purpose.

Task (H) students are traduced with incomplete sentences. They are expected to complete the sentences using correct verbs from the box. The sentences are in the form of present perfect tense and simple past tense. Example: I have lost my keys (present perfect tense). I lost them on my way to work (simple past tense). This task builds students’ knowledge in grammar and the focus is students’ skills for reading and writing.

Task (I) students are introduced with grammar about prepositional phrase. It uses to describe the location or position of the object. Some of preposition words are above, on, in, between, at, under, around, from, into, near etc. The pattern for affirmative is (S + V + O + PP) example: My brother put the picture above the clock. The pattern for negative is (S + be not + V + O + PP) example: they do not draw flowers on the canvas. This grammar is for writing and reading purpose.

Task (J) presents some pictures with in complete sentences. Students are asked to look at the pictures and complete the sentences using prepositional phrases. This task explores students’ knowledge on grammar especially in using prepositional phrases. It builds students skills in reading and writing.

Task (K) asks students to look around and write ten sentences. The sentences use prepositional phrases. It explores students’ skills in reading and writing using prepositional phrases. This task builds student knowledge in grammar with the focus for prepositional phrases. It called as building knowledge of the field (BKOF) for writing and reading purposes.

1. **Modeling of the text**

This section is divided become five tasks, they are task (L, M, N, O and P). Task (L) introduces students with some vocabularies. Students asked to understand the words before they read it. Then they have to read the words and use the dictionary if necessary. This task modeled students on vocabulary mastery. The focus is for students’ skills in reading for writing purpose.

Task (M) introduces genre text. It is in the form of narrative text. Students are asked to read the story and study the structure of the text. Narrative is a kind of text that used to tell about story in order to entertain, stimulate emotion or to teach. Narrative text has three structures, they are: orientation, complication and resolution. The **orientation** introduces main character in a setting of place and time. The **complication** tells the problems of the story and how the main character to solve them. The **resolution** tells the ending of the story. This task is giving a model for students about narrative text. The purpose is to explore students’ skills in reading and writing.

Task (N) gives some questions related to the text in task (M). It gives model to analyze story telling through reading comprehension. The purpose of reading comprehension is to get some information from the text. Then students use it to answer questions in task (N). The focus of this task is to explore students’ kills in reading and writing. It called as modeling of the text by reading comprehension.

Task (O) presented some terms of generic structures from genre text. Students have to identify and explained the terms of orientation, complication and resolution. This task explores students’ knowledge on reading and writing genre text. The task gives model about narrative text. It called as modeling of the text.

Task (P) gives some models of short functional text. The functional text is in the form of short message and the reply. Students have to read the messages and find the information from the text. This task gives model for students about how to write message and the reply. It explores students’ skills in reading and writing functional text.

1. **Joint Construction of the Text (JCOT)**

This stage expects students to produce some kinds of text by working in a group. This stage is divided become two task, they are: task (Q and R). Task (Q) presents some situations. Example is situation asking for agreement to joint Red Cross organization. Students are expected to construct functional text in the form of short message. Then they send it to their friends and their friends have to make the reply. This task constructs students to produce functional text for reading and writing purpose.

Task (R) presents some jumble paragraph for students. They have to rearrange the paragraph into proper a story and identify the structure of the text. This task evaluates students’ knowledge to produce genre text. It focuses on students’ skills in reading and writing functional text. It called as joint construction of the text. They can do the task by working in a group.

1. **Independent construction of the text**

This stage expects students to produce some kinds of text individually. It divided become three tasks, they are: task (R, S and T).

Task (S) expects students to find narrative story from any sources. Students have to mention the source and identify the structure. This task evaluates students’ skills in reading and writing narrative text. It expects students to produce narrative text individually, so it’s called as independent construction of the text.

Task (T) gives a job for students to write a story. The story must follow some structures, like these: orientation, evaluation, complication, resolution, and re-orientation. This task expects students to produce narrative story. It valuates students’ skills in reading and writing individually. It called as independent construction of the text (ICOT).

Task (U) asks students to work in a group of three. They have to choose narrative text from the book or newspaper. Students have to make a poster based on the story. This task expects students to produce narrative text. Then students asked to read and enjoy a joke story. The purpose of this task is to evaluate students’ skills in reading and writing.

