

A P P E N D I C E S

Appendix 1 Hasil Penelitian

Research Instrument

Identify the criteria of Brian Tomlinson in chapter 1

Chapter 1

No	Criteria	Aspect to evaluate		Chapter 1				Page
				Unit 1	Unit 2	Unit 3	Total	
1	Materials should achieve impact	Novelty	Topics	1	1	1	3	22, 37, 52
			Illustrations	4	5	4	13	22, 23, 24, 25, 28, 34, 37, 38, 39, 41, 44, 48, 52, 53, 57, 60, 61
			Activities	6	5	5	16	24, 27, 32, 35, 36, 38, 41, 43, 50, 51, 54, 58, 60, 62, 65
		Variety	games	1	1	1	3	32, 48, 64
			text-types	1			1	26
			voices on a CD	2	1	0	3	25, 30, 41
		Attractive Presentation	attractive colours	2	2	2	6	22, 37, 52
			lots of white space	9	8	7	24	22, 23, 24, 27, 32, 35, 36, 37, 38, 41, 43, 48, 50, 51, 53, 54, 58, 60, 62, 64, 65
			use of photographs	4	5	4	13	22, 23, 24, 25, 28, 34, 37, 38, 39, 41, 44, 48, 52, 53, 57, 60, 61
		Appealing Content	topics of interest	1	1	1	3	22, 37, 52
			topics which offer the possibility of learning something new	1	1	1	3	22, 37, 52
			Universal Themes	1	1	1	3	22, 37, 52
			Local references	1	1	1	3	22, 37, 52

		Achievable challenge		6	5	5	16	24, 27, 32, 35, 36, 38, 41, 43, 50, 51, 54, 58, 60, 62, 65
2	The materials should help the learners to feel at ease	written materials with lots of white space		9	8	7	24	22, 23, 24, 27, 32, 35, 36, 37, 38, 41, 43, 48, 50, 51, 53, 54, 58, 60, 62, 64, 65
		texts and illustrations relate to the world of the learner		3	4	1	8	25, 28, 34, 39, 42, 43, 50, 54,
		Examples		4	3	3	10	24, 27, 30, 31, 41, 45, 51, 55, 58, 61
		Personal Practice/group		1	0	1	2	35, 59
3	Materials should help learners to develop confidence	tasks which are stimulating		6	5	5	16	24, 27, 32, 35, 36, 38, 41, 43, 50, 51, 54, 58, 60, 62, 65
4	what is being taught should be perceive by the learners as relevant and useful.	The material should relate to the teaching points, interesting and challenging tasks and facilitate the achievement of outcomes desired by the learners.		1	1	1	3	22, 37, 52
5	Materials should require and facilitate learner self-investment.	providing learners with choices of focus and activity, by giving topic control, and by engaging them in learner-centred discovery activities.	topic control	1	1	1	3	22, 37, 52
			engaging learner-centred discovery activities	6	5	5	16	24, 27, 32, 35, 36, 38, 41, 43, 50, 51, 54, 58, 60, 62, 65
		Mini Project		1	1	1	3	36, 51, 64
6	Learners must be ready to acquire the points being taught.	Grammar Information		3	3	2	8	25, 27, 31, 38, 41, 47, 54, 56
7	Materials should expose the learners to language in authentic use	The input should vary in style (casual text message conversation between friends),		3	1	0	4	25, 28, 34, 39
		mode (conversations, videos, audio recordings, articles)	conversations	3	1	0	4	25, 28, 34, 39
			videos	0	0	0	0	
			audio recordings	2	1	0	3	25, 30, 41
			articles	1	1	1	3	30, 46, 62
		Medium (sources of text)		1	1	1	3	30, 46, 62

		Purpose	to inform	1	1	1	3	22, 37, 52
			to persuade	1	1	1	3	22, 37, 52
			to share stories	1	1	1	3	22, 37, 52
8	The learner's attention should be drawn to linguistic features of the input.	indirect speech, with the way it is used in a transcript of a native speaker's conversation		0	0	0	0	
9	Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.	information or opinion gap activities, which require learners to communicate with each other and/or the teacher to close the gap (group discussion)		2	2	1	5	32, 35, 42, 48, 64
		post-listening and post-reading activities	post-listening	2	1	0	3	24, 27, 38
			post-reading	0	2	1	3	41, 50, 54
		creative writing and creative speaking activities, such as writing a story or improvising a drama	creative writing	0	0	1	1	64
			creative speaking	0	0	0	0	
		formal instruction given in the target language		1	1	1	3	22, 37, 52
10	Material should take into account that the positive effects of instruction are usually delayed,	materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use.		1	1	1	3	22, 37, 52
11	Materials should take into account that learners differ in learning style,	visual (pictures and words)		6	6	5	17	22, 23, 24, 25, 28, 34, 37, 38, 39, 41, 44, 48, 52, 53, 57, 60, 61
		kinaesthetic (prefer to do something physical, instructions for a game);		0	0	0	0	
		studial (e.g., Focusing on grammar exercises such as fill-in-the-blanks or correcting sentences);		1	0	2	3	30, 58, 61
		experiential (Participating in group discussions on interesting topics);		2	2	1	5	32, 35, 42, 48, 64
		analytic (identifying all the verbs or nouns)		2	2	0	4	32, 47, 54
12		providing choices of different types of text		1	0	0	1	26

	Materials should take into account that learners differ in effective attitude,	providing choices of different types of activities	6	5	5	16	24, 27, 32, 35, 36, 38, 41, 43, 50, 51, 54, 58, 60, 62, 65
		providing optional extras for the more positive and motivated learners	1	1	1	3	32, 48, 64
13	Materials should permit a silent period at the beginning of instruction,	starting the course with a Total Physical Response (TPR) approach in which the learners respond physically to oral instructions from a teacher or CD	0	0	0	0	
		starting with a listening comprehension approach in which the learners listen to stories in the target language, which are use of sound effects.	2	1	0	3	24, 27, 38
		permitting the learners to respond to target language questions by using their first language or through drawings and gestures	0	0	0	0	
14	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, which stimulates both right and left-brain activities	reading a dialog,	0	0	0	0	
		dancing to instructions	0	0	0	0	
		singing a song	0	0	0	0	
		doing substitution exercises	0	0	0	0	
		writing a story	0	0	1	1	64
15	Materials should not rely too much on controlled practice	Free practice	1	1	1	3	32, 48, 64
16	Materials should provide opportunities for outcome feedback.	Reflection	1			1	66

Identify the criteria of Brian Tomlinson in chapter 2

Chapter 2

No	Criteria	Aspect to evaluate		Chapter 2				Page
				Unit 1	Unit 2	Unit 3	Total	
1	Materials should achieve impact	Novelty	Topics	1	1	1	3	70, 86, 103
			Illustrations	9	9	6	24	70, 71, 72, 73, 74, 75, 77, 78, 81, 83, 86, 87, 88, 89, 90, 91, 97, 98, 102, 103, 104, 106, 107, 109, 114
			Activities	6	5	5	16	72, 75, 78, 83, 85, 88, 91, 95, 97, 100, 107, 114, 116, 119, 121
		Variety	games	1	1	0	2	80, 98
			text-types	1			1	109
			voices on a CD	3	0	0	3	72, 73, 75
		Attractive Presentation	attractive colours	2	2	2	6	70, 86, 103
			lots of white space	9	8	7	24	70, 75, 78, 80, 83, 85, 86, 87, 88, 89, 90, 91, 97, 98, 102, 103, 104, 106, 107, 109, 114
			use of photographs	9	9	6	24	70, 71, 72, 73, 74, 75, 77, 78, 81, 83, 86, 87, 88, 89, 90, 91, 97, 98, 102, 103, 104, 106, 107, 109, 114
		Appealing Content	topics of interest	1	1	1	3	70, 86, 103
			topics which offer the possibility of learning something new	1	1	1	3	70, 86, 103
			Universal Themes	1	1	1	3	70, 86, 103
			Local references	1	1	1	3	70, 86, 103
		Achievable challenge		6	5	5	16	72, 75, 78, 83, 85, 88, 91, 95, 97, 100, 107, 114, 116, 119, 121

2	The materials should help the learners to feel at ease	written materials with lots of white space		9	8	7	24	70, 75, 78, 80, 83, 85, 86, 87, 88, 89, 90, 91, 97, 98, 102, 103, 104, 106, 107, 109, 114
		texts and illustrations relate to the world of the learner		1	3	1	4	74, 88, 90, 91, 109
		Examples		2	2	3	6	73, 78, 92, 94, 113, 116, 119
		Personal Practice/group		1	1	0	2	84, 97
3	Materials should help learners to develop confidence	tasks which are stimulating		6	5	5	16	72, 75, 78, 83, 85, 88, 91, 95, 97, 100, 107, 114, 116, 119, 121
4	what is being taught should be perceived by the learners as relevant and useful.	The material should relate to the teaching points, interesting and challenging tasks and facilitate the achievement of outcomes desired by the learners.		1	1	1	3	70, 86, 103
5	Materials should require and facilitate learner self-investment.	providing learners with choices of focus and activity, by giving topic control, and by engaging them in learner-centred discovery activities.	topic control	1	1	1	3	70, 86, 103
			engaging learner-centred discovery activities	6	5	5	16	72, 75, 78, 83, 85, 88, 91, 95, 97, 100, 107, 114, 116, 119, 121
		Mini Project		1	1	1	3	85, 100, 121
6	Learners must be ready to acquire the points being taught.	Grammar Information		3	3	2	8	73, 76, 78, 91, 94, 96
7	Materials should expose the learners to language in authentic use	The input should vary in style (casual text message conversation between friends),		3	1	0	4	25, 28, 34, 39
		mode (conversations, videos, audio recordings, articles)	conversations	1	2	0	3	72, 88, 98
			videos	0	0	0	0	
			audio recordings	3	0	0	3	72, 73, 75
			articles	0	1	1	2	90, 112
		Medium (sources of text)		2	1	3	6	72, 78, 90, 110, 112, 116
		Purpose	to inform	1	1	1	3	70, 86, 103
			to persuade	1	1	1	3	70, 86, 103

			to share stories	1	1	1	3	70, 86, 103
8	The learner's attention should be drawn to linguistic features of the input.	indirect speech, with the way it is used in a transcript of a native speaker's conversation		0	0	0	0	
9	Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.	information or opinion gap activities, which require learners to communicate with each other and/or the teacher to close the gap (group discussion)		2	1	2	5	72, 75, 99, 114, 117
		post-listening and post-reading activities	post-listening	4	0	0	4	72, 73, 75, 76
			post-reading	0	1	2	3	91, 107, 116
		creative writing and creative speaking activities, such as writing a story or improvising a drama	creative writing	0	0	1	1	121
			creative speaking	2	0	0	0	84, 85
		formal instruction given in the target language		1	1	1	3	70, 86, 103
10	Material should take into account that the positive effects of instruction are usually delayed,	materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use.		1	1	1	3	70, 86, 103
11	Materials should take into account that learners differ in learning style,	visual (pictures and words)		9	8	3	20	70, 71, 72, 73, 74, 75, 77, 78, 81, 86, 87, 88, 89, 90, 91, 97, 98, 106, 109, 119
		kinaesthetic (prefer to do something physical, instructions for a game);		1	1	0	2	80, 100
		studial (e.g., Focusing on grammar exercises such as fill-in-the-blanks or correcting sentences);		0	1	1	2	109, 119
		experiential (Participating in group discussions on interesting topics);		2	1	2	5	72, 75, 99, 114, 117
		analytic (identifying all the verbs or nouns)		0	0	1	1	119
12	Materials should take into account that learners differ in effective attitude,	providing choices of different types of text		1			1	109
		providing choices of different types of activities		6	5	5	16	72, 75, 78, 83, 85, 88, 91, 95, 97, 100, 107, 114, 116, 119, 121

		providing optional extras for the more positive and motivated learners	1	1	0	2	80, 98
13	Materials should permit a silent period at the beginning of instruction,	starting the course with a Total Physical Response (TPR) approach in which the learners respond physically to oral instructions from a teacher or CD	0	0	0	0	
		starting with a listening comprehension approach in which the learners listen to stories in the target language, which are use of sound effects.	4	0	0	4	72, 73, 75, 76
		permitting the learners to respond to target language questions by using their first language or through drawings and gestures	0	1	0	1	99
14	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, which stimulates both right and left-brain activities	reading a dialog,	0	0	0	0	
		dancing to instructions	0	0	0	0	
		singing a song	0	0	0	0	
		doing substitution exercises	0	0	0	0	
		writing a story	0	0	1	1	121
15	Materials should not rely too much on controlled practice	Free practice	1	1	0	2	80, 98
16	Materials should provide opportunities for outcome feedback.	Reflection	1			1	122

