INFORMATION LITERACY: A STUDY ON ENGLISH STUDENTS' TEXTBOOK BASED ON EMPOWERING 8 MODEL

THESIS

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By:

FAIZATUL MUFIDAH

NIM D95211082

ENGLISH TEACHER EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UIN SUNAN AMPEL SURABAYA

SURABAYA

2018

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama	: Faizatul Mufidah
NIM	: D95211082
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Fakultas Tarbiyah dan Keguruan
Judul Skripsi	: Information Literacy: A Study on English Students' Textbook Based on Empowering 8 Model

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METERAI TEMPEL
TGL. 20
40912AFF253367074
6000
ENAM RIBU RUPIAH

Faizatul Mufidah

D95211082

ADVISOR APPROVAL SHEET

This thesis by Faizatul Mufidah entitled "*Information Literacy: A Study on English Students' Textbook Based on Empowering 8 Model*" has been approved by the thesis advisors for further approval by the Boards of Examiners.

Surabaya, 19 July 2018

Advisor,

Rakhmawati, M.Pd.

NIP. 197803172009122002

EXAMINERS APPROVAL SHEETS

This thesis by Faizatul Mufidah entitled "Information Literacy: A Study on English Students' Textbook Based on Empowering 8 Model " has been examined on July 27th, 2018 and approved by the Boards of Examiners.

Dean of Faculty of Education and Teacher Training

Prof. Dr. H. Ali Mas'ud, M.Ag, M.Pd.I
NIP. 196301231993031002

Examiner I

Dra. Arba'iyah, Ys. M.A
NIP. 196405031991032002

Examiner II

H. Mokhammad Syaifudin, M.Ed, Ph.D
NIP. 197310131997031002

Examiner III

Rakhmawati, M.Pd
NIP. 197803172009122002

Examiner IV

Dra. Irma Sorava, M.Pd
NIP. 196709301993032004

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN
Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300

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KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika *UIN* Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama	: Faizatul Mufidah
NIM	: D95211082
Fakultas/Jurusan	: TARBIYAH / PENDIDIKAN BAHASA INGGRIS
E-mail address	: faiza.kelinci@gmail.com

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(FAIZATUL MUFIDAH)

ABSTRACT

Mufidah, Faizatul. (2018). *Information Literacy: A Study on English Students' Textbook Based on Empowering 8 Model*. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor: Rakhmawati, M.Pd.

Key Words: *Students' textbook, Information Literacy, Empowering 8*

The students' textbook is a book given freely to support the education system in Indonesia. Almost all schools in Indonesia use this textbook because in addition to free, this book also contains material that has been adjusted by the Government curriculum that is always updated every year. Currently, the government is promoting for its people be information literate. In this connection the researcher wants to link these two aspects to be analyzed about the components of information literacy contained in the English students' textbook in accordance with the components of information literacy based on Empowering 8 models. "Empowering 8" model is one of the literacy information models created by Asians people through Sri Lanka workshop and some Asian countries also make this a reference for educational curriculum. Empowering 8 model has 8 components which have some indicators to be analyzed. Through some of these indicators, the researcher analyzed the components of information literacy that contained in the English students' textbook. Because of the time it takes a lot to analyze the 8 components, the researcher chooses to focus on reading 'activity that is in all chapters and analyzing the instruction activities supported in teacher' book. Based on eight components; identify, explore, select, organize, create, present, assess, and apply the researcher analyzed and included into existing indicators. The results of this research, the Information literacy in the X Grade English student' textbook from the government showed the percentage is 51% based on Empowering 8 model analysis.

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ABSTRAK

Mufidah, Faizatul. (2018). *Information Literacy: A Study on English Students' Textbook Based on Empowering 8 Model*. Pendidikan Guru Bahasa Inggris, Fakultas Pendidikan dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor: Rakhmawati, M.Pd.

Kata Kunci: *Buku Teks Siswa, Literasi Informasi, Empowering 8*

Buku teks siswa adalah buku yang diberikan secara gratis untuk mendukung sistem pendidikan di Indonesia. Hampir semua sekolah di Indonesia menggunakan buku teks ini karena selain gratis, buku ini juga memuat materi yang telah disesuaikan dengan kurikulum Pemerintah yang selalu diperbarui setiap tahun. Saat ini, pemerintah mempromosikan untuk rakyatnya agar melek informasi. Dalam hubungan ini peneliti ingin menghubungkan dua aspek ini untuk dianalisis tentang komponen literasi informasi yang terkandung dalam buku teks siswa bahasa Inggris apakah sudah sesuai dengan komponen literasi informasi berdasarkan model Empowering 8 model. "Empowering 8" model adalah salah satu model literasi informasi yang dibuat oleh orang-orang Asia melalui lokakarya di Sri Lanka dan beberapa negara Asia juga menjadikan ini sebagai referensi untuk kurikulum pendidikan. Empowering 8 model sendiri memiliki 8 komponen yang didalamnya terdapat beberapa indikator untuk dianalisis. Melalui beberapa indikator ini, peneliti menganalisis komponen literasi informasi yang terdapat dalam buku teks siswa bahasa Inggris. Karena waktu yang dibutuhkan banyak untuk menganalisis 8 komponen, peneliti memilih untuk fokus pada kegiatan membaca yang ada di semua bab dan menganalisis kegiatan instruksi yang didukung dalam buku guru. Berdasarkan delapan komponen; (mengidentifikasi, mengeksplorasi, memilih, mengatur, membuat, menyajikan, menilai, dan menerapkan), peneliti menganalisis dan memasukkan hasil ke dalam indikator yang ada. Hasil penelitian ini, literasi informasi dalam buku teks siswa kelas X Bahasa Inggris dari pemerintah menunjukkan persentasenya 51% berdasarkan analisis Empowering 8 model.

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CHAPTER I

INTRODUCTION

This chapter discusses about research background, including the reason of conducting the study. Afterwards, research questions are formed, followed by objectives of the study to answer the problems given. Then, it is carried on with significance of the study to inform how the study would be beneficial. Scope and limitations of the study draws the limitation of what are consisted on the study. At the end of the chapter, definitions of the key terms are given to connect researcher and reader into one point of view.

A. Background of the Study

Textbook is one of the important variables to create the goals of learning in Education. Textbook also plays an important role in learning process based on curriculum and learning instruction in developing country.[1] In Indonesia, textbook as basic education and intermediate or high institution that has learning material.

Textbook is also media to give some information for us. In developing technological information through the internet, appeared some developmends that change first literacy concept become a new literacy

[1] Tri Retnani Ariningrum, *Analisis Literasi Ilmiah Buku Teks Pelajaran Biologi SMA*. (Semarang: Perpustakaan Universitas Negeri Semarang, 2013) p.1

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concept. It has meaning related to student's competence. A factor influenced in developing information and technology is the ability to find information and apply it in the real life. Furthermore, the important to get information is also has influence our society relationship. In Indonesia, many programs build the society awareness to know how important the literacy is.

The government's efforts to implement literacy programs in various areas have a goal to increase interest in reading and understanding of the public about the development of the times. The number of literacy programs from the government such as establishing a walking library parks, extension of reading interest of children dropping out of school or inland, and the provision of free books schoolchildren. Therefore, make the researcher examined one aspect of the program is a free book. The government-made free book for all schools in Indonesia is whether it has been able to bring the reader or student become literate as expected by the government.

In addition to the limited time of the study, the authors wanted to focus on the government's textbook for Senior High School to review about how the percentage and the level of achievement of this book can lead the students to become literate. Through the aspects are lacking to make the reader or students become Information literate by empowering 8 models.

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Supported by International Literacy Institute also explained that literacy is a word from developing meaning that has mean a "range" relative skill (not absolute) for reading, writing, communicating and critical thinking. Therefore, Tapio Varis as the general leader UNESCO for E-Learning said that, "literacy through developing computer technology and information can divide into; technology literacy, information literacy, media literacy, global literacy, and social competence literacy".[2] From the aspects, the researcher focuses on information literacy and analyzed into some parts based on Information literacy components.

Information literacy is the ability or skill to do research and analyze information as basic of taking decision.[3] In Indonesian language, information literacy literally means "melek informasi". It means as information literate is a person who possess the ability to get more information from (a book, internet, magazine, poster or newspaper) to enrich his knowledge and apply it in real-life. Information literacy is the important to know about more information before increase the knowledge. Using textbook as media literacy can make students' understand deeper about they learned material.

A good textbook should encourage students to become information literate by giving some instructions to further looking for more information about the related material outside the textbook. The main point is that

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[2] Winnie Agnesa Damanik, *Informasi dan Media Literasi*. (Sumatera Utara: Perpustakaan Universitas Sumatera Utara, 2015) p.1

[3] Ibid

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students have the ability to find information accurately. Knowing what information students need at initial stage before they are try to find the information.

Based on the phenomenon above, the researcher is interested to know the extent in which students' school textbook that can support them to become information literate under teacher's guidance. The students' textbook that be analyzed is students' textbook established by the government 2017 edition revision. This students' textbook is free and can be downloaded on internet easily. Many teachers use the book to teach their students in their school by The Ministry of National Education (KEMENDIKNAS).

The students' textbook from the government has 15 chapters and has the different topic and materials each chapter. Each chapter consists of several activities to improve the ability of students, which are; (1) warmer, (2) vocabulary builder, (3) Pronunciation practice, (4) reading, (5) vocabulary exercise, (6) text structure, (7) grammar review, (8) speaking, (9) writing, and (10) reflection. In this study, the researcher analyzes focus on reading activity as scope and limitation research because the time is does not allow researcher to examine all activities in each chapter. Thus, from the instruction of reading activity analyzed the Information literacy components.

Therefore, seen from several reasons researcher wants to know the components of information literacy that has in the Government student'

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textbook. In this study, researcher used Empowering 8 model as guide for analysis component which Empowering 8 model as one of Information Literacy model. The reason in choosing the model is because it is designed by Asian people itself.[4] Besides, it is supported by International Workshop on Information Skills for learning International Workshop on Information Skills fort Learning in Colombo, Srilangka on 2004 that presented by 10 country, that are Bangladesh, India, Indonesia Maldiva, Malaysia, Nepal, Pakistan, Singapore, Sri langka, Muangthai and Vietnam.[5] The International workshop also has implemented in Patiala India on November 2005 as the last workshop that explain about empowering 8 models.

This research purposed the reader to know the extent of which Information Literacy inside students' textbook can support the students become Information literate, develop students' skill face their life. Trough analyzed the component of Information Literacy inside the students' textbook. The researcher hopes the reader able to know the quality of students' government textbook, what are Information literacy components in the students' book and how is the Information literacy representative in the students' textbook based on Empowering 8 model of Information Literacy. It will make the reader knowing what are have to do to be

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[4] Roro Isyawati Permata Ganggi, *Evaluasi Berbasis Empowering 8Th Terhadap Tingkat Literasi Informasi Mahasiswa Pendidikan Guru Madrasah Ibtidaiyah*. (Yogyakarta: Perpustakaan UIN Sunan Kalijaga) p.4

[5] Winnie Agnesa Damanik, *Informasi dan Media Literasi*. (Suatera Utara: Perpustakaan Universitas Sumatera Utara) p.12

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information literate, that finally can help people to face their life and give them a better life.

B. Research Question

1. How is the Information Literacy representative in the X Grade English students' textbook?

C. Objective of the Study

1. To find out the Information literacy based on Empowering 8 components as Information literacy model in the X Grade English students' textbook from the Government 2017 revised edition.

D. Significance of the Study

1. The result of this study will be able to give information for the reader about the importance of information literacy and students' textbook as media literacy
2. The result of this study will be able to give information about contribute students' textbook from the government can help students be information literate.
3. The result of this study will be beneficial for English teacher and reader to know about the empowering 8 model as information literacy model

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4. The result of this study will be able to give information what are the empowering 8 components on students' textbook

E. Scope and Limitation

The researcher limits this study on students' textbook for X grade issued by the Government 2017 revised edition. Therefore, the Government of Indonesia shared this book freely and all teachers use this book to teach their students in their school and this book is the latest publication of the government.

In this study, the researcher focusses on the reading activity as one of activities that has in each chapter on students' textbook. Based on reading activity there are instructions that will be analyzed about the components of Information literacy that contained in it.

The component of Information Literacy analysis, the researcher used Empowering 8 model as one of Information literacy models. The Empowering 8 model has 8 components, which are; Identify, Explore, Select, Organize, Create, Present, Assess, and Apply. Based on the eight components has indicators in each component.

The point is from reading activity, the researcher will analyze the Information literacy based on Empowering 8 components as model in the reading instruction in the students' textbook from the government 2017 revised edition.

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F. Definition of Key Term

To avoid misunderstanding and misinterpretation of reader, the writer will explain the definition of them. The key word used in this study as follows;

1. Students' textbook : is must be reference book that used in base education unit and mediate or high who load learning material in increasing their believe, pieties, noble character, and personality, master of knowledge and technology, leveling of sensitiveness and aesthetic' ability, kinesthetic' ability and the health that be arrange the Education National Standard.[6] In this study, students' book is the ordinary book that students used to study and help to learn their lesson in school. In this research, the researcher choose from the Government book that published by *Kementerian Pendidikan dan Kebudayaan*; Jakarta Third printed 2017 revised edition.

2. Information Literacy : is practical manifestation that described in a multitude of complementary ways. This included the attributes of information literate people, predominating elements as conceived by skilled information users, behavioral standards for student and

[6] Tri Renani Arinngrum, *Analisis Liteasi Ilmiah Buku Teks Pelajaran Biologi SMA.* (Semarang: Universitas Negeri Semarang, 2013) p.6

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rubrics for the assessment of information literacy.[7] In this study, based on Indonesia language, Information Literacy called "melek informasi" that mean Information Literacy has purpose to invite someone read books that used to add their information and new knowledge.

3. Empowering 8 model : is a model of Information Literacy that got from International Workshop on Information Skill for Learning International Workshop on Information Skills for Learning in Colombo, Srilangka on 2004 that attended by 10 Countries.[8] The workshop result defined into 8 components and learning outcomes of Empowering 8.[9] In this study, the researcher means that Empowering 8 model is one of kind Information Literacy models and this model is standard that estimated suitable for Asian people because this model designed by Asian people itself. The empowering 8 model has 8 components of Information literacy based on Sri Lanka Journal of Librarianship and Information Management, which are; (1) Identify, (2) Explore, (3) Select, (4) Organize, (5) Create, (6) Present, (7) Assess, (8) Apply.

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[7] Penny Moore, Ph.D. *An analysis of Information Literacy Education Worldwide.* (U.S: Educational Research Consultant and Executive Director of the International Association of School Librarianship) p.2

[8] Winnie Agnesa, *Informasi dan Media Literasi.* (Sumatera; Ilmu Perpustakaan dan Informasi Fakultas Ilmu Budaya Universitas Sumatera Utara) p.15

[9] Wijetunge, Pradeepa, *Empowering 8: the Information Literacy model developed in Sri Lanka to underpin changing education paradigms of Sri Lanka)* p.37

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter includes the theories and previous studies. There are two subsections in this chapter. First are the theoretical foundations that underlie the study. Second is a previous study that describes the differences with the current studies. The review of this chapter is related literature which contains Information literacy, students' textbook, and empowering 8 models.

A. Information Literacy

Literacy came from Latin word *littera* (font) that has the meaning "to involve sovereignty of writing system and the conventions that include it". Nevertheless, literacy is related with language and how a language to be used, whereas the word "information" itself came from English language.[1] It can be concluded that information literacy means "to encourage people to seek for information and new knowledge and to rim information (someone who has ability in how to process information also can apply it to daily life).

[1] Oxford, *Oxford Learners' Pocket Dictionary Fourth Edition".* (New York: Oxford University Press,2011)

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The definition Information literacy based on Kuhlthau model is where a person becomes literate in an information society if they can involve the ability to read and to use information essential for everyday life, involve recognizing an information need and seeking information to make informed decision.[2] According to Kuhlthau, the Information literacy is the ability of a person to read and provide the information that is important for life in the community.

Therefore, cited from Kuhlthau' book that a working definition of information literacy has been proposed by Martin Tessner, "Information literacy is the ability to effectively access and evaluate information for a given need". [3] Based on Kuhlthau, book obtains the definition of information literacy based on the development of the definition that proposed by Martin Tessner, that information literacy is the ability to access and evaluate information for a particular need in life.

Based on Australian and New Zealand Information Literacy Framework, Information literacy is thus required because of the ongoing proliferation of information resources and the variable methods of access. Individuals are faced with diverse information choices in their studies, in

[2] Kuhlthau, Carol Collier, *Information Skills for An Information Society: A review of Research*. (New York: Syracuse University 1987) p.8

[3] Ibid

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the workplace, and in their lives.[4] In this book explained about the information literacy needs, useful as a method of access and source of information when one is confronted with a variety of information depending on the scope, such as at work or in their life.

According to American Library Association, Information literacy is Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effective needed information[5]. Based on American Library Association, Information literacy has a definition as a ability that a person needs to know when information be needed and that person must also have the ability to search, evaluate, and use information effectively based on they need.

Information literacy is practical manifestation is described in a multitude of complementary ways. This include the attributes of information literate people, predominating elements as conceived by skilled information users, behavioral standards for students, and rubrics for the assessment of information literacy.[6] With other word is someone can be told to rim information when he can use it information that he can

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[4] Bundy, Alan, *"Australian and New Zealand Information Literacy Framework"*. (New Zealand: University of South Autralia, second edition 2004) p.3

[5] ALA "American Library Association"

[6] Penny Moore, Ph.D. *An analysis of Information Literacy Education Worldwide*. (U.S: Educational Research Consultant and Executive Director of the International Association of School Librarianship) p.2

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correctly. Nevertheless, still must exist on aspect or the standard that can be told he truly to rim information.

Information Literacy itself has some component or model that can analyze to know the someone ability to be information literate. The researcher knowing six models of Information Literacy, that are; Information Skills model, Information Seeking model, Information the Big Skills, Information Process model, Research Process model, and Empowering 8 model.

Therefore, definition of Information literacy that brought up year 1974 by Paul Zurkowski (*The president of Information Industry Association of United States*) to proposal who propose it to *National Commision on Libraries and Information Science* that in riceas program one of that must be reached is Information literacy according to universal. Zurkowski said that someone who trained in to use it information sources in to finish it their task be mentioned people who rim information because they had studied technique to use it information well and skill in to use it various information tool.[7] The literacy understanding of information according to Paul Zurkowski is someone who has been trained used the source of Information that can complete their tasks and they use the technology to obtain information that will shape their skills.

Quoted from American Library Association (ALA) Presidential Committee on Information Literacy. This Institution said that, "to be

[7] Rindyasari, *Literasi Informasi Guru: Studi Kasus SMA Perguruan Islam Al-Azhar Pondok Labu*. (Jakarta: Universitas Indonesia) p.11

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information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information".[8] This statement showed that how is the important of Information Literacy, mean that everyone has be expected to their own ability to find the information correctly-use.

Information literate is designation for the person who is understood about the important of Information literacy. Based on Pradeepa Wijatunge journal explained that an information literate person is one who[9]:

a. Recognizes that accurate and complete information is the basis for intelligent decision making
b. Recognizes the need for information
c. Formulates questions based on information needs
d. Identifies potential sources of information
e. Develops successful search strategies
f. Accesses sources of information including computer-based and other technologies
g. Evaluates information and organizes information for practical application
h. Integrates new information into an existing body of knowledge

[8] Agnesa Damanik, Winnie, *Informasi dan Media Literasi*. (Medan: Universitas Sumatera Utara, 2013) p.4

[9] Wijatunge, Pradeepa, *Empowering 8: The Information literacy model develope in Sri Lanka to underpin changing education paradigms of Sri Lanka*. (Sri Lanka: National Institute of Library and Information Sciences in University Colombo, 2005) p.33

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i. Uses information in critical thinking and problem solving in an information literate environment, students engage in active, self-directed learning activities, and teachers facilitate students' engagement through a more adventurous style of instructional delivery.

j. Students involved in information literate activities:

k. Seek a rich range of information sources;

l. Communicate an understanding of content;

m. Pose questions about the content being learned;

n. Use the environment, people, and tools for learning;

o. Reflect on their own learning;

p. Assess their own learning; and

q. Take responsibility for their learning.

B. Models of Information Literacy

The Information Literacy models has six models that exist since 1985 year ago until at this time. Information Literacy models are possible to identified the various component, also to showed the connection among components. Through the models can be used to explain the meaning of Information Literacy. From the statement, we can center it in some part or

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entirely the models.[10] From six models, all of them has the same and different aspect to analyze the component of Information Literacy.

The following are models for Information Literacy that are generally the most widely used across the United States. Many places develop their own stages based on one of these models and the last model developed in Sri Lanka.

According to Eko Wiyanti research, Since 1985 year ago until at now, Information literacy have six models; 1. Irving – Information Skills 1985, 2. Kuhithau – Information Seeking 1987, 3. Eisberg/Berkowitz – Information Problem Solving (The Big Skills) 1990, 4. New South Wales – Information Process 1991, 5. Pitts/Strupling – Research Process 1992, and 6. NILIS with the Empowering 8 model 2004.[11] Based on Eko Wiyanti research, the researcher knows some Information literacy models are 6 models and the models that has relation each other and based on the development stage of the previous model.

1. Irving- Information skills

Based on educates website, in 1985 Ann Irving discussed this idea of cross-curriculum connections in a book titled Study and Information

[10] Agnesa Damanik, Winnie, *Informasi dan Media Literasi*. (Medan: Universitas Sumatera Utara, 2013) p.4

[11] Eko Wiyanti, *Pengenalan Empowering 8: Sebuah model Literasi Informasi*. (Tangerang; Seminar dan Pelatihan Kemelekan Informasi, atas kerjasama APISI dan Perpustakaan UPH,2007) p.1

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Skills across the Curriculum. She stated that the research process is an integral part of our everyday lives and it's directly linked to life-long learning.[12] This website gives the information about definition of Information literacy based on Ann Irving; the Information literacy is the idea in curriculum information relationships that state the Important of Information in the processes of everyday life and as a lifelong lesson.

Although many other models came after Ann Irving, her Nine Step Information Skills Model continues to be used in schools. The steps include:

a. Formulating
b. Identifying
c. Tracing
d. Examining
e. Using
f. Recording
g. Interpreting
h. Shaping
i. Evaluating

2. Kuhlthau- Information Seeking

Kuhlthau is a model of Information literacy that developed by Carol Kuhlthau, Professor of Library and Information Science at Rugners

[12] http://eduscapes.com/instruction/inquiry/irving.htm

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University in New Jersey. This model shows how users approach the research process and how users' confidence increases at each stage. These stages include initiation, selection, exploration, formulation, collection, presentation and assessment.

The characteristic of Information literacy is the acquisition of Information literacy involves mastery of certain skills with particular characteristics. These characteristics may be described as follows: (1) skills and knowledge (such as the ability to plan a research strategy, or to evaluate information); (2) attitudes, depending upon acquisition of such attitudes as persistence, attention to detail, and skepticism; (3) time- and labor-intensive; (4) need-driven; and (5) existing in-dependently of, but relating to, literacy and computer literacy.[13] This definition and characteristics based on Carol Collier Kuhlthau' book on Information skills for an Information Society: A review research that Information literacy has 5 components to make someone be Information literate.

3. Eisberg/Berkowitz – Information Problem Solving (The Big Skills)

Developed by Mike Eisenberg, Professor of Information Science at Syracuse University and Bob Berkowitz when a practicing library media professional in Syracuse, New York. One of the most well-known models in the field and is being taught widely to students as a guide for their

[13] Kuhlthau, Carol Collier, *Information Skills for An Information Society: A review of Research*. (New York: Syracuse University 1987) p.12

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research, especially at the K-12 level. The Big 6 steps include: task definition, information seeking strategies, location and access, use of information, synthesis, and evaluation.[14] Information literacy definition that has been developed by Mike Eisenberg is known as big-6 because in the step of being Information society literate 6 big steps.