**Unit 7 (Spoken Cycle)**

1. **Building Knowledge of the Field (BKOF)**

This section is divided become ten tasks, they are task (A, B, C, D, E, F, G, H, I and J). This task introduces students with some transactional and interpersonal text that related to the topic. The purpose is to build student knowledge in speaking and writing. One by one of the tasks will be explain as follow:

Task (A) introduces a picture about students who are doing hiking. Students are asked to look at the picture and predict what students in the picture doing. Then they are asked to tell their own experiences about similar adventure. This task explores students’ knowledge for creating recount text. Recount text is a kind of text to retell the events for the purpose of informing or entertaining the readers. It has the structures: orientation, events, and re-orientation. The purpose of this task is to build students’ skills in speaking and listening, so it called as building knowledge of the field.

Task (B) introduces some pictures to students. The pictures are about people who are doing dialogs transactional and interpersonal exchange. The first picture show a person who is retelling story to someone and the expression of other person is giving the respond to him. This task is building students knowledge on dialog transactional about retell something and giving the respond. Second picture is about a girl meets a person in certain place and try to make small chat. This task builds students’ knowledge on dialog interpersonal for social function. The text is about starting or making conversation longer and how to end the conversation. This task builds students skills in listening and speaking for dialogs transactional and interpersonal exchange.

Task (C) introduces for students the topic about some pictures and the words phrases related to it. They are asked to look at the pictures and read the words then find out the meanings. This task explores students’ knowledge on vocabulary mastery. The purpose is to build students’ skills in listening and speaking.

Task (D) introduces a topic about functional text for students. The functional text is in the form of recount text. It is in the form of incomplete recount text. Students are asked to read the text and fill the blank with suitable word in the box. This task builds students’ knowledge on vocabulary mastery with the purpose to explore students’ skills in listening and speaking.

Task (E) introduces a topic about functional text for students. The functional text is in the form of poem. It is in the form of incomplete poem. Students are asked to read the poem and complete it using the words in the box. This task builds students’ knowledge on vocabulary mastery with the focus on speaking and listening. It called as building knowledge of the field (BKOF) about functional text for speaking and listening.

Task (F) introduces a topic about grammar. It is about *how question words*. There are five kinds of how question words in this task, they are: *how far, how long, how often, how high/ how tall and how fast*. *How far* is use to ask about distance, example: (how far did you walk?). *How long* is use to ask about duration, example: (how long did you do it?). *How high/how tall* is use to ask about height. *How high* is use to ask about the height of object non human, example: (how high is the hill?). *How tall* is use to ask about the height of person, example: (how tall are you?). *How fast* is use to ask about speed, example: (how fast does our father drive the car?). This task explores students’ knowledge on grammar. The focus is to build students’ skills in speaking and listening.

Task (G) introduces a topic about grammar for students. It is about verb base, verb past and verb participle. Example: *climb, climbed, climbed*. The word *climb* is called as verb base and the word *climbed* is called as verb past and verb participle. To retell the events we use simple past tense, so the verb that we use is verb past. This task builds students knowledge on grammar especially about verb past. The purpose is to recognize the sentence in recount text. It called as building knowledge of the field with focus for speaking and listening.

Task (I) introduces a topic about grammar for students. Especially it is about simple past tense. It is use to retell about past events. Students are asked to make five sentences. Then they are asked to read it aloud. This task is called as building knowledge on the grammar. It explores students’ skills in making simple past sentences. The purpose is to explore students’ skills in speaking and listening.

Task (J) gives the topic about listening section. Students are asked to listen to their teacher. Teacher will read some sentences and they have to write it down in a piece of paper. This task builds students knowledge on functional text. The purpose is to explore students’ skills in listening and speaking. it called as building knowledge of the field (BKOF) for listening and speaking.

1. **Modeling of the Text (MOT)**

This section is divided become four tasks, they are: task (K, L, M and N). Task (K) exposes students with storytelling. It explores students’ knowledge on vocabulary. Teacher gives model on vocabulary through story telling. Students listen to the teacher and find the meaning of the words in the text. They can use dictionary to find the meaning. This task focuses on listening and speaking.