Identify the criteria of Brian Tomlinson in chapter 3

Chapter 3

No	Criteria	Aspect to evaluate		Chapter 3				Page
				Unit 1	Unit 2	Unit 3	Total	
1	Materials should achieve impact	Novelty	Topics	1	1	1	3	130, 148, 162
			Illustrations	8	4	8	18	130, 131, 132, 133, 136, 138, 142, 145, 149, 150, 152, 154, 163, 164, 166, 168, 169, 171, 173, 176
			Activities	6	5	3	14	133, 136, 140, 141, 146, 147, 150, 152, 155, 159, 161, 166, 175, 176
		Variety	games	1	1	0	2	145, 157, 174
			text-types	1			1	133
			voices on a CD	2	1	0	3	132, 136, 141, 150
		Attractive Presentation	attractive colours	2	2	2	6	130, 148, 162
			lots of white space	9	8	6	24	130, 131, 133, 136, 140, 141, 145, 146, 147, 148, 149, 150, 152, 155, 157, 159, 161, 162, 163, 166, 175, 176
			use of photographs	8	4	8	18	130, 131, 132, 133, 136, 138, 142, 145, 149, 150, 152, 154, 163, 164, 166, 168, 169, 171, 173, 176
		Appealing Content	topics of interest	1	1	1	3	130, 148, 162
			topics which offer the possibility of learning something new	1	1	1	3	130, 148, 162
			Universal Themes	1	1	1	3	130, 148, 162
			Local references	1	1	1	3	130, 148, 162
		Achievable challenge		6	5	3	14	133, 136, 140, 141, 146, 147, 150, 152, 155, 159, 161, 166, 175, 176

2	The materials should help the learners to feel at ease	written materials with lots of white space		9	8	6	24	130, 131, 133, 136, 140, 141, 145, 146, 147, 148, 149, 150, 152, 155, 157, 159, 161, 162, 163, 166, 175, 176
		texts and illustrations relate to the world of the learner		7	3	5	15	130, 131, 133, 136, 138, 142, 145, 150, 152, 154, 163, 166, 168, 173, 176
		Examples		1	0	1	2	141, 173
		Personal Practice/group		3	0	0	3	139, 141, 146
3	Materials should help learners to develop confidence	tasks which are stimulating		6	5	3	14	133, 136, 140, 141, 146, 147, 150, 152, 155, 159, 161, 166, 175, 176
4	what is being taught should be perceived by the learners as relevant and useful.	The material should relate to the teaching points, interesting and challenging tasks and facilitate the achievement of outcomes desired by the learners.		1	1	1	3	130, 148, 162
5	Materials should require and facilitate learner self-investment.	providing learners with choices of focus and activity, by giving topic control, and by engaging them in learner-centred discovery activities.	topic control	1	1	1	3	130, 148, 162
			engaging learner-centred discovery activities	6	5	3	14	133, 136, 140, 141, 146, 147, 150, 152, 155, 159, 161, 166, 175, 176
		Mini Project		1	1	1	3	147, 161, 176
6	Learners must be ready to acquire the points being taught.	Grammar Information		3	4	1	8	132, 140, 141, 151, 153, 154, 160, 170
7	Materials should expose the learners to language in authentic use	The input should vary in style (casual text message conversation between friends),		3	1	0	4	133, 136, 142, 150
		mode (conversations, videos, audio recordings, articles)	conversations	3	1	0	4	133, 136, 142, 150
			videos	0	0	0	0	
			audio recordings	2	1	0	3	132, 136, 141, 150
			articles	1	1	0	2	139, 156
		Medium (sources of text)		1	1	0	2	137, 156
		Purpose	to inform	1	1	1	3	130, 148, 162

			to persuade	1	1	1	3	130, 148, 162
			to share stories	1	1	1	3	130, 148, 162
8	The learner's attention should be drawn to linguistic features of the input.	indirect speech, with the way it is used in a transcript of a native speaker's conversation		0	0	0	0	
9	Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.	information or opinion gap activities, which require learners to communicate with each other and/or the teacher to close the gap (group discussion)		1	0	1	1	157, 175
		post-listening and post-reading activities	post-listening	2	1	0	3	132, 136, 141, 150
			post-reading	1	2	0	3	152, 159, 166
		creative writing and creative speaking activities, such as writing a story or improvising a drama	creative writing	0	1	0	1	161
			creative speaking	0	0	0	0	
		formal instruction given in the target language		1	1	1	3	130, 148, 162
10	Material should take into account that the positive effects of instruction are usually delayed,	materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use.		1	1	1	3	130, 148, 162
11	Materials should take into account that learners differ in learning style,	visual (pictures and words)		7	3	5	15	130, 131, 133, 136, 138, 142, 145, 150, 152, 154, 163, 166, 168, 173, 176
		kinaesthetic (prefer to do something physical, instructions for a game);		0	0	0	0	
		studial (e.g., Focusing on grammar exercises such as fill-in-the-blanks or correcting sentences);		0	0	2	2	174
		experiential (Participating in group discussions on interesting topics);		2	1	2	5	72, 75, 99, 114, 117
		analytic (identifying all the verbs or nouns)		0	0	1	1	168
12	Materials should take into account that learners differ in effective attitude,	providing choices of different types of text		1			1	133
		providing choices of different types of activities		6	5	3	14	133, 136, 140, 141, 146, 147, 150, 152, 155, 159, 161, 166, 175, 176

		providing optional extras for the more positive and motivated learners	1	1	0	2	145, 157, 174
13	Materials should permit a silent period at the beginning of instruction,	starting the course with a Total Physical Response (TPR) approach in which the learners respond physically to oral instructions from a teacher or CD	0	0	0	0	
		starting with a listening comprehension approach in which the learners listen to stories in the target language, which are use of sound effects.	2	1	0	3	132, 136, 141,150
		permitting the learners to respond to target language questions by using their first language or through drawings and gestures	0	0	0	1	
14	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, which stimulates both right and left-brain activities	reading a dialog,	0	0	0	0	
		dancing to instructions	0	0	0	0	
		singing a song	0	0	0	0	
		doing substitution exercises	0	0	0	0	
		writing a story	0	0	0	0	
15	Materials should not rely too much on controlled practice	Free practice	1	1	0	2	145, 157, 174
16	Materials should provide opportunities for outcome feedback.	Reflection	1			1	177

Identify the criteria of Brian Tomlinson in chapter 4

Chapter 4

No	Criteria	Aspect to evaluate		Chapter 4				Page
				Unit 1	Unit 2	Unit 3	Total	
1	Materials should achieve impact	Novelty	Topics	1	1	1	3	182, 203, 219
			Illustrations	10	9	5	24	182, 183, 184, 185, 186, 190, 192, 195, 201, 202, 203, 203, 205, 207, 208, 209, 211, 215, 218, 219, 220, 221, 226, 227
			Activities	5	5	5	15	184, 190, 196, 200, 202, 205, 209, 213, 215, 218, 221, 224, 226, 227
		Variety	games	1	0	1	2	198, 217
			text-types	1			1	184
			voices on a CD	2	0	0	2	185, 191
		Attractive Presentation	attractive colours	2	2	2	6	182, 203, 219
			lots of white space	8	8	7	23	182, 183, 184, 190, 196, 198, 200, 202, 203, 204, 205, 209, 213, 215, 217, 218, 219, 220, 221, 224, 226, 227
			use of photographs	10	9	5	24	182, 183, 184, 185, 186, 190, 192, 195, 201, 202, 203, 203, 205, 207, 208, 209, 211, 215, 218, 219, 220, 221, 226, 227
		Appealing Content	topics of interest	1	1	1	3	182, 203, 219
			topics which offer the possibility of learning something new	1	1	1	3	182, 203, 219
			Universal Themes	1	1	1	3	182, 203, 219
			Local references	1	1	1	3	182, 203, 219
		Achievable challenge		5	5	5	15	184, 190, 196, 200, 202, 205, 209, 213, 215, 218, 221, 224, 226, 227

2	The materials should help the learners to feel at ease	written materials with lots of white space		8	8	7	23	182, 183, 184, 190, 196, 198, 200, 202, 203, 204, 205, 209, 213, 215, 217, 218, 219, 220, 221, 224, 226, 227
		texts and illustrations relate to the world of the learner		6	6	2	14	183, 184, 186, 190, 192, 195, 209, 205, 207, 208, 209, 215, 221, 226
		Examples		1	1	1	3	196, 210, 224
		Personal Practice/group		0	0	0	0	-
3	Materials should help learners to develop confidence	tasks which are stimulating		5	5	5	15	184, 190, 196, 200, 202, 205, 209, 213, 215, 218, 221, 224, 226, 227
4	what is being taught should be perceived by the learners as relevant and useful.	The material should relate to the teaching points, interesting and challenging tasks and facilitate the achievement of outcomes desired by the learners.		1	1	1	3	182, 203, 219
5	Materials should require and facilitate learner self-investment.	providing learners with choices of focus and activity, by giving topic control, and by engaging them in learner-centred discovery activities.	topic control	1	1	1	3	182, 203, 219
			engaging learner-centred discovery activities	5	5	5	15	184, 190, 196, 200, 202, 205, 209, 213, 215, 218, 221, 224, 226, 227
		Mini Project		1	1	1	3	202, 218, 231
6	Learners must be ready to acquire the points being taught.	Grammar Information		3	3	2	8	185, 191, 195, 209, 212, 216, 22, 224
7	Materials should expose the learners to language in authentic use	The input should vary in style (casual text message conversation between friends),		2	1	0	3	186, 192, 205
		mode (conversations, videos, audio recordings, articles)	conversations	2	1	0	3	186, 192, 205
			videos	0	0	1	1	208
			audio recordings	2	0	0	2	185, 191
			articles	1	1	1	3	195, 211, 223
		Medium (sources of text)		1	4	3	8	195, 210, 211, 216, 218, 220, 222, 223
		Purpose	to inform	1	1	1	3	202, 218, 231

