



**AN ANALYSIS OF TEACHING MATERIALS USED IN ENGLISH III
SUBJECT
(A Study of English III Subject in Guidance and Counseling Department of
STAIN Batusangkar Registered in 2015/2016 Academic Year)**

THESIS

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Teaching English Study Program to Fulfill One of the
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ABSTRAK

VANIA ARINI RAHMAN, NIM 11 104 095 judul skripsi: “**AN ANALYSIS OF TEACHING MATERIALS USED IN ENGLISH III SUBJECT (A Study of English III Subject in Guidance and Counseling Department of STAIN Batusangkar Registered in 2015/2016 Academic Year)**”, Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah, Sekolah Tinggi Agama Islam Negeri (STAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah belum tergambaranya kualitas bahan ajar yang digunakan dosen dalam mengajar bahasa Inggris III di program studi Bimbingan Konseling. Penelitian ini bertujuan untuk mendeskripsikan hasil analisis terhadap bahan ajar yang digunakan oleh dosen Bahasa Inggris III di program studi Bimbingan Konseling STAIN Batusangkar tahun akademik 2015/2016.

Penelitian ini merupakan penelitian deskriptif *content analysis* melalui pendekatan kualitatif. Instrumen pada penelitian ini adalah dokumen bahan ajar, 3 *reading text* dan 2 dokumen *lists of vocabulary*. Instrumen kunci pada penelitian ini adalah peneliti sendiri. Peneliti menggunakan teori Chelimsky (1989: 8) untuk menganalisis data, dengan langkah-langkah; menentukan, mengkode, dan menganalisis bahan ajar yang digunakan dalam bahasa Inggris III di program studi Bimbingan Konseling. Selanjutnya, peneliti mengolah data dengan menggunakan teori dari Jahangard (2007: 133), diantaranya: (1) The objectives explicitly laid out in an introduction, and implemented in the material, (2) Good vocabulary explanation and practice, (3) Periodic review and test sections, (4) Appropriate visual materials available, (5) Clear instructions, (6) Clear attractive layout, print easy to read, (7) Content clearly organized and graded, (8) Plenty of authentic language, (9) Good grammar presentation and practice, and (10) Fluency practice in all four skills. Untuk menguji keabsahan data, peneliti melakukan triangulasi data yaitu dengan membandingkan hasil analisis dengan teori dan dokumen terkait (silabus).

Dari hasil penelitian, peneliti menemukan tidak semua bahan ajar yang digunakan dalam bahasa Inggris III di program studi Bimbingan Konseling memenuhi kriteria evaluasi bahan ajar. Bahan ajar pertama, memenuhi 8 kriteria evaluasi bahan ajar. Bahan ajar kedua, memenuhi 8 kriteria evaluasi bahan ajar. Bahan ajar ketiga, memenuhi 8 kriteria evaluasi bahan ajar. Bahan ajar keempat memenuhi 3 kriteria evaluasi bahan ajar. Bahan ajar kelima memenuhi 3 kriteria evaluasi bahan ajar.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is international language that is used by people to communicate in spoken and written. People can give information, share ideas and develop their knowledge through English. It is not only used as a means of communication but also a means for transferring science and technology especially for the language learners itself. It means that English is used as the language of many sources in science and technology. Besides, English can be also found in most of other fields such as economics, politics, psychology, and so on. So, it can be said that English is used in most of sources in many fields.

Academically, English can be classified into two terms. They are English for General Purposes and English for Specific Purposes. According to Far (2008:3) English for General Purposes (EGP) refers to contexts such as school where needs cannot readily be specified. In contrast, Far (2008: 3) also states that English for Specific Purposes (ESP) refers to recognizable activity within the broader professional framework of English Language Teaching (ELT), with implications for the design of syllabuses and materials as well as its presentation and then evaluation.

Furthermore, according to Hutchinson and Waters (1991: 16) ESP can be differentiated into two types according to the reason or purpose of the

English itself. First is English for Academic Purposes (EAP). In EAP, the learners require English for academic study. Second is English for Occupational Purposes (EOP). In EOP, the learners require English for work or training. So, it can be concluded that ESP can be learned based on the learners' purpose whether they want to use it for their academic needs or work needs.

English for Academic Purposes (EAP) usually can be found in the higher education level such as in university or college. In this case, English becomes a subject that is offered for the students as the needs of their academic study. Because of that, English that is offered in every university or college has different topic depends on their students' needs.

STAIN Batusangkar as an Islamic college in West Sumatera offers English for its students. This college is divided into two faculties; Tarbiyah and Syari'ah Faculties. Related to English background itself, they also can be divided into two big groups that are English Department and Non-English Departments. This college provides English as a subject that should be taken by all of its students. In other words, English is not only learned by English Department students, but also by non-English department students.

In the beginning, English subject for non-English Department students is called as English Intensive which consists of English Intensive I and II. In English Intensive I and II, the students learned the use of English in general. It means that the students learned the use of English as a language that is

used in daily life. For example, the students learned about greeting, introducing self and other people, and so on.

Then, there is a change in 2012/2013 academic year related to English subject. This subject is divided into three; English I, English II, and English III. In English I and II, the students learned English similar to English Intensive I and II. The difference is in English III. In this term, the students learn English as a language that is used in their background. It means that they learn the materials related to their background field through English.

Based on preliminary research that was done by the researcher, the English I, II and III was handled by Language Service Unit (UPB). The Language Service Unit (UPB) asked several lecturers who have English background to teach English for the first year students. In English I and II, students learn about the use English in daily life. Furthermore, in English III, students learn English as a language that is used in their background field. Curriculum design in English I, II and III was done by the Language Service Unit (UPB). It means that the syllabus is constructed by the Language Service Unit itself. Meanwhile, the teaching materials for English I, II, and III is designed by every department by considering the purpose of the subject.

Furthermore, English I, II and III for Non-English Departments, in this case Guidance and Counseling Department, hoped that through English their students can easily understand the materials about Counseling or Psychology. In addition, they have theory and practical skills to understand

many kinds of texts related to their field. It means that those departments need the English materials that can be applied and used by the students in the field later.

Based on the syllabus for Guidance and Counseling Department, in English III the students are given the knowledge in understanding the text and using English for academic and professional needs. Then, the course materials include reading comprehension; structure from the chosen topics. Furthermore, in English III for Guidance and Counseling Department, the lecturer asked the students to translate the materials which included the Counseling materials in it.

The interview result with Guidance and Counseling Department students shows that in English III for Guidance and Counseling Departments, the lecturer used printed materials in forms of articles as the sources of study. Those articles consisted of three sections; they were pre-reading section, whilst-reading section and after-reading section. In pre-reading section, students were asked to work in group and they were given vocabulary related to the topic. Secondly, in whilst-reading, students were asked to read 1 or 2 texts and even more. Last, after-reading, students were asked to answer questions based on the topic.

According to Jahangard (2007: 133), there are ten features checklists materials evaluation, such as (1) The objectives explicitly laid out in an introduction, and implemented in the material, (2) Good vocabulary explanation and practice, (3) Periodic review and test sections, (4)

Appropriate visual materials available, (5) Clear instructions, (6) Clear attractive layout, print easy to read, (7) Content clearly organized and graded, (8) Plenty of authentic language, (9) Good grammar presentation and practice, and (10) Fluency practice in all four skills.

The researcher got the teaching materials from the students. From the teaching materials that the researcher got, it was known that the teaching materials did not fulfill the criteria of teaching materials evaluation. For example, ideally, the learning objectives should be stated explicitly in the introduction. In reality, most of the teaching materials did not state the objectives. In addition, a good teaching material should have some pictures which visualize the content in order to help students' comprehension. However, the teaching materials that the researcher got did not any pictures in it. It was just collection of reading text which is related to their background.

Based on the elaboration above, it can be understood that English teaching materials for Guidance and Counseling Department students should be based on students' need. In order to meet the students' needs in teaching English III at Guidance and Counseling Department, the teaching materials ideally constructed based on the students background field and needs. However, from the reading text that researcher got, it was known that most of the teaching materials did not fulfill the criteria of teaching material evaluation. So, the researcher is interested in analyzing the teaching materials used in English III subject that are taught toward Counseling

Department because the teaching materials should base on students need. Therefore, the proposal is written under the title An Analysis of Teaching Materials Used in English III Subject (A Study of English III Subject in Guidance and Counseling Department of STAIN Batusangkar Registered in 2015/2016 Academic Year).

B. Research Focus and Question

This research focused on teaching materials used in English III subject for Guidance and Counseling Department. In short, the teaching material in this research means the articles used and selected readings by the lecturer in English III subject in Guidance and Counseling Department. That teaching materials were analyzed based on 10 features checklists materials evaluation suggested by Jahangard (2007: 133). The 10 features include (1) The objectives explicitly laid out in an introduction, and implemented in the material, (2) Good vocabulary explanation and practice, (3) Periodic review and test sections, (4) Appropriate visual materials available, (5) Clear instructions, (6) Clear attractive layout, print easy to read, (7) Content clearly organized and graded, (8) Plenty of authentic language, (9) Good grammar presentation and practice, and (10) Fluency practice in all four skills.

The question in this research: are teaching materials used in English III subject at Guidance and Counseling Department qualified with the selected 10 features which were common to most of checklist evaluation as suggested by Jahangard (2007: 133).”

C. Definition of the Key Terms

To avoid misunderstanding of this research, the key terms are defined as follows:

1. The teaching materials means that the printed materials in forms of 3 reading texts and 2 lists of vocabulary given by the lecturer for Guidance and Counseling Department students in English III subject in 2015/2016 academic year .
2. Guidance and Counseling Department is one of the departments at STAIN Batusangkar that offers English III subject for its students.

D. Purpose of the Research

The purpose of this research is to discover whether the teaching materials used in English III subject at Guidance and Counseling Department are qualified with the selected 10 features checklist materials evaluation suggested by Jahangard (2007: 133) or not.

E. Significance of the Research

The researcher hopes that this research useful for several parties:

1. The Lecturers

The results of this research can give contribution to the lecturers as the reflection and further evaluation about teaching English for non-English department students and its materials especially for Guidance and Counseling Department.

2. The Students

This research hopefully can make the students more realize about the importance of learning English especially related to their background field.

3. The Researcher

For the researcher, it can give valuable comprehension on the problem, solution to the problem and the reasons behind the problem. Then, it can also enrich the researcher's knowledge related to teaching materials evaluation itself. Finally, this research is also one of the requirements to get a scholar degree at STAIN Batusangkar.