Task (L) exposes students with functional text. It is in the form of recount text. Teacher reads the text. Students listen and make a note when necessary. Then they answer the questions related with the text aloud. This task gives the model about expression on how to start a story use the word “*Listen everyone” or Listen to me*”. The expression to make story longer is using the words “*Then or After that”.* The expression use to end the story is using the word “finally or that’s all”. This task gives model for students to retell the story. The purpose is to explore students’ skills in speaking and listening.

Task (M) gives a model for students to retell the story. They are asked to imagine if they are in mount Bromo. Then they asked to make a list of the activities they will do. This task explores students knowledge on speaking, because they have to practice the words in front of the class. The focus is for students’ skills in speaking and listening.

Task (N) gives model about the topic of dialogs transactional and interpersonal exchange. First the dialog is about transactional exchange. The dialog is about retelling experience to someone. Second the dialog is about interpersonal exchange for social function. It is about making a chat with someone in the bus stop. Students are asked to close the book and listen to the teacher. Later, they open the book and perform it in the class. This task called as modeling of the text through dialogs transactional and interpersonal exchange. The focus is students’ skills in speaking and listening.

1. **Joint Construction of the Text (JCOT)**

This section is expected students to construct kinds of text. It divided become four tasks, they are task (O, P, Q and R). Task (O) are expected students to work together. They are asked to look at the jumble pictures and rearrange them into proper story. Then read the story aloud. This task explores students’ skills on speaking and listening.

Task (P) gives the topic about functional text. It is in the form of recount text. Students are presented with incomplete recount text. Then they have to continue the story. This task expects students to complete recount text for speaking purpose.

Task (Q) expects students to work in group of five. They asked to draw five simple pictures that show chronological events. Each student tells one event in the picture. This task explores students’ knowledge on producing functional text. The purpose is to build students skills in speaking and listening. It called as joint construction of the text (JCOT), because students can work together with their friends in doing the task.

Task (R) presents some situations for students. They have to read the situations and make dialogs from them. This task expects students to produce dialogs transactional text involving telling events and responding to the events or stories. It also expects students to produce dialogs interpersonal exchange for social interaction. This task explores students’ knowledge on how to start, extent and to end conversation. The purpose of this task is to explore students’ skills in speaking and listening.

1. **Independent Construction of the Text (ICOT)**

This task is divided become three, they are: task (S, R and T).

Task (S) expects students to produce functional text. They have to make monolog text and act it out in front of the class. This task explores students’ knowledge on producing monolog text. It explores students’ skills in speaking and listening. Students have to produce the text individually, so it called as independent construction of the text (ICOT)

Task (T) presents three pictures for students. They have to make dialogs based on the pictures. This task expects students to produce dialogs transactional text about retelling the events and giving the response. It explores students’ skills in speaking and listening.

Task (U) expects students to produce functional text. The text is in the form of recount text. Students are expected to retell about their holiday experience. This task explores students’ knowledge on producing recount text. It explores students’ skills in speaking and listening. It called as independent construction of the text (ICOT), because students have to create the text individually.

**Unit 7 (Written cycle)**

1. **Building Knowledge of the field (BKOF)**

This stage is divided become eight tasks, they are task (A, B, C, D, E, F, G and H). Task (A) introduces students with two kinds of genre text. Students are asked to read the text and compare them. They have to identify the kinds of text. This task builds students’ knowledge on how to identify the kinds of text. The focus is to build students’ skills in reading and writing genre text.

Task (B) introduces some words for students. Then they have to read and match the words with the appropriate meanings. This task explores students’ knowledge on vocabularies. The focus is for reading and writing skills.

Task (C) introduces some pictures with some verb phrases. The pattern of verb phrases is (verb + noun) or (verb + noun phrase) examples: build a sand castle, swim n the beach etc. This task explores students’ knowledge on vocabulary building. The focus is to teach students on how to retell the events or stories. It called as building knowledge of the field (BKOF) for reading and writing skills.

Task (D) presents functional text for students. It is in the form of incomplete recount text. They have to fill the blank part with the words provided. This task explores students’ knowledge on vocabulary mastery. The purpose is to build students skills in reading and writing recount text.

Task (E) introduces word map for students. It is in the form of incomplete word map. Students have to complete the map with the words provided in the box. This task uses to build students’ knowledge on vocabulary. The purpose is to develop students’ skills in reading and writing recount text.