4. New South Wales- Information Process

Based on a book from Australian and New Zealand Information Literacy Framework New South Wales's model that was revision on 2004, Information literate people who can; [15]

a. Recognize a need for information
b. Determine the extent of information needed
c. Access information efficiently
d. Critically evaluate information and its sources
e. Classify, store, manipulate and redraft information collected or generated
f. Incorporate selected information into their knowledge base

[14] MacDonald, Cynthia and Rob Darrow, *"K-12 Information Literacy in the Digital Age Fall 2003".* Infopeople Project [infopeople.org], supported by the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian

[15] Bundy, Alan,*"Australian and New Zealand Information Literacy Framework".* (New Zealand: University of South Autralia, second edition 2004) p.3-4

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g. Use information effectively to learn, create new knowledge, solve problems and make decisions

h. Understand economic, legal, social, political and cultural issues in the use of information

i. Access and use information ethically and legally

j. Use information and knowledge for participative citizenship and social responsibility

k. Experience information literacy as part of independent learning and lifelong learning.

5. Pitts/Strupling – Research Process

This model guides students through the stages of creating a research paper. The 10 steps begin with choosing a topic and end with creating and presenting the final topic.[16] This Information literacy model that has 10 steps, which are;

a. Choose a broad topic

b. Get an overview of the topic

c. Narrow the topic, Choose a broad topic

d. Develop thesis/purpose statement

e. Formulate questions to guide research

[16] MacDonald, Cynthia and Rob Darrow, *"K-12 Information Literacy in the Digital Age Fall 2003".* Infopeople Project [infopeople.org], supported by the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian

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f. Plan for research and production

g. Find, analyze and evaluate sources

h. Evaluate evidence, take notes, and compile bibliography.

i. Establish conclusions/organize information in outline

j. Create and present final product

C. Empowering 8

Empowering 8 is the last model of Information literacy based on the six existing literacy information models. Then, each the components are having almost the same points or indicators, that are discussion or developed the factor of knowledge structure, locus personal, ability, skill, and Information process.[17] Based from the six Information Literacy models, only Empowering 8 model that created by Asian people. This model developed in 2004 with attended ten countries from Asia, included Indonesia. This model like his name, it has eight aspect or component of Information Literacy.

Based on Sri Lanka Journal of Librarianship and Information Management that explained about Empowering 8, this model developed on 29th June at the Annual National Conference on library and Information Science organized by the Sri Lanka Library Association.

Empowering 8 models arranged by thirty participants from Bangladesh, India, Indonesia, Malaysia, Maldives, Nepal, Pakistan

[17] Agnesa Damanik, Winnie, *Informasi dan Media Literasi*. (Medan: Universitas Sumatera Utara, 2013) p.27

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Singapore, Sri Lanka and Thailand participated at the workshop. Key resource person was Gerald Brown (consultant to NILIS) from Canada while their other resource persons were from IFLA (Prof. Russell Bowden), IASL (Diljit Singh (Malaysia)), and ASLA (Karen Bonanno (Australia)), and Sri Lanka, (Linda Oldham from Overseas School of Colombo, Sri Lanka).[18] In this study, empowering 8 is one of kind Information Literacy sixth models. This model was developed by NILIS (National Institute of Library and Information Sciences) from Colombo Sri Lanka University on 2004. This Information Literacy is reflective model from local Asia condition, because of that this model developed by Asian for Asia.

Supported from International Workshop on Information Skills for learning International Workshop on Information Skills fort Learning in Colombo, Sri Lanka on 2004 that presented by 10 country, that are Bangladesh, India, Indonesia Maldiva, Malaysia, Nepal, Pakistan, Singapore, Sri Lanka, Muangthai and Vietnam. The workshop implementation in Patiala India, November 2005.[19] The purposed of the workshop is to develop the Information literacy models that will used for Asia Tenggara country and South.

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[18] Wijetunge, Pradeepa, *Empowering 8: the Information Literacy model developed in Sri Lanka to underpin changing education paradigms of Sri Lanka. P.35*

[19] Winnie Agnesa Damanik, Informasi *dan Media Literasi*. (Sumatera Utara: Perpustakaan Universitas Sumatera Utara) p.12

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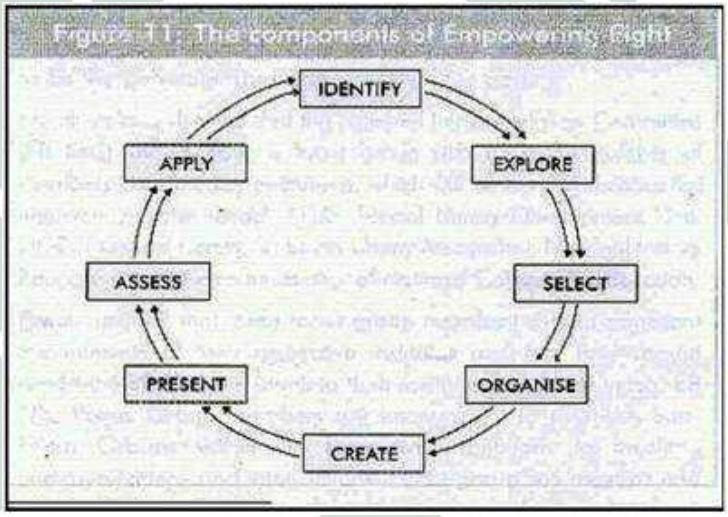
Based on Information literacy models before, that was finally developed by some people into 8 components and called with Empowering 8 model. This model mentioned into Empowering 8 model as E8 because to include 8 finding component and use it in Information. In this study, the person who wants to be Information literate must have these 8 components or finish these 8 steps that include into empowering 8 model.

Therefore, the Empowering 8 model itself described and explained into a circle step which are;



Pictue 1. Empowering 8 components

Every Empowering 8 components consist from some steps/ indicators that must completed every chapter. After eight components (apply) was reached, so we would back into first step/ indicators (identify). This matter can be analogized like someone who already get “something”

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new ones that will use it back to result the new ones more.[20] In this study, empowering 8 model has 8 components that has indicators how to be information literate.

Cited from Eko Wiyanti, *Pengenalan Empowering 8: Sebuah model Literasi Informasi*. This model consists from 8 components or the ability that to be have students or reader. The abilities are;

1. Identify; The topic/subject, audience' target, the format that relevant, source types
2. Explore; The source and Information suitable with the topic or materials
3. Select; Selection and record Information that relevant, and to gather it the various of that suitable according
4. Organize; Organization, evaluation and to arrange the Information to join in a logical arranging, to differ it between fact and opinion, and used assist visual tool to compare and contrast the Information
5. Create; Information creation with used own words, edit and make the booklist deed
6. Present; Presentation, spreading or Information display that to be resulted.
7. Assess; output's evaluation, entering to be based from other people

[20] Eko Wiyanti, *Pengenalan Empowering 8: Sebuah model Literasi Informasi*. (Tangerang; Seminar dan Pelatihan Kemelekan Informasi, atas kerjasama APISI dan Perpustakaan UPH,2007) p.2

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8. Apply; Entering implement, evaluation, the experience that be obtained to the activity that will come, and the use new knowledge that be obtained to as situation.

Based on Sri Lanka workshop, the Components and Learning outcomes of 8 indicators of Empowering 8 Components. [21]The student will be able to demonstrate ability to:

1 Identify

a. Define the topic/subject

b. Determine and understand the audience

c. Choose the relevant format for the finished product

d. Identify the key words

e. Plan a search strategy

f. Identify different types of resources where information may be found

2 Explore

a. Locate resources appropriate to the chosen topic

b. Find information appropriate to the chosen topic

c. Do interviews, field trips or other outside research

[21] Wijatunge, Pradeepa, *Empowering 8: The Information literacy model develope in Sri Lanka to underpin changing education paradigms of Sri Lanka*. (Sri Lanka: National Institute of Library and Information Sciences in University Colombo, 2005)

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3 Select

a. Choose relevant information

b. Determine which sources are too easy, too hard, or just right

c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc

d. Identify the stages in the process

e. Collect appropriate citations

4 Organize

a. Sort the information

b. Distinguish between fact, opinion, and fiction

c. Check for bias in the sources

d. Sequence the information in a logical order

e. Use visual organizers to compare or contrast information

5 Create

a. Prepare information in their own words in a meaningful way

b. Revise and edit, alone or with a peer

c. Finalize the bibliographic format

6 Present

a. Practice for presentation activity

b. Share the information with an appropriate audience

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c. Display the information in an appropriate format to suit the audience

d. Set up and use equipment properly

7 Assess

a. Accept feedback from other students

b. Self-assess one's performance in response to the teacher's assessment of the work

c. Reflect on how well they have done

d. Determine if new skills were learned

e. Consider what could be done better next time

8. Apply

a. Review the feedback and assessment provided

b. Use the feedback and assessment for the next learning activity /task

c. Endeavour to use the knowledge gained in a variety of new situations

d. Determine in what other subjects these skills can now be used

e. Add product to a portfolio of productions

D. Students' textbook

Textbook is source of potency learning, like the student matter that study from book and its practice to be placed from what is exist in school

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(teacher, peer friend, mentor and tasking). Textbook has many usages and function.[22] Student's textbook is a part of teaching media in school that used teacher to assist in to explain it a lesson to students. Textbook also as a media literacy like print media. From this book, students will gave materials from the government that suitable with standard curriculum 2013 as Standard National Curriculum in Indonesia.

Textbook usage can not to be put aside with way whatever. Textbook is as source book, to give guidance of activity, to give motivate, to give questions, to connect it lesson material with experience of daily-life. Textbook is containing it material of the lesson that will help student to learn and apply knowledge.

Textbook based from Permendiknas is the must reference book to be used in base education unit and to mediate or high who load studying material in farthing leveling draft, pettiness, noble character, and personness, master of knowledge and technology, leveling of sensitiveness and esthetics' ability, leveling of ability kinesthetics and the heal thing that be arranged the Education National Standard.[23] This make students' textbook from the Government is trusted by some schools, not only because it is free but also because of the appropriate curriculum.

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[22] Eko Wiyanti, *Pengenalan Empowering 8: Sebuah model Literasi Informasi*. (Tangerang; Seminar dan Pelatihan Kemelekan Informasi, atas kerjasama APISI dan Perpustakaan UPH,2007) p.1

[23] Tri Retnani Ariningrum, *Analisis Literasi Ilmiah Buku Teks Pelajaran Biologi SMA*. (Semarang: Universitas Negeri Semarang, 2013) p.6

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Based on Depdiknas (Departemen Pendidikan Nasional), teaching material or studying material (instructional materials) according to big line consist from; knowledge, skilfulness, and attitude that must to be studied student in draft reach standard of that had to be determined.

In this study, the researcher will analyze about English students' textbook entitled, "Buku Inggris SMA/MA/SMK/MAK Kelas X" and this textbook is 2017 revised edition from the Government. This English students' textbook has 15 chapters, and each chapter has the different topic, which are; (1) Talking About Self, (2) Congratulation and Complimenting Others, (3) Expressing Intention, (4) Which one is Your Best Getaway?, (5) Let's visit Niagara Falls, (6) Giving Announcement, (7) The Wright Brothers, (8) My Idol, (9) The Battle of Surabaya, (10) B.J. Habibie, (11) Cut Nyak Dien, (12) Issumboshi, (13) Malin Kundang, (14) Strong Wind, and (15) You've Got a Friend.

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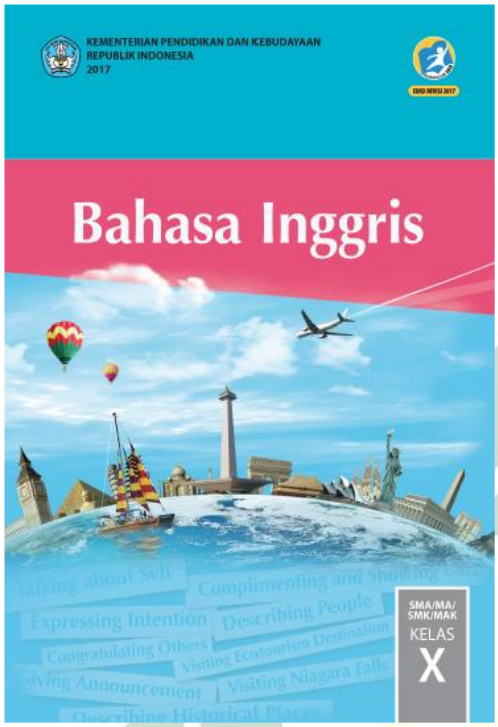

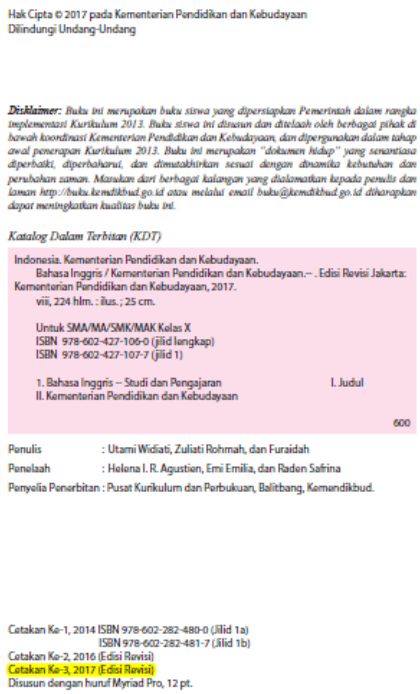
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1. Bahasa Inggris – Studi dan Pengajaran I. Judul
II. Kementerian Pendidikan dan Kebudayaan

600

Penulis : Utami Widiati, Zuliati Rohmah, dan Furaidah
Penelaah : Helena I. R. Agustien, Emi Emilia, dan Raden Safrina
Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

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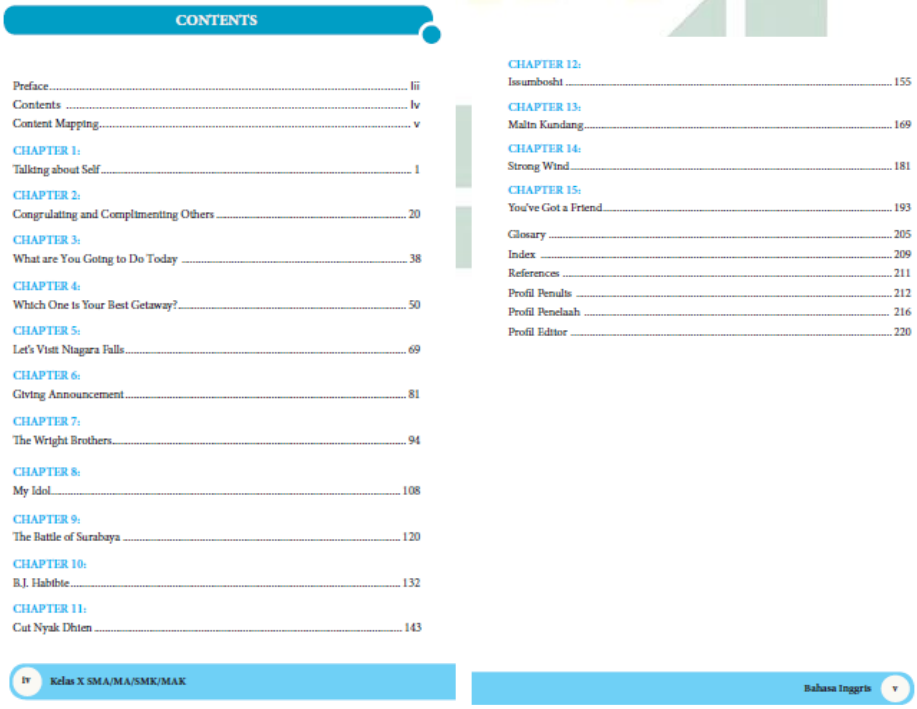
Cetakan Ke-2, 2016 (Edisi Revisi)
Cetakan Ke-3, 2017 (Edisi Revisi)
Disusun dengan huruf Myriad Pro, 12 pt.

Picture 2. Cover for English students' textbook

Picture 3. 2017 revision edition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Picture 4. The contents of English students' textbook

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English students' textbook also has some activities on each chapter, which are; (1) warmer, (2) vocabulary builder, (3) Pronunciation practice, (4) reading, (5) vocabulary exercise, (6) text structure, (7) grammar review, (8) speaking, (9) writing, and (10) reflection. In this study, the researcher chooses reading activity as object that analysis based on the instruction that showed on the reading activity.

E. PREVIOUS STUDY

Before going further to this study, researcher found four previous studies related to this study, which are;

First previous study is written by Pradeepa Wijatunge entitles "Empowering 8 in practice: Information literacy programmer for law undergraduates revisited". Pradeepa as researcher, in this study focus on review an Information literacy programmer offered for undergraduates in a Faculty of Law in Sri Lanka. Based on Pradeepa Wijatunge and Kalpana Manatunge' paper explained and analyzed about the 8 component that has on empowering 8 model that related the importance of Information literacy for education. Therefore, objects of his study are; (1) to reflect on the development process of the information literacy programmer for law students, (2) to revisit on the educational theories which underpinned the design and delivery of the programmer, and (3) to identify the critical factors which make the delivery and implementation of information

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literacy programmer successful.[24] Explicitly differ with this researcher that focus on analyze Empowering 8 component based on students' textbook, but Pradeepa research is helpful to guide on analysis the 8 components on Empowering 8 model as Information literacy model.

Second previous study is written by Eko Wiyanti entitles "Pengenalan Empowering 8: Sebuah Model Literasi Informasi". This has been presented in the Seminar and Training Information Literacy: Continuity from school to university on 10-12 December 2007 held in Tangerang for the cooperation between APISI (Asosiasi Pekerja Profesional Informasi Sekolah Indonesia) and UPH library. This seminar talks about empowering 8 as Information literacy model and explained about the purpose of Information literacy learning. In this study, the researcher used this seminar paper to guide analyze the components that include into empowering 8 model.

Third previous study is written by Yanuarizka Mirazita entitles "Studi Literasi Informasi Mahasiswa Ko-Asisten Fakultas Kedokteran Universitas Diponegoro Menggunakan the Empowering Eight Model". Yanuarizka as researcher, in this case focus on the description about Information literacy study for university students based on Empowering 8 model. Explicitly differ with this researcher that will follow the Empowering 8 models component to analyze a students' textbook.

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[24] Wijatunge, Pradeepa, *"Empowering 8 in practice: information literacy programme"* (Sri Lanka: Annals of Library and Information Studies vol.61 March 2014) p.25

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Accordingly, from those previous studies has the Empowering 8 model component to help researcher analysis Information literacy on students' textbook. Finally, the researcher conducts this thesis entitled "An analysis of Empowering 8 model of Information literacy in X Grade Students' textbook (2017-2018 edition)"

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CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the research described the research design which was used in this study, setting and subject of this study, research procedure, data and source of data, data collection technique, research instrument, and data analysis technique. To make them clear, the researcher elaborates them one by one in the following section.

A. Research Design

In this research, the researcher used qualitative research that is generally characterized by simultaneous collection and analysis of data whereby both mutually shape each other.[1] Type of the data in this research is a library research that the data obtained from document analysis.

Based on the problem of the study, this research uses qualitative data with content or document analysis. Ary et al, on his statement, said that;

"*content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The material analyzed can be textbooks,*

[1] Margarete Sandelowski, *"Focus on Research Method: Whatever Happened to Qulitative Description?"* (Chapel hill, USA: University of North Carolina at Chapel Hill) https://www.researchgate.net/publication/268397450_Reading_Qualitative_Studies , accessed on April, 12, 2018

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newspapers, speeches, television programs, advertisements, musical compositions, or any of a host of other types of the document".[2]

Based on the statement obtained that the related with analysis or identify is used document analysis data. In addition, the researcher used descriptive qualitative research. The descriptive qualitative research is a kind of educational research which the researcher focused on the collected data that contain of the Information literacy components and analyzed that components.[3] In conclusion, this research was used qualitative as the method for collecting data. The result of the research was presented in form descriptive with the document analysis that contained about Infomation literacy's components based on Empowering 8 model in the English students' textbook X grade Senior High School, 2017 revised edition.

B. Subject of the Study

The subject of the study is the English students' textbook of the X grade Senior High School from the Government 2017 revised edition that arranged by The Ministry of Education and Culture third printed. The students' textbook will be analyze every chapters. Thus, the researcher analyzed the components of Information Literacy that contained on the

[2] Tri Retnani Ariningrum. Analisis Literasi Ilmiah Buku Teks Pelajaran Biologi SMA. 2013. Semarang: Universitas Negeri Semarang

[3] Indah Zakiya Zamania," *Upaya Peningkatan Kompetensi Pedagogik Dalam Proses Belajar Mengajar di Raudlatulafal Al-Ikhlas Sukodadi Lamongan*". Unpublished thesis (Malang: UIN Malang, 2009), p.121

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English students' textbooks, based on Empowering 8 models of information literacy.

Therefore, the Information literacy components based on Empowering 8 has eight components that analyzed consist with the indicators will analyzed into the instruction of the reading' activity.

C. Setting of the Study

The setting of the Study is online research based on students' textbook for X grade Senior High School in Indonesia. The researcher was focused for analyze the instruction that obtained from reading' activity on each chapter for the scope and limit the analysis.

D. Data

The primary data in this research is the document from the English students' textbook. In this case, the researcher downloaded the English students' textbook from the internet that published by The Ministry of Education and Culture third printed 2017 revised edition. Based on this data, researcher captured and focused on the instruction that obtained in reading' activity every chapter. This English students' textbook

The instrument that used in this research is evaluation or analysis sheet in the components of Information Literacy based on empowering 8 model that this model guide to analyze the 8 components of empowering 8

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on English students' textbook that obtained in rubric analysis based on indicators of the empowering 8 model.

In this case, the researcher focused on the reading' activity that exists in each chapter. Then, from the reading' activity, the researcher analyzed what is in the component of Information Literacy based on empowering 8 model and list what are parts that show based on Empowering 8 model until classified in some criterions.

E. Data Collection Techniques

In this research, data collection technique conducted by using Sandelowski, qualitative research is generally characterized by simultaneous collection and analysis of data whereby both mutually shape each other.[4] The analysis data in this study concluded that checking and auditing are the steps of analyzing data by considering the system and organization.[5] This research also analyzed through this steps, then the data in this study was obtained from the document analysis in the form of English students' textbook which found from reading' activity in each chapters of English students' textbook in detail. The first stage in analyzing the data, the researcher decided the instruction on reading'

[4] Margarete Sandelowski, *"Focus on Research Method: Whatever Happened to Qulitative Description?"* (Chapel hill, USA: University of North Carolina at Chapel Hill) https://www.researchgate.net/publication/268397450_Reading_Qualitative_Studies , accessed on April, 12, 2018

[5] Utami, Isnanur, *'A content analysis of Islamic life Resource Pack Textbook for Junior High School Grade 7 Based on Scientific Approach of 2013 Curriculum"* (Surabaya: English Education Department, Faculty of Tarbiyah and Teachers Training Sunan Ampel State Islamic University 2018) p.43

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activity as the representative that would be analyzed English students' textbook. Then the researcher makes a list of 8 components that obtained from empowering 8 model as one of the Information literacy models. The last, the researcher grouping the data of instruction in reading activity into indicators that obtained in each Empowering 8 components.

F. Research Instruments

There is the instruments of the research, the researcher design the instrument of the data as follow;

1. Material

   The researcher analyzed all chapters that include 14 chapters and focus on reading' activity based on instruction as scope and limitation research. Therefore, the researcher used the English students' textbook from the Government 2017 revised edition third printed.

2. Analysis

   The researcher makes some tables into some parts to make easy analyze the components of Information Literacy based on empowering 8 model focus on reading' activity;

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Table 3.1. classified materials into 8 model of Information Literacy

No.	Chapter on English students' textbook	The data of Empowering 8 component	Findings	Reason
1.	**Chapter 1-14**	**1. Identify** Indicators ……. **2. Explore** Indicators …….. **3. Select** Indicators ……. **4. Organize** Indicators …… **5. Create** Indicators …… **6. Present** Indicators …… **7. Assess** Indicators …… **8. Apply** Indicators ……	….	….

The table above showed the instrument that analyzed by the researcher and to facilitate in classifying each indicator in the analysis, the researcher chooses the grouping by using the table.

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The detail information about the indicators of Empowering 8 component, we can look at the table 3.2;

Table 3.2; Indicators of Empowering 8 component

No.	Empowering 8 components
1.	**Identify** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search strategy f. Identify different types of resources where information may be found
2.	**Explore** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic c. Do interviews, field trips or other outside research
3.	**Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate citations
4.	**Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction

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	c. Check for bias in the sources d. Sequence the information in a logical order e. Use visual organizers to compare or contrast information
5.	**Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer **c.** Finalize the bibliographic format
6.	**Present** a. Practice for presentation activity b. Share the information with an appropriate audience c. Display the information in an appropriate format to suit the audience d. Set up and use equipment properly
7.	**Assess** a. Accept feedback from other students b. Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done d. Determine if new skills were learned e. Consider what could be done better next time
8.	**Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c. Endeavour to use the knowledge gained in a variety of new situations d. Determine in what other subjects these skills can now be used e. Add product to a portfolio of productions

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G. Data Analysis Technique

To collect the data, the researcher used some technique to help get the data. In this case, The researcher use documentation method.