			to persuade	1	1	1	3	202, 218, 231
			to share stories	1	1	1	3	202, 218, 231
8	The learner's attention should be drawn to linguistic features of the input.	indirect speech, with the way it is used in a transcript of a native speaker's conversation		0	0	0	0	
9	Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.	information or opinion gap activities, which require learners to communicate with each other and/or the teacher to close the gap (group discussion)		0	1	0	0	215
		post-listening and post-reading activities	post-listening	2	0	0	2	184, 190
			post-reading	0	2	2	4	209, 215, 211, 226
		creative writing and creative speaking activities, such as writing a story or improvising a drama	creative writing	0	0	2	2	230, 231
			creative speaking	1	0	0	0	200
		formal instruction given in the target language		1	1	1	3	202, 218, 231
10	Material should take into account that the positive effects of instruction are usually delayed,	materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use.		1	1	1	3	202, 218, 231
11	Materials should take into account that learners differ in learning style,	visual (pictures and words)		6	6	2	14	183, 184, 186, 190, 192, 195, 209, 205, 207, 208, 209, 215, 221, 226
		kinaesthetic (prefer to do something physical, instructions for a game);		0	0	0	0	
		studial (e.g., Focusing on grammar exercises such as fill-in-the-blanks or correcting sentences);		2	0	0	2	185, 193
		experiential (Participating in group discussions on interesting topics);		0	1	0	0	215
		analytic (identifying all the verbs or nouns)		0	1	1	2	213, 224
12	Materials should take into account that learners differ in effective attitude,	providing choices of different types of text		1			1	184
		providing choices of different types of activities		5	5	5	15	184, 190, 196, 200, 202, 205, 209, 213, 215, 218, 221, 224, 226, 227

		providing optional extras for the more positive and motivated learners	1	0	1	2	198, 217
13	Materials should permit a silent period at the beginning of instruction,	starting the course with a Total Physical Response (TPR) approach in which the learners respond physically to oral instructions from a teacher or CD	0	0	0	0	
		starting with a listening comprehension approach in which the learners listen to stories in the target language, which are use of sound effects.	2	0	0	2	184, 190
		permitting the learners to respond to target language questions by using their first language or through drawings and gestures	0	4	0	4	204, 208, 209, 221
14	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, which stimulates both right and left-brain activities	reading a dialog,	1	2	0	3	
		dancing to instructions	0	0	0	0	
		singing a song	0	0	0	0	
		doing substitution exercises	0	0	0	0	
		writing a story	0	0	2	2	230, 231
15	Materials should not rely too much on controlled practice	Free practice	1	0	1	2	198, 217
16	Materials should provide opportunities for outcome feedback.	Reflection	1			1	232

Identify the criteria of Brian Tomlinson in chapter 5

Chapter 5

No	Criteria	Aspect to evaluate		Chapter 5				Page
				Unit 1	Unit 2	Unit 3	Total	
1	Materials should achieve impact	Novelty	Topics	1	1	1	3	236, 253, 271
			Illustrations	7	5	1	13	236, 237, 239, 242, 243, 246, 252, 255, 256, 261, 270, 272
			Activities	4	7	4	15	239, 241, 248, 252, 254, 256, 261, 265, 267, 268, 270, 273, 274, 278, 280
		Variety	games	1	1	0	2	245, 267
			text-types	1			1	239
			voices on a CD	2	1	0	3	239, 242, 254
		Attractive Presentation	attractive colours	2	2	2	6	236, 253, 271
			lots of white space	7	10	6	23	236, 237, 239, 241, 245, 248, 252, 253, 254, 256, 261, 265, 267, 268, 270, 271, 272, 273, 274, 278, 280
			use of photographs	7	5	1	13	236, 237, 239, 242, 243, 246, 252, 255, 256, 261, 270, 272
		Appealing Content	topics of interest	1	1	1	3	236, 253, 271
			topics which offer the possibility of learning something new	1	1	1	3	236, 253, 271
			Universal Themes	1	1	1	3	236, 253, 271
			Local references	1	1	1	3	236, 253, 271
		Achievable challenge		4	7	4	15	239, 241, 248, 252, 254, 256, 261, 265, 267, 268, 270, 273, 274, 278, 280

2	The materials should help the learners to feel at ease	written materials with lots of white space		7	10	6	23	236, 237, 239, 241, 245, 248, 252, 253, 254, 256, 261, 265, 267, 268, 270, 271, 272, 273, 274, 278, 280
		texts and illustrations relate to the world of the learner		4	1	1	6	237, 239, 242, 246, 255, 272
		Examples		2	0	2	4	245, 250, 276, 278
		Personal Practice/group		1	1	0	2	245, 251
3	Materials should help learners to develop confidence	tasks which are stimulating		4	7	4	15	239, 241, 248, 252, 254, 256, 261, 265, 267, 268, 270, 273, 274, 278, 280
4	what is being taught should be perceived by the learners as relevant and useful.	The material should relate to the teaching points, interesting and challenging tasks and facilitate the achievement of outcomes desired by the learners.		1	1	1	3	236, 253, 271
5	Materials should require and facilitate learner self-investment.	providing learners with choices of focus and activity, by giving topic control, and by engaging them in learner-centred discovery activities.	topic control	1	1	1	3	236, 253, 271
			engaging learner-centred discovery activities	4	7	4	15	239, 241, 248, 252, 254, 256, 261, 265, 267, 268, 270, 273, 274, 278, 280
		Mini Project		1	1	1	3	252, 270, 280
6	Learners must be ready to acquire the points being taught.	Grammar Information		3	2	0	5	238, 241, 244, 257, 265
7	Materials should expose the learners to language in authentic use	The input should vary in style (casual text message conversation between friends),		1	1	0	2	239, 255
		mode (conversations, videos, audio recordings, articles)	conversations	1	1	0	2	239, 255
			videos	0	0	0	0	
			audio recordings	2	0	0	2	239, 248
			articles	1	0	0	1	244
		Medium (sources of text)		0	2	0	2	267, 274
		Purpose	to inform	1	1	1	3	236, 253, 271
			to persuade	1	1	1	3	236, 253, 271

			to share stories	1	1	1	3	236, 253, 271
8	The learner's attention should be drawn to linguistic features of the input.	indirect speech, with the way it is used in a transcript of a native speaker's conversation		0	0	0	0	
9	Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.	information or opinion gap activities, which require learners to communicate with each other and/or the teacher to close the gap (group discussion)		2	1	2	5	240, 248, 257, 276, 279
		post-listening and post-reading activities	post-listening	2	0	0	2	238, 241
			post-reading	0	4	0	4	256, 261, 273, 274
		creative writing and creative speaking activities, such as writing a story or improvising a drama	creative writing	0	0	1	1	280
			creative speaking	2	0	0	2	248, 251
		formal instruction given in the target language		1	1	1	3	236, 253, 271
10	Material should take into account that the positive effects of instruction are usually delayed,	materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use.		1	1	1	3	236, 253, 271
11	Materials should take into account that learners differ in learning style,	visual (pictures and words)		7	5	1	13	236, 237, 239, 242, 243, 246, 252, 255, 256, 261, 270, 272
		kinaesthetic (prefer to do something physical, instructions for a game);		2	0	0	0	245, 251
		studial (e.g., Focusing on grammar exercises such as fill-in-the-blanks or correcting sentences);		1	1	1	3	243, 266, 274
		experiential (Participating in group discussions on interesting topics);		2	0	2	4	240, 248, 276, 279
		analytic (identifying all the verbs or nouns)		0	1	0	1	267
12	Materials should take into account that learners differ in effective attitude,	providing choices of different types of text		1			1	255
		providing choices of different types of activities		4	7	4	15	239, 241, 248, 252, 254, 256, 261, 265, 267, 268, 270, 273, 274, 278, 280

		providing optional extras for the more positive and motivated learners	1	1	0	2	245, 267
13	Materials should permit a silent period at the beginning of instruction,	starting the course with a Total Physical Response (TPR) approach in which the learners respond physically to oral instructions from a teacher or CD	0	0	0	0	
		starting with a listening comprehension approach in which the learners listen to stories in the target language, which are use of sound effects.	2	0	0	2	238, 241
		permitting the learners to respond to target language questions by using their first language or through drawings and gestures	1	2	0	3	243,260, 262
14	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, which stimulates both right and left-brain activities	reading a dialog,	0	0	0	0	
		dancing to instructions	0	0	0	0	
		singing a song	0	0	0	0	
		doing substitution exercises	0	0	0	0	
		writing a story	0	0	1	1	280
15	Materials should not rely too much on controlled practice	Free practice	1	1	0	2	245, 267
16	Materials should provide opportunities for outcome feedback.	Reflection	1			1	281

Interview Question (Teacher)

- 1 Bagaimana Anda menilai dampak keseluruhan dari buku teks ini terhadap pencapaian tujuan siswa?
Jawaban: Dampaknya cukup baik, terutama pada aspek pengetahuan (kognitif). Buku ini kuat dalam memberikan dasar tata bahasa dan kosakata.
- 2 Apakah materi didalam buku ini membantu siswa merasa nyaman atau rileks saat belajar?
Jawaban: Penggunaan ilustrasi yang cerah dan modern, serta penulisan narasi yang ringan mengikuti perkembangan karakter, membuat buku ini terasa seperti cerita remaja. Ini mengurangi ketegangan dan membuat siswa merasa nyaman saat membukanya.
- 3 Bagaimana materi ini secara spesifik dirancang untuk membantu siswa secara bertahap mengembangkan kepercayaan diri?
Jawaban: Setiap latihan dimulai dengan tugas yang sangat mudah (misalnya, mencocokkan gambar dan kata). Ini memberi mereka "kemenangan kecil" di awal, yang membangun momentum positif. Baru setelah itu tingkat kesulitannya dinaikkan.
- 4 Sejauh mana materi dalam buku ini dianggap relevan dan bermanfaat oleh siswa Anda?
Jawaban: Tingkat relevansinya tinggi. Topik-topik seperti Celebrating Independence Day (Chapter 1) atau Kindness Begins with Me (Chapter 2) langsung terkait dengan pengalaman sosial dan budaya siswa. Buku ini menyajikan bahasa yang fungsional untuk konteks lokal.
- 5 Selain tugas wajib, bagaimana buku ini mendorong siswa untuk melakukan keterlibatan diri?
Jawaban: Buku ini bagus karena mengarahkan ke Proyek Profil Pelajar Pancasila (P5). Proyek seperti create a comic talking about Independence Day menuntut siswa melakukan riset, berdiskusi, dan membuat produk akhir di luar jam sekolah. Ini adalah bentuk self-investment yang terencana.
- 6 Apakah urutan penyajian materi di dalam buku ini sudah sesuai dengan tingkat kesiapan siswa?
Jawaban: Sejauh ini urutannya logis, dari yang mudah ke yang kompleks. Buku ini juga menyesuaikan penggunaan teks, di mana jenis teks di Kelas VIII (seperti Recount dan Narrative) didukung oleh teks yang sudah dipelajari di Kelas VII (Descriptive dan Procedure). Ini menunjukkan ada pertimbangan kesiapan dan kesinambungan materi yang baik antar jenjang.
- 7 Seberapa sering materi dalam buku mengekspos siswa pada bahasa dalam penggunaan yang otentik?
Jawaban: Materi didalam buku ini dikemas dengan banyak variasi yang sederhana dalam bentuk teks narasi, percakapan, audio, dan artikel. Sumber teks yang digunakan juga terpercaya dan relevan dengan topik.