Task (F) introduces grammar for students. The grammar is about the use of (when and while). When and while are used to indicate two condition or events that occur at the same time. The word (when) is used to talk about something that occur in shorter duration then the condition described in the main clause. The pattern is (**sentence in past continuous tense + when + sentence in past tense)**. Example: I was writing a letter when my mother came. The word (while) is used to talk about something that occur in an equal or longer duration than the condition described in the main clause. The pattern is (**sentence in past tense + while + sentence in past continuous tense**). Example: Doni dropped the novel while he was reading it. This task builds students’ knowledge on grammar. The purpose is to build students’ skills in reading and writing.

Task (G) presents some sentences for students. There are ten incomplete sentences. They have to read the sentences and fill the sentences with the word (when or while). This task is used to explore students’ knowledge on grammar. The purpose is to build students’ skills in reading and writing. It called as building knowledge of the text (BKOF) that focus on grammar for reading and writing.

Task (H) presents some jumble sentences for students. There are eight numbers, then students have to connect the sentences using the words (when or while). This task is used to explore students’ knowledge on grammar about how to use the words (when or while). The purpose is to build students’ skills in reading and writing, so it called as building knowledge of the field (BKOF).

1. **Modeling of the Text (MOT)**

This stage is divided become two tasks, they are: task (I and J). Task I introduces students with the model of recount text. Students have to read the text. They have to pay attention on the structure of the text. Recount text is one kind of text used to retell the events for the purpose of informing or entertaining the reader. The generic structure includes: orientation, events and re-orientation. Students have to answer some questions related to the text. They are given genre of recount text for reading and writing purpose. It called as modeling of the text (MOT) through genre recount text.

Task (J) gives two models of functional texts for students. The functional texts are in the form of postcard and the reply. Students are asked to read the text and find the main ideas. This task gives the model on how to retell the events or story in the form of postcard and give the respond to the story in recount text. It explores students’ knowledge on reading functional text. The purpose is to give models for students in reading and writing through functional text. It called as modeling of the text (MOT) through recount text.

1. **Joint Construction of the Text (JCOT)**

This stage is divided become four tasks, they are: task (K, L, M and N). This task expects students to work together and create some kinds of text.

Task (K) introduces a genre text for students. They have to read the text and identify the structures of the text. Then they use it to answer some questions. This task explores students’ knowledge through reading genre text. The purpose is to evaluate students’ skills in reading and writing.

Task (L) presents some jumbled paragraph for students. They have to arrange the sentences into a recount text. This task explores students’ knowledge on recount text. They are expected to create recount text using jumbled paragraphs. The focus is for students’ skills in reading and writing.

Task (M) presents some pictures for students. They have to look at the pictures and write the story based on the pictures. This task explores students’ knowledge to create recount text based on the pictures. The purpose is students’ skills in reading and writing to produce recount text.

Task (N) presents a postcard for students. It consists of functional text. The text is in the form of story or retelling the event. Students have to read the text and understand the message. They have to make reply through postcard. This task expects students to create functional text in the form of respond letter. The purpose is to explore students’ skills in reading and writing to produce a recount text.

1. **Independent Construction of text (ICOT)**

This stage is divided become three tasks, they are: task (O, P and Q). This stage expects students to create some kinds of text individually. Task (O) expects students to make a postcard telling about students’ unforgettable experience. This task explores students’ knowledge about recount text. It expects students to produce recount text individually. The focus is students’ skill in reading and writing.

Task (P) expects students to write recount text about their experience. This task explores students’ skills in writing recount text. Students are expected to produce recount text individually. It called as independent construction of the text (ICOT) for recount text.

Task (Q) expects students to write their recreation experience in a piece of paper. They have to give some pictures and tag the paper in the wall. This task explores students’ skills to create recount text using the pictures. The focus is for students’ skills in reading and writing. it called as independent construction of the text for recount text.

**Unit 8 (Spoken Cycle)**

1. **Building Knowledge of the Field (BKOF)**

This stage is divided become six tasks, they are: task (A, B, C, D, E, F and G).