1. Documentation of the Information Literacy component

   The researcher developed the aspect of Information Literacy component based on empowering 8 model to analyze the Information Literacy that has on reading' activity based on English students' textbook. From 8 components, the researcher make some coloumn and giving parts on reading' activity that showed about the components of Information literacy based on Empowering 8 model.

2. Documentation of the materials

   The researcher analyzed all chapters and focus on reading' activity based on the instruction. Therefore, the researcher used English students' textbook from the Government 2017 edition revision. From this document it determined the completeness and knowing what are the Information literacy components based on empowering 8 model. Therefore, the researcher also showed parts from reading' activity that include which the 8 Information literacy components of empowering 8 model.

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3. Analysis

The prosedure to evaluation the data in dimension Information Literacy to be collected with analyzed every chapter or material that focus on reading' activity on each chapter that obtained from English students' textook X grade 2017 edition revision. The analysis result with read and understanding 8 indicators of empowering 8, then analyze text based on instruction on reading' activity from students' textbook that showed category or include into empowering 8 components. All chapters consist 14 chapters analyzed and divide into some parts that showed empowering 8 components. Therefore, from components above, the researcher evaluated what are the components of 8 empowering model that obtained from English students' textbook.

H. Checking Validity of Findings

One of the important processes after data analysis is ensuring the validity of our findings. Validating can be done by triangulation. In triangulation, researchers make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence.[6] In this case, the researcher uses triangulation from different methods and sources. Different methods are denoted from diverse data collection technique used to answer the same research question; the researcher used documents and rubric indicators Empowering 8 components based on Sri

[6] John W. Creswell, Qualitative Inquiry and…. page 149

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Lanka journal to classify the components of instruction in reading' activity. While, for triangulation the researcher takes the data through the approval of the lecturer.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. The research findings are based on the data; the discussions and interpretation of the data answer the research question which had been formulated. In this chapter, the results of the data analysis are presented. The data were collected and the processed in response to the problems and elaborate the findings with the existing theory.

A. Research Findings

The research findings provide the answer for research question which the components of Empowering 8 as Information literacy model are in Students' textbook entitled "Bahasa Inggris SMA/MA/SMK/MAK Kelas X" 2017 revision edition. The data collected were analysis from reading activity in each chapter of students' textbook based on Empowering 8 components.

Table 4.1: The result of analyzed chapter 1 based on Empowering 8 components

No.	Chapter on English students' textbook	Empowering 8 components	Findings Reading' activity	Reason
1.	**Chapter 1** Talking About Self	**1 Identify** a. Define the topic/subject b. Determine and	a. Page 3-5	**1. Identify** a.This instructions, can guide the students to identify the

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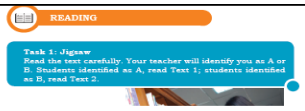
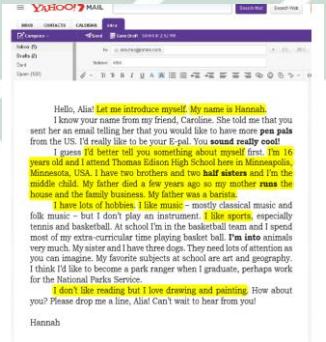
		understand the audience c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search strategy f. Identify different types of resources where information may be found **2 Explore** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic c. Do interviews, field trips or other outside research **3 Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just	 READING Task 1: Jigsaw Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read Text 1; students identified as B, read Text 2.  YAHOO! MAIL Hello, Alia! Let me introduce myself. My name is Hannah. I know your name from my friend, Caroline. She told me that you sent her an email telling her that you would like to have more **pen pals** from the US. I'd really like to be your E-pal. You **sound really cool!** I guess I'd better tell you something about myself first. I'm 16 years old and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two **half sisters** and I'm the middle child. My father died a few years ago so my mother **runs** the house and the family business. My father was a barista. I have lots of hobbies. I like music – mostly classical music and folk music – but I don't play an instrument. I like sports, especially tennis and basketball. At school I'm in the basketball team and I spend most of my extra-curricular time playing basket ball. **I'm into** animals very much. My sister and I have three dogs. They need lots of attention as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate, perhaps work for the National Parks Service. I don't like reading but I love drawing and painting. How about you? Please drop me a line, Alia! Can't wait to hear from you! Hannah	topic of material, that is "Talking About Self" b. by reading the text, email as example make students know with who they talk about material d. By reading the text, students can identify the keywords that often used for "Talking About Self" material f. Students can identify the resource that is email as one of how to introduce they-self. **1. Identify** c. Choose the relevant format for the finished product, with this text students can choose anything that needs to be told to do "self-introduction" **3. Select** a. Students can select to identify the proses/sequence of material as relevant information

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		right c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate citations **4 Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources d. Sequence the information in a logical order e. Use visual organizers to compare or contrast information **5 Create** a. Prepare information in their own words in a meaningful	**Text 2:** A letter from Saidah Assalamu'alaikum Alia, It was very interesting to read your letter about yourself and your hometown. I would really like to be your pen friend. I'm a sixteen-year-old school student from Johor Bahru in Malaysia. Actually I **attend** an Islamic boarding school just outside the city but my family live in Kuala Lumpur. My eldest sister is a medical doctor. My younger brother is an elementary school student. My favorite subjects are social sciences. I like history very much; it helps me know more how different countries existed in the past. At school we are supposed to use English at all times, so we have become quite fluent although sometimes we slip back into Malay, which is our **mother tongue.** As for hobbies, **I'm really into** songs and music. My favorite boy band is One Direction. My favorite Malay singer is, of course, Siti Nurhaliza. I also like watching movies, especially comedies. The actor I like best is Tom Cruise. **I'm really into** books. I like reading novels and short stories. I like some writers in English, like JK Rowling, and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I'm older, is to be a writer of science fiction books. I'd really love to come to Indonesia some day, especially to the magnificent Raja Ampat in Papua. What about you, do you want to visit my country? Wassalam. Cheers, Saidah d. Page 6-7 **Task 2:** After reading the text, in the chart below, identify the main idea of each paragraphs, and then write the most important details in your own words. Students identified as A, refer to Text 1; students identified as B, refer to Text 2. **Text 1** Paragraph / Main Idea / Details 1 / Hannah introduces herself. / - Hannah knew Alia from Caroline. - Caroline told Hannah that Alia wanted to have pen pals from USA. 2 / 3 / 4 / 5 /	(example; name, hobbies, family) c. students can make outline the important information **4. Organize** a. Students can sort the information based on the text (name, age, hobbies, etc) b. Students can distinguish between fact, opinion, and fiction (like with this email, to introducing self that use fact not tell a lie) e. Use email visual organizer to make students understand how to introduce by letter or email This activities supported by teacher' book guide; Dalam kegiatan ini, siswa membaca teks yang berbeda sagnya terjadi *information gap* sehingga terjadi interaksi antarsiswa. Task 1: - Guru membagi siswa menjadi dua kelompok besar (A dan B). - Guru meminta siswa dalam kelompok A untuk membaca teks 1 dan meminta siswa dalam kelompok B untuk membaca teks 2. Instruksi Task 1: *I'll like to assign you into two groups, A and B. Say 'pen'* (menunjuk murid pertama) *and 'pal'* (menunjuk murid kedua), *then 'pen'* (murid ketiga) *'pal'* (murid keempat)…. *Raise your hand if you're 'pen'. Good, so all of you are students A. Raise your hand if you're 'pal'. All of you are students B. Students A, please read text 1 and students B, please read text 2.* Catatan untuk Teks 1: - *Hmong* = sebutan untuk para imigran di Amerika yang berasal dari Vietnam

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<table>
<tr>
<td></td>
<td></td>
<td>way
b. Revise and edit, alone or with a peer
c. Finalize the bibliographic format

6 Present
a. Practice for presentation activity
b. Share the information with an appropriate audience
c. Display the information in an appropriate format to suit the audience
d. Set up and use equipment properly

7 Assess
a. Accept feedback from other students
b. Self-assess one's performance in response to the teacher’s assessment of the work
c. Reflect on how well they have done</td>
<td>e. Task 2

Text 2
<table><tr><th>Paragraph</th><th>Main Idea</th><th>Details</th></tr><tr><td>1</td><td>Saidah was happy to receive Alia's letter.</td><td>Saidah wants to be Alia's pen friend.</td></tr><tr><td>2</td><td></td><td></td></tr><tr><td>3</td><td></td><td></td></tr><tr><td>4</td><td></td><td></td></tr><tr><td>5</td><td></td><td></td></tr><tr><td>6</td><td></td><td></td></tr></table></td>
<td>2. Explore
With Task 2 here,
b. Students can explore the information that has related with the topic This supported by students’ answer the question on Task 2 activity

3. Select
a. Students can select the important information from the textbook that has related with the material; make the outline like yellow highlight.

4. Organize
d. Can organize the sequence of information in a logical order
Supported by teacher’ book;
<table><tr><td>Task 2:
- Guru menjelaskan bahwa dalam setiap paragraf terdapat ide utama dan ide pendukung.
- Guru memberi contoh cara mengidentifikasi ide utama dan ide pendukung pada paragraf pertama dalam teks 1 dan 2.
- Guru meminta siswa untuk mengidentifikasi ide utama dan ide pendukung dalam setiap paragraf dan melengkapi tabel yang ada.
Siswa di kelompok A melengkapi tabel untuk teks 1 dan siswa di kelompok B melengkapi tabel untuk teks 2.</td><td>Instruksi Task 2:
Well, students. As you have learned that each paragraph has a main idea and some supporting details, now identify the main ideas and supporting details of the paragraphs in the email and letter in text 1 and 2. The first paragraphs of the two texts have been done for you as an example. Students in group A, identify text 1 and students in group B, identify text 2.</td></tr></table></td>
</tr>
</table>

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		d. Determine if new skills were learned e. Consider what could be done better next time **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c. Endeavour to use the knowledge gained in a variety of new situations d. Determine in what other subjects these skills can now be used e. Add product to a portfolio of productions	f. Task 3 Task 3: Work in pairs. If you have read Text 1, refer to Questions II; if you have read Text 2, refer to Questions I. Read the questions for your partner to answer. COMPREHENSION QUESTIONS I Answer the following questions briefly. 1. How does Hannah contact Alia? Is there anybody introducing Hannah to Alia? 2. Does Hannah want to be Alia's friend? 3. Where does Hannah study? 4. Tell me about Hannah's family! 5. What are Hannah's hobbies? 6. Does she like animals? What animals does she have? 7. What profession would she like to have after graduating from her school? 8. Have you ever written an email to a penpal? When? COMPREHENSION QUESTIONS II Answer the following questions briefly. 1. Does Saidah want to be Alia's friend? 2. Where is she from? 3. Where does Saidah study? 4. Tell me about Saidah's family! 5. What are Saidah's hobbies? 6. Does she have favorite singers? (If yes, who are they?) 7. Does she like reading books? Which authors does she like? 8. What profession would she like to have later? 9. Is she interested in visiting Indonesia? How does she know indonesia? 10. Have you ever written a letter to get a pen pal? When?	With the Task 3, **5. Create** a. Students can create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends **7. Assess** a. Students can accept the feedback from audience/friends b. Students can self-assess their assessment of work (answer the questions' activity) c. Students can consider what could be done better next time **8. Apply** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity this supported with

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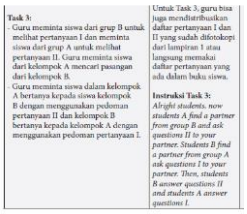
				teacher' book;  **Task 3:** - Guru meminta siswa dari grup B untuk melihat pertanyaan I dan meminta siswa dari grup A untuk melihat pertanyaan II. Guru meminta siswa dari kelompok A mencari pasangan dari kelompok B. Guru meminta siswa dalam kelompok A bertanya kepada siswa kelompok B dengan menggunakan pedoman pertanyaan II dan kelompok B bertanya kepada kelompok A dengan mengganakan pedoman pertanyaan I. Untuk Task 3, guru bisa juga mendistribusikan daftar pertanyaan I dan II yang sudah difotokopi dari lampiran 1 atau langsung menuliskan daftar pertanyaan yang ada dalam buku siswa. **Instruksi Task 3:** *Alright students, now students A, find a partner from group B and ask questions II to your partner. Students B find a partner from group A ask questions I to your partner. Then, students B answer questions II and students A answer questions I.*

The table above informs the empowering 8 components that found in chapter 1 based on English students' textbook 2017 revision edition in reading activity. The researcher classified 8 components; identify, explore, select, organize, create, present, assess and apply based on the criterion on the components it-self. The researcher classified based on criterion from the components of empowering 8, for identify that found in reading' activity chapter 1, this book guides the students to define the topic/subject about "talking about self" and the activity supported by teacher' book that explained about the activities that should students do.

The criterion on identify components are define the topic, determine and understand the audience that is students friend or everyone to introduce themselves, choose the relevant format for the finished product (it showed with their activity to fulfill the questions that has related with the topic "talking about self", Identify the key words (it showed with yellow underlying key words that has related to talking about self; name, hobbies, family, etc), and identify different types of resources where information may be found (it showed with the source that added to the text bellow.

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The criterion on explore components are when the textbook can guide the students to explore the information with discussion or group work, this is supported by teacher' book that showed about instruction on reading' activity.

The criterion of selected empowering 8 components here obtained from the students' textbook are students can choose relevant information and record relevant information through note or outline.

The criterion of organize components obtained four of five components that are sort the information; distinguish between fact, opinion and fiction; sequence the information in a logical order; and use visual organizers to compare or contrast information.

The criterion of create components obtained from students' textbook are prepare information in their own words in a meaningful way and revise and edit, alone or with a peer.

The criterion of assess components obtained from accept feedback from other students, self-assess one's performance in response to the teacher's assessment of the work and reflect on how well they have done.

The criterion of apply components obtained from students' textbook are review the feedback and assessment provide and use the feedback and assessment for the next learning activity /task.

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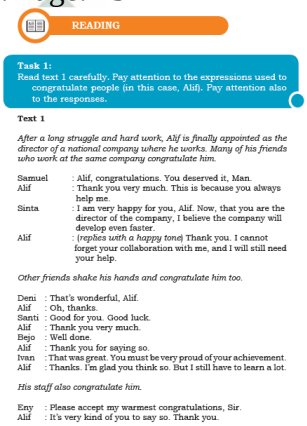
Table 4.2: The result of analyzed chapter 2 based on Empowering 8 components

No.	Chapter on English students' textbook	Empowering 8 components	Findings Reading' activity	Reason
2.	**Chapter 2** Congratulating and Complimenting Others	**1. Identify** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search strategy f. Identify different types of resources where information may be found **2. Explore** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic c. Do interviews,	a. Page. 23  READING **Task 1:** Read text 1 carefully. Pay attention to the expressions used to congratulate people (in this case, Alif). Pay attention also to the responses. **Text 1** *After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.* Samuel : Alif, congratulations. You deserved it, Man. Alif : Thank you very much. This is because you always help me. Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster. Alif : *(replies with a happy tone)* Thank you. I cannot forget your collaboration with me, and I will still need your help. *Other friends shake his hands and congratulate him too.* Deni : That's wonderful, Alif. Alif : Oh, thanks. Santi : Good for you. Good luck. Alif : Thank you very much. Bejo : Well done. Alif : Thank you for saying so. Ivan : That was great. You must be very proud of your achievement. Alif : Thanks. I'm glad you think so. But I still have to learn a lot. *His staff also congratulate him.* Eny : Please accept my warmest congratulations, Sir. Alif : It's very kind of you to say so. Thank you.	**1. Identify** a. This instruction, Students can identify the topic/subject, It showed with blue instruction, students should "pay attention about the expressions and responses based on the dialogue text" b. Students can identify the keywords - it supported with the dialogue text on Task 1 c. Students can understand the audience (everyone not always friends) **2. Explore** b. Find information appropriate to the chosen topic **3. Select** a. Students can select the important information from the

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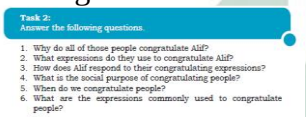
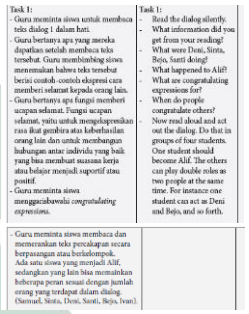
		field trips or other outside research **3. Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate citations **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources d. Sequence the information in a logical	b. Page.24  Task 2: Answer the following questions. 1. Why do all of those people congratulate Alif? 2. What expressions do they use to congratulate Alif? 3. How does Alif respond to their congratulating expressions? 4. What is the social purpose of congratulating people? 5. When do we congratulate people? 6. What are the expressions commonly used to congratulate people?	textbook that has related with the material, make the outline "Task 1" - This also supported on teacher' book page. 19;  Task 1: - Guru meminta siswa untuk membaca teks dialog 1 dalam hati. - Guru bertanya apa yang mereka dapatkan setelah membaca teks tersebut. Guru membimbing siswa menemukan bahwa teks tersebut berisi contoh-contoh ekspresi cara memberi selamat kepada orang lain. - Guru bertanya apa fungsi memberi ucapan selamat. Fungsi ucapan selamat, yaitu untuk mengekspresikan rasa ikut gembira atau keberhasilan orang lain dan untuk membangun hubungan antar individu yang baik yang bisa membuat suasana kerja atau belajar menjadi suportif atau positif. - Guru meminta siswa menggacabawahi *congratulating expressions.* Task 1: - Read the dialog silently. - What information did you get from your reading? - What were Deni, Sinta, Beja, Santi doing? - What happened to Alif? - What are congratulating expressions for? - When do people congratulate others? Now read aloud and act out the dialog. Do that in groups of four students. One student should become Alif. The others can play double roles as two people at the same time. For instance one student can act as Deni and Beja, and so forth. - Guru meminta siswa membaca dan memerankan teks percakapan secara berpasangan atau berkelompok. Ada satu siswa yang menjadi Alif, sedangkan yang lain bisa memainkan beberapa peran sesuai dengan jumlah orang yang terdapat dalam dialog. (Samuel, Sinta, Deni, Santi, Beja, Ivan). c. Students can make outline or note the important information **2. Explore** a. Locate resources appropriate to the chosen topic **5. Create** b. Students can revise and edit materials {questions' activity} alone or with friends **7. Assess** a. Students can accept the feedback from audience/friends b. Students can self-assess their assessment of work (answer

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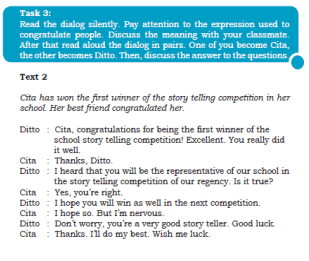
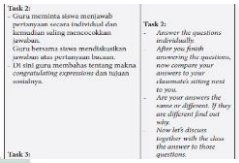
		order e. Use visual organizers to compare or contrast information **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer c. Finalize the bibliographic format **6. Present** a. Practice for presentation activity b. Share the information with an appropriate audience c. Display the information in an appropriate format to suit the audience d. Set up and use equipment properly **7. Assess** a. Accept feedback from other	c. Page.24  **Task 3:** Read the dialog silently. Pay attention to the expression used to congratulate people. Discuss the meaning with your classmate. After that read aloud the dialog in pairs. One of you become Cita, the other becomes Ditto. Then, discuss the answer to the questions. **Text 2** *Cita has won the first winner of the story telling competition in her school. Her best friend congratulated her.* Ditto : Cita, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well. Cita : Thanks, Ditto. Ditto : I heard that you will be the representative of our school in the story telling competition of our regency. Is it true? Cita : Yes, you're right. Ditto : I hope you will win as well in the next competition. Cita : I hope so. But I'm nervous. Ditto : Don't worry, you're a very good story teller. Good luck. Cita : Thanks. I'll do my best. Wish me luck.	the questions' activity) d. Students can consider what could be done better next time it supported by teacher' book  **Task 2:** - Guru meminta siswa menjawab pertanyaan secara individual dan kemudian saling mencocokkan jawaban. - Guru bersama siswa mendiskusikan jawaban atas pertanyaan bacaan. - Di sini guru membahas tentang makna congratulating expressions dan tujuan sosialnya. **Task 2:** - *Answer the questions individually.* *After you finish answering the questions, now compare your answers to your classmate's sitting next to you.* - *Are your answers the same or different. If they are different find out why.* *Now let's discuss together with the class the answer to those questions.* **Task 3:** with this Task, students can; **1. Identify** a. Define the topic/subject about the meaning of expression used to congratulate on the dialogue. b. Determine and understand the audience with discuss, students can see the dialogue and teacher' instruction c. Choose the relevant format for the finished product, students can choose anything words that has related with the topic "congratulating other" from the dialogue d. Identify the key words of words that used for

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		students b. Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done d. Determine if new skills were learned e. Consider what could be done better next time **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c. Endeavour to use the knowledge gained in a variety of new situations d. Determine in what other subjects these skills can now be used	d. Task 4 **Task 4** **Answer the following questions:** 1. What good news about Dita does Ditto know? 2. What does Ditto say to Dita related to the news? 3. What do the expressions mean? 4. What is Ditto's purpose of saying that to Dita? 5. How does Dita respond to what Ditto says? 6. When do you think you will say 'congratulations' to other people?	"expression and congratulation" **4. Organize** a. Students can sort the information that suitable with the materials b. Students can distinguish between fact, opinion, and fiction (in this section, students can identify about the opinion to congratulating when any people has a great day. **Task 3:** - Guru meminta siswa membaca teks dialog 2 secara berpasangan dan memperhatikan ekpresi yang digunakan untuk memberi ucapan selamat. - Setelah itu, guru menugaskan siswa menjawab pertanyaan bacaan secara individual terlebih dahulu sebelum mencocokkan jawaban dengan teman sebangku. questions. **Task 3:** - *Now let's read another dialog to get more examples about how to congratulate other people and how to respond to the congratulating expressions. Read aloud the text with your partner. One of you should become Dita and the other Ditto.* **7. Assess** a. Students can accept the feedback from audience/friends b. Students can self-assess their assessment of work (answer the questions' activity) d. Students can consider what could be done better next time **8. Apply**

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		e. Add product to a portfolio of productions	e. **Task 5:** Complete the following table with the expressions of congratulations and the responses you find in the preceding dialogs. The first row is done for you. **Congratulating Expressions** / **Responses** Congratulations! You deserved it, Man. / Thank you very much. Your support means a lot.	a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity - Setelah siswa berdiskusi dengan teman sebangku, guru mengajak siswa untuk membahas jawaban pertanyaan secara bersama-sama. Di sini guru bisa mengingatkan lagi tentang fungsi sosial, penatasan informasi dalam *congratulating expressions*, dan *language features*-nya. - *Answer the questions individually. After that compare your answers to that of your classmate sitting next to you. Find any differences and discuss why they are different.* - *Let's discuss together with the class your answers to the questions.* Task 5: - Guru meminta siswa mengisi tabel dengan cara mengidentifikasi *congratulating expressions* dan responsnya yang terdapat dalam teks dialog 1 dan teks dialog 2. Task 5: - *Complete the table with the expressions of congratulations and the responses. Find them in the previous dialogs. Look at the first row as an example.*

The criterion on identify components are define the topic, determine and understand the audience that is student' friend, choose the relevant format for the finished product (it showed with their activity to fulfill the questions that has related with the topic and identify the key words (it showed with important words).

The criterion on explore components are when the textbook can guide the students to explore locate resources appropriate to the chosen topic and find information appropriate to the chosen topic, this is supported by teacher' book that showed about instruction on reading' activity.

The criterion of selected empowering 8 components here obtained from the students' textbook are students can choose relevant information and Determine which sources are too easy, too hard, or just right.

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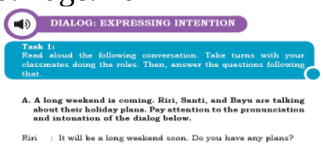
The criterion of organize components obtained from students' textbook that are sort the information and distinguish between fact, opinion and fiction.

The criterion of create components obtained from students' textbook is revise and edit, alone or with a peer.