4. UPB (Language Service Unit)

The results of this research can give contribution to the UPB as the reflection and further evaluation about teaching English for non-English department students and its materials especially for Guidance and Counseling Department.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. English Teaching

a. Definition of English Teaching

According to Brown (2007: 8), teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. He also state that it is showing or helping students to learn or how to do something, giving instruction, guiding in the study of something, providing with knowledge, knowing or understanding.

In specific, teaching English is concerned with the uncontrollable power of shared language that the speakers all speak and the uncontrollable responses to what the readers read (Brindley: 2004). The work of English teaching involves continual pressing for the expression of alternative ideas, inviting challenge to received opinions, seeking strong personal responses, establishing debate. The teacher's special relationship with students depends on democratic openness, not on knowing the answers.

Furthermore, English teaching should be creative. It should be able to create the atmosphere of language learning which eases the students in aiming communicative competence in teaching English. In this case, teaching English as language teaching requires qualified

teacher which enable the students to master English by using appropriate method to appropriate students. Then, it should also be able to guide and facilitate learning, enable learner to learn, set the condition for learning for the students.

According to Crawford (2005:10), teaching professionally means addressing a set of objectives, for a particular group of students, at a certain point in the school year, with certain resources, within a particular time frame, in a particular school and community setting. It means finding a balance between direct instructions and orchestrating the activities of individuals and groups of students, developing students' skills and strategies for learning, at the same time they learn the content of the curriculum.

In conclusion, teaching English is the process of helping students to use English effectively by using several ways. Then, teaching professionally means using appropriate resources, ways and objective to appropriate students in certain level.

b. Principles of English Teaching

Savignon (2002) mentions several principles of language teaching, such as: First, language teaching is based on a view of language as communication. Language is seen as a social tool that students use to make meaning; students communicate about something to someone for some purposes, either orally or in written. Second,

diversity is recognized and accepted as part of language development and use it as English as foreign language, as it is with first language users. Third, students' competency is considered in relative term, not in absolute. Fourth, more than one variety of a language is recognized as a continuum model for learning and teaching.

Fifth, culture is recognized as an instrument in shaping students' communicative competence, in both their first and additional languages. Sixth, no single methodology or fixed set of techniques is prescribed. Seventh, language use is recognized as serving ideas, interpersonal, and textual functions and it is related to the development of students' competence. It is essential that students be engaged in doing things with language, that they use language for a variety of purposes in all phases of learning.

Furthermore, Walter (2004) also provides some principles in teaching language, they are: First, language is functional. Language has use and function in real world interaction, language has purpose and function and it is acquired through meaningful use and interaction.

Second, language and culture are related. Language pattern and use are different in different cultures. There are variations reflect the norms, values, belief of a culture. To learn language is to learn culture. Third, language varies and changes. Language varies according to person, situation and purpose. Language also varies by region; social

class and ethnic group and change over time to adapt to the ever changing needs of the language user.

Then, language skills develop independently. Authentic language use often requires the simultaneous use of several language domains. It should be practiced by the teacher continually. Last, native language proficiency contributes to second language acquisition. Proficiency in the native language affects students' ability to efficiently acquire both social and academic aspects of a second language directly.

Jackson (2011: 1) also gives several principles of good teaching, such as: start from where the students are, know where the students are going, expect the students to get the students to their goal, support the students along the way, use feedback to help the students get better, focus on quality rather than quantity and never work harder than the students in the classroom.

Those principles will be very important to teach language including in teaching English. English teachers should consider all of them in selecting material, topic and also technique in teaching. In addition, teacher should also focus on students' need and goal in order to ease them to be able using English communicatively.

c. Components of English Teaching

There are several components of English teaching which support the successful of the teaching itself. According to Darwyan (2010:

59), there are eight components of English teaching. They are teaching purpose, students, teaching materials, teaching and learning activity, method of teaching, media, learning sources and evaluation. One of the important components in English teaching is materials. If teaching without material, teaching process cannot be continued. Material is the major of teaching, because with material students can imagine what will they learn.

Furthermore, Riyana (2010: 3) states that there are five components of English teaching. They are learning purposes, teaching materials; it is about teacher planning in choosing their materials, learning strategy; it is about teacher ways in transfer their materials, instructional media; it is the concept of media, the function of instructional media for learning, learning evaluation; it is about measurement of students' ability.

Based on explanation above, it can be concluded that there are many components of English teaching; one of them is English teaching materials. English teaching materials are very important to help students and teachers in reaches teaching English purpose. Because of that teacher should choose the materials carefully based on the curriculum and the purpose of teaching English itself.

2. English Teaching Materials

a. Definition of English Teaching Materials

According to Tomlinson in Harsono (2007: 170), materials mean anything which can be used to facilitate the learning of a language (linguistic, visual, auditory or kinesthetic. These materials can be presented in print, live performance, on cassettes, CD-ROM, DVD or in the internet. These materials can be instructional, experiential or exploratory. The material is instructional when it informs the learners about the language.

In addition, Morrison (2007) states materials are those resources which the teacher and the students will use for learning the objective. Materials will use to guide the students in their learning, practice, and instruction the students.

Furthermore, teaching English materials are tools that can be figuratively cut up into components pieces and then rearranged to suit the needs, abilities, and interest of the students in the course (Grave in Veronica: 2007). The English teaching materials that teacher used should be considered whether the materials suitable with students' need, abilities and arousing students' interest. That is the creativity of the teacher in choosing materials.

Based on the explanation above, it can be concluded that teaching materials are all kinds of materials which be utilized to help

teaching in teaching and learning activity. It can be books, other printed matter, video and audio recordings, and computer software.

b. Kinds of Teaching Materials

According to Gujjar & Malik (2007), there are several kinds of teaching materials that can be used by English. First, printed materials, guided study assignments, specially written textbooks, packets of pictures, directed reading, using the resources of libraries, assignment of work for tutorial comments or for computer assessment, self-assessment problems, exercises and questions, material related to other modes of teaching used, e.g. notes on broadcast programmers; instruction for the use of scientific kits. Second, audio-visual materials, national or local radio or television broadcasts, various audio-visual aids (slides, filmstrips, tape recorder, etc.).

Tomlinson in Harsono (2007) states that teaching materials can be in form of a textbook, a workbook, a cassette, a CD-ROOM, a video, a photocopied handout, a newspaper, and a paragraph written on a whiteboard or anything which presents or informs about the language being taught. In other side, Morrison (2007), the materials may be printed, and they may be other media including transparencies, audio, video, images, diagrams, presentation files, websites, and other electronic or multimedia forms. It means that the materials not only in printed form but also the materials can be in other form such as audio recording listening. Additionally, Marshall (2004) mentions other

electronic teaching materials include pictures, videos, slides, podcasts, websites, handouts, articles, legal documents and a teacher-created supplement.

In conclusion, there are many kinds of material in teaching English, such as printed materials, audio-visual materials and electronic instructional materials.

c. Criteria for Selecting Materials

Benito (2012: 2) mentions some criteria that should be included by the teacher in selecting materials, they are: First, support and consistent with the general educational goals of the state and district and the aim and objective of individual school and specific courses consistent with the district and school improvement plans. Second, accuracy: content is valid and reliable. The teacher create the material must be accurate, up-to-date and complete. Third, are appropriate for the subject, ability level, learning style, and social and emotional development of the students. Fourth, are design provide information that will motivate students' to examine their own attitude and behavior, to understand their rights, duties, and responsibility as citizen and to make informed judgments in their daily life as quoted in.

Then, there are guidelines for designing effective English teaching materials that explained by Jecelyn and Major (2005). First, English language teaching materials should be contextualized. The

criteria involved in contextualized are about the curriculum they are intended to address, to the experience, realities, and first languages of the learners, to topics and themes that provide meaningful, purposeful, uses for the target language. Second, materials should stimulate interaction and be generative in terms of language. Third, English language teaching materials should encourage learners to develop learning skill and strategies. Fourth, English language teaching materials should allow for a focus on form as well as function. Fifth, English language teaching materials should offer opportunities for integrated language use.

Sixth, English language teaching materials should be authentic. Seventh, English language teaching materials should link to each other to develop a progression of skill, understanding and language items. Eighth, English language teaching materials should be attractive. It is consist of physical appearance, user-friendliness, durability, and ability to be produced. Ninth, English language teaching materials should have appropriate instructions. Tenth, English language teaching materials should be flexible. Therefore, it is necessary to the teachers to create their own materials with many considerations that given by the experts. The teacher also should create the materials relevant with their students' experience and ability.

Furthermore, Crawford (1995) stated effective teaching materials should contextualized, purposeful use of language, realistic

and authentic, include and audio visual component, foster learner autonomy, engage learner both affectively and cognitively.

In conclusion, English teacher should construct their English teaching materials carefully. The materials should appropriate with students' age and students' needs. Then, the materials should be interesting for the students and motivating the students to do their work. Before the teacher gives the materials to the students' the teacher should check the materials with their colleague in order to avoid ambiguity for the students.

d. English Teaching Materials Taught in English III Subject

Guidance and Counseling Department is one of non-English Department in STAIN Batusangkar that provides English as a subject that should be taken by all of its students. In the beginning, English subject for non-English Department students is called as English Intensive which consisted of English Intensive I and II. In English Intensive I and II, the students learned the use of English in general only. It means that the students learned about the use of English as a language that is used in daily life. For example, the students learned about greeting, introducing self and other people, and so on.

Then, there is a change in 2012/2013 academic year related to English subject. This subject is divided into three; English I, English II, and English III. In English I and II, the students learned English similar to English Intensive I and II. The difference is in English III.

In this term, the students learn English as a language that is used in their background. It means that they learn the materials related to their background field through English.

According to the syllabus, the aim of this subject is through English III subject their students have theory and practical skills to understand many kinds of English texts related to their field. In this case, Guidance and Counseling Department students used printed materials in forms of articles as the sources of study. It means that the teaching materials used in English III subject in Guidance and Counseling Departments is printed materials in forms of articles.

Furthermore, in English III subject, the students had given several topics and sub topics that related to their background field. The topics are The Foundation of Psychology, Perception, Thinking, Intelligence, Developmental Psychology, Personality, The Counselor, Understanding People and Problems, and Inclusive Education and Special Education Need. The entire topic related to their background field.