Task (A) presents the picture about people activities in the beach. Some people are swimming, playing volley ball, sun bathing, BBQ, walking along the beach and taking photo. Students are asked to look at the picture and describe what is going on there. This task uses to build students’ knowledge about the topic of descriptive text. The focus is to explore students’ skills in speaking and listening about functional text. It called as building knowledge of the field (BKOF).

Task (B) presents the topic about transactional text. It introduces some words for asking someone opinion, giving an opinion and disagreeing with someone opinion. Examples of the words that we use to ask for someone opinion are: (Do you think…., what do you think of….). The words that we use to give an opinion are: (I think so or I go with your opinion). The words that we use to disagree with someone opinion are: ( I can’t say anything or I don’t think so). Students are asked to listen to the teacher and repeat after him then read the expression aloud. This task builds students’ knowledge about transactional text. The focus is for students’ skills in speaking and listening about asking for opinion, giving an opinion and disagreeing someone opinion.

Task (C) introduces the topic about conversation of transactional and interpersonal text. There are four dialogs, they are: first the dialog about making conversation with a tourist. It called as dialog interpersonal, because the purpose is for social function. Second the dialog is about giving an opinion. It called as dialog transactional exchange, the purpose is to get something done. Third the dialog is about disagree with someone opinion and fourth the dialog is about making suggestion for someone. Students are asked to listen to the teacher and repeat after him, then say the expression aloud. This task is called as building knowledge of the field (BKOF) about dialogs transactional and interpersonal exchange. The focus is to explore students’ skills in speaking and listening.

Task (D) presents the topic about the weather. Students are asked to listen and repeat after the teacher words aloud. The topic describes about sunny, cloudy, rainy and stormy seasons. This task builds students’ knowledge on vocabulary building. The focus is for speaking and listening functional text. It explores students’ skills in speaking and listening. It called as building knowledge of the field (BKOF) on vocabulary.

Task (E) presents the topic of ten questions. The questions are in the form of incomplete sentences. Students are asked to complete the sentences with the words provided in the box. This task explores students’ knowledge on vocabulary. The focus is to build students’ skills in speaking and listening. It called as building knowledge of the field (BKOF) based on the vocabulary mastery.

Task (F) presents the topic about the pattern of grammar. To give a suggestion we can use the expression of (had better) but when we suggest someone doesn’t do something we use (had better not). Examples: (You had better bring an umbrella or You had better not go out). This task builds students knowledge on grammar. The purpose is to explore students’ skills in speaking and listening.

Task (G) presents some pictures to make suggestion using had better and had better not. Students are asked to look at the pictures and make suggestion using the phrases in the pictures. This task uses to explore students’ knowledge on grammar about making suggestion. The focus is for students’ skills in speaking and listening. It called as building knowledge of the field (BKOF) with focus on the grammar.

1. **Modeling of the text (MOT)**

This stage is divided become three tasks, they are: task (H, I and J).

Task (H) present the topic through story telling. First students are asked to listen to the teacher and make some note when necessary. Then they have to answer some questions related with the story from the teacher. This task gives a model of functional text for students through story telling. It explores students’ knowledge about descriptive text. It called as modeling of the text through genre text.

Task (I) gives a model about dialog interpersonal exchange. The dialog is about climate and the seasons. Students are asked to close the book and listen to the teacher. After that they open the book and perform the dialog. This task explores students’ knowledge on speaking and listening through dialog interpersonal exchange. The purpose is to explore students’ skills in speaking and listening. It called as modeling of the text through dialog interpersonal exchange.

Task (J) asks students to describe a friend sitting next to them. This task gives a model about functional text. It is in the form of descriptive text. The purpose is to explore students’ skills in speaking and listening, so it called as modeling of the text through descriptive text.

1. **Joint Construction of the Text (JCOT)**

This stage is divided become three tasks, they are: task (K, L and M).

Task (K) expects students to work together and perform the dialog in the class. This task introduces two dialog transactional exchange, they are: first dialog about asking for opinion and giving suggestion. The second dialog is about asking opinion by describing a picture. This task explores students’ knowledge to practice dialog transactional exchange. The focus is for speaking and listening. It called as joint construction of the text through practicing dialogs transactional text.