The criterion of assess components obtained from students' textbook are accept feedback from other students, Self-assess one's performance in response to the teacher's assessment of the work and determine if new skills were learned.

The criterion of apply components obtained from students' textbook are review the feedback and assessment provide and use the feedback and assessment for the next learning activity /task

Table 4.3: The result of analyzed chapter 3 based on Empowering 8 components

No.	**Chapter on English students' textbook**	**Empowering 8 components**	**Findings** Reading' activity	**Reason**
3.	**Chapter 3** Expressing Intention	**1. Identify** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search	a. Page. 40  DIALOG: EXPRESSING INTENTION Task 1: Read aloud the following conversation. Take turns with your classmates doing the roles. Then, answer the questions following that. A. A long weekend is coming. Riri, Santi, and Bayu are talking about their holiday plans. Pay attention to the pronunciation and intonation of the dialog below. Riri : It will be a long weekend soon. Do you have any plans?	**1. Identify** a. This instruction can make students define the topic/subject b. Determine and understand the audience, make sure students know who with they talk about the topic d. Identify the key words, by knowing the

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		strategy f. Identify different types of resources where information may be found **2. Explore** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic c. Do interviews, field trips or other outside research **3. Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information through note making or making a visual organizer such as a	Page. 41 Santi : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home. Bayu : Stay at home? Well, you could do something more interesting! Santi : So, what about you Bayu? Do you have any plans? Bayu : Definitely! **My dad and I are going to** go fishing. Santi : Fishing? Are you going to go fishing in the river near your house? Bayu : No. We plan to go fishing in a lake near my uncle's house. **Would you like** to come with us? Santi : Fishing? That sounds great. But I would rather stay at home than go fishing. Bayu : What about you, Riri? **What would you like** to do on the long weekend? Riri : I have made a plan with my mother about what to do on this long weekend. We **are going to** practice baking cookies. Santi : That sounds like a very good plan! Bayu : **Are you going to** bake choco chips cookies like the last time? Riri : Well, yes. That is my favorite. But we will also try to make ginger cookies. Santi : Lucky you. Your mom is a real baker, isn't she? Bayu : Ha ha, ha. Do you still want to stay home alone? Riri : Or, **would you like** to join me to learn baking cookies? You can come to my house. Bayu : It's a good idea! Or will you go fishing with me and my dad? Santi : I think I **would like** to bake cookies with Riri. Thanks for inviting me, Riri. Riri : No problem. I will tell you the time on Friday. Santi : Thanks a lot. I can't wait to join you. Bayu : Have a nice long weekend, everyone. Riri, Santi : You too. Page. 42 **B. Answer the comprehension questions below based on the dialog.** 1. What are Bayu, Riri, and Santi discussing? 2. Who already have the plan for the weekend? 3. What are their plans? 4. Who doesn't have the plan? What does s/he finally decide to do on weekend? 5. What do the sentences typed in bold express? 6. When do people use those expressions?	meaning of word Page. 33 - Guru meminta siswa untuk bermain peran dari dialog dengan teman dalam bentuk percakapan. — *Work in pairs. Read the text as a dialog with your partner.* **2. Explore** a. Locate resources appropriate to the chosen topic b.Find information appropriate to the chosen topic - Guru meminta siswa untuk bergantian peran. - Guru bertanya mengenai kata-kata atau — *When you finish, you can take turn.* **3. Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate citations - Guru bertanya mengenai kata-kata atau ungkapan sulit yang ditemukan dalam teks tersebut. Guru memberikan informasi mengenai kata-kata atau ungkapan yang sulit dipahami dalam teks tersebut. — *take turn. Are there any difficult words? When you finish with Task 1, carry on with Task 2. Make a* **4. Organize** a. Sort the information b.Distinguish

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		chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate citations **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources d. Sequence the information in a logical order e. Use visual organizers to compare or contrast information **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer c. Finalize the bibliographic format **6. Present** a. Practice for	b. Page. 42 **Task 2:** Later, Riri, Bayu, and Santi talk again about the plan. This time they want to do something together. Continue the conversation based on the given hint. Riri : Let's do something together this long weekend. Santi : It's a great idea! What about _____? Bayu : Or we could _____? Riri : _____ Santi : _____ Bayu : _____ Riri : We will _____ Santi : _____ Bayu : I would rather _____ Riri : _____ Santi : _____ Bayu : _____ Riri : _____ Santi : So, we are going to _____ Bayu : _____	between fact, opinion, and fiction **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer **7. Assess** a. Accept feedback from other students **8. Apply** a. Review the feedback and assessment provided Page. 33 - Guru meminta siswa bekerja berpasangan dan mengerjakan Task 2, yaitu membuat kelanjutan rencana dalam bentuk percakapan. - Guru dapat meminta siswa untuk bermain peran dengan *conversation* yang baru saja dibuat. *conversation for the next plan. The beginning of the conversation has been given for you. You can work with a friend.* **6. Present** a. Practice for presentation activity b. Share the information with an appropriate audience c. Display the information in an appropriate format to suit the audience d.Set up and use equipment properly

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		presentation activity b. Share the information with an appropriate audience c. Display the information in an appropriate format to suit the audience d. Set up and use equipment properly **7. Assess** a. Accept feedback from other students b. Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done d. Determine if new skills were learned e. Consider what could be done better next time **8. Apply**	c. Page. 42 **Task 3:** What do you need to consider before visiting a place? Destination? Budget? Safety? Usefulness? Time? Discuss with your friends.	**7. Assess** a. Accept feedback from other students b.Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task - Guru bertanya mengenai kata-kata atau ungkapan sulit yang ditemukan dalam teks tersebut. - Guru memberikan informasi mengenai kata-kata atau ungkapan yang sulit dipahami dalam teks tersebut. - Guru meminta siswa bekerja berpasangan dan mengerjakan Task 2, yaitu membuat kelanjutan rencana dalam bentuk percakapan. - Guru dapat meminta siswa untuk bermain peran dengan *conversation* yang baru saja dibuat. *take turn.* *Are there any difficult words?* *When you finish with Task 1, carry on with Task 2. Make a conversation for the next plan. The beginning of the conversation has been given for you. You can work with a friend.* **5. Create** a. Prepare information in their own words in a meaningful way

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		a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c. Endeavour to use the knowledge gained in a variety of new situations d. Determine in what other subjects these skills can now be used e. Add product to a portfolio of productions		

The criterion on identify components are define the topic, determine and understand the audience that is student friend and identify the key words (it can be showed with important words).

The criterion on explore components are when the textbook can guide the students to explore locate resources appropriate to the chosen topic and find information appropriate to the chosen topic, this is supported by teacher' book that showed about instruction on reading' activity.

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The criterion of selected empowering 8 components here obtained from the students' textbook are Choose relevant information; Determine which sources are too easy, too hard, or just right; Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc; Identify the stages in the process; and Collect appropriate citations.

The criterion of organize components obtained from students' textbook that are sort the information and distinguish between fact, opinion and fiction.

The criterion of create components obtained from students' textbook are prepare information in their own words in a meaningful way and revise and edit, alone or with a peer.

The criterion of present components obtained from students' textbook are practice for presentation activity, share the information with an appropriate audience, display the information in an appropriate format to suit the audience, and set up and use equipment properly.

The criterion of assess components obtained from students' textbook are accept feedback from other students, self-assess one's performance in response to the teacher's assessment of the work, and reflect on how well they have done

The criterion of apply components obtained from students' textbook are review the feedback and assessment provide and use the feedback and assessment for the next learning activity /task.

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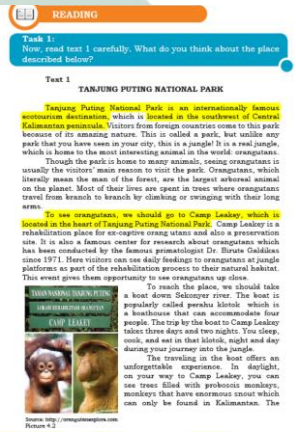
Table 4.4: The result of analyzed chapter 4 based on Empowering 8 components

No.	Chapter on English students' textbook	Empowering 8 components	Findings Reading' activity	Reason
4.	**Chapter 4** Which One is Your Best Getaway	**1. Identify** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search strategy f. Identify different types of resources where information may be found **2. Explore** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic c. Do	a. Page. 53  READING Task 1: Now, read text 1 carefully. What do you think about the place described below? Text 1 TANJUNG PUTING NATIONAL PARK Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans. Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms. To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orang utans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close. To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a houthouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle. The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The TAMAN NASIONAL TANJUNG PUTING LOKASI REHABILITASI ORANGUTAN CAMP LEAKEY Source: http://orangutanexplore.com Picture 4.2	**1. Identify** a. by the text, guide the students define the topic/subject b. by reading the text, guide the students determine and understand the audience, who they can speak about the topic c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search strategy, with this dialogue students can imagine what the place that they know and know the meaning of "place" it-self f. Identify different types of resources where information may be found, its based on the resource that

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		interviews, field trips or other outside research **3. Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate citations **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources d. Sequence the information		found in under dialogue **3. Select** a. Choose relevant information c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction d. Sequence the information in a logical order e. Use visual organizers to compare or contrast information **7. Assess** a. Accept feedback from other students **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and

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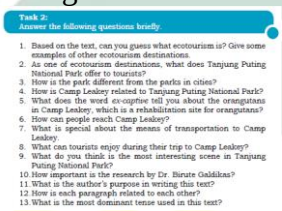
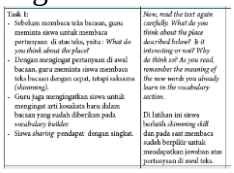
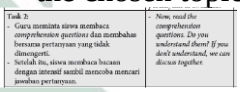
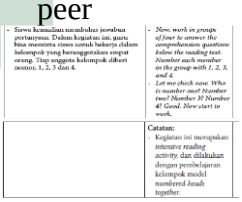
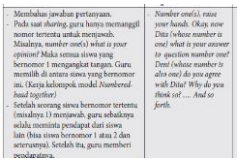
		in a logical order e. Use visual organizers to compare or contrast information **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer c. Finalize the bibliographic format **6. Present** a. Practice for presentation activity b. Share the information with an appropriate audience c. Display the information in an appropriate format to suit the audience d. Set up and use equipment properly **7. Assess** a. Accept feedback	b. Page.54  Task 2: Answer the following questions briefly 1. Based on the text, can you guess what ecotourism is? Give some examples of other ecotourism destinations. 2. As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists? 3. How is the park different from the parks in cities? 4. How is Camp Leakey related to Tanjung Puting National Park? 5. What does the word *ex-captive* tell you about the orangutans in Camp Leakey, which is a rehabilitation site for orangutans? 6. How can people reach Camp Leakey? 7. What is special about the means of transportation to Camp Leakey 8. What can tourists enjoy during their trip to Camp Leakey? 9. What do you think is the most interesting scene in Tanjung Puting National Park? 10. How important is the research by Dr. Birute Galdikas? 11. What is the author's purpose in writing this text? 12. How is each paragraph related to each other? 13. What is the most dominant tense used in this text?	assessment for the next learning activity /task this supported by teacher' book ; Page. 41  Task 1: - Sebelum membaca teks bacaan, guru meminta siswa untuk membaca pertanyaan di atas teks, yaitu : *What do you think about the place?* - Dengan mengingat pertanyaan di awal bacaan, guru meminta siswa membaca teks bacaan dengan cepat, tetapi saksama (*skimming*). - Guru juga mengingatkan siswa untuk mengingat arti kosakata baru dalam bacaan yang sudah diberikan pada *vocabulary builder*. - Siswa *sharing* pendapat dengan singkat. *Now, read the text again carefully. What do you think about the place described below? Is it interesting or not? Why do think so? As you read, remember the meaning of the new words you already learn in the vocabulary section.* Di latihan ini siswa berlatih *skimming skill* dan pada saat membaca sudah berpilir untuk mendapatkan jawaban atas pertanyaan di awal teks. **2. Explore** b. Find information appropriate to the chosen topic  Task 2: - Guru meminta siswa membaca *comprehension questions* dan membahas bersama pertanyaan yang tidak dimengerti. - Setelah itu, siswa membaca bacaan dengan intensif sambil mencoba mencari jawaban pertanyaan. - *Now, read the comprehension questions. Do you understand them? If you don't understand, we can discuss together.* **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer  - Siswa kemudian mendiskusi jawaban pertanyaan. Dalam kegiatan ini, guru bisa meminta siswa untuk bekerja dalam kelompok yang beranggotakan empat orang. Tiap anggota kelompok diberi nomor, 1, 2, 3 dan 4. - *Now, work in groups of four to answer the comprehension questions below the reading text. Number each member in the group with 1, 2, 3, and 4.* *Let me check now. Who is number one? Number two? Number 3? Number 4? Good. Now start to work.* Catatan: - Kegiatan ini merupakan *intensive reading activity*, dan dilakukan dengan pembelajaran kelompok model *numbered heads together*. **7. Assess** c. Reflect on how well they have done e. Consider what could be done better next time  - Membahas jawaban pertanyaan. - Pada saat *sharing*, guru hanya memanggil nomor tertentu untuk menjawab. Misalnya, *number one(s) what is your opinion?* Maka semua siswa yang bernomor 1 mengangkat tangan. Guru memilih di antara siswa yang bernomor ini. (Kerja kelompok model *Numbered-head together*) - Setelah seorang siswa bernomor tertentu (misalnya 1) menjawab, guru sebaiknya selalu meminta pendapat dari siswa lain (bisa siswa bernomor 1 atau 2 dan seterusnya). Setelah itu, guru memberi pendapatnya. *Number one(s), raise your hands. Okay, now Dita (whose number is one) what is your answer to question number one? Dent (whose number is also one) do you agree with Dita? Why do you think so? .... And so forth.*

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		from other students b. Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done d. Determine if new skills were learned e. Consider what could be done better next time **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c. Endeavour to use the knowledge gained in a variety of new situations d. Determine in what other subjects these skills can now be	c. Task 3 **Task 3 :** **Tourists probably bring food and snacks in paper or plastic packages when they visit Tanjung Puting National Park. What should they do with the wastes? If you were also a tourist, what would you do?** d. **Task 4:** **Rearrange the place of the main ideas in the right column to match it with the purpose of each paragraph.** **Parts of the Text** / **Purpose** / **Man Idea** Paragraph 1 — Opening statement to introduce the subject — a. Orangutan is the main reason why people come to Tanjung Puting National Park. Paragraph 2 — Supporting paragraph that describes the subject — b. Camp Leakey is where we can see orangutans. Paragraph 3 — Supporting paragraph that describes the subject — c. People from foreign countries come because of its exotic nature. Paragraph 4 — Supporting paragraph that describes the subject — d. Tanjung Puting National Park is an internationally famous ecotourism destination because of its amazing nature. Paragraph 5 — Supporting paragraph that describes the subject — e. To go to Camp Leaky we should take perahu klotok down the Sekonyer river. Paragraph 6 — Concluding paragraph that indicates the end of the text — f. The travelling by perahu klotok gives interesting experience. A descriptive text describes a particular object like a place, thing, or person. What is the author's purpose in writing a description? The author wants to describe the particular object by describing its or his/her specific features to help readers visualize what a person, an animal, a park, or a thing is like. How is a descriptive text constructed? It starts with an opening paragraph. In the paragraph there is a topic sentence that introduces the object going to be described. A series of paragraphs follow the opening to describe the parts or the features or the specific characteristics of the subject.	**5. Create** a. Prepare information in their own words in a meaningful way, with answer the questions b. Revise and edit, alone or with a peer after teacher explain the right answer **8. Apply** e. Add product to a portfolio of productions **Task 3:** - Guru mengajak siswa membahas singkat bagaimana turis harus memperlakukan sampah yang mereka bawa. Ini untuk membangun kesadaran siswa akan pentingnya menjaga lingkungan. Turis tidak boleh meninggalkan sampah di tempat wisata. - *Tourists probably bring food and snacks in paper or plastic packages when they visit the National Park. What should they do with the waste?* **1. Identify** d. Identify the key words **2. Explore** a. Locate resources appropriate to the chosen topic **3. Select** e. Collect appropriate citations supported by teacher' book; **Task 4:** **Identifying text structures** Pada bagian ini, siswa mengidentifikasi struktur teks. - Guru meminta siswa melihat contoh dan bertanya kepada siswa dari mana bisa didapatkan informasi tentang *main idea*. - Guru membimbing siswa menemukan *topic sentence* yang berisi *main idea* dengan *guiding questions*. *Now identify the main ideas and details in each paragraph. How can we find the main ideas?* - *Look at the example. What is the function of the sentence: Visitors from foreign countries come to this park because of its amazing nature. Compare that sentence with the other sentences in the paragraph.* - *Does it tell general idea or details? (general idea -> has amazing nature)* - *What do the rest of the sentences after that tell? The details of the amazing nature of TNP.* - *What is the name of the sentence? (Topic Sentence/ TS)* - *So, how do we find the TS? (Find the most general sentence which is elaborated by the other sentences in the paragraph. TS is the general sentence that tells what a paragraph is about).* - *Where is usually the position of the sentence? (at the beginning of a paragraph. Sometimes it's in the middle of at the end of the paragraph).* - *Where can we find the details? (in the sentences that follow TS that elaborate the sentence.* - *Now, find out how the ideas in the descriptive text are arranged?*

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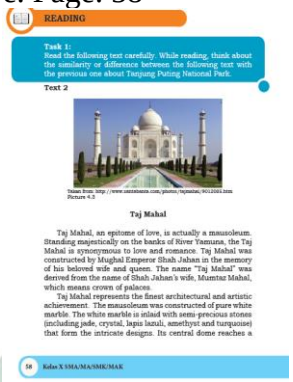
		used e. Add product to a portfolio of productions	e. Page. 58  READING Task 1: Read the following text carefully. While reading, think about the similarity or difference between the following text with the previous one about Tanjung Puting National Park. Text 2 Taj Mahal Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces. Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a 56 Kelas X SMA/MA/SMK/MAK	**1. Identify** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search strategy, with this dialogue students can imagine what the place that they know and know the meaning of "place" it-self f. Identify different types of resources where information may be found, its based on the resource that found in under dialogue **3. Select** a. Choose relevant information c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the

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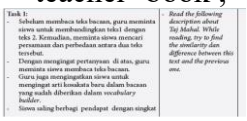
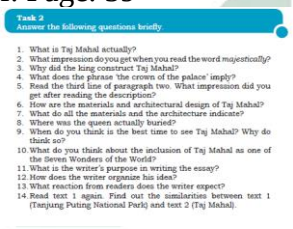
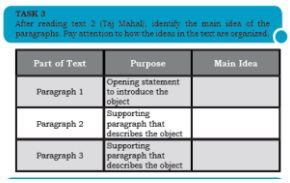
				process **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources d. Sequence the information in a logical order e. Use visual organizers to compare or contrast information **7. Assess** a. Accept feedback from other students **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task this supported by teacher' book ;  **2. Explore** b. Find information appropriate to the chosen topic
			f. Page. 59  g. Page. 60 	

Task 2
Answer the following questions briefly.

1. What is Taj Mahal actually?
2. What impression do you get when you read the word *majestically*?
3. Why did the king construct Taj Mahal?
4. What does the phrase 'the crown of the palace' imply?
5. Read the third line of paragraph two. What impression did you get after reading the description?
6. How are the materials and architectural design of Taj Mahal?
7. What do all the materials and the architecture indicate?
8. Where was the queen actually buried?
9. When do you think is the best time to see Taj Mahal? Why do think so?
10. What do you think about the inclusion of Taj Mahal as one of the Seven Wonders of the World?
11. What is the writer's purpose in writing the essay?
12. How does the writer organize his idea?
13. What reaction from readers does the writer expect?
14. Read text 1 again. Find out the similarities between text 1 (Tanjung Puting National Park) and text 2 (Taj Mahal).

TASK 3
After reading text 2 (Taj Mahal), identify the main idea of the paragraphs. Pay attention to how the ideas in the text are organized.

Part of Text	Purpose	Main Idea
Paragraph 1	Opening statement to introduce the object	
Paragraph 2	Supporting paragraph that describes the object	
Paragraph 3	Supporting paragraph that describes the object	

Task 1:

- Sebelum membaca teks bacaan, guru meminta siswa untuk membandingkan teks1 dengan teks 2. Kemudian, meminta siswa mencari persamaan dan perbedaan antara dua teks tersebut.
- Dengan mengingat pertanyaan di atas, guru meminta siswa membaca teks bacaan.
- Guru juga mengingatkan siswa untuk mengingat arti kosakata baru dalam bacaan yang sudah diberikan dalam *vocabulary builder*.
- Siswa saling berbagi pendapat dengan singkat

Read the following description about Taj Mahal. While reading, try to find the similarity dan difference between this text and the previous one.

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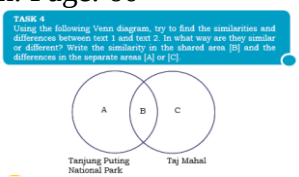
				5. Create a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer **7. Assess** a. Accept feedback from other students c. Reflect on how well they have done e. Consider what could be done better next time Task 2: - Guru meminta siswa untuk menjawab pertanyaan secara individual terlebih dahulu dan kemudian membandingkan nya dengan jawaban temannya. **1. Identify** a. Identify the key words b. Plan a search strategy **4. Organize** a. Sequence the information in a logical order
			h. Page. 60  TASK 4 Using the following Venn diagram, try to find the similarities and differences between text 1 and text 2. In what way are they similar or different? Write the similarity in the shared area [B] and the differences in the separate areas [A] or [C]. A B C Tanjung Puting National Park Taj Mahal	**5. Create** a. Prepare information in their own words in a meaningful way **7. Assess** a. Accept feedback from other students b. Consider what

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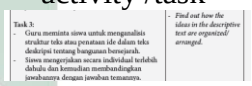
				could be done better next time **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task  Task 3: - Guru meminta siswa untuk menganalisis struktur teks atau penataan ide dalam teks deskripsi tentang bangunan bersejarah. - Siswa mengerjakan secara individual terlebih dahulu dan kemudian membandingkan jawabannya dengan jawaban temannya. - *Find out how the ideas in the descriptive text are organized/ arranged.* **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer **8. Apply** a. Add product to a portfolio of productions its supported by teacher' book; Task 4: - Guru meminta siswa mencari persamaan dan perbedaan teks 1 dan teks 2. - *Find out the similarity and difference between text 1 and text 2.*

The criterion on identify components are define the topic, determine and understand the audience that is student friend, choose the relevant format for the finished product, identify the key words (it can be showed with important words), and identify different types of resources where information may be found.

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The criterion on explore components are when the textbook can guide the students to find information appropriate to the chosen topic, this is supported by teacher' book that showed about instruction on reading' activity.

The criterion of selected empowering 8 components here obtained from the students' textbook are choose relevant information and record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc.

The criterion of organize components obtained from students' textbook that are sort the information; distinguish between fact, opinion and fiction; sequence the information in a logical order; and use visual organizers to compare or contrast information.

The criterion of create components obtained from students' textbook are prepare information in their own words in a meaningful way and revise and edit, alone or with a peer.

The criterion of assess components obtained from students' textbook are accept feedback from other students, self-assess one's performance in response to the teacher's assessment of the work, and reflect on how well they have done

The criterion of apply components obtained from students' textbook are review the feedback and assessment provide and use the feedback and assessment for the next learning activity /task.