- 8 Ketika menyajikan input bahasa, bagaimana buku ini secara efektif menarik perhatian siswa ke fitur-fitur linguistik yang baru? Apakah didalam buku juga terdapat percakapan yang memuat “indirect speech” yang membantu siswa memahami fitur linguistik?
Jawaban: Buku ini menggunakan kotak vocabulary “word box” dan “Language focus.” Fitur ini cukup bagus karena setelah mereka membaca teks, buku langsung menyorot dan memberikan penjelasan singkat tentang fitur linguistik yang baru saja mereka temui. Tetapi terkait dengan penggunaan “indirect speech” masib belum saya temui.
- 9 Apakah Materi didalam buku memberikan peserta didik kesempatan untuk menggunakan bahasa target (target language) guna mencapai tujuan komunikatif? Jawaban:
- 10 Bagaimana buku ini dirancang untuk mendaur ulang (merevisi) atau menampilkan kembali materi penting dari bab sebelumnya secara berkala?
Jawaban: Buku ini sering mendaur ulang struktur atau kosakata. Misalnya, tata bahasa untuk Recount Text (Simple Past Tense) akan muncul lagi dalam dialog atau kegiatan role-play di bab-bab berikutnya yang topiknya berbeda. Ini membantu penguatan materi yang efeknya mungkin baru terlihat belakangan.
- 11 Sejauh mana buku yang Anda gunakan saat ini berhasil menyajikan variasi kegiatan untuk mengakomodasi berbagai gaya belajar?
Jawaban : Buku ini didukung oleh berbagai media: Teks Tulis dan Visual (dalam buku), Audio (melalui rekaman/CD), dan instruksi untuk kegiatan Kinestetik (seperti role-play atau proyek visual). Jadi, diferensiasi gaya belajar sudah terakomodasi dengan baik.
- 12 Untuk mengakomodasi perbedaan sikap afektif, apakah buku menyediakan pilihan kegiatan, topik teks, atau tugas tambahan opsional?
Jawaban : Ya. Di beberapa unit, siswa dapat memilih dari topik berbeda. Pilihan ini sangat membantu siswa yang motivasinya rendah agar tetap bisa menemukan sesuatu yang mereka sukai.
- 13 Apakah buku ini mengizinkan adanya periode diam di awal?
Jawaban: Unit-unit awal sering dimulai dengan aktivitas menyimak (mendengarkan dialog para tokoh) dan matching gambar. Siswa hanya perlu merespons non-verbal atau memilih jawaban, bukan langsung memproduksi. Ini secara implisit mengizinkan periode diam dan fokus pada input terlebih dahulu.
- 14 Kegiatan apa dalam buku yang paling berhasil merangsang semua aspek ini (otak kanan dan kiri)?
Jawaban: Materi cerita (Narrative) sangat merangsang. Ada sisi intelektual (memahami alur cerita), estetika (apresiasi bahasa dan budaya), dan emosional (terlibat dengan konflik tokoh). Buku ini sangat baik dalam mengintegrasikan konten yang merangsang ketiga hal ini. Namun memang

masih kurang dalam hal lagu atau musik dan juga gerakan atau tari akan tetapi sebagai guru saya memberikan bahan bahan yang berkaitan dengan lagu atau musik, video, dll.

- 15 Apakah buku ini memberikan transisi yang cukup ke praktik bebas? Jika tidak, bagaimana Anda memodifikasinya?

Jawaban : ada banyak latihan terkontrol di awal (tahap Modelling). Namun, di akhir bab (tahap Independent Construction), siswa harus membuat teks dan presentasi mereka sendiri.

- 16 Bagaimana buku ini memfasilitasi umpan balik hasil pembelajaran bagi siswa?

Jawaban : Ada lembar refleksi mandiri di akhir setiap unit. Siswa diminta untuk menuliskan materi yang mereka suka, menuliskan satu hal yang masih sulit, bagaimana mereka bekerja, dll. Ini bagus untuk mendorong perencanaan belajar mereka sendiri.

CHECKLIST RUBRIC INSTRUMENT VALIDITY

Aspek Evaluasi		Fulfilment		Validity	
No	Criteria by Thomlinson's Theory	Yes	No	Valid	invalid
1	Materials should achieve impact (Materi harus mencapai dampak)	✓		✓	
2	Materials should help learners feel at ease. (Materi harus membantu peserta didik merasa nyaman)	✓		✓	
3	Materials should help learners develop confidence. (Materi harus membantu peserta didik mengembangkan rasa percaya diri)	✓		✓	
4	What is being taught should be perceived by learners as relevant and useful. (Apa yang diajarkan harus dianggap relevan dan berguna oleh peserta didik)	✓		✓	
5	Materials should require and facilitate learners' self-investment. (Materi harus membutuhkan dan memfasilitasi investasi mandiri peserta didik.)	✓		✓	
6	Learners must be ready to acquire points to be taught (Peserta didik harus siap untuk memperoleh poin-poin yang akan diajarkan)	✓		✓	
7	Materials should expose the learners to language in authentic use (Materi harus mengekspos peserta didik pada bahasa dalam penggunaan yang otentik)	✓		✓	
8	The learners' attention should be drawn to the linguistic features of the input (Perhatian peserta didik harus tertuju pada fitur linguistik dari input)		✗	✓	

9	Materials should provide the learners with opportunities to use target language to achieve communicative purposes. (Materi harus memberikan kesempatan kepada peserta didik untuk menggunakan bahasa target untuk mencapai tujuan komunikatif)	✓		✓	
10	Materials should take into account that the positive effects of instruction are usually delayed. (Materi harus mempertimbangkan bahwa efek positif dari instruksi biasanya tertunda)	✓		✓	
11	Materials should take into account that learners have different learning style. (Materi harus mempertimbangkan bahwa peserta didik memiliki gaya belajar yang berbeda)	✓		✓	
12	Materials should take into account that learners differ in affective attitudes. (Materi harus mempertimbangkan bahwa peserta didik memiliki sikap afektif yang berbeda-beda.)	✓		✓	
13	Materials should permit a silent period at the beginning of instruction. (Materi harus memungkinkan adanya waktu hening di awal instruksi)	✓		✓	
14	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left-brain activities. (Materi harus memaksimalkan potensi pembelajaran dengan mendorong keterlibatan intelektual, estetika, dan emosional yang merangsang aktivitas otak kanan dan kiri)		✗	✓	
15	Materials should not rely too much on controlled practice. (Materi tidak boleh terlalu bergantung pada latihan yang terkontrol.)	✓		✓	

16	Materials should provide an opportunity for outcome feedback (Materi harus memberikan kesempatan untuk umpan balik hasil)	✓				
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Gunungsitoli, 01 Agustus 2025

Approved by

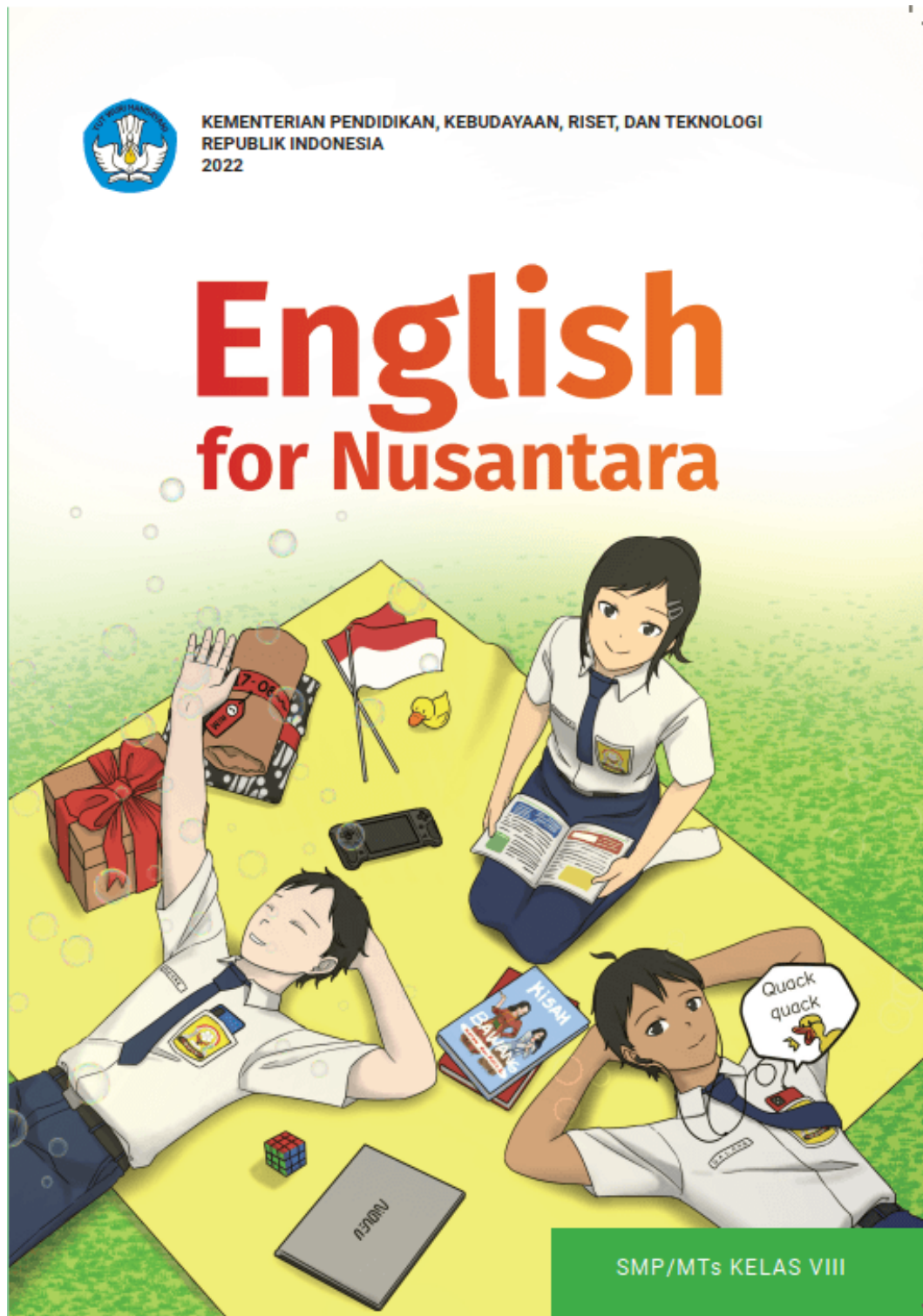
Validator I



Diniati Rahmat Nita Zebua, S.Pd.

NIP. 197704262005022001

Textbook “English for Nusantara” for Eight Grade of Junior High School



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Petunjuk Penggunaan Buku

Buku ini terdiri dari enam chapter; Chapter 0, Chapter 1, Chapter 2, Chapter 3, Chapter 4, dan Chapter 5.



Chapter 0

Chapter ini melampirkan materi yang meliputi: *Classroom language, exclamation, measurement, expressing surprise and disbelief, agreement, question tag, expression of wish, adjective, sympathy, degree verb, transition signals, disappointment, comparative, superlative, phrasal verb, dan attracting someone's attention.* Chapter ini dirancang untuk menunjang proses belajar peserta didik, dengan materi yang akan dipelajari pada chapter-chapter berikutnya.

Chapter 1 - Chapter 5

Chapter ini merupakan bagian utama yang berisikan materi Bahasa Inggris yang akan dipelajari pada buku ini. Dalam setiap *chapter* terdapat tiga *unit*. Dalam setiap *unit*, terdapat beberapa *section* sebagai berikut:



Say What You Know

Say What You Know adalah pembuka setiap unit. Pada bagian ini, peserta didik diperkenalkan ke topik yang akan dipelajari pada setiap unit. Terdapat gambar dan pertanyaan yang dapat membantu peserta didik mengungkapkan pengalaman dan pikiran berdasarkan pengalaman sendiri yang sesuai dengan topik yang akan dipelajari. Peserta didik boleh menggunakan Bahasa Inggris, Bahasa Indonesia, atau bahasa daerah dalam berinteraksi dengan gambar dan pertanyaan yang disajikan.

x

Listening



Listening menampilkan berbagai macam teks lisan baik dalam bentuk monolog maupun dialog. Teks-teks ini dapat peserta didik pelajari sebagai contoh-contoh penggunaan Bahasa Inggris yang berterima. Selain itu, teks lisan yang diperdengarkan digunakan pula untuk memeriksa pemahaman peserta didik melalui pertanyaan yang disajikan.