3. The Criteria of Teaching Materials Evaluation

Evaluating the teaching materials is not as easy as the people think. Jahangard in The Asian EFL Journal, Volume 9, Number 2 (2007: 130) mentions several criteria/checklist for evaluating teaching materials. They are:

a. The objectives explicitly laid out in an introduction, and implemented in the material

Cunningsworth (1995: 15) means that the objectives can reflect the learners' needs in terms of both language content and communicative skills. The objectives or aims of a teaching programme should determine which course materials are used and should correspond to what students need to learn. A good teaching material needs to state the objectives which the learner should achieve.

The ultimate goals of the curriculum are clarified. In the teaching materials clearly specify the final objectives of the curriculum in vivid words so that the stake holders know what they are expected to have learnt at the end of the program (long term objectives). Likewise, the short term objectives remain specified in the introduction. So the teachers know what the learners should be able to do to demonstrate that they have achieved the intended objectives at the end of each course e.g. at the end of each year in the educational program.

Furthermore, Cunningsworth (1995: 6) provides the descriptor for these criteria, they are:

- 1) What are the objectives of the English programme?
- 2) Note any specific objectives, in terms of language items, functions, skills to be covered

- 3) Is there a detailed syllabus? If so, what does it consist of and how is it organized (in terms of grammar, functions, topics, skills, etc.)?
- 4) How is the achievement of aims and objectives measured?

b. Good vocabulary explanation and practice

A textbook should concern with the correspondence between the different senses of the word introduced in the new words sections and the senses which are used in the reading comprehensions. It is needed to show the fact obviously that a word might have several different senses.

c. Periodic review and test sections

At the beginning and the end, review exercises are attached sometimes. However they are not enough. It seems better to include tests and review tests at the end of each one of the lessons. It is worth mentioning that the tests should be comparable and compatible with the format and the testing methods which will be employed in the mid- term and final exams.

d. Appropriate visual materials available

Visual materials can be defined as the facilities that can be employed by teachers and learners to enhance language learning in classrooms. They may range from simple hand-made realia, charts and pictures to electronic and digital materials. Providing appropriate visual materials means giving information clearly furnished with

illustrations that facilitate students in understanding each material, whether it's in reading comprehension or grammar section.

e. Clear instructions

Most of the instructions are clear and easy to understand for the learners in the books in the series. Even if the learners might not be familiar with the structures and the lexis used in the instructions, the models given for each group of exercises provide contextual clues for the learners as to what they are expected to do. The bias instructions will create bias answers and learning process.

f. Clear attractive layout, print easy to read

The textbooks are acceptable regarding the clarity and orthographic beauty. However, it would be more appealing if colorful pictures of real people and real environment were used. Both teachers and students will be more interesting comparing the textbooks which are not.

g. Content clearly organized and graded

Sentences will be too complex for learners to understand. It may happen because they did not know the meaning of the new words included in. Planning the content carefully and consisting in series for each material to be slightly more difficult can help students achieve each competency without feeling tired and stressed.

h. Plenty of authentic language

According to Johnson and Johnson in Jahangard (2007: 144)

mentioned authenticity is defined as follows:

Texts are said to be authentic if they are genuine instances of language use as opposed to exemplars devised specially for language teaching purposes. The question of authenticity emerged as an important issue within communicative language teaching and in relation to notional/functional syllabuses, where emphasis was placed on ensuring that the classroom contained natural language behavior, with content identified as relevant to the learner through the process of needs analysis. There are various other reasons why authenticity may be regarded as important. One is that it presents learners with language exposure similar to that enjoyed by native speakers, including all the characteristics of natural language which may be necessary for the learner properly to interpret texts. In addition, there is motivational attraction for insisting on authentic texts, created as means of communicating content and not for some pedagogic purpose.

Based on discussion on the definition of authenticity which given above, and see it as the degree the materials concord with actual instances of language the learners will encounter in real situations, the materials can be considered as authentic. The learners' main use of English language will be limited to reading texts and passages they come up with in academic contexts in future in case they continue their career in their field.

In other cases, depending upon the learners' personal needs, considering the fact that the bulk of materials are devoted to reading activities, and some space is given to dialogues to provide opportunities for the learners to practice verbal communication in the

real situation, the materials can, to certain extent, be regarded as authentic.

i. Good grammar presentation and practice

According to Jahangard (2007: 145), grammar drills occupy the lion's share of each lesson and range from repetition, substitution to transformational ones. They are aimed at providing the learners with oral practice of the intended grammatical points. The oral drills are techniques which were mainly utilized in Audio-Lingual method and similar approaches to second language teaching for various pedagogical purposes one of which was automatization of the grammatical patterns. Automatization can be viewed from two perspectives: One is to develop the ability to give quick and in-time responses to particular verbal stimuli mainly in phatic communion. The second one is to develop the ability to process a given piece of information without awareness or attention, making relatively more use of long-term memory, for example; to produce a particular sentence according to the grammatical rules of a language.

j. Fluency practice in all four skills

Fluency means a smooth way of moving. Practice means the actual performance of an activity. In sum, the criteria above indicate that there is no separation between the activities to the other activities. The four skills tested in nature so that students do not gain experience while studying in the four skills.

4. Teaching Materials of ESP

a. Principles of Teaching Materials of ESP

Teaching material is one of the components in teaching and learning process. Related to the materials of ESP, several experts offer the principles of teaching materials of ESP. They are:

1) Hutchinson and Waters

Hutchinson and Waters (1991: 107) states that the teaching materials should provide stimulus to learning. Good materials do not teach; they encourage learners to learn. Therefore, it contains interesting texts, enjoyable activities that engage the learners' thinking capacities, opportunities for learners to use existing knowledge and skills, and content which both learners and teacher can cope with. It means that the learning materials of ESP have to encourage the students in order to be more motivated in learning through stimulus provided in the learning materials.

The next principle is the teaching materials provide a clear and coherent unit structure, which will guide teacher and learner through various activities in such a way to maximize the chances of learning. It means that the teaching materials of ESP can help to organize the teaching and learning process by providing a path through the complex mass of the language to be learned. In other words, the teaching materials should not be so tightly structured as to produce a monotonous pattern of lessons. Therefore, the

teaching materials should avoid the assembly line approach which makes each unit look the same, with the same type of the text, the same kind of illustration, the same type and number of exercises.

Then, the teaching materials provide models of correct and appropriate language use. It means that the teaching materials of ESP not only as the tools to learn the knowledge related to particular field but also to learn language that is related to that field. Additionally, the teaching materials also can provide samples of accurate and acceptable language that is used related to particular field.

Furthermore, Hutchinson and Waters in Burdova (2007:10) state that teaching materials should also function as a link between already learnt (existing knowledge) and new information. It means that the teaching materials of ESP can make the learners associating between the previous lessons and the new lesson. In other words, the teaching materials of ESP become the bridge between the existing knowledge of the students and the new information given by the teacher or lecturer. Therefore, in the teaching materials of ESP there should be information that had been known by the students in order to make them could comprehend the new lesson or information well.

Based on the explanation above, it can be concluded that there are four principles that are offered by Hutchinson and Waters

related to the teaching materials of ESP. They are the teaching materials provide stimulus to learning, the teaching materials provide a clear and coherent unit structure, the teaching materials provide models of correct and appropriate language use, and the teaching materials should also function as a link between already learnt (existing knowledge) and new information.

2) Burdova

According to Burdova (2007:10) good materials should be based on various interesting texts and activities providing a wide range of skills. Teacher determines which aspects of ESP will be focused on but one piece of material can serve for developing more than one skill e.g. reading, listening, vocabulary, etc. It means that the teaching materials of ESP have to provide the texts that lead the students to focus on particular skill as determined in the teaching purpose.

3) Harding

Harding in Basturkmen (2010: 63) suggests using contexts, texts, and situations from the students' subject area for teaching materials of ESP. It because whether they are real or simulated, they will naturally involve the language the students need. It means that the teaching materials of ESP have to be related in content with the students' background field. By using the teaching materials that are suitable with the students' background field, it will make the

students be familiar with the language that is used in their background field.

4) Basturkmen

According to Basturkmen (2010: 62) one of the key characteristics of ESP is the teacher and course developers value the use authentic texts and tasks. It means that the teaching materials used in ESP have to be authentic. Authentic means that the teaching materials are not written for language teaching purpose and it is written by native speaker. In short, the authentic materials can make the students become common with the language used related to their background field because it is written by the native speaker and talk about their background field.

5) Nuttal

According to Nuttal in Baghban (2011:10) the texts used in ESP must be chosen based on learners' interest and they should be relevant to their needs. It means that the teaching materials in ESP have to be suitable with the students' needs in learning English and also suitable with the students' background field.

b. Sources of Teaching Materials of ESP

The materials of ESP can be obtained from several ways. According to Chen in Lo (2011: 79), there are three possible ways of obtaining the materials for ESP. Those ways are:

1) Using Existing Materials

It means that the materials given to the ESP learners are taken from the existing materials. Those existing materials are supplemented by in-house materials. For example, an English text for physics students is taken from particular book and the materials are supported with the materials that can be found outside of that book.

2) Writing Materials

Writing materials mean that the materials used in teaching ESP are written or created by lecturer or teacher in order to fulfill the learners' needs in learning English. In short, the materials are constructed by matching the learners' needs with the materials that will be created. So, the lecturer constructs the materials by himself/herself.

3) Adapting Materials

Adapting materials can be done by taking the materials from the existing book but that book is not aimed to use in teaching ESP. For instance, the ESP lecturer gives the materials to Biology students. The materials are not taken from ESP book but he/she

adapts the teaching materials from existing book that related to Biology materials.

In conclusion, the materials of ESP can be taken from three ways. First is using existing materials. It means that the lecturer use existing book and giving several additional toward the book. Second is writing the materials. It can be done by creating own materials by matching with the learners' needs. Last is adapting the material. It can be defined that the materials are obtained from existing book that relates with the learners' needs because there is no special ESP book that can be used.

B. Review of Relevant Studies

Related to this research, the researcher also found other studies which are relevant to this research. All of them talk about English teaching materials.

Anisa Awlya (2014) conducted a research entitled "An Analysis of English Teaching Materials Used in Teaching Reading (A Study of English Teachers in SMAN 3 Batusangkar)". In this research, she found that not all of the teaching materials given by the English teacher in SMAN 3 Batusangkar fulfilled the criteria of good teaching materials.