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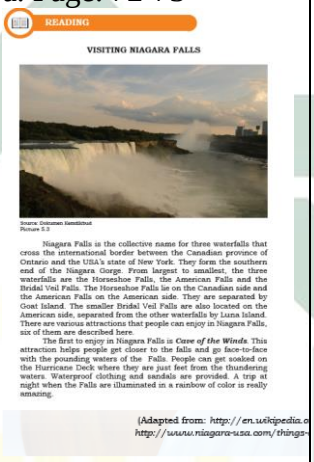
Table 4.5: The result of analyzed chapter 5 based on Empowering 8 components

No.	Chapter on English students' textbook	Empowering 8 components	Findings Reading' activity	Reason
5.	**Chapter 5** Let's Visit Niagara Falls	**1. Identify** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search strategy g. Identify different types of resources where information may be found **2. Explore** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic c. Do interviews,	a. Page. 72-73  READING VISITING NIAGARA FALLS Source: Dokumen Kemdikbud Picture 5.3 Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here. The first to enjoy in Niagara Falls is ***Cave of the Winds***. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing. (Adapted from: http://en.wikipedia.o http://www.niagara-usa.com/things- b. Page 74 Task 1: Match paragraphs 2-7 above with pictures a-f as follows. Paragraph 4 is done for you as an example. Paragraph 2____ Paragraph 3____ Paragraph 4_c__ Paragraph 5____ Paragraph 6____ Paragraph 7____	**1. Identify** a. by reading the text, this guide the students define the topic/subject, with this text students can know the topic about "let's visit Niagara Falls" b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search strategy, with this dialogue students can imagine what the picture about based on paragraph above f. Identify different types of resources where information may be found, its based on the resource that found in under dialogue **3. Select** a. Choose relevant

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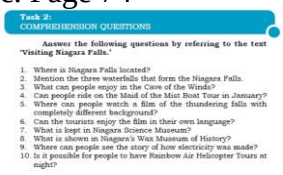
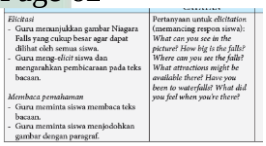
		field trips or other outside research **3. Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate citations **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources d. Sequence the information in a logical	c. Page 74  Task 2: COMPREHENSION QUESTIONS Answer the following questions by referring to the text 'Visiting Niagara Falls.' 1. Where is Niagara Falls located? 2. Mention the three waterfalls that form the Niagara Falls. 3. What can people enjoy in the Cave of the Winds? 4. Can people ride on the Maid of the Mist Boat Tour in January? 5. Where can people watch a film of the thundering falls with completely different background? 6. Can the tourists enjoy the film in their own language? 7. What is kept in Niagara Science Museum? 8. What is shown in Niagara's Wax Museum of History? 9. Where can people see the story of how electricity was made? 10. Is it possible for people to have Rainbow Air Helicopter Tours at night?	information c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources e. Use visual organizers to compare or contrast information this supported by teacher' book ; Page 62  *Elicitasi* - Guru menunjukkan gambar Niagara Falls yang cukup besar agar dapat dilihat oleh semua siswa. - Guru meng-*elicit* siswa dan mengarahkan pembicaraan pada teks bacaan. *Membaca pemahaman* - Guru meminta siswa membaca teks bacaan. - Guru meminta siswa menjodohkan gambar dengan paragraf. Pertanyaan untuk *elicitation* (memancing respon siswa): *What can you see in the picture? How big is the falls? Where can you see the falls? What attractions might be available there? Have you been to waterfalls? What did you feel when you're there?* **2. Explore** b. Find information appropriate to the chosen topic **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit,

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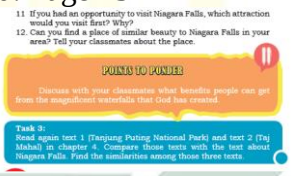
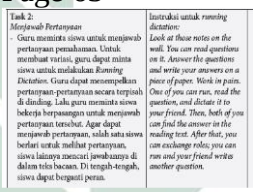
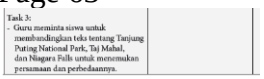
		order e. Use visual organizers to compare or contrast information **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer c. Finalize the bibliographic format **6. Present** a. Practice for presentation activity b. Share the information with an appropriate audience c. Display the information in an appropriate format to suit the audience d. Set up and use equipment properly **7. Assess** a. Accept feedback from other	d. Page 75  11 If you had an opportunity to visit Niagara Falls, which attraction would you visit first? Why? 12. Can you find a place of similar beauty to Niagara Falls in your area? Tell your classmates about the place. POINTS TO PONDER Discuss with your classmates what benefits people can get from the magnificent waterfalls that God has created. Task 3: Read again text 1 (Tanjung Puting National Park) and text 2 (Taj Mahal) in chapter 4. Compare those texts with the text about Niagara Falls. Find the similarities among those three texts.	alone or with a peer **7. Assess** a. Accept feedback from other students c. Reflect on how well they have done e. Consider what could be done better next time Supported by teacher' book; Page 63  Task 2: *Menjawab Pertanyaan* - Guru meminta siswa untuk menjawab pertanyaan pemahaman. Untuk membuat variasi, guru dapat minta siswa untuk melakukan *Running Dictation*. Guru dapat menempelkan pertanyaan-pertanyaan secara terpisah di dinding. Lalu guru meminta siswa bekerja berpasangan untuk menjawab pertanyaan tersebut. Agar dapat menjawab pertanyaan, salah satu siswa berlari untuk melihat pertanyaan, siswa lainnya mencari jawabannya di dalam teks bacaan. Di tengah-tengah, siswa dapat bergantti peran. Instruksi untuk *running dictation:* *Look at these notes on the wall. You can read questions on it. Answer the questions and write your answers on a piece of paper. Work in pair. One of you can run, read the question, and dictate it to your friend. Then, both of you can find the answer in the reading text. After that, you can exchange roles; you can run and your friend writes another question.* **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer **8. Apply** a. Add product to a portfolio of productions its supported by teacher' book; Page 63  Task 3: - Guru meminta siswa untuk membandingkan teks tentang Tanjung Puting National Park, Taj Mahal, dan Niagara Falls untuk menemukan persamaan dan perbedaannya.

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		students b. Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done d. Determine if new skills were learned e. Consider what could be done better next time **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c. Endeavour to use the knowledge gained in a variety of new situations d. Determine in what other subjects these skills can now be used		

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		e. Add product to a portfolio of productions		

The criterion on identify components are define the topic, determine and understand the audience that is student friend, choose the relevant format for the finished product, identify the key words (it can be showed with important words), and identify different types of resources where information may be found.

The criterion on explore components are when the textbook can guide the students to find information appropriate to the chosen topic, this is supported by teacher' book that showed about instruction on reading' activity.

The criterion of selected empowering 8 components here obtained from the students' textbook are choose relevant information and record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc.

The criterion of organize components obtained from students' textbook that are sort the information; distinguish between fact, opinion and fiction; sequence the information in a logical order; and use visual organizers to compare or contrast information.

The criterion of create components obtained from students' textbook are prepare information in their own words in a meaningful way and revise and edit, alone or with a peer.

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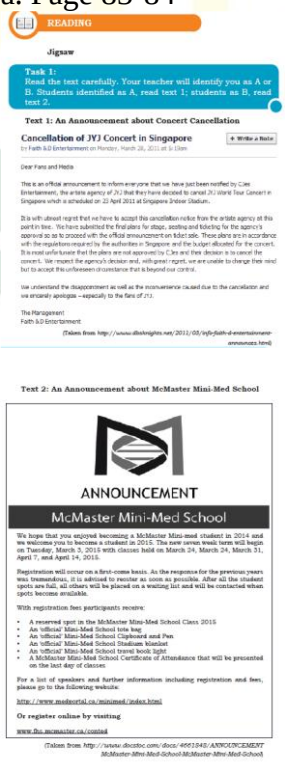
The criterion of assess components obtained from students' textbook are accept feedback from other students, self-assess one's performance in response to the teacher's assessment of the work, and reflect on how well they have done

The criterion of apply components obtained from students' textbook are review the feedback and assessment provide and use the feedback and assessment for the next learning activity /task.

Table 4.6: The result of analyzed chapter 6 based on Empowering 8 components

No.	Chapter on English students' textbook	Empowering 8 components	Findings Reading' activity	Reason
6.	**Chapter 6** Giving Announcement	**1. Identify** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search strategy h. Identify different types of resources where information may be	a. Page 83-84  READING Jigsaw Task 1: Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read text 1; students as B, read text 2. Text 1: An Announcement about Concert Cancellation Cancellation of JYJ Concert in Singapore + Write a Note by Faith &D Entertainment on Monday, March 28, 2011 at 9:16am Dear Fans and Media This is an official announcement to inform everyone that we have just been notified by C.Jes Entertainment, the artiste agency of JYJ that they have decided to cancel JYJ World Tour Concert in Singapore which is scheduled on 22 April 2011 at Singapore Indoor Stadium. It is with utmost regret that we have to accept the cancellation notice from the artiste agency at this point in time. We have submitted the final plans for stage, seating and ticketing for the agency's approval so as to proceed with the official announcement on ticket sale. These plans are in accordance with the regulations issued by the authorities in Singapore and the budget allocated for the concert. It is most unfortunate that the plans are not approved by C.Jes and their decision is to cancel the concert. We respect the agency's decision and, with great regret, we are unable to change their mind but to accept this unforeseen circumstance that is beyond our control. We understand the disappointment as well as the inconvenience caused due to the cancellation and we sincerely apologize – especially to the fans of JYJ. The Management Faith &D Entertainment (Taken from http://www.dbskrights.net/2011/03/info-faith-d-entertainment-announces.html) Text 2: An Announcement about McMaster Mini-Med School ANNOUNCEMENT McMaster Mini-Med School We hope that you enjoyed becoming a McMaster Mini-med student in 2014 and we welcome you to become a student in 2015. The new seven week term will begin on Tuesday, March 3, 2015 with classes held on March 24, March 24, March 31, April 7, and April 14, 2015. Registration will occur on a first-come basis. As the response for the previous years was tremendous, it is advised to register as soon as possible. After all the student spots are full, all others will be placed on a waiting list and will be contacted when spots become available. With registration fees participants receive: • A reserved spot in the McMaster Mini-Med School Class 2015 • An 'official' Mini-Med School tote bag • An 'official' Mini-Med School Clipboard and Pen • An 'official' Mini-Med School Stadium blanket • An 'official' Mini-Med School travel book light • A McMaster Mini-Med School Certificate of Attendance that will be presented on the last day of classes For a list of speakers and further information including registration and fees, please go to the following website: http://www.medportal.ca/minimed/index.html Or register online by visiting www.fhs.mcmaster.ca/contact (Taken from http://www.docstoc.com/docs/46903045/ANNOUNCEMENT McMaster-Mini-Med-School-McMaster-Mini-Med-School)	**1. Identify** a. by reading the text, guide the students define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words f. Identify different types of resources where information may be found **3. Select** a. Choose relevant information c. Record relevant information through

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		found **2. Explore** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic c. Do interviews, field trips or other outside research **3. Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate		note making or making a visual organizer such as a chart, graph, or outline, etc **4. Organize** b. Distinguish between fact, opinion, and fiction e. Use visual organizers to compare or contrast information This supported by teacher' book; Page 73 *Task 1:* - Guru membagi siswa menjadi dua kelompok besar (A dan B). - Selanjutnya, guru meminta siswa dalam kelompok A untuk membaca teks pengumuman 1 dan meminta siswa dalam kelompok B untuk membaca teks pengumuman 2. *Task 2:* - Guru menjelaskan bahwa dalam setiap paragraf terdapat ide utama dan ide pendukung. Guru memberi contoh Instruksi Task 1: *I'd like to assign you into two groups, A and B. Say A (menunjuk S pertama) and B (menunjuk S kedua), then A (S ketiga), B (S keempat) and so on. Raise your hand if you're A. Good, so all of you are Students A. Raise your hand if you're B. All of you are Students B. Students A, please read text 1 and Students B, please read text 2.* **2. Explore** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic **3. Select** e. Collect appropriate citations **4. Organize** a. Sort the information d. Sequence the information in a logical order

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		citations **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources d. Sequence the information in a logical order e. Use visual organizers to compare or contrast information **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer c. Finalize the bibliographic format **6. Present** a. Practice for presentation activity b. Share the information with an appropriate audience c. Display the	b. Page 85-86 **Task 2:** **After reading the text, in the chart below, identify the main ideas of the paragraphs, and then write the most important details in your own words.** Text 1 | Paragraph	Main Idea	Details
---	---	---
1	The Faith & D Entertainment Management announces the cancellation of the concert.	- The management has just been notified by CJes Entertainment, the artiste agency of JYJ. - CJes Entertainment has decided to cancel JYJ World Tour Concert in Singapore. - The concert is scheduled on 23 April 2011. - The concert is held at Singapore Indoor Stadium.
2		
3		| Text 2 | Paragraph	Main Idea	Details
---	---	---
1	The McMaster Mini-Med School announces the commencement of the 2009 program.	- The school welcomes the 2009 students. - The term lasts for seven weeks. - The term begins Tuesday, March 3, 2009.
2		
3		
4		| c. Page 86 **Task 3:** **Work in pairs. If you have read Text 1, refer to Questions II; if you have read Text 2, refer to Questions I. Read the questions for your partner to answer.** **COMPREHENSION QUESTIONS I** **Answer the following questions briefly.** 1. Who wrote the announcement? 2. When was the announcement released? 3. Who is the announcement for? 4. What is the announcement about? 5. When and where will actually the concert be held? 6. What has the Faith & D Entertainment Management submitted to CJes Entertainment? 7. Has there been an announcement regarding ticket sale? Why do you think so? 8. What did Faith & D Entertainment write in the last paragraph? **COMPREHENSION QUESTIONS II** **Answer the following questions briefly.** 1. Who wrote the announcement? 2. Who is the announcement for? 3. What is the announcement about? 4. How long does the term last? 5. How does the registration occur? What does that mean? 6. What will the school do to the other applicants when all the student spots are full? 7. What do the participants receive? Discuss with your classmate about the similarity and difference between text 1 and text 2.	**5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer **7. Assess** a. Accept feedback from other students c. Reflect on how well they have done e. Consider what could be done better next time **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task this supported by teacher' book; Page 73 | Task 2:	B. All of you are Students B.
---	---
- Guru menjelaskan bahwa dalam setiap paragraf terdapat ide utama dan ide pendukung. Guru memberi contoh cara mengidentifikasi ide utama dan ide pendukung pada paragraf pertama dalam teks 1 dan 2. - Selanjutnya, guru meminta siswa untuk mengidentifikasi ide utama dan ide pendukung dalam setiap paragraf dan melengkapi tabel yang ada. Siswa di kelompok A melengkapi tabel untuk teks 1 dan siswa di kelompok B melengkapi tabel untuk teks 2.	*Students A, please read text 1 and Students B, please read text 2.* Instruksi Task 2: *Well, Students. As you have learned that each paragraph has a main idea and some supporting details now identify the main ideas and supporting details of the paragraphs in the announcements 1 and 2. The first paragraphs of the two texts have been done for you as examples. Students in group A, identify text 1 and students in group B, identify text 2.*	 **6. Present** a. Practice for presentation activity b. Share the information with an appropriate audience

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		information in an appropriate format to suit the audience d. Set up and use equipment properly **7. Assess** a. Accept feedback from other students b. Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done d. Determine if new skills were learned e. Consider what could be done better next time **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next		**7. Assess** d. Determine if new skills were learned **8. Apply** c. Endeavour to use the knowledge gained in a variety of new situations This supported by teacher' book; Page 73 Task 3: - Guru meminta siswa dari kelompok B untuk melihat pertanyaan I dan meminta siswa dari kelompok A untuk melihat pertanyaan II. Guru meminta siswa dari kelompok A mencari pasangan dari kelompok B. Instruksi Task 3: *All right students, now students A find a partner from students B and ask questions II to your partner.* Page 74 - Guru meminta kelompok A untuk bertanya kepada siswa dalam kelompok B dengan menggunakan pedoman pertanyaan II dan kelompok B bertanya kepada kelompok A dengan menggunakan pedoman pertanyaan I. (Untuk Task 3, guru bisa juga mendistribusikan daftar pertanyaan I dan II yang sudah difotokopi dari lampiran 1 atau langsung memakai daftar pertanyaan yang ada dalam buku siswa). *Students B find a partner from group A and ask questions I to your partner. Then, students B answer questions II and students A answer questions I.*

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		learning activity /task c. Endeavour to use the knowledge gained in a variety of new situations d. Determine in what other subjects these skills can now be used e. Add product to a portfolio of productions		

The criterion on identify components are define the topic, determine and understand the audience that is student' friend, choose the relevant format for the finished product, identify the key words (it can be showed with important words), and identify different types of resources where information may be found.

The criterion on explore components are when the textbook can guide the students to find information appropriate to the chosen topic, this is supported by teacher' book that showed about instruction on reading' activity.

The criterion of selected empowering 8 components here obtained from the students' textbook are choose relevant information and record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc.

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The criterion of organize components obtained from students' textbook that are sort the information; distinguish between fact, opinion and fiction; sequence the information in a logical order; and use visual organizers to compare or contrast information.

The criterion of create components obtained from students' textbook are prepare information in their own words in a meaningful way and revise and edit, alone or with a peer.

The criterion of assess components obtained from students' textbook are accept feedback from other students, self-assess one's performance in response to the teacher's assessment of the work, and reflect on how well they have done

The criterion of apply components obtained from students' textbook are review the feedback and assessment provide and use the feedback and assessment for the next learning activity /task.

Table 4.7: The result of analyzed chapter 7 based on Empowering 8 components

No.	**Chapter on English students' textbook**	**Empowering 8 components**	**Findings** Reading' activity	**Reason**
7.	**Chapter 7** The Wright Brothers	**1. Identify** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant	a. Page 97-98	**1. Identify** a. by reading the text, guide the students define the topic/subject b. Determine and understand the audience d. Identify the key

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		format for the finished product d. Identify the key words e. Plan a search strategy f. Identify different types of resources where information may be found **2. Explore** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic c. Do interviews, field trips or other outside research **3. Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information	Task 1: Read the following conversation. Interview With The Wright Brothers In 1905, there was a TV talkshow that interview great inventors at that time. Below is a script of interview with The Wright brothers. Host : Hello and welcome to our talkshow tonight, Great Inventors! Today we have very special guests, Orville and Wilbur Wright. We are going to ask them about their revolutionary inventions.What do you call your invention? Orville : We invented airplane. Host : Airplane? What is the tool for? Wilbur : It's a tool that will help human being to fly! Host : Oohhh, is it like a flying car? How did you get the inspiration? Orville : Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then. Wilbur : Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now. Host : But that was only a toy, what about the actual plane? Wilbur : Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903. Host : Why did you choose Kitty Hawk? Orville : Kitty Hawk had a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight lasted 12 seconds and they flew for 120 feet. Wilbur : We have worked and experimented with gliders to perfect the wing design and controls since then. Host : I see. So you've had the newest version of your airplane? Wilbur : Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes. Host : How amazing! I think this invention will be a big thing soon. Wilbur : Our father has asked us not to fly together. He said it's for the safety reason. Orville : Yes, we will continue making more experiment so that airplane will be available for everyone soon. Host : Okay, we wish you good luck with the next experiments. ... Made with materials from: http://www.ducksters.com/biography/wright_brothers.php b. Page 98-100 Task 2: Supply the dialog with the correct expressions based on the conversation above. 1. How did you get the inspiration? Host Wilbur Wright 2. Did you have any other interest that inspired you? Host Orville Wright	words by knowing the meaning of word **3. Select** a. Choose relevant information c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction d. Sequence the information in a logical order Task 2, **2. Explore** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit,

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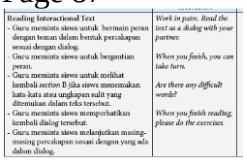
		through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate citations **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources d. Sequence the information in a logical order e. Use visual organizers to compare or contrast information **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer		alone or with a peer **6. Present** b. Share the information with an appropriate audience c. Display the information in an appropriate format to suit the audience **7. Assess** a. Accept feedback from other students e. Consider what could be done better next time **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task Supported by teacher' book; Page 87  Reading Interactional Text - Guru meminta siswa untuk bermain peran dengan teman dalam bentuk percakapan sesuai dengan dialog. - Guru meminta siswa untuk bergantian peran. - Guru meminta siswa untuk melihat lembali section B jika siswa menemukan kata-kata atau ungkapan sulit yang ditemukan dalam teks tersebut. - Guru meminta siswa memperhatikan lembali dialog tersebut. - Guru meminta siswa melanjutkan masing-masing percakapan sesuai dengan yang ada dalam dialog. *Work in pairs. Read the text as a dialog with your partner.* *When you finish, you can take turn.* *Are there any difficult words?* *When you finish reading, please do the exercises.*

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		c. Finalize the bibliographic format **6. Present** a. Practice for presentation activity b. Share the information with an appropriate audience c. Display the information in an appropriate format to suit the audience d. Set up and use equipment properly **7. Assess** a. Accept feedback from other students b. Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done d. Determine if new skills were learned e. Consider		

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		what could be done better next time **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c. Endeavour to use the knowledge gained in a variety of new situations d. Determine in what other subjects these skills can now be used e. Add product to a portfolio of productions		

The criterion on identify components are define the topic, determine and understand the audience that is student friend, choose the relevant format for the finished product, identify the key words (it can be showed with important words), and identify different types of resources where information may be found.

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The criterion on explore components are when the textbook can guide the students to find information appropriate to the chosen topic, this is supported by teacher' book that showed about instruction on reading' activity.

The criterion of selected empowering 8 components here obtained from the students' textbook are choose relevant information and record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc.

The criterion of organize components obtained from students' textbook that are sort the information; distinguish between fact, opinion and fiction; sequence the information in a logical order; and use visual organizers to compare or contrast information.

The criterion of create components obtained from students' textbook are prepare information in their own words in a meaningful way and revise and edit, alone or with a peer.

The criterion of present components obtained from students' textbook are practice for presentation activity, share the information with an appropriate audience and display the information in an appropriate format to suit the audience.

The criterion of assess components obtained from students' textbook are accept feedback from other students, self-assess one's performance in response to the teacher's assessment of the work, and reflect on how well they have done.

The criterion of apply components obtained from students' textbook are review the feedback and assessment provide and use the feedback and assessment for the next learning activity /task.

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Table 4.8: The result of analyzed chapter 8 based on Empowering 8 components

No.	Chapter on English students' textbook	Empowering 8 components	Findings Reading' activity	Reason
8.	**Chapter 8** My Idol	**1. Identify** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search strategy f. Identify different types of resources where information may be found **2. Explore** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic c. Do	a. Page 110-111 READING Read the following text, and then answer the comprehension questions. **Meeting My Idol** Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event. Source: http://www.momoberita.com/profile-mon-dan-afgan-cyan-cara-nim/ Picture 8.4 On that bright and sunny Saturday morning, the radio station was full of Afgansim (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afgansim who had been waiting excitedly saying, "Good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name. Then, he started the event by singing his hit single "Dia dia dia". Afganism went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days in my personal life history.	**1. Identify** a. by reading the text, guide the students define the topic/subject b. Determine and understand the audience d. Identify the key words f. Identify different types of resources where information may be found (look at the website source guide the students want to search more information) **2. Explore** b. Find information appropriate to the chosen topic **3. Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant

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		interviews, field trips or other outside research **3. Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate citations **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources d. Sequence the information	**Questions:** 1. How did the writer feel when she knew that Afgan was coming to town? 2. Did the writer want to see the concert? 3. When and where was the meet-and-greet event? 4. What is Afgansizm? 5. How did the fans wait for Afgan? 6. What did Afgan do when he showed up in the lobby? 7. How did the fans react when Afgan sang his hit single? 8. How did the writer feel when she finally got the turn to get Afgan's signature? 9. Did she feel nervous? 10. What is the writer's opinion about the meet-and-greet event? 11. Why do you think people like Afgan?	information through note making or making a visual organizer such as a chart, graph, or outline, etc **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction e. Use visual organizers to compare or contrast information **7. Assess** a. Accept feedback from other students with this question section in reading, students can guide to understand; **2. Explore** a. Locate resources appropriate to the chosen topic **4. Organize** d. Sequence the information in a logical order **5. Create** a. Prepare information in their own words

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		in a logical order e. Use visual organizers to compare or contrast information **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer c. Finalize the bibliographic format **6. Present** a. Practice for presentation activity b. Share the information with an appropriate audience c. Display the information in an appropriate format to suit the audience d. Set up and use equipment properly **7. Assess** a. Accept feedback		in a meaningful way b. Revise and edit, alone or with a peer **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c. Endeavour to use the knowledge gained in a variety of new situations Page 96 -Guru meminta siswa untuk membaca teks dalam hati secara individual. -Guru menanyakan kepada siswa apakah ada kata-kata atau ungkapan sulit yang tidak mereka pahami dalam teks tersebut. -Guru meminta siswa mengerjakan soal secara individual. -Guru membahas jawaban yang benar untuk kesepulah pertanyaan dalam *section* ini (kunci jawaban tersedia). *Read the text and answer the following questions.*

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		from other students b. Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done d. Determine if new skills were learned e. Consider what could be done better next time **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c. Endeavour to use the knowledge gained in a variety of new situations d. Determine in what other subjects these skills can now be		

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		used e. Add product to a portfolio of productions		

The criterion on identify components are define the topic, determine and understand the audience that is student friend, choose the relevant format for the finished product, identify the key words (it can be showed with important words), and identify different types of resources where information may be found.