Task (L) expects students to create dialogs transactional. This task presents the topic about three situations. First the situation is about describing a beach condition. Second the situation is about making suggestion to bring an umbrella and third the situation is about giving suggestion for someone not to do something. This task asks students to make dialogs transactional based on three situations above. Then they have to perform it in the class. This task is called as joint construction of the text (JCOT) to produce dialogs transactional text. The purpose is to explore students’ skills in speaking and listening.

Task (M) presents the topic about describing someone. Students are asked to work together to do the task. Some students read the description about sally and Hellen. Then some of them listen and write the information to complete the task. This task explores students’ knowledge on descriptive text. The focus is to explore students’ skills in speaking and listening. It called as joint construction of the text, because students can do the task with their friends.

1. **Independent Construction of the Text (ICOT)**

This stage is divided become three tasks, they are task (N, O and P).

Task (N) presents some pictures. There are four pictures in this task. Students are asked to observe the pictures and describe them aloud. It expects students to create descriptive text individually. The focus is to evaluate students’ skills in speaking and listening. It called as independent construction of the text (ICOT).

Task (O) asks students to make description about someone they know and tell the class about him/her. This task expects students to produce descriptive text individually. The purpose is to evaluate students’ skills in speaking and listening. It called as independent construction of the text, because students have to do the text individually.

Task (P) asks students to describe about their house and tell it to your friends. This task expects students to produce descriptive text individually. The purpose is to evaluate students’ skills in speaking and listening. It called as independent construction of the text (ICOT) to create descriptive text.

**Unit 8 (Written Cycle)**

1. **Building Knowledge of the Field (BKOF)**

This stage is divided become twelve tasks, they are: task (A, B, C, D, E, F, G, H, I, J, K and L)

Task (A) presents a functional text for students. The functional text is in the form of advertisement. Students are asked to read the advertisement and find the difficult words in dictionary to answer the questions. This task explores students’ knowledge on functional text. The purpose is to build students’ skills in reading and writing. It called as building knowledge of the field (BKOF) for reading and writing through functional text.

Task (B) presents some vocabularies for students. It is about the name of compass points. Examples: North, east, west, south, north east, south east, south west and north west. Students are asked to read the words aloud and name the compass points. This task explores students’ skills on vocabulary mastery. The purpose is to build students’ skills in reading and writing. It called as building knowledge of the field (BKOF) for reading and writing with the focus on vocabulary building.

Task (C) presents some questions related to the information from task B. There are four questions related to it. Students are asked to complete the sentences with the name of the points. Students have to write them correctly. This task explores students’ knowledge on vocabularies. The purpose is to build students’ skills in reading and writing. It called as building knowledge of the field (BKOF) for reading and writing through vocabulary mastery.

Task (D) presents two columns about season and the weather. Students are asked to match the names of the seasons in the left column with the names of the weather in the right column. This task builds students’ knowledge on vocabulary. It called as building knowledge of the field (BKOF) for reading and writing.

Task (E) presents the pattern of the grammar. It talks about adverbs frequency, such as: always, usually, often, sometimes, rarely, seldom, and never. Adverb of frequency is use to talk about how often something happen. The pattern is (S + Adv frequency + V + O), example: He always works over time. This task explores students’ knowledge on grammar. The purpose is to build students’ skills in reading and writing. It called as building knowledge of the field with the focus on grammar.

Task (F) presents ten sentences to students. They have to rewrite the sentences using adverbs of frequency. This task explores students’ knowledge on grammar. The purpose is to build students’ skills in reading and writing. It called as building knowledge of the field (BKOF) for reading and writing with the focus on grammar.

Task (G) asks students to interview their friends. This task presents ten questions, students can use the questions to interview their friends. Students have to write down the answers and make a paragraph. This task explores students’ knowledge of grammar about how to use adverb of frequency. The purpose is to build students’ skills in reading and writing. It called as building knowledge of the field (BKOF) with the focus on grammar.

Task (H) expects students to make report about their friends’ activities. They have to report about the name, frequency and activity of their friends. This task explores students’ knowledge on grammar about adverb of frequency. The purpose is to build students’ skills in reading and writing. It called as building knowledge of the field (BKOF) for reading and writing with the focus on grammar.