Additionally, Zulhermindra (2005) also conducted a research entitled "The Evaluation of Teaching English for Specific Purposes (ESP/MKU) at STAIN Batusangkar. In this research, he found that teaching ESP at STAIN

Batusangkar was done by English lecturer. Then, he also found that the materials used are related to Islamic issues. It means that the materials were the same that related to Islamic issues for different majors.

Based on the relevant studies above, this research has similarity and differences with those researches. The similarity between the previous researches with this study is the subject of the research that is about English teaching materials. Meanwhile, the difference between them is the object or population of the research. In the previous research, the researcher took SMAN 3 Batusangkar English teachers as the object of her research while this study will take Guidance and Counseling Department students as the object of the study. The next difference is the purpose of the research. The previous research wanted to find out whether English teaching materials used by the English teachers fulfill the criteria of good English teaching materials. Meanwhile, this study wants to discover whether the teaching materials used in English III subject for Guidance and Counseling Department qualified with 10 features checklists materials evaluation suggested by Jahangard (2007: 133).

Furthermore, the last research also has the similarity and differences with this study. The similarity between those researches is discussed about English in non-English department at STAIN Batusangkar. Then, the difference between them is the previous research did the evaluation of teaching in five departments that were divided into

two faculties. Meanwhile, this research will be done toward Guidance and Counseling Department students only.

Based on those facts, it can be concluded that there are differences between the previous researches and this one. So, this research can be done by having differences in many points.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was a qualitative approach by using content analysis. According to Gay (2000:16) qualitative research seeks to probe deeply into the research setting in order to obtain understandings about the way things are, why they are that way, and how the participants in the context perceive them. Then, Krippendorff (2004: 18) states that content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use. It means that content analysis is use to analyze the written documents such as texts, books, and so on. In this research, the researcher analyzed the English teaching materials in forms of articles used in English III for Guidance and Counseling Department of STAIN Batusangkar.

B. Data Sources

The sources of the data in this research were the English teaching materials in forms of articles. According to Sugiyono (2007: 329) documents are the past experience in written form, pictures, or other creations of someone. The documents in this research were the English articles used in English III for Guidance and Counseling Department at STAIN Batusangkar.

C. Research Setting

This research was conducted at STAIN Batusangkar especially for Guidance and Counseling Department. The researcher took copied the teaching materials used in English III subject for Guidance and Counseling Department registered in 2015/2016 Academic Year.

D. Technique of Data Collection

1. Research Instrument

The main instrument of this research was the researcher herself. As it is explained by Gay (2000: 19), the researcher relies herself as the main instrument of data collection. It means that the researcher were entered the setting to get the data, copied the documents, and studied the documents and then the researcher interpreted the data by herself. In other words, the researcher conducted a documentary study because the researcher analyzed just the documents.

Sugiyono (2007: 329) states that document was the experience in written form, pictures, and other creations of someone. In this research, the researcher used the teaching materials in forms of 3 reading text and 2 lists of vocabulary used in English III for Guidance and Counseling Department that was copied from the lecturer. The researcher then analyzed the teaching materials by using the 10 criteria checklists evaluation by Jahangard (2007: 133).

2. Research Procedures

This research conducted by applying these following steps:

a. Preparation

- 1) Finding the problem in the field.
- 2) Focusing on the problem that the researcher interested.
- 3) Doing preliminary research.
- 4) Collecting the sources and references related to the research.
- 5) Preparing and writing the research proposal.
- 6) Consulting the research proposal with the advisors.
- 7) Revising the research proposal.
- 8) Conducting the research proposal seminar.
- 9) Revising the proposal.

b. Operation

- 1) Meeting the lecturer of English III for Guidance and Counseling Department students.
- 2) Copying the English articles used in English III for Guidance and Counseling Department students.

c. Post Operation

- 1) Analyzing the teaching materials used in English III for Guidance and Counseling Department students by using the 10 features checklists materials evaluation suggested by Jahangard (2007: 133).
- 2) Discussing the research finding with the advisors.

3) Drawing the conclusion.

E. Technique of Data Analysis

The data collected were the English teaching materials in forms of articles used in English III for Guidance and Counseling Department. They were analyzed by using content analysis. Krippendorff (2004: 18) states that content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use. Additionally, according to Weber in Lexy (2006: 220) content analysis is a research methodology that uses a set of procedures to make a valid conclusion from a book or document. It means that content analysis was used to analyze the document such as texts, book, and other written documents in order to get the inferences from them.

Guba and Lincoln in Lexy (2006: 220) state that there are five principles of content analysis. They were:

1. Process follows the procedure. It means that every step in content analysis was done based on the rules and procedures that were arranged. Those procedures were arranged based on the categories that were chosen.
2. Systematic process. It means that forming the categories should be done based on the rules that have been arranged.
3. The process was directed to get generalization. It means that the research finding should encourage view development related to the context. It was

done based on the example that has been done related to the existing document.

4. The content was manifest. It means that the researcher drew the conclusion based on the manifest or obvious document.
5. Content analysis can be done quantitatively and qualitatively.

According to Chelimsky (1989: 8) there are six steps in doing content analysis. Those steps were:

1. Deciding to use content analysis

In order to get the decision to use content analysis, the researcher should formulate the research question first. The questions should be based on a clear understanding of project needs and available data. Chelimsky (1989: 8) also states that content analysis can be used to answer the question “what”. In this research, the researcher formulated the questions by using “what” as stated in the research questions. It means that content analysis is appropriate to be used in this research.

2. Determining what material should be included in content analysis

In doing this step, the researcher used Jahangard (2007: 133) models in order to evaluate the content analysis. It can be done by using appropriate sampling technique. In this research, the researcher used total sampling in choosing the teaching materials that analyzed.

3. Develop coding categories

Chelimsky (1989: 11) states that categories provide the structure for grouping recording units. It means that the researcher did coding to the context unit based on the categories that are taken from the criteria teaching material evaluation.

4. Coding the material

In this step, the researcher coded the English articles used in English III for Counseling Department. The researcher used categories that are taken from the 10 features checklists materials evaluation by Jahangard (2007: 133) as the guidance for coding the materials.

5. Analyze and interpret the result

In the final step, the researcher analyzed all of the materials that have been coding based on the criteria teaching material evaluation. Then, the researcher interpreted the whole materials that have been analyzed and drew conclusion about this research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Data Description

This study was designed as a content analysis. In this research, the phenomenon was about the English teaching materials which had been used in English III subject by the third semester students of Guidance and Counseling Department of STAIN Batusangkar registered in 2015/2016 academic year.

The researcher got five materials used by English lecturer in teaching process. The teaching materials used were in forms of reading text and collection of vocabulary. Particularly, three of them were reading texts and the two others were the collection of vocabulary. The topics learned by the students were; The Foundations of Psychology, Perception: Why Do Things Look the Way They Do?, and Exploring Mental Life. (See Appendix 1)

The reading text was analyzed by using the 10 checklists proposed by different authors, and selected 10 features which were common to most of these checklists to do the evaluation suggested by Jahangard (2007: 133). They were 1) The objectives explicitly laid out in an introduction, and implemented in the material; 2) Good vocabulary explanation and practice; 3) Periodic review and test sections; 4)

Appropriate visual materials available; 5) Clear instructions; 6) Clear attractive layout, print easy to read; 7) Content clearly organized and graded, 8) Plenty of authentic language; 9) Good grammar presentation and practice, and 10) Fluency practice in all four skills.

Based on the five teaching materials that the researcher analyzed, she found that not all of the teaching materials qualified the 10 features checklists materials evaluation suggested by Jahangard (2007: 133). The result of data analysis of the teaching materials used in English III for Guidance and Counseling Department students can be seen as follow. (See Appendix 3)

2. Data Analysis

This chapter presents the result of analysis of the English teaching materials used in English III subject in Guidance and Counseling Department of STAIN Batusangkar registered in 2015/2016 academic year. The data were obtained from Guidance and Counseling Department students who took English III subject. As stated previously, the researcher used the selected 10 features criteria which were common to most of these checklists to do the evaluation suggested by Jahangard (2007: 133).

The detail finding and analysis are as follows:

a) The objectives explicitly laid out in an introduction, and implemented in the material

Definition of the objectives is the existence of an introduction that attempts to clarify the intended teaching objectives. A good textbook needs to state goals which the teaching objectives. Learners should achieve.

The descriptions of this criterion are; 1) the goals of the learning process stated in the beginning related chapter, 2) the objectives explicitly laid for later applied in the material, 3) the goals of the curriculum are clarified. The material is analyzed based on those descriptions. The material is considered relevant to the criterion if it can meet all or some of the descriptions.

There is an introduction section in reading text #3 which is totally different from that of reading text #1 and #2 in terms of the objectives that it specifies as the goals of the lessons and the course. The reading text #3 clearly states its teaching objectives. It can be seen as follows:

Objectives

After completing this unit, you will be able to

- define thinking;
- specify three basic kinds of mental concepts;
- describe various strategies for solving problems;
- explain how mental sets can present obstacles to solving problems;
- distinguish between logical thinking and logical errors;

Based on the researcher analysis, the reading text has six objectives provide by the lecturer and explicitly stated in the reading text. Those objectives in the material can be implemented with the activity in the reading text.

The first objectives were “*define thinking*”. In this objective, the lecturer desired students to be able define thinking concept. This objective implemented in the activity #2 and activity#3. In the activity#2, students asked to read the text about *Forming Concepts*. This reading text explains about the forming concept of thinking, the definition of thinking and a concept, and also the three basic kinds of concepts. In a way to make students more comprehend about the text, in activity #3 students asked to answer the following question based on the text. This activity consisted of nine questions related to the reading text. The question in the activity #3 helps students to more understand about the text. The question number #1, #2, #3, and #4 were reflecting the first objective.

The second objectives were “specify three basic kinds of mental concepts”. In this objective, students will be able to explain the three basic kinds of mental concepts. Question number #6, #7, #8, #9, and #10 were reflecting the second objectives.

The third objectives were “describe various strategies for solving problems”. In this objective, students will be able to describe the various strategies for solving problems. This objective

implemented in the activity #4 and #5. In activity #4, students give a new text about *Problem Solving Techniques*. This text was form of filling gaps, because five paragraphs had been removed from the text. So the students should choose one of the missing paragraphs to fits each other. In activity #5, students asked to read the text and answer the following question. Then, make summary of the text by using the question. Question number #2, #3, #4, #6, and #7 were reflecting the third objective.