The criterion on explore components are when the textbook can guide the students to find information appropriate to the chosen topic and located resources appropriate to the chosen topic this is supported by teacher' book that showed about instruction on reading' activity.

The criterion of selected empowering 8 components here obtained from the students' textbook are choose relevant information; determine which sources are too easy, too hard, or just right; and record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc.

The criterion of organize components obtained from students' textbook that are sort the information; distinguish between fact, opinion and fiction; sequence the information in a logical order; and use visual organizers to compare or contrast information.

The criterion of create components obtained from students' textbook are prepare information in their own words in a meaningful way and revise and edit, alone or with a peer.

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The criterion of present components obtained from students' textbook are practice for presentation activity, share the information with an appropriate audience, display the information in an appropriate format to suit the audience, and set up and use equipment properly.

The criterion of assess components obtained from students' textbook are accept feedback from other students, self-assess one's performance in response to the teacher's assessment of the work, and reflect on how well they have done

The criterion of apply components obtained from students' textbook are review the feedback and assessment provide, use the feedback and assessment for the next learning activity /task and endeavor to use the knowledge gained in a variety of new situations.

Table 4.9: The result of analyzed chapter 9 based on Empowering 8 components

No.	**Chapter on English students' textbook**	**Empowering 8 components**	**Findings** Reading' activity	**Reason**
9.	**Chapter 9** The Battle Of Surabaya	**1. Identify** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product	a. Page 123 READING **Task 1: Reading Comprehension** As you know on every 10 November we all celebrate Heroes Days. Why do you think the Heroes Day took that special date to commemorate our heroes' sacrifice? Discuss with your partners and come to a conclusion why the date has become special. After that, read through the passage and check whether your conclusion is the same as the reason stated in the text. On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in **remembrance** of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to **surrender** their weaponry to British army. British Army at that time was part of the Allied Forces. The **defiant** Bung Tomo is the well-known revolutionary leader who played a very important role in this battle. It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.WS. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons. However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action **angered** the Indonesian troops and militia leaders because they felt betrayed. On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in **reinforcements** to **siege** the city.	**1. Identify** a.This instructions, can guide the students to identify the topic of material, that is talk about history "The Battle of Surabaya" b. Read the text,

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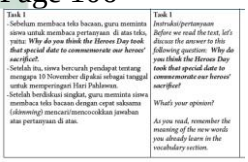
		d. Identify the key words e. Plan a search strategy f. Identify different types of resources where information may be found **2. Explore** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic c. Do interviews, field trips or other outside research **3. Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information through note making or making a		email as example make students know with who they talk about material d. By reading the text, students can identify the keywords that often used or the important key words like; heroes day, the date and that has related with "The battle of Surabaya" f. Students can identify the resource that is website under the text. Supported by teacher' book guide; Page 106  Task 1 -Sebelum membaca teks bacaan, guru meminta siswa untuk membaca pertanyaan di atas teks, yaitu: ***Why do you think the Heroes Day took that special date to commemorate our heroes' sacrifice?*** -Setelah itu, siswa bercurah pendapat tentang mengapa 10 November dipakai sebagai tanggal untuk memperingati Hari Pahlawan. -Setelah berdiskusi singkat, guru meminta siswa membaca teks bacaan dengan cepat sekaligus (*skimming*) mencari/mencocokkan jawaban atas pertanyaan di atas. Task 1 *Instruksi/pertanyaan* *Before we read the text, let's discuss the answer to this following question:* ***Why do you think the Heroes Day took that special date to commemorate our heroes' sacrifice?*** *What's your opinion?* *As you read, remember the meaning of the new words you already learn in the vocabulary section.* **1. Identify** c. Choose the relevant format for the finished product, with this text students can choose anything that needs **3. Select** a. Students can select to identify the

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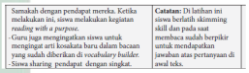
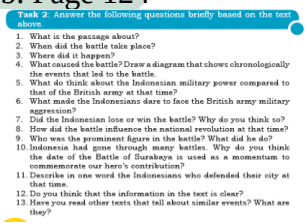
		visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate citations **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources d. Sequence the information in a logical order e. Use visual organizers to compare or contrast information **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer c. Finalize the bibliographic format		proses/sequence of material as relevant information c. students can make outline the important information **4. Organize** a. Students can sort the information based on the text b. Students can distinguish between fact, opinion, and fiction This activities supported by teacher' book guide; Page 106  Samakah dengan pendapat mereka. Ketika melakukan ini, siswa melakukan kegiatan *reading with a purpose.* -Guru juga mengingatkan siswa untuk mengingat arti kosakata baru dalam bacaan yang sudah diberikan di *vocabulary builder.* - Siswa sharing pendapat dengan singkat. **Catatan:** Di latihan ini siswa berlatih skimming skill dan pada saat membaca sudah berpikir untuk mendapatkan jawaban atas pertanyaan di awal teks.
			b. Page 124  **Task 2**: Answer the following questions briefly based on the text above 1. What is the passage about? 2. When did the battle take place? 3. Where did it happen? 4. What caused the battle? Draw a diagram that shows chronologically the events that led to the battle. 5. What do think about the Indonesian military power compared to that of the British army at that time? 6. What made the Indonesians dare to face the British army military aggression? 7. Did the Indonesian lose or win the battle? Why do you think so? 8. How did the battle influence the national revolution at that time? 9. Who was the prominent figure in the battle? What did he do? 10. Indonesia had gone through many battles. Why do you think the date of the Battle of Surabaya is used as a momentum to commemorate our hero's contribution? 11. Describe in one word the Indonesians who defended their city at that time. 12. Do you think that the information in the text is clear? 13. Have you read other texts that tell about similar events? What are they?	**2. Explore** With Task 2 here, b. Students can explore the information that has related with the topic. (Like yellow highlight above). This supported by students' answer the question on Task 2 activity

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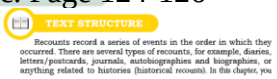
		6. Present a. Practice for presentation activity b. Share the information with an appropriate audience c. Display the information in an appropriate format to suit the audience d. Set up and use equipment properly **7. Assess** a. Accept feedback from other students b. Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done d. Determine if new skills were learned e. Consider what could be done better next	c. Page 124-126  TEXT STRUCTURE Recounts record a series of events in the order in which they occurred. There are several types of recounts, for example, diaries, letters/postcards, journals, autobiographies and biographies, or anything related to histories (historical recounts). In this chapter, you	**3. Select** c. Students can select the important information from the textbook that has related with the material; **4. Organize** e. Can organize the sequence of information in a logical order this supported with teacher' book; Page 107 Task 2 - Guru meminta siswa membaca *comprehension questions* dan membahas bersama tentang pertanyaan yang tidak dimengerti. - Setelah itu, siswa membaca bacaan dengan intensif sambil mencoba mencari jawaban pertanyaan. - Siswa kemudian membahas jawaban pertanyaan. Dalam kegiatan ini guru bisa meminta siswa untuk bekerja dalam kelompok yang beranggotakan empat orang. Beri nomor tiap anggota kelompok dengan no 1 s/d 4. Dengan demikian setiap 5 dalam kelas telah bernomor. Nomor mereka mungkin 1. atau 2. atau 3. atau 4. Membahas jawaban pertanyaan. - Pada saat *sharing*, guru tinggal memanggil nomor tertentu untuk menjawab. Misalnya, *number two(s) what is your opinion?* Maka semua yang bernomor 2 mengangkat tangan dan guru tinggal memilih di antara para siswa yang bernomor 2 ini. (Kerja kelompok model *numbered head together*). - Setelah seorang siswa bernomor 2 (Nanik misalnya) menjawab. Guru sebaiknya selalu minta konfirmasi dari siswa lain (bisa siswa bernomor 1 atau 2 dan seterusnya) sebelum memberikan kunci jawaban atau pendapatnya sendiri. Task 2 - *Now, read the comprehension questions. Do you understand them? If you don't understand, we can discuss the meaning of the questions together.* - *Now, work in groups of four to answer the comprehension questions below the reading text. Number each member in the group with 1, 2, 3, and 4.* - *Let me check now. Who is number one? Number two? Number 3? Number 4? Good. Now start to work.* Catatan: - Kegiatan ini merupakan *intensive reading activity*, dan dilakukan dengan pembelajaran kelompok model *numbered heads together*. - *Number two(s), raise your hands. Okay, now Nanik (whose number is two) what is your answer to question number one? Deni (whose number is also two) do you agree with Nanik? Why do you think so? .... And so forth.* With this task, **5. Create** a. Students can create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends

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		time **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c. Endeavour to use the knowledge gained in a variety of new situations d. Determine in what other subjects these skills can now be used e. Add product to a portfolio of productions	are studying **historical recounts**. Do you know how a historical recount is told or written? Similar to other types of recounts, historical recounts usually start with **orientation**, followed with a **series of events**, and ends with a **reorientation**. The **orientation** part include information about **who, what, when,** and **where**. The **series of events** are presented in the order they really happened. The recount ends with a **reorientation** which states personal comments about the events. Now, together with your partner, complete the following sentences that show how The Battle of Surabaya happened. Orientation (who, what, when, where): The bloody battle took place in 1945 in Surabaya. Series of events: 1. The governor of Java and Brigadier Mallaby made an agreement. 2. Indonesians ..... 3. There was misunderstanding ..... 4. Leaflets ..... 5. The Indonesians ..... 6. Brigadier ..... 7. British army ..... 8. The battle ..... 9. Many Indonesians died in the battle. Reorientation (stating personal comments about the events): 10. The Battle of Surabaya awakened Indonesian and International people to support the Indonesian national revolution.	**7. Assess** a. Students can accept the feedback from audience/friends b. Students can self-assess their assessment of work (answer the questions' activity) c. Students can consider what could be done better next time **8. Apply** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity this supported with teacher' book; Page 107 **Task 3** **Identifying text structure** -Guru bertanya pada siswa tentang bagaimana ide/informasi dalam *recount text (struktur text)* disusun. -Guru menahan diri untuk tidak langsung menerangkan tetapi membimbing siswa supaya bisa ingat dengan memberikan pertanyaan sambil meminta siswa melihat teks bacaan. -Setelah siswa mengingat kembali struktur teks recount, siswa diminta mengisi diagram tentang struktur teks bacaan. -Siswa berkerja secara individual terlebih dahulu, setelah itu saling dicocokkan. - Tentang details dari kejadian, jika siswa mengurutkan lebih dari 9 atau 10 kejadian, sebaiknya dianggap benar asalkan urutan kejadiannya tidak salah. - *What is a recount text? Is Didi's entry of his diary an example of a recount text?* - *Why do you think so?* - *Do you still remember how ideas in a recount text are arranged?* - *How does a recount text start? (introducing the context)* - *How do you call that? (orientation)* - *What comes after that? (events)* - *How should we write the events? (based on chronological order /when it happened)* - *Which should be written first? Which should be written after that? Next?* - *How do we end the story? (by writing a comment or what we felt about the experience)* - *As you have remembered the arrangement of ideas in a recount text, it's time to analyze this entry of Didi's diary. Complete the diagram of the entry.*

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The criterion on identify components are define the topic, determine and understand the audience that is student friend, choose the relevant format for the finished product, identify the key words (it can be showed with important words), and identify different types of resources where information may be found.

The criterion on explore components are when the textbook can guide the students to find information appropriate to the chosen topic and located resources appropriate to the chosen topic this is supported by teacher' book that showed about instruction on reading' activity.

The criterion of selected empowering 8 components here obtained from the students' textbook are choose relevant information; determine which sources are too easy, too hard, or just right; and record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc.

The criterion of organize components obtained from students' textbook that are sort the information; distinguish between fact, opinion and fiction; sequence the information in a logical order; and use visual organizers to compare or contrast information.

The criterion of create components obtained from students' textbook are prepare information in their own words in a meaningful way and revise and edit, alone or with a peer.

The criterion of assess components obtained from students' textbook are accept feedback from other students, self-assess one's performance in response to the teacher's assessment of the work, and reflect on how well they have done

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The criterion of apply components obtained from students' textbook are review the feedback and assessment provide, use the feedback and assessment for the next learning activity /task and endeavor to use the knowledge gained in a variety of new situations.

Task 4.10: The result of analyzed chapter 10 based on Empowering 8 components

No.	Chapter on English students' textbook	Empowering 8 components	Findings Reading' activity	Reason
10.	**Chapter 10** B.J. Habibie	**1. Identify** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search strategy f. Identify different types of resources where information may be found **2. Explore** a. Locate	a. Page 134 READING COMPREHENSION B.J. HABIBIE Bacharuddin Jusuf Habibie known as BJ. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died. Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title *Diplom-Ingenieur*. Source: http://pagesuzy.com/go/idea/ornam-albumby/2002/7782/2002/7810 Picture 10.2 He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree. In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on 12 May 1962, returning to Germany shortly afterwards. Habibie and his wife settled in Aachen for a short period before moving to Oberforstbach. In May 1963 they had their first son, Ilham Akbar Habibie, and later another son, Thareq Kemal Habibie. When Habibie's minimum wage salary forced him into part-time work, he found employment with the Automotive Marque Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn. Due to his work with Makosh, the head of train constructions offered his position to Habibie upon his retirement three years later, but Habibie refused. Habibie did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Theorem, and Habibie Method, respectively. He worked for Messerschmit on the development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company. In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto's drive to develop the country. Habibie initially served as a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN). In 1978, he was appointed as Minister of Research and Technology. Habibie was elected vice president in March 1998. On 21 May 1998, Suharto publicly announced his resignation and Habibie was immediately sworn in as president. Habibie's government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto's presidency. Since relinquishing the presidency, Habibie has spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang Yudoyono's presidency. In September 2006, he released a book called *Detik-Detik Yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi* (Decisive Moments: Indonesia's Long Road Towards Democracy). The book recalled the events of May 1998. (Adapted from: http://en.wikipedia.org/wiki/B._J._Habibie)	**1. Identify** a. This instructions, can guide the students to identify the topic of material, that is about figures b. Read the text, email as example make students know with who they talk about material d. By reading the text, students can identify the keywords f. Students can identify the resource that is website. **3. Select** a. Students can select to identify the proses/sequence

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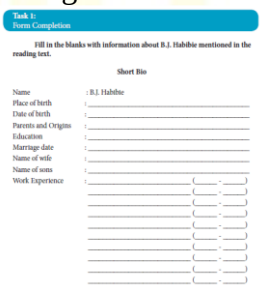
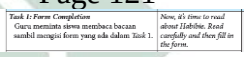
		resources appropriate to the chosen topic b. Find information appropriate to the chosen topic c. Do interviews, field trips or other outside research **3. Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate citations **4. Organize** a. Sort the	b. Page 136  Task 1: Form Completion Fill in the blanks with information about B.J. Habibie mentioned in the reading text. Short Bio Name : B.J. Habibie Place of birth : _____ Date of birth : _____ Parents and Origins : _____ Education : _____ Marriage date : _____ Name of wife : _____ Name of sons : _____ Work Experience : _____ (___ - ___) _____ (___ - ___) _____ (___ - ___) _____ (___ - ___) _____ (___ - ___) _____ (___ - ___) _____ (___ - ___) _____ (___ - ___)	of material as relevant information c. students can make outline the important information **4. Organize** a. Students can sort the information based on the text b. Students can distinguish between fact, opinion, and fiction this supported by teacher' book; Page 121  Task 1: Form Completion Guru meminta siswa membaca bacaan sambil mengisi form yang ada dalam Task 1. Now, it's time to read about Habibie. Read carefully and then fill in the form. **2. Explore** With Task 2 here, c. Students can explore the information that has related with d. **3. Select** e. Students can select the important information from the textbook that has related with the material; make the outline **4. Organize** d. Can organize the sequence of information in a logical order

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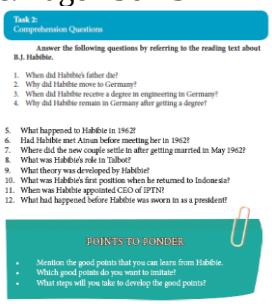
		information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources d. Sequence the information in a logical order e. Use visual organizers to compare or contrast information **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer c. Finalize the bibliographic format **6. Present** a. Practice for presentation activity b. Share the information with an appropriate audience c. Display the information in an appropriate format to	c. Page 136-137  Task 2: Comprehension Questions Answer the following questions by referring to the reading text about B.J. Habibie. 1. When did Habibie's father die? 2. Why did Habibie move to Germany? 3. When did Habibie receive a degree in engineering in Germany? 4. Why did Habibie remain in Germany after getting a degree? 5. What happened to Habibie in 1962? 6. Had Habibie met Ainun before meeting her in 1962? 7. Where did the new couple settle in after getting married in May 1962? 8. What was Habibie's role in Talbot? 9. What theory was developed by Habibie? 10. What was Habibie's first position when he returned to Indonesia? 11. When was Habibie appointed CEO of IPTN? 12. What had happened before Habibie was sworn in as a president? POINTS TO PONDER • Mention the good points that you can learn from Habibie. • Which good points do you want to imitate? • What steps will you take to develop the good points?	**5. Create** a. Students can create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends **7. Assess** a. Students can accept the feedback from audience/friends b. Students can self-assess their assessment of work (answer the questions' activity) c. Students can consider what could be done better next time **8. Apply** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity. This activities supported by teacher' book

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		suit the audience d. Set up and use equipment properly **7. Assess** a. Accept feedback from other students b. Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done d. Determine if new skills were learned e. Consider what could be done better next time **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c. Endeavour to use the		guide; Page 121 *Task 2: Comprehension Questions* — Guru minta siswa menjawab pertanyaan dalam *Comprehension Questions.* — *Answer the questions based on the text.*

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		knowledge gained in a variety of new situations d. Determine in what other subjects these skills can now be used e. Add product to a portfolio of productions		

The criterion on identify components are define the topic, determine and understand the audience that is student friend, choose the relevant format for the finished product, identify the key words (it can be showed with important words), and identify different types of resources where information may be found.

The criterion on explore components are when the textbook can guide the students to find information appropriate to the chosen topic and located resources appropriate to the chosen topic this is supported by teacher' book that showed about instruction on reading' activity.

The criterion of selected empowering 8 components here obtained from the students' textbook are choose relevant information; determine which sources are too easy, too hard, or just right; and record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc.

The criterion of organize components obtained from students' textbook that are sort the information; distinguish between fact, opinion and fiction;

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sequence the information in a logical order; and use visual organizers to compare or contrast information.

The criterion of create components obtained from students' textbook are prepare information in their own words in a meaningful way and revise and edit, alone or with a peer.

The criterion of assess components obtained from students' textbook are accept feedback from other students, self-assess one's performance in response to the teacher's assessment of the work, and reflect on how well they have done

The criterion of apply components obtained from students' textbook are review the feedback and assessment provide, use the feedback and assessment for the next learning activity /task and endeavor to use the knowledge gained in a variety of new situations.

Table 4.11: The result of analyzed chapter 11 based on Empowering 8 components

No.	**Chapter on English students' textbook**	**Empowering 8 components**	**Findings** Reading' activity	**Reason**
11.	**Chapter 11** Cut Nyak Dhien	**1. Identify** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant	a. Page 145-146	**1. Identify** a. This instructions, can guide the students to identify the topic of material, that is about figures b. by reading the

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		format for the finished product d. Identify the key words e. Plan a search strategy f. Identify different types of resources where information may be found **2. Explore** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic c. Do interviews, field trips or other outside research **3. Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information	**READING COMPREHENSION** CUT NYAK DHIEN Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government. Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Ulèè Balang aristocratic class in VI *mukim*, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve. On 26 March 1873, the Dutch declared war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI *mukim* in 1873, followed by the Sultan's Palace in 1874. Source: http://treasquility-bali.blogspot.com Picture 11.2 The war continued, and the Acehnese declared Holy War against the Dutch, and were engaged in guerrilla warfare. Undersupplied, Teuku Umar surrendered to the Dutch forces on September 30, 1893 along with 250 of his men. The Dutch army welcomed him and appointed him as a commander, giving him the title of Teuku Umar Johan Pahlawan. However, Teuku Umar secretly planned to betray the Dutch. Two years later Teuku Umar set out to assault Aceh, but he instead deserted with his troops taking with them heavy equipment, weapons, and ammunition, using these supplies to help the Acehnese. This is recorded in Dutch history as "Het verraad van Teukoe Oemar" (the treason of Teuku Umar). The Dutch general Johannes Benedictus van Heutsz sent a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh. When Cut Gambang cried over his death, Cut Nyak Dhien slapped her and then she hugged her and said: "As Acehnese women, we may not shed tears for those who have been martyred." After her husband died, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh. Furthermore, Cut Nyak Dhien suffered from nearsightedness and arthritis as she got older. The number of her troops was also decreasing and they suffered from lack of supplies. One of her troops, Pang Laot, told the Dutch the location of her headquarters in Beutong Le Sageu. The Dutch attacked, catching Dhien and her troops by surprise. Despite desperately fighting back, Dhien was captured. Her daughter, Cut Gambang, escaped and continued the resistance. Dhien was brought to Banda Aceh and her myopia and arthritis slowly healed, but in the end she was exiled to Sumedang, West Java because the Dutch were afraid she would mobilize the resistance of Aceh people. She died on 6 November 1908. (Adapted from: http://en.wikipedia.org/wiki/Cut_Nyak_Dhien) Note: Mukim is an area consisting of 5 villages	text, email as example make students know with who they talk about material c. Choose the relevant format for the finished product, with this text students can choose anything that needs d. By reading the text, students can identify the keywords f. Students can identify the resource that is website. **3. Select** a. Students can select to identify the proses/sequence of material as relevant information c. students can make outline the important information **4. Organize** a. Students can sort the information based on the text b. Students can distinguish between fact, opinion, and

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		through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate citations **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources d. Sequence the information in a logical order e. Use visual organizers to compare or contrast information **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer	b. Page 147 **Task 1: Form Completion** **Fill in the blanks with information about Cut Nyak Dhien mentioned in the reading text.** **Short Bio** Name : Cut Nyak Dhien Place of birth : _____ Date of birth : _____ Place of death : _____ Date of death : _____ Parents and Origins : _____ Names of husband : _____ Name of daughter : _____ Important Dates on War : _____ : _____ : _____ : _____ c. Page 147-148 **Task 2: Comprehension Questions** **Answer the following questions by referring to the reading text about Cut Nyak Dhien!** 1. When was Cut Nyak Dhien awarded the title of Indonesian National Hero? 2. Tell your classmates about Cut Nyak Dhien's parents! 3. What education did she receive when she was young? 4. Who was Teuku Cik Ibrahim Lamnga? 5. When did the Aceh war start? 6. What happened in Aceh in 1874? 7. Why did Cut Nyak Dhien swear to destroy the Dutch? 8. What was the effect of Cut Nyak Dhien's marriage to Teuku Umar on the Aceh armies? 9. Why did Teuku Umar surrender to the Dutch in 1893? 10. How was Teuku Umar killed? 11. According to the text, how should an Acehnese woman respond to the death of her family member in a war? 12. What did Cut Nyak Dhien suffer from when she was old? 13. What was done by Cut Gambang after Cut Nyak Dhien was captured? 14. When Cut Nyak Dhien was brought to Banda Aceh, was her nearsightedness getting better? 15. Why did the Dutch put her into exile in Sumedang? 16. Had you lived close to Cut Nyak Dhien, what would you have done to support her efforts in fighting against the Dutch colonialization? **POINTS TO PONDER** • Imagine that you had lived in Cut Nyak Dhien's era. What would you have done? Why? • Can you imagine what would have happened without the presence of people like Cut Nyak Dhien? • Do you feel thankful to her and her people? How will you express your thankfulness?	fiction this supported by teacher' book; Page 130 **Task 1: Form Completion** - Guru menunjukkan gambar Cut Nyak Dhien dalam ukuran besar dan meminta siswa untuk menebak gambar tersebut. - Guru meminta siswa menyebutkan apa yang mereka ketahui tentang Cut Nyak Dhien. - Guru meminta siswa membaca bacaan dan mengecek apakah yang mereka ketahui tentang Cut Nyak Dhien sama dengan isi bacaan. - Guru meminta siswa mengisi *form* yang ada dalam Task 1. *Now, look at this picture. Who is the woman? What do know about her?* *Well, now it's time read. Check whether you have known a information about* **2. Explore** With Task 2 here, e. Students can explore the information that has related with **3. Select** a. Students can select the important information from the textbook that has related with the material; make the outline **4. Organize** d. Can organize the sequence of information in a logical order **5. Create** a. Students can create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone

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		c. Finalize the bibliographic format **6. Present** a. Practice for presentation activity b. Share the information with an appropriate audience c. Display the information in an appropriate format to suit the audience d. Set up and use equipment properly **7. Assess** a. Accept feedback from other students b. Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done d. Determine if new skills were learned e. Consider		or with friends **7. Assess** a. Students can accept the feedback from audience/friends b. Students can self-assess their assessment of work (answer the questions' activity) c. Students can consider what could be done better next time **8. Apply** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity This activities supported by teacher' book guide; Page 130 Task 2: Comprehension Questions - Guru minta siswa menjawab pertanyaan dalam *Comprehension Questions* | *Answer the questions based on the text.*

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		what could be done better next time **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c. Endeavour to use the knowledge gained in a variety of new situations d. Determine in what other subjects these skills can now be used e. Add product to a portfolio of productions		

The criterion on identify components are define the topic, determine and understand the audience that is student' friend, choose the relevant format for the finished product, identify the key words (it can be showed with important words), and identify different types of resources where information may be found.