Task (I) presents topic about the pattern of grammar. It is about the use of ***because*** and ***because of.*** The words *because* and *because of* are used to combine two sentences that show cause and effect. Examples: (I can’t go because it’s raining). (Because it’s raining, I can’t go). (Ratih didn’t come to my party because of the bad weather). (Because of the bad weather, Ratih didn’t come to my party). This task explores students’ knowledge on grammar. The purpose is to build students’ skills in reading and writing, so it’s called as building knowledge of the field (BKOF) with the focus on grammar.

Task (J) presents five questions. The questions are in the form of incomplete sentences. Students have to complete the sentences using the words *because* or *because of.* This task explores students’ knowledge on how to apply the words *because* or *because of* in the sentences. The purpose of this task is to build students’ skills in reading and writing with the focus on grammar.

Task (K) presents the topic about ten sentences. The sentences are in the form of incomplete sentences. Students have to complete the sentences using their own reasons. The answers must be written in logical reasons. This task explores students’ knowledge on grammar about the use of because and because of. This task is called as building knowledge of the field (BKOF) for reading and writing purpose with the focus on grammar.

Task (L) asks students to write about their own selves. The sentences must use adverb of frequency, because or because of. This task explores students’ knowledge on the grammar. The purpose of this task is students’ skills in reading and writing descriptive text. It’s called as building knowledge of the field (BKOF) for reading and writing descriptive text.

1. **Modeling of the Text (MOT)**

This stage is divided become three, they are: task (M, N and O).

Task (M) gives the topic about a model of genre text. It’s in the form of descriptive text. Descriptive text is a kind of text that used to describe a particular person, place or thing. Descriptive text consists of two generic structure, they are: *identification and description*. First identification is use to identifies the phenomenon that going to be described. It introduces a particular person or thing which going to be described. Second the generic structure is description. It describes the characteristic of the four seasons. It uses grammar of simple present tense. Simple present tense use to express events or situations that exis always, usually and habitually. This task explores students’ knowledge on descriptive text. Students have to read the text and study the structures carefully. The purpose is to give a model for reading and writing skills. It called as modeling of the text through genre text.

Task (N) presents ten questions. The questions are related with the descriptive text in task (M). Students are asked about the purpose of the text and what is the description from each seasons. This task explores students’ knowledge about functional text with the purpose for reading and writing skills.

Task (O) presents the topic about functional text. The functional text is in the form of brochures. It gives a model of brochures about a relaxing place to come for holiday. Students have to read the brochures and look up the meaning for difficult words in dictionary. Then they answer the questions related with the information. This task is called as modeling of the text (MOT) through functional text. The purpose of this task is to explore students’ skills in reading and writing.

1. **Joint Construction of the Text (JCOT)**

This stage is divided become two, they are: task (P and Q).

Task (P) expects students to work in pair and make descriptive text based on two situations. First the situation is about the description of the weather in Pontianak. Second the situation is about the description of the weather in Europe. This task explores students’ knowledge on how to produce descriptive text. The purpose is to build students’ skills in reading and writing. This task is called as joint construction of the text, because they can work in pair to do the task.

Task (Q) expects students to produce functional text. The functional text is in the form of an advertisement and an announcement. They can work in a group to do the task. The purpose of this task is to explore students’ skills in reading and writing functional text. It’s called as joint construction of the text through functional text.

1. **Independent Construction of the Text (ICOT)**

This stage is divided become three, they are: task (R, S and T). Task (R) present four pictures, students are asked to look at the picture and describe what happen there. This task expects students to write descriptive text. The purpose of this task is to explore students’ knowledge on genre text. It focused on students’ skills in reading and writing. It called as independent construction of the text (ICOT), because they have to produce the text individually.

Task (S) expects students to produce functional text. Students have to write the description of the place that they want to choose to go for holiday. They should give the reason why they choose it. There are some points for them that they can choose, such as: place, price, facilities and special offer. This task explores students’ knowledge on descriptive text. The focus is for students’ skills in reading and writing to produce descriptive text. It called as independent construction of the text.

Task (T) presents a picture about outdoor learning. Students are asked to look at the picture and describe it. They have to describe what kind of place, what is the teacher doing and is it a good place to have class. This task expects students to produce descriptive text. The purpose of this task is students’ skills in reading and writing descriptive text. It called as independent construction of the text (ICOT), because students have to produce the text individually.