The fourth objectives were “explain how mental sets can present obstacles to solving problems”. In this objective, students asked to give explanation about how mental sets can presents the obstacles to solving problems. Question number #8 was reflecting the fourth objectives.

The fifth objectives were “distinguish between logical thinking and logical errors”. In this objective, students expected to distinguish between logical thinking and logical errors. This objective implemented in the activity #6 and #8. In activity #6, students provide by some true-false question related to the given text. All of the questions in the activity #6 were reflecting the fifth objectives. Addition, question number #7, #8, #9, and in activity #8, also reflecting this objective.

The sixth objectives were “state the core feature of the creative process”. In this objective, students expected to state the core feature

of the creative process. This activity does not implement in any activity.

The goals of the curriculum are clarified. Actually, the teaching material is suitable with the syllabus. The weakness is each aspect is not given clearly. The goals are offered, but it needs to be more specific from where the goals refer. It is not only helpful but also it is important to convince the readers that the books are following the exist curriculum. This considered being relevant based on objectives given and suitable with curriculum.

In conclusion, from 3 reading text and 2 lists of vocabulary, the criterion “objectives explicitly laid out in an introduction and implemented in the material” can be found in reading text #3.

b) Good vocabulary explanation and practice

The term good in oxford means high quality, pleasant, and through related to this book, the vocabulary, includes, fragrant, soak, obtain are considered good and qualified for first grader of senior high school level. Students could be more familiar with more complicated vocabulary as preceded before.

The descriptions for this criterion are (1) there is a vocabulary section in each or related chapter, (2) vocabulary section consists of lists of words and their definitions based on the context used, (3) there are vocabulary practices in each or related chapter. The material is

considered relevant to the criterion if it can fulfill all or some of the descriptions.

In this analysis, the researcher analyzes the document by using Jahangard (2007: 133) models. According to Jahangard (2007: 136) this criterion concerned with the correspondence between the different senses of the word in the vocabulary materials section and the senses which are used in the Reading Comprehensions. The other type is concerned with the vocabulary activity and its use for Reading Comprehensions.

Based on researcher analysis, she found that some of the new vocabulary which the lecturer might have assumed to be more significant in carrying the semantic load of the related material have been included in the Reading Comprehension passages with some synonyms or definitions. In reading text #1, #2, and #3 there is specific place is designed to explain the new words in each reading text called *Glossary*. It might be more useful because include much vocabulary explanation in each lesson, so this glossary help students to understand the synonym or definition in reading text section.

The second type to be researcher analyze that the correspondence between the activity in each teaching materials with the reading comprehension section. In the reading text #1, #2, and #3 provide the activity for vocabulary. The activities include; *give Indonesian equivalent to the given words and expressions, fill in the*

gaps, find the synonym the given words, and matching activity. All of the activities are vocabulary based activity. So, this activity based on students need and helps students in comprehending the text.

In conclusion, from #3 reading text and #2 lists of vocabulary, the criterion “Good vocabulary explanation and practice” can be found in reading text #1, #2, and #3.

c) Periodic review and test sections

At the beginning and the end, review exercises are attached sometimes. However they are not enough. It seems better to include tests and review tests at the end of each one of the lessons. It is worth mentioning that the tests should be comparable and compatible with the format and the testing methods which will be employed in the mid- term and final exams.

The descriptions for this criterion are (1) there is review section at the end of chapter, and (2) there are periodic test sections in the teaching material. The material is considered relevant to the criterion if it can fulfill all or one of the descriptions.

After researcher analyze, she found that at the beginning and the end of reading text #2, there were view exercises. However, they are not enough. It seems better to include tests and review tests at the end of each one of the lessons. It is worth mentioning that the tests should be comparable and compatible with the format and the testing methods which will be employed in the mid-term and final exams.

In reading text #1 and #3, provide a review or quiz section at the end of the reading text. It is full of tasks and individual assignments. Many exercises offered, make the students will be more easy to comprehend what they are learning.

In conclusion, from 3 reading text and 2 lists of vocabulary, the criterion “periodic review and test sections” can be found in reading text #1, #2, and #3.

d) Appropriate visual materials available

Visual materials can be defined as the facilities that can be employed by teachers and learners to enhance language learning in classrooms. They may range from simple hand-made regalia, charts and pictures to electronic and digital materials. Providing appropriate visual materials means giving information clearly furnished with illustrations that facilitate students in understanding each material, whether it's in reading comprehension or grammar section.

The description for this criterion is there are visual materials available from the teaching material, such as charts, pictures, movies, etc. which are relevant with the topics. The material is considered relevant to the criterion if it can fulfill the description.

After researcher analyzed the reading text #1, #2, #3 and lists of vocabulary #4, and #5, does not fulfill this criterion. In those reading text, there were no space for appropriate visual materials available.

e) Clear instructions

Most of the instructions are clear and easy to understand for the learners in the books in the series. Even if the learners might not be familiar with the structures and the lexis used in the instructions, the models given for each group of exercises provide contextual clues for the learners as to what they are expected to do. The bias instructions will create bias answers and learning process.

The description for this criterion is the instructions of the exercises or practices are clear and easy to understand. The material is considered relevant to the criterion if it can fulfill the description.

Most of the instructions were clear and easy to understand for the learners in the reading text #1 and #2 activities. Even if the learners might not be familiar with the structures and the lexis used in the instructions, the models given for each group of exercises provide contextual clues for the learners as to what they are expected to do. For example, in reading text #1-activity #1, the instructions were *“Before reading text practices the following proper names for pronunciation.”* This activity provides a pronunciation activity. In this instruction, students asked to practice the following proper names before reading the text. This activity useful for the students when they reading the text.

Even, some of them provide examples how to answer the questions. The instructions are also considered easy to understand

because are given in short sentences. For example, in reading text #3-activity #3, the instruction was “*Look through the text again and answer the following question.*” This was kind of reading comprehension activity. In this activity students asked to read the text, and after that to make students more understand about the text, students should answer the given question.

The practices provide clear instructions, mostly. However, some unclear instructions are found. For instance, in reading text #3-activity #13, “*Translate the following sentences into Russian*”. The meaning is students are asked to translate the following sentences into Russian. This material is for teaching English not for teaching Russian. The instruction in the activity is not acceptable. The students may do not understand.

In conclusion, from 3 reading text and 2 lists of vocabulary, the criterion “clear instruction” can be found in reading text #1 and #2.

f) Clear attractive layout, print easy to read

The teaching materials are acceptable regarding the clarity and orthographic beauty. However, it would be more appealing if colorful pictures of real people and real environment were used. Both teachers and students will be more interesting comparing the textbooks which are not.

The descriptions for this criterion are (1) the words are correctly spelled and clearly printed, and (2) it consists of colorful pictures of

real people and real environment. The material is considered relevant to the criterion if it can fulfill all or one of the descriptions.

The researcher found that in the reading text #1, #2, #3 and lists of vocabulary #4 and #5 the most often the papers of the materials are low quality. It could be seen from the no cover. However, it was attractive for the students because the teaching materials provide the reading text related to their background needs and activities in the teaching materials to support their comprehension about the text. In addition, the spelling of the words in the teaching materials is correct. All of the letters in the teaching materials are clearly printed and easy to read.

In conclusion, from 3 reading text and 2 lists of vocabulary, the criterion “clear attractive layout, print easy to read” can be found in reading text #1, #2, #3 and lists of vocabulary #4 and #5.

g) Content clearly organized and graded

Organization means the amount of continuity within the materials and the routes through the materials which are available to learners. Some of the Reading Comprehension texts tend to be more difficult for the learners to understand than others due to their structural complexity.

Sentences will be too complex for learners to understand. It may happen because they did not know the meaning of the new words included in. Planning the content carefully and consisting in series for

each material to be slightly more difficult can help students achieve each competency without feeling tired and stressed.

The descriptions for this criterion are (1) each chapter is organized as introduction (objectives), learning material (practices and exercises), and review (summary of materials); and, (2) texts given in the materials should at least consist of descriptions of the nature of which are related to their social function and context. The material is considered relevant to the criterion if it can fulfill all of the descriptions.

After the researcher analyzed, in reading text #2-activity #5 is one of the organized and graded content. Organized here means consist of the objectives that implied in clear instruction. This text also provides several questions that related to the topic. The explanations of the text are understandable completed by graded structure (Simple present Tense and Simple Past Tense).

In conclusion, from 3 reading text and 2 lists of vocabulary, the criterion “content clearly organized and graded” can be found in reading text #1, #2, #3.

h) Plenty of authentic language

According to Johnson and Johnson in Jahangard (2007: 144) mentioned authenticity is defined as follows:

Texts are said to be authentic if they are genuine instances of language use as opposed to exemplars devised specially for language teaching purposes. The question of

authenticity emerged as an important issue within communicative language teaching and in relation to notional/functional syllabuses, where emphasis was placed on ensuring that the classroom contained natural language behavior, with content identified as relevant to the learner through the process of needs analysis. There are various other reasons why authenticity may be regarded as important. One is that it presents learners with language exposure similar to that enjoyed by native speakers, including all the characteristics of natural language which may be necessary for the learner properly to interpret texts. In addition, there is motivational attraction for insisting on authentic texts, created as means of communicating content and not for some pedagogic purpose.

Based on discussion on the definition of authenticity which given above, the researcher analyze the degree the materials with actual instances of language the learners will encounter in real situations, the teaching materials #1, #2, #3, #4, and #5 can be considered as authentic. The description for this criterion is there are authentic materials in each teaching materials. It means that the content of a teaching materials add the example based in fact. The contextual illustrations can help the learners easily create an imagination on their mind.

In conclusion, from 3 reading text and 2 lists of vocabulary, the criterion “plenty of authentic language” can be found in reading text #1, #2, #3 and lists of vocabulary #4 and #5.

i) Good grammar presentation and practice

Grammar drills occupy the lion's share of each lesson and range from repetition, substitution to transformational ones. They are aimed at providing the learners with oral practice of the intended grammatical points.

The descriptions for this criterion are (1) there is a grammar presentation in each chapter, and (2) there are grammar practices in each teaching materials. The teaching material is considered relevant to the criterion if it can fulfill all of the descriptions.