The criterion on explore components are when the textbook can guide the students to find information appropriate to the chosen topic and located resources

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appropriate to the chosen topic this is supported by teacher' book that showed about instruction on reading' activity.

The criterion of selected empowering 8 components here obtained from the students' textbook are choose relevant information; determine which sources are too easy, too hard, or just right; and record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc.

The criterion of organize components obtained from students' textbook that are sort the information; distinguish between fact, opinion and fiction; sequence the information in a logical order; and use visual organizers to compare or contrast information.

The criterion of create components obtained from students' textbook are prepare information in their own words in a meaningful way and revise and edit, alone or with a peer.

The criterion of assess components obtained from students' textbook are accept feedback from other students, self-assess one's performance in response to the teacher's assessment of the work, and reflect on how well they have done

The criterion of apply components obtained from students' textbook are review the feedback and assessment provide, use the feedback and assessment for the next learning activity /task and endeavor to use the knowledge gained in a variety of new situations.

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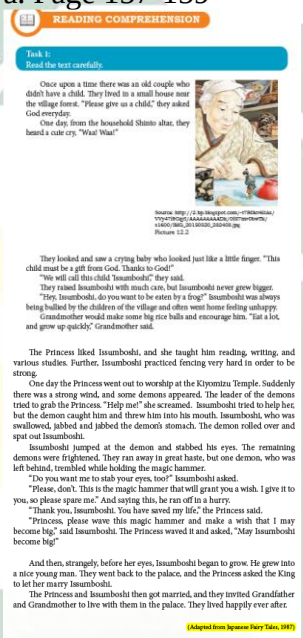
Table 4.12: The result of analyzed chapter 12 based on Empowering 8 components

No.	Chapter on English students' textbook	Empowering 8 components	Findings Reading' activity	Reason
12.	**Chapter 12** Issumboshi	**1. Identify** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search strategy f. Identify different types of resources where information may be found **2. Explore** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen	a. Page 157-159  READING COMPREHENSION Task 1: Read the text carefully. Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday. One day, from the household Shinto altar, they heard a cute cry. "Waa! Waa!" Source: http://2.bp.blogspot.com/-v7Hkw-mlsk/TVyvTfCGqI/AAAAAAAAZ0c/OIIT1ewOkwY8/s1600/Bab2_20110320_202403.jpg Picture 12.2 They looked and saw a crying baby who looked just like a little finger. "This child must be a gift from God. Thanks to God!" "We will call this child 'Issumboshi'," they said. They raised Issumboshi with much care, but Issumboshi never grew bigger. "Hey, Issumboshi, do you want to be eaten by a frog?" Issumboshi was always being bullied by the children of the village and often went home feeling unhappy. Grandmother would make some big rice balls and encourage him. "Eat a lot, and grow up quickly," Grandmother said. The Princess liked Issumboshi, and she taught him reading, writing, and various studies. Further, Issumboshi practiced fencing very hard in order to be strong. One day the Princess went out to worship at the Kiyomizu Temple. Suddenly there was a strong wind, and some demons appeared. The leader of the demons tried to grab the Princess. "Help me!" she screamed. Issumboshi tried to help her, but the demon caught him and threw him into his mouth. Issumboshi, who was swallowed, jabbed and jabbed the demon's stomach. The demon rolled over and spat out Issumboshi. Issumboshi jumped at the demon and stabbed his eyes. The remaining demons were frightened. They ran away in great haste, but one demon, who was left behind, trembled while holding the magic hammer. "Do you want me to stab your eyes, too?" Issumboshi asked. "Please, don't. This is the magic hammer that will grant you a wish. I give it to you, so please spare me." And saying this, he ran off in a hurry. "Thank you, Issumboshi. You have saved my life," the Princess said. "Princess, please wave this magic hammer and make a wish that I may become big," said Issumboshi. The Princess waved it and asked, "May Issumboshi become big!" And then, strangely, before her eyes, Issumboshi began to grow. He grew into a nice young man. They went back to the palace, and the Princess asked the King to let her marry Issumboshi. The Princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after. (Adapted from Japanese Fairy Tales, 1987)	**1. Identify** a. This instructions, can guide the students to identify the topic of material, that is about figures b. by reading the text, email as example make students know with who they talk about material c. Choose the relevant format for the finished product, with this text students can choose anything that needs d. By reading the text, students can identify the keywords f. Students can identify the resource that is website. **3. Select** a. Students can select to identify the proses/sequence

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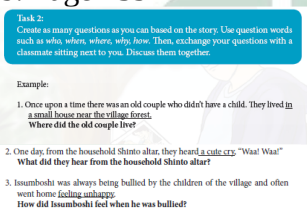
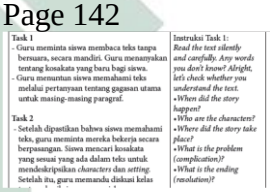
		topic c. Do interviews, field trips or other outside research **3. Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate citations **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources	b. Page 159  **Task 2:** Create as many questions as you can based on the story. Use question words such as *who, when, where, why, how*. Then, exchange your questions with a classmate sitting next to you. Discuss them together. Example: 1. Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. **Where did the old couple live?** 2. One day, from the household Shinto altar, they heard a cute cry. "Waa! Waa!" **What did they hear from the household Shinto altar?** 3. Issumboshi was always being bullied by the children of the village and often went home feeling unhappy. **How did Issumboshi feel when he was bullied?**	of material as relevant information c. students can make outline the important information **4. Organize** a. Students can sort the information based on the text b. Students can distinguish between fact, opinion, and fiction this supported by teacher' book; Page 142  **Task 1** - Guru meminta siswa membaca teks tanpa bersuara, secara mandiri. Guru menanyakan tentang kosakata yang baru bagi siswa. - Guru menuntun siswa memahami teks melalui pertanyaan tentang gagasan utama untuk masing-masing paragraf. **Task 2** - Setelah dipastikan bahwa siswa memahami teks, guru meminta mereka bekerja secara berpasangan. Siswa mencari kosakata yang sesuai yang ada dalam teks untuk mendeskripsikan *characters* dan *setting*. Setelah itu, guru memandu diskusi kelas Instruksi Task 1: *Read the text silently and carefully. Any words you don't know? Alright, let's check whether you understand the text.* •*When did the story happen?* •*Who are the characters?* •*Where did the story take place?* •*What is the problem (complication)?* •*What is the ending (resolution)?* **2. Explore** With Task 2 here, b. Students can explore the information that has related with **5. Create** a. Students can create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or

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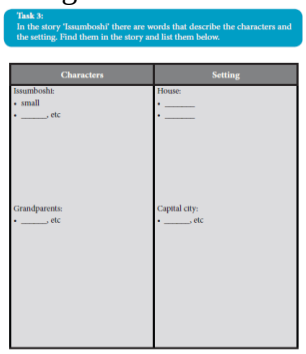
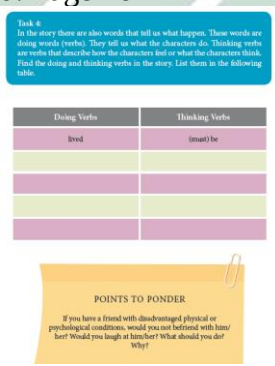
		d. Sequence the information in a logical order e. Use visual organizers to compare or contrast information **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer c. Finalize the bibliographic format **6. Present** a. Practice for presentation activity b. Share the information with an appropriate audience c. Display the information in an appropriate format to suit the audience d. Set up and use equipment properly **7. Assess**	c. Page 160  Task 3: In the story 'Isaumboshi' there are words that describe the characters and the setting. Find them in the story and list them below. Characters: Isaumboshi: • small • _____, etc; Grandparents: • _____, etc Setting: House: • _____ • _____; Capital city: • _____, etc d. Page 161  Task 4: In the story there are also words that tell us what happen. These words are doing words (verbs). They tell us what the characters do. Thinking verbs are verbs that describe how the characters feel or what the characters think. Find the doing and thinking verbs in the story. List them in the following table. Doing Verbs: lived Thinking Verbs: (must) be POINTS TO PONDER If you have a friend with disadvantaged physical or psychological conditions, would you not befriend with him/her? Would you laugh at him/her? What should you do? Why?	with friends **2. Explore** With Task 3 here, b. Students can explore the information that has related with **4. Organize** d. Can organize the sequence of information in a logical order **5. Create** a. Students can create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends **7. Assess** a. Students can accept the feedback from audience/friends b. Students can self-assess their assessment of work (answer the questions' activity) c. Students can consider what could be done better next time

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		a. Accept feedback from other students b. Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done d. Determine if new skills were learned e. Consider what could be done better next time **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c. Endeavour to use the knowledge gained in a variety of new situations d. Determine in what other subjects		**8. Apply** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity This activities supported by teacher' book guide; Page 142 **Task 2** - Setelah dipastikan bahwa siswa memahami teks, guru meminta mereka bekerja secara berpasangan. Siswa mencari kosakata yang sesuai yang ada dalam teks untuk mendeskripsikan *characters* dan *setting*. Setelah itu, guru memandu diskusi kelas tentang hasil siswa mengerjakan secara berpasangan. **Task 3:** - Guru menugasi siswa mengerjakan Task 3 secara mandiri, lalu secara berpasangan, dan akhirnya secara bersama-sama di kelas. Guru memberi contoh *doing verbs* dan *thinking verbs*. *•Who are the characters?* *•Where did the story take place?* *•What is the problem (complication)?* *•What is the ending (resolution)?* Instruksi Task 2: *Well, students. Now identify the words in the text that describe the characters and the settings. Work with your friends to find the words. Look at the examples.* *Let's check together.* Page 143 Instruksi Task 3: *Do Task 3. Some verbs that tell what the characters are doing are called as doing verbs.* **Task 4:** - Kegiatan ini dimaksudkan untuk mengembangkan kreativitas siswa. Guru memberikan beberapa contoh tentang membuat kalimat tanya. *Thinking verbs tell how the characters felt and what they thought. Look at the examples. OK. Then, check your work with your partner. OK. Let's check together.* Instruksi Task 4: *Please study the examples there. See that you have question words like* **what, where, how, why, etc.** *Notice how we can make questions using those words.* Page 130 **Task 1: Form Completion** - Guru menunjukkan gambar Cut Nyak Dhien dalam ukuran besar dan meminta siswa untuk mesebak gambar tersebut. - Guru meminta siswa menyebutkan apa yang mereka ketahui tentang Cut Nyak Dhien. - Guru meminta siswa membaca bacaan dan mengecek apakah yang mereka ketahui tentang Cut Nyak Dhien sama dengan isi bacaan. - Guru meminta siswa mengisi *form* yang ada dalam Task 1. *Now, look at this picture. Who is this woman? What do you know about her?* *Well, now it's time to read. Check whether you have known all the information about her.* **Task 2: Comprehension Questions** - Guru minta siswa menjawab pertanyaan dalam *Comprehension Questions* *Answer the questions based on the text.*

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		these skills can now be used e. Add product to a portfolio of productions		

The criterion on identify components are define the topic, determine and understand the audience that is student friend, choose the relevant format for the finished product, identify the key words (it can be showed with important words), and identify different types of resources where information may be found.

The criterion on explore components are when the textbook can guide the students to find information appropriate to the chosen topic and located resources appropriate to the chosen topic this is supported by teacher' book that showed about instruction on reading' activity.

The criterion of selected empowering 8 components here obtained from the students' textbook are choose relevant information; determine which sources are too easy, too hard, or just right; and record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc.

The criterion of organize components obtained from students' textbook that are sort the information; distinguish between fact, opinion and fiction; sequence the information in a logical order; and use visual organizers to compare or contrast information.

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The criterion of create components obtained from students' textbook are prepare information in their own words in a meaningful way and revise and edit, alone or with a peer.

The criterion of assess components obtained from students' textbook are accept feedback from other students, self-assess one's performance in response to the teacher's assessment of the work, and reflect on how well they have done

The criterion of apply components obtained from students' textbook are review the feedback and assessment provide, use the feedback and assessment for the next learning activity /task and endeavor to use the knowledge gained in a variety of new situations.

Table 4.13: The result of analyzed chapter 13 based on Empowering 8 components

No.	**Chapter on English students' textbook**	**Empowering 8 components**	**Findings** Reading' activity	**Reason**
13.	**Chapter 13** Malin Kundang	**1. Identify** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the	a. Page 172-173 READING Read the following text, and then answer the following questions. THE LEGEND OF MALIN KUNDANG A long time ago, in a small village near the beach in West Sumatra lived a woman and her son. Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town. "Malin Kundang has become rich and now he is here". An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quarters, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone. Taken with adaptation from: http://indonesia-digest.blogspot.com/2009/03/ancient-story-of-malin-kundang.html	**1. Identify** a. This instructions, can guide the students to identify the topic of material, that is b. by reading the text, email as example make students know with who they talk about

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		key words e. Plan a search strategy f. Identify different types of resources where information may be found **2. Explore** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic c. Do interviews, field trips or other outside research **3. Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information through note making or making a visual		material c. Choose the relevant format for the finished product, with this text students can choose anything that needs d. By reading the text, students can identify the keywords f. Students can identify the resource that is website**.** **3. Select** a. Students can select to identify the proses/sequence of material as relevant information c. students can make outline the important information **4. Organize** a. Students can sort the information based on the text b. Students can distinguish between fact, opinion, and fiction

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		organizer such as a chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate citations **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources d. Sequence the information in a logical order e. Use visual organizers to compare or contrast information **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer c. Finalize the bibliographic format	COMPREHENSION QUESTIONS 1. Why did Malin Kundang and his mother have to live hard? 2. Give an example that Malin Kundang was a healthy, dilligent, and strong boy! 3. How did the merchant allow Malin Kundang to join him in the sail? 4. What happened many years after Malin Kundang join the sail? 5. How did the local people react when they saw Malin Kundang landing on the coast? 6. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast? 7. What made Malin Kundang's mother sad and angry? 8. What did she do when Malin Kundang denied that she was his mother? 9. How did the curse happen? 10. What is the moral of the story? POINTS TO PONDER • How should children behave to parents? • Is there any religious teaching regarding this?	**2. Explore** With this task here, b. Students can explore the information that has related with **5. Create** a. Students can create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends **7. Assess** a. Students can accept the feedback from audience/friends b. Students can self-assess their assessment of work (answer the questions' activity) c. Students can consider what could be done better next time **8. Apply** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use

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		6. Present a. Practice for presentation activity b. Share the information with an appropriate audience c. Display the information in an appropriate format to suit the audience d. Set up and use equipment properly **7. Assess** a. Accept feedback from other students b. Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done d. Determine if new skills were learned e. Consider what could be done better next time		the feedback or assessment for next activity This activities supported by teacher' book; Page 150 - Guru meminta siswa untuk membaca teks dalam hati secara individual. - Guru meminta siswa untuk melihat kembali *section* B jika siswa menemukan kata-kata atau ungkapan sulit yang ditemukan dalam teks tersebut. - Guru meminta siswa mengerjakan soal secara individual. - Guru membahas jawaban yang benar untuk kesepuluh pertanyaan dalam *section* ini (kunci jawaban tersedia).

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		8. Apply a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c. Endeavour to use the knowledge gained in a variety of new situations d. Determine in what other subjects these skills can now be used e. Add product to a portfolio of productions		

The criterion on identify components are define the topic, determine and understand the audience that is student friend, choose the relevant format for the finished product, identify the key words (it can be showed with important words), and identify different types of resources where information may be found.

The criterion on explore components are when the textbook can guide the students to find information appropriate to the chosen topic and located resources

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appropriate to the chosen topic this is supported by teacher' book that showed about instruction on reading' activity.

The criterion of selected empowering 8 components here obtained from the students' textbook are choose relevant information; determine which sources are too easy, too hard, or just right; and record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc.

The criterion of organize components obtained from students' textbook that are sort the information; distinguish between fact, opinion and fiction; sequence the information in a logical order; and use visual organizers to compare or contrast information.

The criterion of create components obtained from students' textbook are prepare information in their own words in a meaningful way and revise and edit, alone or with a peer.

The criterion of assess components obtained from students' textbook are accept feedback from other students, self-assess one's performance in response to the teacher's assessment of the work, and reflect on how well they have done.

The criterion of apply components obtained from students' textbook are review the feedback and assessment provide, use the feedback and assessment for the next learning activity /task and endeavor to use the knowledge gained in a variety of new situations.

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Table 4.14: The result of analyzed chapter 14 based on Empowering 8 components

No.	Chapter on English students' textbook	Empowering 8 components	Findings Reading' activity	Reason
14.	**Chapter 14** Strong Wind	**1. Identify** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search strategy f. Identify different types of resources where information may be found **2. Explore** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen	a. Page 183-185 READING COMPREHENSION Task 1: Read the story and fill in the blanks with the following words: *tremble, lying, jealous, bow, long, fine, invisible, rope, gentle, rags.* STRONG WIND Once there was a great warrior named Strong Wind. He lived with his sister in a tent by the sea. Strong Wind was able to make himself _____ (1). His sister could see him, but no one else could. He had said he would marry the first woman who could see him as he came at the end of the day. Many women came up to his tent to watch for him. When his sister saw him coming, she would ask, "Do you see him?" Each girl would answer, "Oh, yes! I see him!" Then Strong Wind's sister would ask, "What is he pulling his sled with?" And then the girls would answer, "with a _____ (2)" or "with a wooden pole." Then Strong Wind's sister would know that they were lying, because their guesses were wrong. A chief lived in a village. His wife had died, and he had three daughters. One was much younger than the other two. She was gentle, kind and beautiful, but her sisters were _____ (3) of her and treated her badly. They cut off her long black hair and they made her wear rags. They also burned her face with coals so that she would be ugly. They lied to their father that she did these things to herself. But she remained calm and _____ (4). The two older sisters also went to try and see Strong Wind. When he was coming, Strong Wind's sister asked them, "Do you see him?" "Oh, yes! I see him!" Each of them answered. "What is his bow made out of?" asked Strong Wind's sister. "Out of iron," answered one. "Out of wood," answered the other. "You have not see him," said Strong Wind's sister. Strong Wind himself heard them and knew that they had lied. They went into the tent, but still they could not see him. They went home very sad. One day the youngest daughter went to try and see Strong Wind. She was wearing _____ (5), and burn covered her face. People laughed at her, but she kept going. When she got to Strong Wind's tent she waited. When Strong Wind was coming, his sister asked the girl, "Do you see him?" "No," the girl answered. "I don't see him." Strong Wind's sister was surprised because the girl had told the truth. "Now do you see him?" asked Strong Wind's sister. "Yes," answered the girl. "Now, I do see him. He is very wonderful." Source: Dokumen Kemdikbud Picture 14-3 "What is his _____ (6) made of?" asked Strong Wind's sister. "The rainbow," answered the girl. "And what is the bowstring made of?" asked Strong Wind's sister. "Of Stars," answered the girl. Then Strong Wind's sister knew that the girl could really see him. He had let her see him because she had told the truth. "You really have seen him," said Strong Wind's sister. Then the sister washed the girl, and all the burns went away. Her hair grew _____ (7) and black again. The sister dressed the girl in _____ (8) clothes. Strong Wind came and the girl became his wife. The girl's two older sisters were very angry, but Strong Wind turned them into aspen trees. Ever since that day, the leaves of the aspen tree always _____ (9) with fear wherever he comes near, because they know he remembers their _____ (10) and meanness. (taken from 'Using Folktales' by Eric E. Taylor).	**2. Identify** a. This instructions, can guide the students to identify the topic of material, with fill hidden word b. by reading the text, make students know with who they talk about material c. Choose the relevant format for the finished product, with this text students can choose anything that needs d. By reading the text, students can identify the keywords f. Students can identify the resource that is website. **3. Select** a. Students can select to identify the proses/sequence of material as

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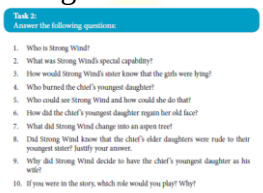
		topic c. Do interviews, field trips or other outside research **3. Select** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate citations **4. Organize** a. Sort the information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources	b. Page 185  Task 2: Answer the following questions: 1. Who is Strong Wind? 2. What was Strong Wind's special capability? 3. How would Strong Wind's sister know that the girls were lying? 4. Who burned the chief's youngest daughter? 5. Who could see Strong Wind and how could she do that? 6. How did the chief's youngest daughter regain her old face? 7. What did Strong Wind change into an aspen tree? 8. Did Strong Wind know that the chief's elder daughters were rude to their youngest sister? Justify your answer. 9. Why did Strong Wind decide to have the chief's youngest daughter as his wife? 10. If you were in the story, which role would you play? Why?	relevant information c. students can make outline the important information **4. Organize** a. Students can sort the information based on the text b. Students can distinguish between fact, opinion, and fiction **2. Explore** With this task here, a. Students can explore the information that has related with **5. Create** a. Students can create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends **7. Assess** a. Students can accept the feedback from audience/friends b. Students can self-

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		d. Sequence the information in a logical order e. Use visual organizers to compare or contrast information **5. Create** a. Prepare information in their own words in a meaningful way b. Revise and edit, alone or with a peer c. Finalize the bibliographic format **6. Present** a. Practice for presentation activity b. Share the information with an appropriate audience c. Display the information in an appropriate format to suit the audience d. Set up and use equipment properly **7. Assess**		assess their assessment of work (answer the questions' activity) c. Students can consider what could be done better next time **8. Apply** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity This activities supported by teacher' book; Page 160 Task 1: Form Completion - Guru melakukan appersepsi. Guru bertanya tentang angin, *"Can you see wind? What is the color of the wind?" "When trees are blown by wind, what happens?" "Do you know the story about the wind and the trees?" "Can you guess what's the story about?"* - Guru meminta siswa membaca bacaan dan mengisi titik-titik dengan kata-kata yang telah disediakan. - Guru mengecek apakah prediksi siswa tentang cerita angin benar dan mengecek isian siswa pada titik-titik yang tersedia. *Well, now it's time to read. Check whether you can fill in the blanks.* Page 161 Task 2: Comprehension Questions - Guru minta siswa menjawab pertanyaan dalam *Comprehension Questions* *Answer the questions based on the text.*

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		a. Accept feedback from other students b. Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done d. Determine if new skills were learned e. Consider what could be done better next time **8. Apply** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c. Endeavour to use the knowledge gained in a variety of new situations d. Determine in what other subjects		

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		these skills can now be used e. Add product to a portfolio of productions		

The criterion on identify components are define the topic, determine and understand the audience that is student friend, choose the relevant format for the finished product, identify the key words (it can be showed with important words), and identify different types of resources where information may be found.

The criterion on explore components are when the textbook can guide the students to find information appropriate to the chosen topic and located resources appropriate to the chosen topic this is supported by teacher' book that showed about instruction on reading' activity.

The criterion of selected empowering 8 components here obtained from the students' textbook are choose relevant information; determine which sources are too easy, too hard, or just right; and record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc.

The criterion of organize components obtained from students' textbook that are sort the information; distinguish between fact, opinion and fiction; sequence the information in a logical order; and use visual organizers to compare or contrast information.

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The criterion of create components obtained from students' textbook are prepare information in their own words in a meaningful way and revise and edit, alone or with a peer.