Speaking



Speaking menampilkan berbagai teks model *listening*, *language focus*, dan kosa kata kunci. Peserta didik akan difasilitasi untuk mengekspresikan keterampilan berbicara secara monolog maupun dialog bersama seorang teman atau teman-teman di dalam kelas.

Reading



Reading menampilkan berbagai teks tulis. Dengan bantuan kosa kata kunci, peserta didik akan dibantu untuk mendapatkan pemahaman terhadap teks-teks yang ditampilkan. Peserta didik akan dilatih mengidentifikasi berbagai cara memahami teks melalui pertanyaan *literal*, *inferential*, dan *interpretive*.

Viewing



Viewing menampilkan fenomena-fenomena dalam bentuk gambar, diagram, tabel, infografis, dan lain-lain. Peserta didik akan mendapat latihan pemahaman pembentukan makna yang mengombinasikan bahasa verbal dan visual.

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Writing

Writing menampilkan teks-teks tulis yang dijadikan model untuk menulis. Melalui teks model yang ditampilkan, peserta didik dapat mengamati cara menyusun teks dalam berbagai genre (jenis teks). Setelah mengamati teks model, peserta didik akan dipandu untuk menulis sebuah jenis teks dengan menunjukkan struktur teks dan unsur kebahasaan.

Representing

Representing membantu peserta didik dalam memaparkan gagasan dalam Bahasa Inggris. Peserta didik akan dibantu dengan berbagai media visual, digital, dan audio-visual.



Did you know?

Did You Know?

Did You Know? ditampilkan kepada peserta didik untuk dijadikan informasi tambahan selain materi-materi pokok yang ditampilkan pada setiap bab. Informasi yang ditampilkan berasal dari berbagai tempat baik dari Indonesia maupun luar negeri. Peserta didik akan mendapatkan fakta-fakta menarik terkait dengan topik-topik yang dipelajari.

Your Turn

Your Turn merupakan bagian yang ditujukan untuk kalian mengekspresikan keterampilan berbahasa Inggris. Ini dijadikan penilaian bagi guru sebagai bukti hasil belajar kalian.



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Fun Time

Peserta didik akan diajak bersenang-senang dalam belajar Bahasa Inggris pada kegiatan *Fun Time*. Peserta didik dimotivasi untuk menggunakan Bahasa Inggris dalam suasana santai, tapi tetap menunjukkan keseriusan dalam menggunakan Bahasa Inggris.

Enrichment

Peserta didik dapat mengekspresikan kemampuan berbahasa Inggris pada lingkup yang lebih luas. Selain dengan lingkungan kelas, peserta didik bisa berinteraksi dengan lingkungan di luar kelas seperti sekolah dan rumah.



Selain section yang telah disebutkan, buku ini juga menyajikan bagian-bagian khusus yang dapat menunjang pembelajaran peserta didik seperti:



Reflection

Peserta didik menunjukkan hasil perjalanan/pengalaman belajar. Peserta didik mengidentifikasi yang telah dipelajari dengan memberi penilaian pada hasil belajar diri sendiri.

Progress Check

Progress Check ditampilkan setelah menyelesaikan materi pada Chapters 1-2 dan Chapters 3-5. Peserta didik bisa melakukan asesmen secara mandiri terkait dengan materi-materi pokok pada bab-bab yang terdapat pada buku.



Word Box

Word Box berisi kumpulan kosa kata yang terdapat pada teks lisan dan tulis. Ini dapat digunakan untuk membantu peserta didik dalam memahami teks.

xiii

Appendix 2 Foto Penelitian



Appendix 3 Pengajuan Judul Penelitian

November 2024

Hal : Pengajuan Judul Rancangan Penelitian

Kepada Yth :

Bapak Afore Tahir Harefa S.Pd., M.Hum
(Dosen Penasihat Akademik)

Dengan hormat,

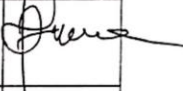
1. Saya yang bertanda tangan di bawah ini :

Nama : **Ertanlat Lase**

NIM : 212108032

Jumlah SKS yang telah diselesaikan : 138 SKS

Dengan ini mengajukan Judul Rancangan Penelitian dan memohon kepada Bapak kiranya dapat berkenan menyetujui salah satu judul yang saya ajukan di bawah ini:

No.	Judul	Persetujuan	
		Tanggal	Paraf
1	An analysis of English learning materials in the textbook for eighth grade based on Michael Halliday's Systemic Functional Linguistics (SFL)	11/11/2024	
2	Discourse Analysis on Dialogues and Conversations in Junior High School English Textbooks: A Study of Interaction Patterns		
3	Sentence Formulation Strategies in Writing Materials in High School English Textbooks: A Discourse Analysis Approach		

2. Demikian permohonan ini saya ajukan dengan harapan semoga Ibu dapat mempertimbangkannya.

Hormat saya:

Pemohon,



Ertanlat Lase
NIM. 212108032



YAYASAN PERGURUAN TINGGI NIAS

UNIVERSITAS NIAS

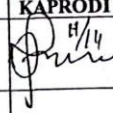
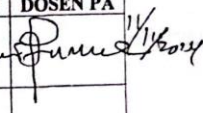
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat: Jalan YosSudarso No. 118/E-S, Gunungsitoli, Telepon (0639) 21616, Nias 22812

Homepage: <https://fkip.unias.ac.id> email: fkip@unias.ac.id

Lembar Saran dan Perbaikan Judul Proposal

No	Judul	Saran-saran	Perbaikan	Tanda Tangan	
				KAPRODI	DOSEN PA
1	An analysis of English learning materials in the textbook for eighth grade based on Michael Halliday's Systemic Functional Linguistics (SFL)				
2	Discourse Analysis on Dialogues and Conversations in Junior High School English Textbooks: A Study of Interaction Patterns				
3	Sentence Formulation Strategies in Writing Materials in High School English Textbooks: A Discourse Analysis Approach				

Demikian permohonan ini saya ajukan dan atas perhatian saya ucapkan terimakasih.

Hormat saya,
Pemohon,



Ertaniat Lase
NIM. 212108032

Tembusan:

1. Yth. Kaprodi
2. Yth. Dosen PA

Appendix 4 Abstrak Pengajuan Judul Penelitian

OUTLINE TOPIK PENELITIAN SKRIPSI

Name : Ertaniat Lase
NIM : 212108032
Study Program : English Education
Faculty : Faculty of Education and Teacher Training

Title	A content analysis of the English Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory
Phenomenon	In implementing the Merdeka Curriculum, textbooks still play an important role as the main learning resource for teachers and students. Textbooks function as guidelines in the learning process, providing information and knowledge in accordance with the learning objectives to be achieved. From Brian Tomlinson's theoretical point of view, it is expected that the "English for Nusantara" textbook, presents materials that are authentic and relevant to students' daily lives, so that they can see the connection between English learning and their socio-cultural context. The textbook is expected to offer a variety of learning approaches that can cater to students' various learning styles, including activities that encourage collaboration, creativity and problem solving. It is expected that textbooks can increase student engagement by presenting interesting and challenging content, as well as providing opportunities for students to interact with the material actively. In reality, the "English for Nusantara" textbook used in the eighth grade of junior high schools in Indonesia may have various strengths and weaknesses in terms of content, structure, and relevance to students' needs. The textbooks may have been compiled to meet national curriculum standards, but they may not fully reflect students' local needs and contexts. The material presented in the textbooks may vary in terms of quality, with some sections being highly engaging and relevant, while others may be the same. This difference between reality and expectations can create challenges in the learning process. If textbooks do not meet the expectations set by Brian Tomlinson's theory, then students may not get an optimal learning experience. This can result in low motivation to learn, difficulty in understanding the material, and a lack of English language skills needed to communicate effectively. This phenomenon highlights the need to analyze the effectiveness of textbooks in facilitating English language acquisition to students. Addressing this phenomenon is crucial in identifying areas for improvement to enhance the quality of English language learning in grade eight. By understanding this phenomenon, curriculum developers and educators can work together to create more relevant and effective materials for students.

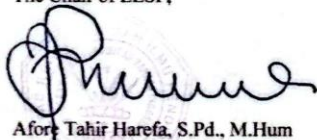
	The novelty in this study lies in analyzing the content of the "English for Nusantara" textbook based on Tomlinson's theory by adding the variable "ideality of the book as teaching material." In contrast to previous studies that only focus on analyzing the content of textbooks based on Tomlinson's theory, this study will also provide recommendations to improve the content of the book. This research method uses a qualitative approach and focuses on content analysis to determine the suitability of the content of the material provided in the "English for Nusantara" textbook for eighth grade in junior high school with the criteria for good English textbook material suggested by Tomlinson and the ideality of textbooks that should be used as teaching materials. Based on this phenomenon, the researcher wants to research good textbooks using Tomlinson's criteria for English textbooks, entitled "A content analysis of the English Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory."
The Formulation of the Problem	1) How does the content of the material provided in the textbook 'English for Nusantara' for eighth-grade junior high school students align with the criteria for good English textbooks suggested by Tomlinson?" 2) What should the ideal content of a textbook be to meet Tomlinson's standards? 3) What actions should a teacher take if the textbook does not meet the criteria for an effective teaching resource?
The Purpose of the Research	1) To analyze how the content of the textbook "English for Nusantara" for eighth-grade junior high school students aligns with the criteria for good English textbooks as suggested by Tomlinson. 2) To identify the ideal content that a textbook should possess to meet Tomlinson's standards. 3) To provide recommendations for teachers on the actions they should take if the textbook does not meet the criteria for an effective teaching resource.
Research Methods	This study employs a qualitative descriptive approach to analyze the content of the English textbook "English for Nusantara" used at SMPN 1

Locus	SMP Negeri 1 Gunungsitoli Barat
Address	Sihareo
Background of the problem	In the context of English language education in Indonesia, the quality of teaching materials plays an important role in shaping students' language skills and overall learning outcomes. Teaching materials are an important tool to achieve learning objectives. It can assist teachers in preparing learning activities, and guide students in learning at school and home. Therefore, it must be prepared based on basic principles and systematic teaching material development steps as well as assessment criteria that will be used in the field to ensure the quality of the teaching materials developed. Textbooks are one type of teaching material. Textbooks are so important that they are required in every school. The Indonesian government has emphasized the importance of textbooks in the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia number 25 of 2022, concerning the assessment of educational books. It stipulates that (a) Textbooks are books prepared for learning based on the National Education Standards, and (b) The applicable curriculum and main textbooks are textbooks that must be used in learning based on the applicable curriculum and are provided by the central government free of charge. Therefore, the Ministry of Education and Culture, Research and Development Agency, and Center for Bookkeeping publish English textbooks to support learning in the Merdeka curriculum, one of them is an English book entitled "English for Nusantara" for grade eight grade in junior high school. This research is important because it identifies the strengths and weaknesses of books in supporting English language learning and their relevance to the Indonesian education curriculum. The results of this analysis have the potential to provide recommendations for the improvement of teaching materials, which can improve the quality of learning at the secondary school level. In addition, this research also contributes to the educational literature and provides insights into customizing teaching materials to the local context, making them more relevant and effective for students. Overall, this research is important to

	ensure that English teaching materials in Indonesian schools are of high quality and appropriate to students' needs. In implementing the Merdeka Curriculum, textbooks play an important role as the main learning resource for teachers and students. Textbooks function as guidelines in the learning process, providing information and knowledge regarding the learning objectives to be achieved. From Brian Tomlinson's theoretical point of view, it is expected that the "English for Nusantara" textbook, presents materials that are authentic and relevant to students' daily lives so that they can see the connection between English learning and their socio-cultural context. furthermore, it is expected to offer a variety of learning approaches that can cater to students' various learning styles, including activities that encourage collaboration, creativity, and problem-solving. Besides that, it is expected that the textbook can increase student engagement by presenting interesting and challenging content and providing opportunities for students to interact with the material actively. Based on the interview with the teacher, the "English for Nusantara" textbook used in the eighth grade of junior high schools in SMP Negeri 1 Gunungsitoli Barat has various strengths and weaknesses in terms of content, structure, and relevance to students' needs. The students in SMP Negeri 1 Gunungsitoli Barat had low motivation to learn, had difficulty in understanding the material, and lacked of English language skills needed to communicate effectively. Also, based on the investigation of the researcher, The textbook does not reflect some criteria of Tomlinson's theory like 1) Materials should achieve an impact 2) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left-brain activities 3) The learners' attention should be drawn to the linguistic features of the input 4) The textbook was lacking in facilitating learner self-investment
--	--