The Grammar presentation and practice in this reading text #1, #2, and #3 were not presented in the form of formula but they were integrated into vocabulary or presented in form of table. Grammar items presented in this reading text were integrated into vocabulary; it can be seen in the reading text 1-activity 11 as follows:

Activity 11:

Complete the table with the correct form of the word.

Verb	Noun	Noun	Adjective
Assert	.....	Emotion	.....
.....	Behaviorism	.....	Scientific
Realize	.....	.....	Mental
Believe	.....	Psychology	.....
.....	Exploration	.....	Similar
State	.....	Experiment	.....
Character	.....	.....	Physiological
.....	Explanation	.....	Personal
Combine	.....	Confidence	.....
.....	Present	.....	Evident

In the activity, the researcher analyzed that the grammar content in this teaching material presented in form of table vocabulary. In this

activity, students asked to find the form of part of speech from the given words. The vocabulary used in this activity was related to students' background field. All of the vocabulary based on psychology field. It means that those reading text #1, #2, and #3 has a good grammar presentation and practice. Grammar items in those reading text appropriate to the students level and students' needs.

In conclusion, from 3 reading text and 2 lists of vocabulary, the criterion "good grammar presentation and practice" can be found in reading text #1, #2, #3 and lists of vocabulary #4 and #5.

j) Fluency practice in all four skills

Fluency means a smooth way of moving. Practice means the actual performance of an activity. In sum, the criterion above indicates that there is no separation between the activities to the other activities. The four skills tested in nature so that students do not gain experience while studying in the four skills.

The descriptions for this criterion are (1) each chapter should consist of four skills, and (2) each skill in each chapter should be completed with fluency practices. The teaching material is considered relevant to the criterion if it can fulfill all of the descriptions.

After the researcher analyzed the language skills in the reading text #1, #2, and #3, they were frequently reading and writing. Considering the idea that the main needs of the learners might be to

acquire an acceptable degree of mastery and skill in reading materials written in English, this allocation looks justified. There is no section in the lessons specifically designed to develop and enhance listening skills in the learners.

However, the teachers can probably work on this skill through having the students listen to the reading passages read aloud by the teachers or other students or by the question-answer section in the classroom. To involve the learners actively and attentively to listen to the passages read aloud, the teacher can ask various comprehension questions at different points or at the end of the listening activity to check their understanding. Speaking skill is also taken into account though indirectly and as a marginal activity. There are certain questions at the end of each reading passage which require the learners to give oral answers.

In conclusion, from 3 reading text and 2 lists of vocabulary, the criterion “fluency practice in all four skills” can be found in reading text #1, #2, and #3.

In conclusion, after the researcher analyzed the teaching material used in English III subject for Guidance and Counseling Department at STAIN Batusangkar registered in 2015/2016 academic year by using 10 features checklists materials evaluation suggested by Jahangard (2007: 133). They were The objectives explicitly laid out in an introduction, and implemented in the material, Good vocabulary explanation and practice,

Periodic review and test sections, Appropriate visual materials available, Clear instructions, Clear attractive layout, print easy to read, Content clearly organized and graded, Plenty of authentic language, Good grammar presentation and practice, and Fluency practice in all four skills.

In conclusion, regarding the above mentioned criteria, the first criterion about the objectives explicitly laid out in an introduction, and implemented in the materials is qualified by 1 teaching material; the second criterion about good vocabulary explanation and practice is qualified by 3 teaching materials; the third criterion about periodic review and test sections is qualified by 3 teaching materials; the fourth criterion about appropriate visual materials available is not qualified by all the teaching materials; the fifth criterion about clear instructions is qualified by 2 teaching materials; the sixth criterion about clear attractive layout, print easy to read is qualified by all the teaching materials; the seventh criterion about content clearly organized and graded is qualified by 3 teaching materials; the eighth criterion about plenty of authentic language is qualified by all the teaching materials; the ninth criterion about good grammar presentation and practice is about qualified by all the teaching materials; and the tenth criterion about fluency practice in all four skills is qualified by 3 teaching materials.

B. Discussion

The reasons for materials evaluation were to identify particular strengths and weaknesses in teaching materials already in use. Materials evaluation was useful to help teacher gain good and useful insights into the nature of the material. Jahangard (2007: 133), in his journal mentioned selected 10 features which were common to most of the checklists to do the evaluation. They were the objectives explicitly laid out in an introduction, and implemented in the material, good vocabulary explanation and practice, periodic review and test sections, appropriate visual materials available, clear instructions, clear attractive layout, print easy to read, content clearly organized and graded, plenty of authentic language, good grammar presentation and practice, and fluency practice in all four skills.

The result of the data analysis showed that not all of the reading text; reading text #1, #2, #3, #4, and #5, qualified the criteria of selected 10 features which were common to most of these checklists to do the evaluation suggested by Jahangard (2007: 133). In conclusion, regarding the above mentioned criteria, reading text #1 qualified by eight criteria, reading text #2 qualified by eight criteria, reading text #3 qualified by eight criteria, list of vocabulary #4 qualified by 3 criteria, and list of vocabulary #5 qualified by 3 criteria.

It can be concluded that the teaching material used in English III subject in Guidance and Counseling Department of STAIN Batusangkar registered in 2015/2016, reading text #1, #2, and #3 considered to be

qualified the criteria and reading text #4 and #5, unqualified the criteria of selected 10 features which were common to most of these checklists to do the evaluation suggested by Jahangard (2007: 133).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the teaching materials used in English III Subject for Guidance and Counseling Department by using the selected 10 features which were common to most checklists to do the evaluation suggested by Jahangard (2007: 133), the research comes to the conclusion. In general, the result of analysis can be seen as follows:

1. The first criterion about the objectives explicitly laid out in an introduction, and implemented in the materials is qualified by 1 teaching material.
2. The second criterion about good vocabulary explanation and practice is qualified by 3 teaching materials.
3. The third criterion about periodic review and test sections is qualified by 3 teaching materials.
4. The fourth criterion about appropriate visual materials available is not qualified by all the teaching materials.
5. The fifth criterion about clear instructions is qualified by 2 teaching materials.
6. The sixth criterion about clear attractive layout, print easy to read is qualified by all the teaching materials.

7. The seventh criterion about content clearly organized and graded is qualified by 3 teaching materials.
8. The eighth criterion about plenty of authentic language is qualified by all the teaching materials.
9. The ninth criterion about good grammar presentation and practice is qualified by all the teaching materials.
10. The tenth criterion about fluency practice in all four skills is qualified by 3 teaching materials.

B. Suggestion

Based on the result of the research, the researcher offers some suggestions to:

1. The lecturer

The lecturers are hoped to be smart and careful in choosing the teaching materials that is used to teach the third semester of Guidance and Counseling Department in English III subject. It was caused the lecturer are the fasilitator, manager, and controller in the classroom.

2. UPB (Language Service Unit)

The UPB (Language Service Unit) are hoped to always view and revise the teaching materials to become the best sources especially for teaching English for non-English department students and its materials especially for Guidance and Counseling Department.

3. The Other Researchers

In this research, the researcher did the research toward the teaching materials used in English III subject for Guidance and Counseling Department of STAIN Batusangkar registered in 2015/2016 academic year. The researcher suggests the other researchers to conduct research about the strategies used by the lecturer in teaching English III Subject for Guidance and Counseling Department.

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Appendix 1 Syllabus

BAHASA INGGRIS PENDIDIKAN DAN KONSELING
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) BATUANGKAR
TAHUN AKADEMIK 2015/2016

سِلَابُس
لِللُّغَةِ الْإِنجليزيةِ
فِي الْمَدِينَةِ الْإِسْلَامِيَّةِ الْبَاتُوَانْكَارِ

A. Informasi Umum

1. Mata Kuliah : Bahasa Inggris Pendidikan / Konseling
2. SKS : 2 SKS
3. Semester/TA : 3 / 2015-2016
4. Jurusan/Prodi : Tadris/ Pendidikan Konseling
5. Prasyarat : Bahasa Inggris III
6. Dosen : Zulhikmah M

B. Gambaran Umum

Mata kuliah ini disusun untuk memberikan kepada mahasiswa keterampilan memahami berbagai bentuk dan jenis teks (jurnal maupun tulisan) terkait dengan topik Psikologi, Pendidikan dan Konseling.

C. Tujuan Perkuliahan

Diakhir perkuliahan ini mahasiswa diharapkan memiliki teori dan practical skills dalam membaca berbagai jenis teks berbahasa Inggris (artikel, jurnal, buku, dan sumber lain berbahasa Inggris) untuk menunjang keahliannya mahasiswa Bimbingan Konseling atau Konselor.

D. Kegiatan Perkuliahan

Kegiatan perkuliahan meliputi lecturing, individual assignment, group discussion and presentation.

E. EVALUATION

1. Assignment	: 30%
2. Mid Term Test	: 20%
3. Final Test	: 40%

Mahasiswa yang kurang ketidurnya dan 80% dan jumlah pertemuan, tidak dapat mengikuti UTS

F. SUMBER

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9. www.zulhikmah.com
10. Berbagai sumber yang relevan