The criterion of assess components obtained from students' textbook are accept feedback from other students, self-assess one's performance in response to the teacher's assessment of the work, and reflect on how well they have done

The criterion of apply components obtained from students' textbook are review the feedback and assessment provide, use the feedback and assessment for the next learning activity /task and endeavor to use the knowledge gained in a variety of new situations.

B. Discussion

The result of this research are the components of information literacy based on the indicators contained in empowering 8 model in a English students' textbook X Grade 2017 revised edition from the government. Therefore, this study also aims to inform the empowering 8 components only from reading activity based on the instruction that analyzed into empowering 8 components and how this book representative about Information literacy. The result of analysis which have been completed by the data that taken from the document, taken from rubric analysis based on empowering 8 model of Information Literacy and grouping into suitable indicators that include in the Empowering 8 components.

The Information literacy based on Empowering 8 components in the students' textbook, researcher found that almost information literacy based

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Empowering 8 model is completed. Based on eight components of empowering 8 models; identify, explore, select, organize, create, present, assess and apply, some of which are not contained in the material chapter of the book.

The result of researcher analysis in the form of grouping based on Empowering 8 component from analysis 14 chapters, details of the researcher's concise analysis into a table as follows;

Table 4.15 The result of analyzed indicators that include into "Identify" component that found in chapter 1-14

No.	"Identify" component	Chapter
1.	a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search strategy f. Identify different types of resources where information may be found	**Chapter 1**; a. Define the topic/subject by reading the text, email as example make students know with who they talk about material c. Choose the relevant format for the finished product, with this text students can choose anything that needs to be told to do "self-introduction" d. By reading the text, students can identify the keywords that often used for "Talking About Self" material f. Students can identify the resource that is email as one of how to introduce they-self**.**
2.		**Chapter 2;** a. Students can identify the topic/subject, It showed with blue instruction, students should "pay attention about the expressions and responses based on the dialogue text" d. Students can identify the keywords - it supported with the dialogue text on Task 1 c. Students can understand the audience (everyone not always friends) d. Identify the key words of words that used for "expression and congratulation

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3.		**Chapter 3;** a. Define the topic/subject b. Determine and understand the audience d. Identify the key words
4.		**Chapter 4;** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search strategy, with this dialogue students can imagine what the place that they know and know the meaning of "place" it-self f. Identify different types of resources where information may be found, its based on the resource that found in under dialogue
5.		**Chapter 5;** a. Define the topic/subject, with this text students can know the topic about "let's visit Niagara Falls" b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words e. Plan a search strategy, with this dialogue students can imagine what the picture about based on paragraph above f. Identify different types of resources where information may be found, it based on the resource that found in under dialogue
6.		**Chapter 6;** a. Define the topic/subject b. Determine and understand the audience c. Choose the relevant format for the finished product d. Identify the key words f. Identify different types of resources where information may be found
7.		**Chapter 7;** a. Define the topic/subject b. Determine and understand the audience d. Identify the key words
8.		**Chapter 8;** a. Define the topic/subject b. Determine and understand the audience d. Identify the key words

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		f. Identify different types of resources where information may be found
9.		**Chapter 9;** a. Students to identify the topic of material, that is talk about history "The Battle of Surabaya" b. Read the text, email as example make students know with who they talk about material d. By reading the text, students can identify the keywords that often use, or the important key words like; heroes' day, the date and that has related with "The battle of Surabaya" f. Students can identify the resource that is website under the text.
10.		**Chapter 10;** a. The students to identify the topic of material, that is about figures b. Read the text, email as example make students know with who they talk about material d. By reading the text, students can identify the keywords f. Students can identify the resource that is website**.**
11.		**Chapter 11;** a. The students to identify the topic of material, that is about figures b. Read the text, email as example make students know with who they talk about material c. Choose the relevant format for the finished product, with this text students can choose anything that needs d. By reading the text, students can identify the keywords f. Students can identify the resource that is website**.**
12.		**Chapter 12;** a. The students to identify the topic of material, that is about figures b. Read the text, email as example make students know with who they talk about material c. Choose the relevant format for the finished product, with this text students can choose anything that needs d. By reading the text, students can identify the keywords f. Students can identify the resource that is

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		website**.**
13.		**Chapter 13;** a. The students to identify the topic of material, that is b. Read the text, email as example make students know with who they talk about material c. Choose the relevant format for the finished product, with this text students can choose anything that needs d. By reading the text, students can identify the keywords f. Students can identify the resource that is website
14.		**Chapter 14;** a. The students to identify the topic of material, with fill hidden word b. Read the text, make students know with who they talk about material c. Choose the relevant format for the finished product, with this text students can choose anything that needs d. By reading the text, students can identify the keywords f. Students can identify the resource that is website**.**

Based on the table of analysis results above, six indicators of "Identify" component are not all fulfilled in chapters 1-14. But some only fulfill the indicator for the most, namely 5 indicators in chapter 1, chapter 4, chapter 5, chapter 6, chapter 11, chapter 12, chapter 13, and chapter 14. While for indicators from "identify" the least component is 3 indicators found in chapters 3 and 7. The indicators that often found in chapter 1 until chapter 14 are; (a)The students to identify the topic of material, that is about figures (b) Read the text, email as example make students know with who they talk about material (c)Choose the relevant format for the finished product, with this text students can choose

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anything that needs (d)By reading the text, students can identify the keywords (f)Students can identify the resource that is website**.**

Table 4.16 The result of analyzed indicators that include into "Explore" component that found in chapter 1-14

No.	"Explore" component	Chapter
1.	b. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic c. Do interviews, field trips or other outside research	**Chapter 1**; b. Students can explore the information that has related with "Talking about Self" topic. (Like yellow highlight above). This supported by students'
2.		**Chapter 2;** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic, Students can explore the information that has related with
3.		**Chapter 3;** a Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic, Students can explore the information that has related with
4.		**Chapter 4;** b. Find information appropriate to the chosen topic, Students can explore the information that has related with
5.		**Chapter 5;** b. Find information appropriate to the chosen topic, Students can explore the information that has related with
6.		**Chapter 6;** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic, Students can explore the information that has related with
7.		**Chapter 7;** a. Locate resources appropriate to the chosen

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		topic b. Find information appropriate to the chosen topic, Students can explore the information that has related with
8.		**Chapter 8;** a. Locate resources appropriate to the chosen topic b. Find information appropriate to the chosen topic
9.		**Chapter 9;** b. Find information appropriate to the chosen topic
10.		**Chapter 10;** b. Find information appropriate to the chosen topic, Students can explore the information that has related with
11.		**Chapter 11;** b. Find information appropriate to the chosen topic
12.		**Chapter 12;** b. Find information appropriate to the chosen topic
13.		**Chapter 13;** b. Find information appropriate to the chosen topic, Students can explore the information that has related with
14.		**Chapter 14;** b. Find information appropriate to the chosen topic, Students can explore the information that has related with

Based on the table of analysis results above, three indicators of "Explore" component are not all fulfilled in chapters 1-14. But some only fulfill the indicator for the most, namely 2 indicators in chapter 2, chapter 3 and chapter 7. While for indicators from "Explore" the least component is 1 indicator found in all chapters except chapter 2, chapter 3, and chapter 7. The indicators that often found in chapter 1 until chapter 14 is “Find information appropriate to the chosen topic, Students can explore the information that has related with”.

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Table 4.17 The result of analyzed indicators that include into "Select" component that found in chapter 1-14

No.	"Select" Component	Chapter
1.	a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc d. Identify the stages in the process e. Collect appropriate citations	**Chapter 1**; a. Students can select to identify the proses/sequence of material as relevant information (example; name, hobbies, family) c. Students can make outline or note the important information
2.		**Chapter 2;** a. Students can select the important information from the textbook that has related with the material, c. Students can make outline or note the important information
3.		**Chapter 3;** a. Students can select to identify the proses/sequence of material as relevant information c. Students can make outline or note the important information
4.		**Chapter 4;** a. Students can select the important information from the textbook that has related with the material, c. Students can make outline or note the important information
5.		**Chapter 5;** a. Students can select the important information from the textbook that has related with the material, c. Students can make outline or note the important information
6.		**Chapter 6;** a. Students can select the important information from the textbook that has related with the material, c. Students can make outline or note the important information
7.		**Chapter 7;** a. Students can select the important information from the textbook that has related with the

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		material, c. Students can make outline or note the important information
8.		**Chapter 8;** a. Choose relevant information b. Determine which sources are too easy, too hard, or just right c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc
9.		**Chapter 9;** a. Students can select the important information from the textbook that has related with the material, c. Students can make outline or note the important information
10.		**Chapter 10;** a. Students can select the important information from the textbook that has related with the material, c. Students can make outline or note the important information
11.		**Chapter 11;** a. Students can select the important information from the textbook that has related with the material, c. Students can make outline or note the important information
12.		**Chapter 12;** a. Students can select the important information from the textbook that has related with the material, b. Students can make outline or note the important information
13.		**Chapter 13;** a. Students can select the important information from the textbook that has related with the material, c. Students can make outline or note the important information
14.		**Chapter 14;** a. Students can select the important information b. from the textbook that has related with the material,

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		c. Students can make outline or note the important information

Based on the table of analysis results above, five indicators of "Select" component are not all fulfilled in chapters 1-14. But some only fulfill the indicator for the most, namely 3 indicators only in chapter 8. While for indicators from "Select" the least component is 2 indicators found in all chapters except chapter 8. The indicators that often found in chapter 1 until chapter 14 are; (a) Students can select the important information from the textbook that has related with the material, (c) Students can make outline or note the important information. The indicators that cannot found in 14 chapters are (b) Determine which sources are too easy, too hard, or just right, (d) Identify the stages in the process, (e) Collect appropriate citations.

Table 4.18 The result of analyzed indicators that include into "Organize" component that found in chapter 1-14

No.	"Organize" component	Chapter
1.	a. Sort the information b. Distinguish between fact, opinion, and fiction c. Check for bias in the sources d. Sequence the	**Chapter 1**; c. Students can sort the information based on the text (name, age, hobbies, etc) d. Students can distinguish between fact, opinion, and fiction (like with this email, to introducing self that use fact not tell a lie) d. Can organize the sequence of information in a logical order e. Use email visual organizer to make students understand how to introduce by letter or email
2.		**Chapter 2;** a. Students can sort the information based on the text

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	information in a logical order	b. Students can distinguish between fact, opinion, and fiction (like with this email, to introducing self that use fact not tell a lie)
3.	e. Use visual organizers to compare or contrast information	**Chapter 3;** a Sort the information b. Distinguish between fact, opinion, and fiction
4.		**Chapter 4;** a. Sort the information b. Distinguish between fact, opinion, and fiction d. Sequence the information in a logical order e. Use visual organizers to compare or contrast information
5.		**Chapter 5;** a. Sort the information b. Distinguish between fact, opinion, and fiction d. Sequence the information in a logical order e. Use visual organizers to compare or contrast information
6.		**Chapter 6;** a. Sort the information b. Distinguish between fact, opinion, and fiction d. Sequence the information in a logical order e. Use visual organizers to compare or contrast information
7.		**Chapter 7;** a. Sort the information b. Distinguish between fact, opinion, and fiction d. Sequence the information in a logical order
8.		**Chapter 8;** a. Sort the information b. Distinguish between fact, opinion, and fiction e. Use visual organizers to compare or contrast information
9.		**Chapter 9;** a. Sort the information b. Distinguish between fact, opinion, and fiction e. Use visual organizers to compare or contrast information
10.		**Chapter 10;** a. Sort the information b. Distinguish between fact, opinion, and fiction d. Sequence the information in a logical order
11.		**Chapter 11;** a. Sort the information b. Distinguish between fact, opinion, and fiction e. Use visual organizers to compare or contrast

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		information
12.		**Chapter 12;** a. Sort the information b. Distinguish between fact, opinion, and fiction d. Sequence the information in a logical order
13.		**Chapter 13;** a. Sort the information b. Distinguish between fact, opinion, and fiction d. Sequence the information in a logical order
14.		**Chapter 14;** a. Sort the information b. Distinguish between fact, opinion, and fiction

Based on the table of analysis results above, five indicators of "Organize" component are not all fulfilled in chapters 1-14. But some only fulfill the indicator for the most, namely 4 indicators in chapter 1, chapter 4, chapter 5, chapter 6 and chapter 7. While for indicators from "Organize" the least component is 2 indicators found in chapters 2, chapter 3 and chapter 14. The indicators that often found in chapter 1 until chapter 14 are; (a) Sort the information, (b) Distinguish between fact, (d) Sequence the information in a logical order, (e) Use visual organizers to compare or contrast information.

Table 4.19 The result of analyzed indicators that include into "Create" component that found in chapter 1-14

No.	"Create" component	Chapter
1.	a. Information in their own words in a meaningful way	**Chapter 1**; a. Create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends
2.		**Chapter 2;** b. Students can revise and edit materials

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	b. Revise and edit, alone or with a peer c. Finalize the bibliographic format	{questions' activity} alone or with friends
3.		**Chapter 3;** a. Create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends
4.		**Chapter 4;** a. Create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends
5.		**Chapter 5;** a. Create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends
6.		**Chapter 6;** a. Create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends
7.		**Chapter 7;** a. Create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends
8.		**Chapter 8;** a. Create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends
9.		**Chapter 9;** a. Create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends
10.		**Chapter 10;** a. Create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends
11.		**Chapter 11;** a. Create the information in their own language (with answer the questions) b. Students can revise and edit materials

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		{questions' activity} alone or with friends
12.		**Chapter 12;** a. Create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends
13.		**Chapter 13;** a. Create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends
14.		**Chapter 14;** a. Create the information in their own language (with answer the questions) b. Students can revise and edit materials {questions' activity} alone or with friends

Based on the table of analysis results above, three indicators of "Create" component are not all fulfilled in chapters 1-14. But some only fulfill the indicator for the most, namely 2 indicators in all chapters except chapter 2 only 1 indicator that found. The indicators that often found in chapter 1 until chapter 14 are; (a) Create the information in their own language (with answer the questions), (b) Students can revise and edit materials {questions' activity} alone or with friends.

Table 4.20 The result of analyzed indicators that include into "Present" component that found in chapter 1-14

No.	"Present" component	Chapter
1.	a. Practice for presentation activity b. Share the	**Chapter 1**; -
2.		**Chapter 2;** -
3.		**Chapter 3;** a. Practice for presentation activity

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	information with an appropriate audience c. Display the information in an appropriate format to suit the audience d. Set up and use equipment properly	b. Share the information with an appropriate audience c. Display the information in an appropriate format to suit the audience d. Set up and use equipment properly
4.		**Chapter 4;** -
5.		**Chapter 5;** -
6.		**Chapter 6;** -
7.		**Chapter 7;** b. Share the information with an appropriate audience c. Display the information in an appropriate format to suit the audience
8.		**Chapter 8;** -
9.		**Chapter 9;** -
10.		**Chapter 10;** -
11.		**Chapter 11;** -
12.		**Chapter 12;** -
13.		**Chapter 13;** -
14.		**Chapter 14;** -

Based on the table of analysis results above, four indicators of "Present" component are almost not fulfilled in chapters 1-14. But some only fulfill the indicator for the most, namely 4 indicators in chapter 3 and 2 indicators in chapter 7. The indicators that often found in chapter 1-14 that are; (b) Share the information with an appropriate audience, (c) Display the information in an appropriate format to suit the audience

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Table 4.21 The result of analyzed indicators that include into "Assess" component that found in chapter 1-14

No.	"Assess" Component	Chapter
1.	a. Accept feedback from other students b. Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done d. Determine if new skills were learned e. Consider what could be done better next time	**Chapter 1**; a. Students can accept the feedback from audience/friends b. Students can self-assess their assessment of work (answer the questions' activity) e. Students can consider what could be done better next time
2.		**Chapter 2;** a. Students can accept the feedback from audience/friends b. Students can self-assess their assessment of work (answer the questions' activity) e. Students can consider what could be done better next time
3.		**Chapter 3;** a. Accept feedback from other students b. Self-assess one's performance in response to the teacher's assessment of the work c. Reflect on how well they have done
4.		**Chapter 4;** a. Accept feedback from other students c. Reflect on how well they have done e. Consider what could be done better next time
5.		**Chapter 5;** a. Accept feedback from other students c. Reflect on how well they have done e. Consider what could be done better next time
6.		**Chapter 6;** a. Accept feedback from other students c. Reflect on how well they have done e. Consider what could be done better next time
7.		**Chapter 7;** a. Accept feedback from other students c. Reflect on how well they have done
8.		**Chapter 8;** a. Accept feedback from other students
9.		**Chapter 9;** a. Students can accept the feedback from audience/friends

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		b. Students can self-assess their assessment of work (answer the questions' activity) c. Students can consider what could be done better next time
10.		**Chapter 10;** a. Students can accept the feedback from audience/friends b. Students can self-assess their assessment of work (answer the questions' activity) c. Students can consider what could be done better next time
11.		**Chapter 11;** a. Students can accept the feedback from audience/friends b. Students can self-assess their assessment of work (answer the questions' activity) c. Students can consider what could be done better next time
12.		**Chapter 12;** a. Students can accept the feedback from audience/friends b. Students can self-assess their assessment of work (answer the questions' activity) c. Students can consider what could be done better next time
13.		**Chapter 13;** a. Students can accept the feedback from audience/friends b. Students can self-assess their assessment of work (answer the questions' activity) c. Students can consider what could be done better next time
14.		**Chapter 14;** a. Students can accept the feedback from audience/friends b. Students can self-assess their assessment of work (answer the questions' activity) c. Students can consider what could be done better next time

Based on the table of analysis results above, five indicators of "Assess" component are not all fulfilled in chapters 1-14. But some only fulfill the indicator

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for the most, namely 3 indicators in all chapters except chapter 7, chapter 8 and chapter 14. While for indicators from "Assess" the least component is 1 indicator found in chapters 8. The indicators that often found in chapter 1 until chapter 14 are; (a) Accept feedback from other students, (b) Self-assess one's performance in response to the teacher's assessment of the work, (c) Reflect on how well they have done, and (e) Consider what could be done better next time.

Table 4.22 The result of analyzed indicators that include into "Apply" component that found in chapter 1-14

No.	"Apply" Component	Chapter
1.	a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c. Endeavour to use the knowledge gained in a variety of new situations d. Determine in what other subjects these skills can now be	**Chapter 1**; a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity
2.		**Chapter 2;** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity
3.		**Chapter 3;** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity d. Set up and use equipment properly
4.		**Chapter 4;** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity
5.		**Chapter 5;** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for

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	used	next activity
6.	Add product to a portfolio of productions	**Chapter 6;** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity
7.		**Chapter 7;** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity
8.		**Chapter 8;** a. Review the feedback and assessment provided b. Use the feedback and assessment for the next learning activity /task c.Endeavour to use the knowledge gained in a variety of new situations
9.		**Chapter 9;** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity
10.		**Chapter 10;** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity
11.		**Chapter 11;** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity
12.		**Chapter 12;** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity
13.		**Chapter 13;** a. Students can review the feedback and assessment provided (teacher' answer) b. Students can use the feedback or assessment for next activity
14.		**Chapter 14;** a. Students can review the feedback and assessment provided (teacher' answer)

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		b. Students can use the feedback or assessment for next activity

Based on the table of analysis results above, five indicators of "Apply" component are not all fulfilled in chapters 1-14. But some only fulfill the indicator for the most, namely 3 indicators in chapter 8 and chapter 13. All chapters except chapter 8 and chapter 13 only fulfilled 2 indicators. The indicators that often found in chapter 1 until chapter 14 are; (a) Students can review the feedback and assessment provided (teacher' answer), (b) Students can use the feedback or assessment for next activity.

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Table 4.23: The result of indicators that found based on Empowering 8 model

Chapter of students' textbook	**Empowering 8 components**							
	Identify 6	**Explore 3**	**Select 5**	**Organize 5**	**Create 3**	**Present 4**	**Assess 5**	**Apply 5**
Chapter 1	5	1	2	4	2	0	3	2
Chapter 2	4	2	2	2	1	0	3	2
Chapter 3	3	2	2	2	2	4	3	2
Chapter 4	5	1	2	4	2	0	3	2
Chapter 5	5	1	2	4	2	0	3	2
Chapter 6	5	1	2	4	2	0	3	2
Chapter 7	3	2	2	4	2	2	2	2
Chapter 8	4	1	3	3	2	0	1	3
Chapter 9	4	1	2	3	2	0	3	2
Chapter 10	4	1	2	3	2	0	3	2
Chapter 11	5	1	2	3	2	0	3	2
Chapter 12	5	1	2	3	2	0	3	2
Chapter 13	5	1	2	2	2	0	3	3
Chapter 14	5	1	2	2	2	0	2	2
TOTAL	62	18	29	43	29	6	38	32
Total indicator should be	84	42	70	70	42	56	70	70
The percentage of indicators on students' textbook into 100%								
The representative should be	17%	8,4%	13,9%	13,9%	8,3%	11%	13,9%	13,9%
The result of representative that showed	12%	3,6%	5,8%	8,5%	5,8%	1,2%	7,5%	6,3%

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The table above is the result of the component analysis found by the researcher according to eight components on empowering 8 models in 14 chapter contained in the English students' textbook 2017 edition revision. from the results of the analysis can be concluded that not all indicators of the components are met and clearly visible for the present component based on instruction 'activity instruction only in two chapter only.

Based on the table analysis above, the researcher makes a percentage of all the full indicators divided by the indicator that found to see the contribution of each component on the students' textbook. The formula for knowing the presentation as follows;

(a) The percentage that should be: Indicators that should be divided by total of indicators that should be. This formula makes researchers know the percentage of each component from 100%.

(b) The percentage of the analysis result: Indicators that found divided by total indicators should be.

(c) After knowing how many indicators should be and what was found, with a percentage calculation will be generated the representative of English students' book based on reading' activity wit the total of percentage all indicators that found.

The percentage of representative that should be in each component that are; (1) Identify that should be 17% but the researcher just found the students' textbook contribute only 12%, (2) Explore that should be 8,4% but the researcher

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just found the students' textbook contribute only 3,6%, (3) Select that should be 13,9% but the researcher just found the students' textbook contribute only 5,8%, (4) Organize that should be 13,9% but the researcher just found the students' textbook contribute only 8,5%, (5) Create that should be 8,3% but the researcher just found the students' textbook contribute only 5,8%, (6) Present that should be 11% but the researcher just found the students' textbook contribute only 1,2%, (7) Assess that should be 13,9% but the researcher just found the students' textbook contribute only 7,5%, and (8) Apply that should be 13,9% but the researcher just found the students' textbook contribute only 6,3%.

Based on the percentage obtained from the sum of each percent of each indicator is obtained that result of the representative of English students' textbook with reading' activity analysis that is 51%.

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CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion and suggestion related to the research finding and discussion.

A. Conclusion

Based on the results of the analysis obtained from previous chapters, it can be summarized as follows;

1. The percentage of representative that should be in each component that are; (1) Identify that should be 17% but the researcher just found the students' textbook contribute only 12%, (2) Explore that should be 8,4% but the researcher just found the students' textbook contribute only 3,6%, (3) Select that should be 13,9% but the researcher just found the students' textbook contribute only 5,8%, (4) Organize that should be 13,9% but the researcher just found the students' textbook contribute only 8,5%, (5) Create that should be 8,3% but the researcher just found the students' textbook contribute only 5,8%, (6) Present that should be 11% but the researcher just found the students' textbook contribute only 1,2%, (7) Assess that should be 13,9% but the researcher just found the students' textbook contribute only 7,5%, and (8) Apply that should be 13,9% but the researcher just found the students' textbook contribute only 6,3%.
2. Based on the percentage obtained from the sum of each percent of each indicator is obtained that result of the representative of English students' textbook with reading' activity analysis that is 51%.

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B. Suggestion

After conducting the research about *Information Literacy on The X Grade English Students' Textbook,* the researcher suggests some important point s for some people below;

1. For the reader

   Since this research find that the Information literacy components based on "Empowering 8" model on the English students' textbook, the reader find out the definition of Information literacy and awake about importance of information literacy and students' textbook as media literacy

2. For the author Indonesian National textbook

   It suggested for the author Indonesian National textbook improve the textbook for better, in addition to the existing curriculum but also can produce a textbook that makes readers be information literate according to programs that are often encouraged the government.

3. For the next researcher

The researcher still has limitations. In addition, future researcher should consider some suggestion and can continue research on the literacy information components contained in the government book not only on reading 'activity, to better know what percentage of components are less overall in the student textbook.

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