	Gunungsitoli Barat. The primary data source for this research is the eighth-grade English textbook, including its chapters, dialogues, reading texts, exercises, and writing prompts. Data collection is carried out through document analysis, where relevant sections of the textbook are selected to represent its content comprehensively.
Bibliography	Fakhomah, D. N., & Srijono, D. (2017). <i>An Analysis on English Textbook Entitled Bahasa Inggris Based on Tomlinson's Theory</i> (Doctoral dissertation, Universitas Muhammadiyah Surakarta). Febraningrum, M. I. N., & Suroso, B. (2023). A Content Analysis of English Textbook "English For Nusantara" for 7 Grade Junior High School in Kurikulum Merdeka. <i>Proceedings Series on Social Sciences & Humanities</i>, 13, 145-152. Novianti, S., Srijono, D., & Haryanti, D. (2014). <i>An analysis of compatibility on english textbook entitled bright for the seventh grade students of junior high school based on Tomlinson's theory</i> (Doctoral dissertation, Universitas Muhammadiyah Surakarta). Syahid, A., Hapsari, M. S., Anisah, S., Almadani, T. N. F., & Maharani, W. A. (2024). Analyzing English Textbook through the Lens of Tomlinson's Theory. <i>International Journal of Educational Technology and Society</i>, 1(2), 66-73. Yuliana, N. M., & Widiastuty, H. (2022). A content analysis of students' English Textbook Based on Tomlinson's Theory. <i>Journal of Foreign Language Learning and Teaching</i>, 2(1), 1-15. Tanto, F. R. <i>An Analysis of the English Textbook "Bahasa Inggris Work in Progress" Based on the Curriculum Merdeka</i> (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta). Tsiplakides, I. (2011). Selecting an English coursebook: Theory and practice. <i>Theory and Practice in Language Studies</i>, 1(7), 758-764. Tomlinson, B. (Ed.). (2011). <i>Materials Development in Language Teaching</i> (Second Edition). Cambridge University Press

Approved by:
The Chair of EESP,



Afor: Tahir Harefa, S.Pd., M.Hum

Tembusan:

1. Kepala LPPM Universitas Nias
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan

Gunungsitoli, 19 februari 2025

Approved by:
The Thesis Advisor,



Adieli Laoli, S.Pd., M.Pd.

Appendix 5 SK Dosen Pembimbing



YAYASAN PERGURUAN TINGGI NIAS
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Homepage: <https://fkip.unias.ac.id> email: fkip@unias.ac.id

SURAT PENETAPAN DOSEN PEMBIMBING
Nomor: 25/UN10/PP.10.06/2024

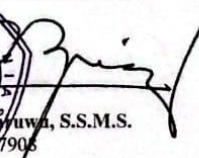
Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Nias, menetapkan

Nama : ADIELI LAOLI, S.Pd., M.Pd.
NIP : 19641027 199402 1 001
Pangkat : Penata/III-C
Jabatan Akademik : Lektor
Program Studi : Pendidikan Bahasa Inggris
Bidang Keahlian : Bahasa Inggris

sebagai Pembimbing dalam penulisan skripsi mahasiswa FKIP, Universitas Nias:

Nama : ERTANIAT LASE
NIM : 212108032
Program : S-1
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : AN ANALYSIS OF ENGLISH LEARNING MATERIALS IN THE TEXTBOOK FOR EIGHT GRADE BASED ON MICHAEL HALLIDAY'S SISTEMIC FUNCTIONAL LINGUISTICS (SFL) AT SMPN 1 GUNUNGSITOLI BARAT

Demikian surat penetapan dosen pembimbing ini disampaikan untuk dilaksanakan dengan penuh tanggung jawab.

Gunungsitoli, 27 November 2024

Dr. Widiyati Wawuwa, S.S.M.S.
NIP. 1960010017906

Tembusan disampaikan kepada:

1. Plt. Rektor Universitas Nias u.p. Wakil Rektor I
2. Ketua Program Studi Pendidikan Bahasa Inggris
3. Mahasiswa yang dibimbing (ERTANIAT LASE)

Appendix 6 Riwayat Bimbingan Rancangan Proposal Penelitian



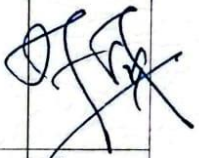
YAYASAN PERGURUAN TINGGI NIAS
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KARTU BIMBINGAN RANCANGAN PROPOSAL



Nama : Ertaniat Lase
 Nim : 212108032
 Program : Sarjana
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan
 Judul : A content analysis of the English
 Textbook "English for Nusantara" for
 the Eighth Grade of Junior High School
 Based on Brian Tomlinson's Theory
 Pembimbing : Adieli Laoli S.Pd., M.Pd.

No.	Tanggal	Materi Konsultasi	Komentar Pembimbing	Tanda Tangan
1	18/12/2024	Judul Penelitian & outline	Mencari masalah dalam Penelitian	
2	08/01/2025	Judul Penelitian & outline terbaru	Mencari masalah dalam Penelitian	
3	19/02/2025	outline & Bab 1-3	-menambah rumusan masalah -menambah teori terkait metode Penelitian -mengubah model conceptual framework -memperbaiki spasi teks	

4	Rabu 12/03/2025	Revisi	- membuat lembaran observasi - memperbaiki spasi	
5	13/03/2025	Revisi	- Memperbaiki lembaran observasi	
6	14/03/2025	Revisi	Mempedomani Penulisan Skripsi UNIAS	
7	15/03/2025	Revisi	ACC	

Appendix 7 Lembar Persetujuan untuk di Seminarkan



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE APPROVAL SHEET OF RESEARCH PROPOSAL

The research proposal proposed by:

Name : **ERTANIAT LASE**
Reg. Number : 212108032
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Proposal Title : A content analysis of the English Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory.

has been approved to be presented in the research proposal seminar forum.

Gunungsitoli, March 20th, 2025

Acknowledged by:
Chief of English Education Study Program,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN 0117038305

Advisor,


Adieli Layli S.Pd., M.Pd.
NIDN. 0027106406

Appendix 8 Berita Acara Seminar Rancangan Proposal Penelitian



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

BERITA ACARA SEMINAR RANCANGAN SKRIPSI

Pada hari ini, Selasa tanggal dua puluh dua bulan April tahun dua ribu dua puluh lima telah diselenggarakan Seminar Rancangan Skripsi bagi mahasiswa Universitas Nias:

Nama : Ertanias Lase
NIM : 212108032
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : A content analysis of the English Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory.
Waktu : 09.00 WIB s/d selesai

Susunan Dewan Pembimbing & Penelaah

1. Adieli Laoli, S.Pd., M.Pd.
2. Dr. Yaredi Waruwu, S.S., M.S.

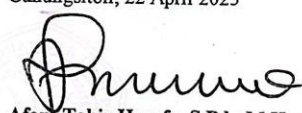
Tanda Tangan

1.  2. 

Rekapitulasi Nilai	
Dewan Pembimbing & Penelaah	Total Nilai
Adieli Laoli S.Pd., M.Pd.	97
Dr. Yaredi Waruwu, S.S., M.S.	78
Total Nilai	175

Rata-rata Nilai: 87.5

Gunungsitoli, 22 April 2025


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

SURAT KETERANGAN SEMINAR
Nomor: 321/UN10.03/PP.08.03/2025

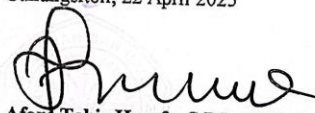
Ketua Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas Nias menerangkan bahwa:

Nama	: Ertaniat Lase
NIM	: 212108032
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Fakultas Keguruan dan Ilmu Pendidikan
Judul R. Skripsi	: A content analysis of the English Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory.
Hari/tanggal	: Selasa, 22 April 2025
Pukul	: 09.00 WIB s/d selesai
Tempat	: Ruang 1 Fakultas Keguruan dan Ilmu Pendidikan

Dengan hasil penilaian:

- | | |
|-------------------------------------|---|
| ☐ | Rancangan Skripsi telah cukup baik sehingga telah dapat dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (90-100) |
| ☒ | Rancangan Skripsi telah cukup baik, namun masih perlu disempurnakan dan dilengkapi dengan instrumen sebelum dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (70-89) |
| ☐ | Rancangan skripsi masih perlu dikembangkan, namun masalah penelitian masih perlu diperbaiki untuk menjadi topik permasalahan skripsi. Dianjurkan perbaikan (55-69) |
| ☐ | Rancangan Skripsi tidak memenuhi syarat untuk dikembangkan sebagai bahan skripsi. Mahasiswa perlu memikirkan untuk memilih topik lain dan wajib mengikuti seminar rancangan skripsi (<54) |

Gunungsitoli, 22 April 2025


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Catatan:

Berikan tanda cek (✓) pada salah satu kotak.

Appendix 9 Lembar Perbaikan Rancangan Proposal Penelitian



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERBAIKAN RANCANGAN SKRIPSI

1. Dosen Pembimbing

Nama : **Adieli Laoli S.Pd., M.Pd.**
NIDN : 0027106406
Jabatan : Pembimbing
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : **Ertaniat Lase**
NIM : 212108032
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : **A content analysis of the English Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory.**

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Selasa, 22 April 2025
Pukul : 09.00 WIB s/d selesai
Tempat : Ruang 1 Fakultas Keguruan dan Ilmu Pendidikan

4. Perbaikan Rancangan Skripsi

No	Bab Halaman	Uraian
		- Tambahan teori tentang buku teks (misalnya: mimesis, motivasi, ds.) - Penguatan konseptual awal - Analisis data diperkuat

Gunungsitoli, 22 April 2025

Adieli Laoli S.Pd., M.Pd.
NIDN. 0027106406



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERBAIKAN RANCANGAN SKRIPSI

1. Dosen Penelaah

Nama : Dr. Yaredi Waruwu, S.S., M.S.
NIDN : 0120047908
Jabatan : Penelaah
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswi

Nama : Ertaniat Lase
NIM : 212108032
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : A content analysis of the English Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory.

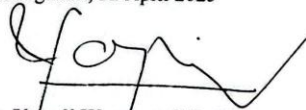
3. Waktu Pelaksanaan Ujian

Hari/tanggal : Selasa, 22 April 2025
Pukul : 09.00 WIB s/d selesai
Tempat : Ruang 1 Fakultas Keguruan dan Ilmu Pendidikan

4. Perbaikan Rancangan Skripsi

No	Bab Halaman	Uraian
		- Identifikasi. Formulasi. - Theories kinds, principle of analysis - FR.