TOPIC AND SUB TOPICS		Learning Outcome	Topic/ Sub Topic	Learning Experience	Method	Material	Assessment	Source
1	Week							
2	1	Mahasiswa memahami berbagai jenis teks terkait dengan Topik: The foundations of psychology.	The foundations of psychology	Menentukan berbagai ide dan informasi dalam teks, menentukan berbagai bentuk derivation words dan grammar dalam teks.	Question, Answer and Discussion	Handbook	Assignment 1	
3	2	Mahasiswa memahami berbagai jenis teks terkait dengan Topik: Perception. Why do things look the way they do?	Perception: Why do things look the way they do?	Menentukan berbagai ide dan informasi dalam teks, menentukan berbagai bentuk derivation words dan grammar dalam teks.	Question, Answer and Discussion	Handbook	Assignment 2	
4	3	Mahasiswa memahami berbagai jenis teks terkait dengan Topik: Thinking. Exploring mental life	Thinking: Exploring mental life	Menentukan berbagai ide dan informasi dalam teks, menentukan berbagai bentuk derivation words dan grammar dalam teks.	Question, Answer and Discussion	Handbook	Assignment 3	
5	4	Mahasiswa memahami berbagai jenis teks terkait dengan Topik: Intelligence. Is pursuit of rational thought and effective action	Intelligence: Is pursuit of rational thought and effective action	Menentukan berbagai ide dan informasi dalam teks, menentukan berbagai bentuk derivation words dan grammar dalam teks.	Question, Answer and Discussion	Handbook	Assignment 4	
6	5	Mahasiswa mampu mengungkapkan berbagai ide terkait dengan counseling dan psychology.	Review 1	Mengungkapkan idenya dalam bentuk tulisan atau lisan	Group Discussion	Lembaran Kerja	Assignment 5	
7	6	Mahasiswa mampu mengungkapkan berbagai ide terkait dengan counseling dan psychology.	Review 2	Mengungkapkan idenya dalam bentuk tulisan atau lisan	Group Discussion	Lembaran Kerja	Spelling	
8	7	Mahasiswa memahami berbagai jenis teks terkait dengan Topik: Developmental Psychology: How children become adults?	Developmental Psychology: How children become adults?	Menentukan berbagai ide dan informasi dalam teks, menentukan berbagai bentuk derivation words dan grammar dalam teks.	Question, Answer and Discussion	Handbook	Assignment 6	
10	8	Mahasiswa memahami berbagai jenis teks terkait dengan Topik: Personality: Psychological factors that make you an individual	Personality: Psychological factors that make you an individual	Menentukan berbagai ide dan informasi dalam teks, menentukan berbagai bentuk derivation words dan grammar dalam teks.	Question, Answer and Discussion	Handbook	Assignment 7	
11	9	Mahasiswa memahami berbagai jenis teks terkait dengan Topik: The counselor: Person and professional	The counselor: Person and professional	Menentukan berbagai ide dan informasi dalam teks, menentukan berbagai bentuk derivation words dan grammar dalam teks.	Question, Answer and Discussion	Handbook	Assignment 8	
12	10	Mahasiswa memahami berbagai jenis teks terkait dengan Topik: Understanding people and problems	Understanding people and problems	Menentukan berbagai ide dan informasi dalam teks, menentukan berbagai bentuk derivation words dan grammar dalam teks.	Question, Answer and Discussion	Handbook	Assignment 9	
13	11	Mahasiswa memahami berbagai jenis teks terkait dengan Topik: Inclusive education and special education need	Inclusive education and special education need	Menentukan berbagai ide dan informasi dalam teks, menentukan berbagai bentuk derivation words dan grammar dalam teks.	Question, Answer and Discussion	Handbook	Assignment 10	
14	12	Mahasiswa mampu mengungkapkan berbagai ide terkait dengan education dan counseling.	Review 3	Mengungkapkan idenya dalam bentuk tulisan atau lisan	Group Discussion	Lembaran Kerja	Spelling	
15	13	Mahasiswa mampu mengungkapkan berbagai ide terkait dengan education dan counseling.	Review 4	Mengungkapkan idenya dalam bentuk tulisan atau lisan	Group Discussion	Lembaran Kerja	Spelling	
16	14							

Final Test

Appendix 2 Table Checklists Teaching Materials Evaluation

No	Criteria	Checklists									
		Reading Text 1		Reading Text 2		Reading Text 3		List of Vocabulary 4		List of Vocabulary 5	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	The objectives explicitly laid out in an introduction, and implemented in the material	-	√	-	√	√	-	-	√	-	√
2	Good vocabulary explanation and practice	√	-	√	-	√	-	-	√	-	√
3	Periodic review and test sections	√	-	√	-	√	-	-	√	-	√
4	Appropriate visual materials available	-	√	-	√	-	√	-	√	-	√
5	Clear instructions	√	-	√	-	-	√	-	√	-	√
6	Clear attractive layout, print easy to read	√	-	√	-	√	-	√	-	√	-
7	Content clearly organized and graded	√	-	√	-	√	-	-	√	-	√
8	Plenty of authentic language	√	-	√	-	√	-	√	-	√	-
9	Good grammar presentation and practice	√	-	√	-	√	-	√	-	√	-
10	Fluency practice in all four skills	√	-	√	-	√	-	-	√	-	√

Appendix 3 Analysis of Teaching Materials

ANALYSIS OF TEACHING MATERIALS

TM I

No	Theory	Qualified	Unqualified
1	Objectives		
	a. the goals of the learning process stated in the beginning related chapter		There is no space for goals of the learning process stated in the beginning of the teaching materials
	b. the objectives explicitly laid for later applied in the material		There is no objectives explicitly laid in the materials
	c. the goals of the curriculum are clarified		
2	Vocabulary		
	a. there is a vocabulary section in each or related chapter	There is placed for a vocabulary section in this teaching material, called <i>Glossary</i>	
	b. vocabulary section consists of lists of words and their definitions based on the context used	The lists of words and their meaning each word are based on context used	
	c. there are vocabulary practices in each or related chapter	A7, A8, A9, A10, A12	
3	Periodic review and test sections		
	a. there is review section at the end of chapter	A13, this activity asked students to make a brief report from topics had been discuss	
	b. there are periodic test sections in the teaching material	A14, there is test section in this teaching material, laid in the end of the material	
4	Appropriate visual materials available		

	a. there are visual materials available from the teaching material, such as charts, pictures, movies, etc. which are relevant with the topics.		There is no visual materials available from this teaching material
5	Clear instructions		
	a. the instructions of the exercises or practices are clear and easy to understand	The instruction of the activity are clear and easy to understand for the students	
6	Clear attractive layout, print easy to read		
	a. the words are correctly spelled and clearly printed	The words in teaching material are almost correctly spelled and clearly printed	
	b. it consists of colorful pictures of real people and real environment		This teaching material only have one color, it is black.
7	Content clearly organized and graded		
	a. each chapter is organized as introduction (objectives), learning material (practices and exercises), and review (summary of materials)	The teaching material provides practices and exercises section, also the activity asked students to make a summary from the text	
	b. texts given in the materials should at least consist of descriptions of the nature of the content which are related to their social function and context	The text given in the teaching material consists of content which are related to their social function and context	
8	Plenty of authentic language		
	a. there are authentic materials in each chapter	All the language used in the teaching material indicates the authentic material	
9	Good grammar presentation		

	and practice		
	a. there is a grammar presentation in each chapter	Grammar presentation laid in the reading text	
	b. there are grammar practices in each chapter	A11 in form of parts of speech table	
10	Fluency practice in all four skills		
	a. each chapter should consist of four skills	The teaching material consists of four skill: listening, speaking, reading, and writing	
	b. each skill in each chapter should be completed with fluency practices	The skills can be found in the activity that provide in the teaching material	

TM II

No	Theory	Qualified	Unqualified
1	Objectives		
	a. the goals of the learning process stated in the beginning related chapter		There is no space for goals of the learning process stated in the beginning of the teaching materials
	b. the objectives explicitly laid for later applied in the material		There is no objectives explicitly laid in the materials
	c. the goals of the curriculum are clarified	The goals of the curriculum laid on the syllabus	
2	Vocabulary		
	a. there is a vocabulary section in each or related chapter	The teaching provide a vocabulary section which is called <i>Glossary</i>	
	b. vocabulary section consists of lists of words and their definitions based on the context used	The vocabulary words and the definition in Glossary section are based on the context used	
	c. there are vocabulary practices in each or related chapter	A7, A8, A9, A10	
3	Periodic review and test sections		
	a. there is review section at the end of chapter	A12, in this activity students asked to make a presentation about the topics	
	b. there are periodic test sections in the book	A13, in form of quiz	
4	Appropriate visual materials available		
	a. there are visual materials available from the teaching material, such as charts, pictures, movies, etc. which are relevant with the topics.		There is no visual materials available from the teaching material

5	Clear instructions		
	a. the instructions of the exercises or practices are clear and easy to understand	The instruction in the exercise or practices are clear and easy to understand	
6	Clear attractive layout, print easy to read		
	a. the words are correctly spelled and clearly printed	The words in the teaching material are mostly correctly spelled and clearly printed	
	b. it consists of colorful pictures of real people and real environment		There is no colorful pictures in the teaching material
7	Content clearly organized and graded		
	a. each chapter is organized as introduction (objectives), learning material (practices and exercises), and review (summary of materials)	There is no introduction in the teaching material, however, there are practices and exercises in the teaching material, also summary in form of presentation	
	b. texts given in the materials should at least consist of descriptions of the nature of the content which are related to their social function and context	Text given in the teaching material are consist of the content which are related to the their social function and context	
8	Plenty of authentic language		
	a. there are authentic materials in each chapter	All language used in the teaching material indicate authentic material	
9	Good grammar presentation and practice		
	a. there is a grammar presentation in each chapter	There is grammar presentation in reading text	
	b. there are grammar	All, in form of	

	practices in each chapter	part of speech table	
10	Fluency practice in all four skills		
	a. each chapter should consist of four skills	The teaching material consist of four skills	
	b. each skill in each chapter should be completed with fluency practices	The skills in the teaching material completed with the practices	

TM III

No	Theory	Qualified	Unqualified
1	Objectives		
	a. the goals of the learning process stated in the beginning related chapter	The objectives of the teaching materials explicitly stated in the beginning	
	b. the objectives explicitly laid for later applied in the material		There is no objectives explicitly laid in the materials
	c. the goals of the curriculum are clarified	The goals of the curriculum laid on the syllabus	
2	Vocabulary		
	a. there is a vocabulary section in each or related chapter	There is vocabulary section in the teaching material called <i>Glossary</i>	
	b. vocabulary section consists of lists of words and their definitions based on the context used	The definition each word in Glossary are based on the context used	
	c. there are vocabulary practices in each or related chapter	A8 and A11 are vocabulary practices in the teaching materials	
3	Periodic review and test sections		
	a. there is review section at the end of chapter		There is no review section in the teaching material
	b. there are periodic test sections in the teaching material	A14 is periodic test section in the teaching material	
4	Appropriate visual materials available		
	a. there are visual materials available from the book, such as charts, pictures, movies, etc. which are relevant with the topics.		There is no visual materials in the teaching material
5	Clear instructions		
	a. the instructions of the	All of the instruction	

	exercises or practices are clear and easy to understand	in the teaching materials are mostly clear and easy to understand	
6	Clear attractive layout, print easy to read		
	a. the words are correctly spelled and clearly printed	The words in the teaching material are mostly correctly spelled and clearly printed	
	b. it consists of colorful pictures of real people and real environment		There is no colorful pictures in the teaching material
7	Content clearly organized and graded		
	a. each chapter is organized as introduction (objectives), learning material (practices and exercises), and review (summary of materials)	There is no introduction in the teaching material, however, there are practices and exercises in the teaching material, also summary in form of presentation	
	b. texts given in the materials should at least consist of descriptions of the nature of the content which are related to their social function and context	Text given in the teaching material are consist of the content which are related to the their social function and context	
8	Plenty of authentic language		
	a. there are authentic materials in each chapter	All language used in the teaching material indicate authentic material	
9	Good grammar presentation and practice		
	a. there is a grammar presentation in each chapter	There is grammar presentation in reading text	
	b. there are grammar practices in each chapter	All, in form of part of speech table	
10	Fluency practice in all four		

	skills		
	a. each chapter should consist of four skills	The teaching material consist of four skills	
	b. each skill in each chapter should be completed with fluency practices	The skills in the teaching material completed with the practices	