Gunungsitoli, 22 April 2025


Dr. Yaredi Waruwu, S.S., M.S.
NIDN 0120047908

Appendix 10 Lembar Persetujuan untuk Diteliti



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE EXAMINERS' BOARD APPROVAL SHEET OF RESEARCH PROPOSAL

The research proposal proposed by:

Name : **ERTANIAT LASE**
Reg. Number : 212108032
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Proposal Title : A content analysis of the English Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory.

has been presented in the research proposal seminar forum and approved for research.

Advisor,

Adieli Laoli, S.Pd., M.Pd.
NIDN. 0027106406

Gunungsitoli, 29 April 2025

Reviewer,

Dr. Yaredi Waruwa, S.S., M.S.
NIDN. 0120047908

Acknowledged by:

Chief of English Education Study Program,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Appendix 11 Surat Permohonan Izin Penelitian



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Alamat: Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 22812
Home page : <https://fkjp.unias.ac.id> email : fkjp@unias.ac.id

Gunungsitoli, 30 April 2025

Nomor : 118 /UN10/PN.01.02/2025
Lampiran : 1 (satu) set
Perihal : **Permohonan Izin Pelaksanaan Penelitian**

Yth.
Badan Perencanaan Pembangunan, Riset dan Inovasi Daerah
di
Tempat

1. Dengan hormat, dalam rangka melengkapi data penelitian yang dilaksanakan oleh:

Nama	: Ertaniat Lase
NIM	: 212108032
Fakultas	: Keguruan dan Ilmu Pendidikan
Program Studi	: Pendidikan Bahasa Inggris
Jenjang Pendidikan	: Strata Satu (S-1)
Judul Skripsi	: A content analysis of the English Textbook "English for Nusantara" for the Eighth grade of Junior High School based on Brian Tomlinson's Theory
Lokasi Penelitian	: UPTD SMP Negeri 1 Gunungsitoli Barat
Jadwal Penelitian	: 05 Mei s.d. 05 Juni 2025

Maka kami mohon kepada Bapak/Ibu kiranya dapat memberi izin kepada mahasiswi yang namanya tersebut di atas untuk melaksanakan Penelitian di lokasi penelitian tersebut di atas (rancangan skripsi terlampir).

2. Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Dekan,

Dr. Yaredi Waguwu, S.S., M.S.
MDN: 0120047908

Tembusan Yth:

1. Plt. Rektor Universitas Nias
2. Wakil Rektor Lingkup Universitas Nias
3. Kepala LPPM Universitas Nias
4. Ketua Program Studi Pendidikan Bahasa Inggris
5. Peneliti yang bersangkutan (**Ertaniat Lase**)
6. Arsip

Appendix 12 Surat Izin Penelitian (dari Lokasi Penelitian)



PEMERINTAH KOTA GUNUNGSITOLI
DINAS PENDIDIKAN
UPTD SMP NEGERI 1 GUNUNGSITOLI BARAT
Jalan Desa Sihare'o Siwahili Kec. Gunungsitoli Barat
email : smpn1gunungsitolibarat@gmail.com
GUNUNGSITOLI

SURAT KETERANGAN
Nomor : 400.3.5/110-SMPN1GUSBAR/2025

Yang bertanda tangan di bawah ini, Kepala UPTD SMP Negeri 1 Gunungsitoli Barat Kota Gunungsitoli, menerangkan dengan sesungguhnya mahasiswa yang namanya dibawah ini:

Nama : ERTANIAT LASE
Program Studi : S1 PENDIDIKAN BAHASA INGGRIS
NIM : 212108032
Alamat : Universitas Nias

Benar telah datang di UPTD SMP Negeri 1 Gunungsitoli Barat dan diberikan izin untuk melaksanakan studi pendahuluan pada hari Rabu, 5 Mei 2025.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Gunungsitoli Barat
Pada Tanggal : 5 Mei 2025

Kepala UPTD
SMP Negeri 1 Gunungsitoli Barat,

ARKAN ZEBUA, S.Pd
PEMBINA
NIP. 198002072009031001

Appendix 13 Surat Keterangan Telah Menyelesaikan Penelitian (dari Lokus)



PEMERINTAH KOTA GUNUNGSITOLI
DINAS PENDIDIKAN
UPTD SMP NEGERI 1 GUNUNGSITOLI BARAT
Jalan Desa Sihare'o Siwahili Kec. Gunungsitoli Barat
e-mail : smpn1gunungsitolibarat@gmail.com
GUNUNGSITOLI

SURAT KETERANGAN

Nomor : 400.3.5.3/111-SMPN1GUSBAR/2025

Yang bertanda tangan di bawah ini :

Nama : **ARKIAN ZEBUA, S.Pd**
NIP : 198002072009031001
Pangkat/Gol : Pembina/ IV.a
Jabatan : Kepala UPTD SMP Negeri 1 Gunungsitoli Barat
Unit Kerja : UPTD SMP Negeri 1 Gunungsitoli Barat

Menerangkan bahwa :

Nama : **ERTANIAT LASE**
NIM : 212108032
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : S-1 Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Nias

Benar telah melaksanakan penelitian di UPTD SMP Negeri 1 Gunungsitoli Barat, guna melengkapi data skripsi dengan judul penelitian "A content analysis of the English Textbook "English For Nusantara" For The English Grade of Junior Hight School Based on Brian Tomlinson's Theory" yang dilaksanakan pada tanggal 05 Mei s.d 10 Juni 2025 dan terlaksanaan dengan baik.

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.

Gunungsitoli Barat, 10 Juni 2025

Kepala UPTD
SMP Negeri 1 Gunungsitoli Barat,

ARKIAN ZEBUA, S.Pd
NIP. 198002072009031001

Appendix 14 Riwayat Bimbingan Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 Alamat : Jalan Yos Sudarso 118 E / S Gunungsitoli 626392620815 Nias 22812
 Homepage: <https://Unias.ac.id> email: Pbing@gmail.com @Unias.ac.id

KARTU BIMBINGAN RANCANGAN SKRIPSI



Nama : Ertaniat Lase
 Nim : 212108032
 Program : Sarjana
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan
 Judul : A content analysis of the English
 Textbook "English for Nusantara" for
 the Eighth Grade of Junior High School
 Based on Brian Tomlinson's Theory
 Pembimbing : Adieli Laoli S.Pd., M.Pd.

No.	Tanggal	Materi Konsultasi	Komentar Pembimbing	Tanda Tangan
1	17/07/2025	Bab 4 Hasil Penelitian	- Hasil analisis Buku dimasukkan didalam tabel, Hasil analisis Perbab harus disertakan - Hasil Penelitian berupa analysis disertakan uraiannya, Bo kriteria mana saja yang belum terpenuhi	
2	26/07/2025	Hasil penelitian (Tabel hasil analisis buku Perbab berdasarkan Tomlinson's theory dan uraian hasil analisis)	- Membagikan kuesioner kepada siswa tentang kriteria yg tidak terpenuhi berdasarkan landasan teori para ahli. - Menambahkan nama penulis buku	
3	05/08/2025	Hasil penelitian (angket/ kuesioner yang dibagikan kepada siswa dan guru)	- menambahkan uraian hasil angket - menambahkan teori tentang Dampak negatif ada tidak kriteria yang 16 tidak terpenuhi	

4	12/08/2025	Hasil Penelitian (Penjelasan Hasil angket)	- Menambah teori tentang Penjelasan tabel hasil kuesioner - Mengaitkan dampak negatif dari kriteria yang tidak memenuhi dengan ideal sebuah buku	
5	13/08/2025	Hasil Penelitian (Bab 4 & 5 keseluruhan)	- Menpedomani penulisan karya ilmiah universitas Nias - Memperbaiki Bab 5	
6	14/08/2025	Bab 4 & 5 Hasil Penelitian dan rekomendasi	ACC	
7				

Appendix 15 Lembar Persetujuan Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE APPROVAL SHEET OF UNDERGRADUATE THESIS

The undergraduate thesis proposed by:

Name : **ERTANIAT LASE**
Reg. Number : 212108032
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Thesis Title : A content analysis of the English Textbook "English for Nusantara" for the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory

has been approved by undergraduate thesis advisor for further approval by the board of examiners.

Acknowledged by:

Chief of English Education Study Program,


Aford Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Gunungsitoli, August 14th 2025

Undergraduate Thesis Advisor,


Adieli Laoli, S.Pd., M.Pd.
NIDN. 002106406

Appendix 16 Lembar Turnitin



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT**

Rektorat : Jalan Pancasila No. 10 Kota Gunungsitoli ☎ +626382620615 Nias 33 22814
Homepage: <https://unias.ac.id> email: admin@unias.ac.id

SURAT KETERANGAN

Nomor : 593/UN06.01/TU.01.20/2025

Yang bertanda tangan di bawah ini:

Nama : **Arisman Telaumbanua, S.Pd.,M.Pd.T**
NIDN : 0102018705
Pangkat/Golongan : Penata Muda Tk.I /III/b
Jabatan : Sekretaris Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Nias

dengan ini menerangkan bahwa,

Nama : **Ertaniat Lase**
NIM : 212108032
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A CONTENT ANALYSIS OF THE ENGLISH TEXTBOOK
"ENGLISH FOR NUSANTARA" FOR THE EIGHTH GRADE
OF JUNIOR HIGH SCHOOL BASED ON BRIAN
TOMLINSON'S THEORY

adalah benar telah melakukan pengecekan plagiarisme terhadap Skripsi mahasiswa tersebut di atas melalui aplikasi *Turnitin*, dan mendapat tingkat *Similarity* 23% dan tingkat *Artificial Intelligence (AI)* 5%, sehingga dinyatakan layak untuk melanjutkan pada tahap selanjutnya sesuai dengan tahapan pada penyelesaian skripsi.

Gunungsitoli, 19 Agustus 2025

An. Kepala LPPM Universitas Nias
Sekretaris LPPM

Arisman Telaumbanua, S.Pd.,M.Pd.T
NIDN. 0102018705

Tembusan:

1. Ketua Program Studi Pendidikan Bahasa Inggris
2. Mahasiswa an. **Ertaniat Lase**.

Appendix 17 Surat Keterangan Lulus Matakuliah



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbng.unias.ac.id> email: pbng@unias.ac.id

SURAT KETERANGAN

No. **1061**/UN10.03/PN.01/2025

1. Ketua Program Studi Pendidikan Bahasa Inggris menerangkan bahwa:
Nama : **ERTANIAT LASE**
NIM : **212108032**
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Telah menyelesaikan mata kuliah yang dipersyaratkan dalam kurikulum yang berlaku di Universitas Nias sebanyak 149 SKS.
2. Demikian surat keterangan ini diberikan untuk dapat digunakan seperlunya.

Dikeluarkan di : Gunungsitoli
Pada Tanggal : **25** September 2025

📎 Ka. Prodi,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN 0117038305

Tembusan
Dekan FKIP Universitas Nias

Appendix 18 Surat Permohonan Ujian Skripsi

21 Agustus 2025

Perihal : Permohonan Ujian Skripsi
Lampiran : Satu Berkas

Kepada Yth.
Ketua Program Studi Pendidikan Bahasa Inggris
di
Gunungsitoli

Saya yang bertandatangan di bawah ini:

N a m a : Ertaniat Lase
NIM : 212108032
Program : Sarjana (S-1)
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Dosen Pembimbing : Adieli Laoli, S.Pd., M.Pd.
Judul Skripsi : A Content Analysis of The English Textbook "English for Nusantara" For the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory

Mengajukan permohonan untuk diperkenankan menempuh Ujian Skripsi. Sebagai bahan pertimbangan, bersama ini saya lampirkan :

1. Biodata Peserta Ujian Skripsi
2. Lembar persetujuan Dosen Pembimbing Skripsi
3. Lembar Konsultasi Bimbingan Skripsi (Print Out SIMAT)
4. Fotokopi Surat Penugasan Dosen Pembimbing Skripsi
5. Fotokopi KRS semester 1 sampai Semester Berkenaan
6. Fotokopi KHS dari semester 1 sampai terakhir
7. Fotokopi Pembayaran Uang Ujian Skripsi
8. Surat Keterangan telah menyelesaikan semua beban studi kecuali skripsi/penulisan skripsi/thesis writing*)
9. Transkrip Nilai yang telah ditandatangani ketua program Studi
10. Surat Keterangan telah melakukan pengecekan Plagiarisme dari LPPM.
11. Undangan ujian skripsi
12. Telah mengisi link bit.ly/MendaftarUjianSkripsiFKIP

Atas perhatian Bapak, saya ucapkan terimakasih.

Hormat saya,
Pemohon



Ertaniat Lase
NIM. 212108032

Tembusan
Yth.
Dekan FKIP Universitas Nias

Appendix 19 Lembar Kesiadaan Menghadiri Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

**PERNYATAAN KESEDIAAN PEMBIMBING MENGHADIRI
UJIAN MEJA HIJAU**

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias:

Nama : ERTANIAT LASE

NIM : 212108032

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Judul Skripsi : A Content Analysis of The English Textbook "English for Nusantara" For the
Eighth Grade of Junior High School Based on Brian Tomlinson's Theory

Yang dilaksanakan pada:

Hari/tanggal : Senin, 25 Agustus 2025

Pukul : 09.00 WIB s.d. selesai

Tempat : Ruang Prodi Pendidikan Bahasa Inggris

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 22 Agustus 2025

Pembimbing,

1. Adieli Laoli, S.Pd., M.Pd

Tanda Tangan,



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERNYATAAN KESEDIAAN PENGUJI I MENGHADIRI
UJIAN MEJA HIJAU

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias:

Nama : ERTANIAT LASE
NIM : 212108032
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : A Content Analysis of The English Textbook "English for Nusantara" For the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory

Yang dilaksanakan pada:

Hari/tanggal : Senin, 25 Agustus 2025
Pukul : 09.00 WIB s.d. selesai
Tempat : Ruang Prodi Pendidikan Bahasa Inggris

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 22 Agustus 2025

Penguji I,

1. Dr. Yaredi Waruwu, S.S., M.S

Tanda Tangan,

1.



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERNYATAAN KESEDIAAN PENGUJI II MENGHADIRI
UJIAN MEJA HIJAU

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswi Universitas Nias:

Nama : ERTANIAT LASE
NIM : 212108032
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : A Content Analysis of The English Textbook "English for Nusantara" For the
Eighth Grade of Junior High School Based on Brian Tomlinson's Theory

Yang dilaksanakan pada:

Hari/tanggal : Senin, 25 Agustus 2025
Pukul : 09.00 WIB s.d. selesai
Tempat : Ruang Prodi Pendidikan Bahasa Inggris

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 22 Agustus 2025

Penguji II,

1. Afore Tahir Harefa, S.Pd., M.Hum

Tanda Tangan,

1.

Appendix 20 Surat Penetapan Dosen Penguji



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

SURAT PENETAPAN DOSEN PENGUJI DAN DOSEN SAKSI

Nomor: 1002/UN.10.03/PP.08.05/2025

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias menetapkan dewan penguji skripsi bagi mahasiswa Universitas Nias

Nama : **Ertaniat Lase**
NIM : **212108032**
Program : **Sarjana**
Program Studi : **Pendidikan Bahasa Inggris**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Judul Skripsi : **A Content Analysis of The English Textbook "English for Nusantara" For the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory**

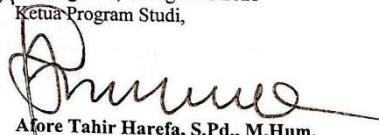
Waktu pelaksanaan ujian:

Hari/tanggal : **Senin, 25 Agustus 2025**
Pukul : **09.00 WIB s.d. selesai**
Tempat : **Ruang Prodi pendidikan Bahasa Inggris**

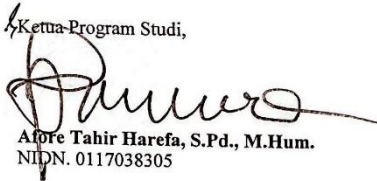
Dewan Penguji dan Dosen Saksi:

No.	Nama	Jabatan dalam Ujian	Keterangan
1	Dr. Yaredi Waruwu, S.S., M.S.	Penguji I	
2	Afore Tahir Harefa, S.Pd., M.Hum.	Penguji II	
3	Adieli Laoli, S.Pd., M.Pd.	Pembimbing Utama/ Penguji	

Gunungsitoli, 21 Agustus 2025
Ketua Program Studi,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Appendix 21 Undangan Pelaksanaan Ujian Skripsi

	YAYASAN PERGURUAN TINGGI NIAS UNIVERSITAS NIAS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812 Homepage: https://pbing.unias.ac.id email: pbing@unias.ac.id
Gunungsitoli, 21 Agustus 2025	
Nomor : 1001/UN10.03/PP.08.05/2025	
Lampiran : 2 (dua) eks.	
Hal : Pelaksanaan Sidang Skripsi atas nama Ertaniat Lase	
Yth. Dosen Penguji Ujian Skripsi	
1. Dr. Yaredi Waruwu, S.S., M.S.	Penguji I
2. Afore Tahir Harefa, S.Pd., M.Hum.	Penguji II
3. Adieli Laoli, S.Pd., M.Pd.	Pembimbing Utama/Penguji
di Gunungsitoli	
Sehubungan dengan pelaksanaan sidang skripsi mahasiswa:	
Nama : Ertaniat Lase	
NIM : 212108032	
Program : Sarjana	
Program Studi : Pendidikan Bahasa Inggris	
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan	
Judul Skripsi : A Content Analysis of The English Textbook "English for Nusantara" For the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory	
Diharapkan kehadiran Bapak pada acara dimaksud yang diselenggarakan pada:	
Hari/tanggal : Senin, 25 Agustus 2025	
Pukul : 09.00 WIB s.d. selesai	
Tempat : Ruang Prodi Pendidikan Bahasa Inggris	
Naskah skripsi yang diujikan, disampaikan langsung oleh mahasiswa yang bersangkutan. Atas perhatian Bapak, diucapkan terima kasih.	
	Ketua Program Studi,  Afore Tahir Harefa, S.Pd., M.Hum. NIDN. 0117038305
Tembusan	
1. Plh. Rektor Universitas Nias	
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan	
3. Ertaniat Lase	

Appendix 22 Berita Acara Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Senin, tanggal dua puluh lima bulan Agustus tahun dua ribu dua puluh lima telah diselenggarakan Ujian Skripsi bagi mahasiswa Universitas Nias:

Nama : **Ertaniat Lase**
NIM : **212108032**
Program : **Sarjana**
Program Studi : **Pendidikan Bahasa Inggris**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Judul Skripsi : **A Content Analysis of The English Textbook "English for Nusantara" For the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory**
Waktu : **09.00 WIB s.d selesai**

Susunan Dewan Penguji

1. Dr. Yaredi Waruwu, S.S., M.S.
2. Afore Tahir Harefa, S.Pd., M.Hum.
3. Adieli Laoli, S.Pd., M.Pd

1.

2.

No.	Penguji	Tanda Tangan	
		Skor	Rata-rata
1	Dr. Yaredi Waruwu, S.S., M.S.		83
2	Afore Tahir Harefa, S.Pd., M.Hum.		80
3	Adieli Laoli, S.Pd., M.Pd		91
	Jumlah		254

Berdasarkan perhitungan, rata-rata nilai adalah: 84.66 (Delapan puluh empat koma enam puluh enam)
Dengan demikian yang bersangkutan dinyatakan lulus/tidak lulus dengan predikat kelulusan B+

Gunungsitoli, 25 Agustus 2025
Dewan Ujian Skripsi

Ketua,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Sekretaris,

Riswan Zega, S.Pd., M.Hum.
NIDN. 0124108804

Appendix 23 Lembar Perbaikan Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

LEMBAR PERBAIKAN SKRIPSI

1. Pembimbing

Nama : **Adieli Laoli, S.Pd., M.Pd.**
NIDN : 0027106406
Jabatan : Pembimbing
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : **ERTANIAT LASE**
NIM : 212108032
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **A Content Analysis of The English Textbook "English for Nusantara" For the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory**

3. Waktu Pelaksanaan Ujian

Hari/tanggal : **Senin, 25 Agustus 2025**
Pukul : 09.00 s/d selesai
Tempat : Ruang Prodi Pendidikan Bahasa Inggris

2. Perbaikan Skripsi

No	Bab Halaman	Uraian
		Ikuti form Harus menyertakan rekomendasi bahwa ke-16 kriteria dari Tomlinson harus ada disetiap buku teks

Gunungsitoli, 25 Agustus 2025
Pembimbing,


Adieli Laoli, S.Pd., M.Pd.
NIDN. 0027106406



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

LEMBAR PERBAIKAN SKRIPSI

1. Penguji I

Nama : Dr. Yaredi Waruwu, S.S., M.S.
NIDN : 0120047908
Jabatan : Penguji I
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : ERTANIAT LASE
NIM : 212108032
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : A Content Analysis of The English Textbook "English for Nusantara" For the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Senin, 25 Agustus 2025
Pukul : 09.00 s/d selesai
Tempat : Ruang Prodi Pendidikan Bahasa Inggris

4. Perbaikan Skripsi

No	Bab Halaman	Uraian
		Tidak sesuai hasil pembahasan "English for Nusantara" Based on Brian Tomlinson's Theory (14) criteria

Gunungsitoli, 25 Agustus 2025
Penguji I,

Dr. Yaredi Waruwu, S.S., M.S.
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1. Penguji II

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Nama : ERTANIAT LASE
NIM : 212108032
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : A Content Analysis of The English Textbook "English for Nusantara" For the Eighth Grade of Junior High School Based on Brian Tomlinson's Theory

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Senin, 25 Agustus 2025
Pukul : 09.00 s/d selesai
Tempat : Ruang Prodi Pendidikan Bahasa Inggris

2. Perbaikan Skripsi

No	Bab Halaman	Uraian
		lupa cari linknya antara Content analysis di Tomlinson Theory

Gunungsitoli, 25 Agustus 2025
Penguji II,

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Appendix 24 Biodata Penulis

Biography



Ertaniat Lase, was born in Doli-doli, May 23th, 2003. She is the fifth of sixth siblings from her parents, Sama'aro Lase (father) and Satimina (mother). She resides in Tuhemberua Ulu Village, Gunungsitoli sub-district, Gunungsitoli city. She started her education from SD Negeri 070987 Fadoro and finished her study there in 2015. After graduating from her elementary school, she went to SMP Negeri 1 Gunungsitoli and finished in 2018. In the same year, she continued to SMAN 1 Gunungsitoli and graduating in 2021. After graduating from high school, she continued her education at University of Nias, majoring English Education Study Program at the Faculty of Teacher Training and Education. When she first entered university, the institution was still called IKIP Gunungsitoli, but it has since been renamed Universitas Nias (University of Nias).