TM IV

No	Theory	Qualified	Unqualified
1	Objectives		
	a. the goals of the learning process stated in the beginning related chapter		There is no the goals of the learning process in the teaching material
	b. the objectives explicitly laid for later applied in the material		There is no objectives applied in the material
	c. the goals of the curriculum are clarified		There is no clarified for the goals of the curriculum in the teaching material
2	Vocabulary		
	a. there is a vocabulary section in each or related chapter	The teaching material provide the vocabulary section, because it was a lists of vocabulary	
	b. vocabulary section consists of lists of words and their definitions based on the context used		There is no section for vocabulary and its definition
	c. there are vocabulary practices in each or related chapter		There is no section for vocabulary practices
3	Periodic review and test sections		
	a. there is review section at the end of chapter		There is no review section in the teaching material
	b. there are periodic test sections in the book		There is no periodic test section in the teaching material
4	Appropriate visual materials available		
	a. there are visual materials available from the book, such as charts, pictures, movies, etc. which are relevant with the topics.		There is no visual materials available, it was just lists of vocabulary
5	Clear instructions		
	a. the instructions of the		There is no

	exercises or practices are clear and easy to understand		instruction in the teaching material
6	Clear attractive layout, print easy to read		
	a. the words are correctly spelled and clearly printed	The word in the teaching material are correctly spelled and clearly printed	
	b. it consists of colorful pictures of real people and real environment		There is no colorful pictures of real people and real environment
7	Content clearly organized and graded		
	a. each chapter is organized as introduction (objectives), learning material (practices and exercises), and review (summary of materials)		There is no any objectives, exercises and review in the teaching material
	b. texts given in the materials should at least consist of descriptions of the nature of the content which are related to their social function and context		There is no text that related to their social function and context in the teaching material
8	Plenty of authentic language		
	a. there are authentic materials in each chapter	It was authentic material because the material taken from internet	
9	Good grammar presentation and practice		
	a. there is a grammar presentation in each chapter	The grammar presentation presented in form of vocabulary	
	b. there are grammar practices in each chapter	Grammar practices in the teaching material in form of part of speech	
10	Fluency practice in all four skills		

	a. each chapter should consist of four skills	The teaching material did not consist of four skills	
	b. each skill in each chapter should be completed with fluency practices	There is no skill completed in the teaching material	

TM V

No	Theory	Qualified	Unqualified
1	Objectives		
	a. the goals of the learning process stated in the beginning related chapter		There is no the goals of the learning process in the teaching material
	b. the objectives explicitly laid for later applied in the material		There is no objectives applied in the material
	c. the goals of the curriculum are clarified		There is no clarified for the goals of the curriculum in the teaching material
2	Vocabulary		
	a. there is a vocabulary section in each or related chapter	The teaching material provide the vocabulary section, because it was a lists of vocabulary	
	b. vocabulary section consists of lists of words and their definitions based on the context used		There is no section for vocabulary and its definition
	c. there are vocabulary practices in each or related chapter		There is no section for vocabulary practices
3	Periodic review and test sections		
	a. there is review section at the end of chapter		There is no review section in the teaching material
	b. there are periodic test sections in the book		There is no periodic test section in the teaching material
4	Appropriate visual materials available		
	a. there are visual materials available from the book, such as charts, pictures, movies, etc. which are relevant with the topics.		There is no visual materials available, it was just lists of vocabulary
5	Clear instructions		
	a. the instructions of the		There is no

	exercises or practices are clear and easy to understand		instruction in the teaching material
6	Clear attractive layout, print easy to read		
	a. the words are correctly spelled and clearly printed	The word in the teaching material are correctly spelled and clearly printed	
	b. it consists of colorful pictures of real people and real environment		There is no colorful pictures of real people and real environment
7	Content clearly organized and graded		
	a. each chapter is organized as introduction (objectives), learning material (practices and exercises), and review (summary of materials)		There is no any objectives, exercises and review in the teaching material
	b. texts given in the materials should at least consist of descriptions of the nature of the content which are related to their social function and context		There is no text that related to their social function and context in the teaching material
8	Plenty of authentic language		
	a. there are authentic materials in each chapter	It was authentic material because the material taken from internet	
9	Good grammar presentation and practice		
	a. there is a grammar presentation in each chapter	The grammar presentation presented in form of vocabulary	
	b. there are grammar practices in each chapter	Grammar practices in the teaching material in form of part of speech	
10	Fluency practice in all four skills		
	a. each chapter should	The teaching	

	consist of four skills	material did not consist of four skills	
	b. each skill in each chapter should be completed with fluency practices	There is no skill completed in the teaching material	

Appendix 4 Reading Text 1

LESSON ONE
THE FOUNDATIONS OF PSYCHOLOGY

Activity 1:

Before reading the text practice the following proper names for pronunciation.

Socrates ['sɒkrətiːz]
Plato ['plæto]
Aristotle ['ærɪstɒtəl]
Wilhelm Wundt ['wɪlhɛlm 'wʊnt]
William James ['wɪljəm 'dʒeɪmz]
Max Wertheimer ['mæks wɜː 'daɪmə(r)]
Kurt Koffka ['kɜːt 'kɒfkə]
Wolfgang Kohler ['wɒlfɡæŋ 'kɒlə(r)]
John B. Watson ['dʒɒn 'wɒtsən]
Sigmund Freud ['sɪɡmʌnt 'friːd]
Josef Breuer ['dʒɒzɛf 'brɔɪə(r)]

Activity 2:

Read the text and answer the questions below.

Looking at the Word *Psychology*:
From Ancient to Modern Meanings

The word **psychology** has had several different meanings from ancient to modern times. Here is its present definition: *Psychology is the science that studies the behavior of organisms.*

Three words in the definition merit special attention: (1) science, (2) behavior, and (3) organisms. Modern psychology is considered a science because it bases its conclusions on **data**, information obtained by systematic observations. **Behavior** has three aspects: (1) cognitive processes, (2) emotional states, and (3) actions. **Cognitive processes** refer to what an individual thinks. **Emotional states** refer to what an individual feels. **Actions** refer to what an individual does.

An organism is any living creature. Consequently, the behavior of dogs, rats, pigeons, and monkeys can be legitimately included in the study of psychology. Such organisms have indeed been subjects in psychology experiments. However, traditionally the principal focus of psychology has been humans. When animals are used in experiments, the implicit goal is often to explore how such basic processes as learning and motivation, as studied in animals, can cast a light on our understanding of human behavior.

Although you now know the modern definition of psychology, it is important to realize that the word *psychology* has its roots in ancient meanings associated with philosophy. The Greek word *psyche* means soul. Consequently, to philosophers living 400 to 300 B.C., psychology was the —study of the soul. This was the meaning given by Socrates, Plato, and Aristotle. In view of the fact that these thinkers, particularly Socrates and Plato, did not believe that animals have souls, it becomes evident why for many centuries psychology's main attention has been given to human beings. The ancient philosophers asserted that the soul is the seat of consciousness. It is consciousness that makes mental life possible. This is why psychology is often thought of as the science of the mind. Indeed, this meaning is the one given to it by William James, the dean of American psychologists. Working at Harvard a little more than one hundred years ago, James defined psychology as —the science of mental life. He believed that the purpose of psychology

ment

should be to investigate such mental processes as thinking, memory, and perception.

Although psychology no longer is thought of as the study of the soul, this original meaning colors our present-day approach, with its emphasis on human behavior and the importance of cognition. Contemporary scientific psychology has four explicit goals: describe, explain, predict, and control behavior.

(adapted from www.ratunonline.com/Psychology-A-Self-Teaching-Guide-English).

1. What is the subject of psychology?
2. Why is psychology considered a science?
3. What is the immediate goal of psychology?
4. What is the etymology of the word psychology?
5. How did the ancient philosophers treat psychology?
6. What is the contemporary approach to psychology?

Activity 3:

You are going to read the text about classical schools of psychology. Five paragraphs have been removed from the text. Choose from the paragraphs A-F the one which fits each gap (1-5). There is one extra paragraph which you don't need to use.

The Classical Schools of Psychology:

Five Great Thinkers and Their Ideas:

It has been said that psychology has a long past and a short history. This statement should be taken to mean that although psychology has its roots in philosophy, as a scientific discipline psychology is only a little over 120 years old. As noted earlier, the roots of psychology can be easily traced back about 2,400 years to ancient Greek philosophers. However, the beginning of scientific psychology is usually associated with the date 1879, the year that a German scientist named Wilhelm Wundt founded the first psychological laboratory at the University of Leipzig in Germany. Modern psychology arose in the context of what are known as schools of psychology.

From a historical perspective, the first school of psychology to be established was structuralism. Its founding personality was Wilhelm Wundt (1832-1920). He became interested in studying not so much the physiology of the sense organs such as the eyes and ears, but in how simple sensations associated with the sense organs combined to form what we call human consciousness.

1.

First, there is *hue*, or color. Second, there is *brightness*. Third, there is *saturation*. This refers to the *richness* or *fullness* of a color.

No matter what visual stimulus Wundt's subjects looked at, there were no other kinds of sensations experienced than the three identified above. Consequently, Wundt concluded that all visual experiences are structured out of these same three types of elemental experiences. Similar statements can be made about the other senses such as hearing, taste, and touch. According to Wundt, the primary purpose of psychology is to study the structure of consciousness. By the structure of consciousness, Wundt meant the relationship of a group of sensations, a relationship that produces the complex experiences we think of as our conscious mental life. This approach to psychology has been called *mental chemistry*.

William James (1842–1910), teaching at Harvard in the 1870s, was following Wundt's research with interest. James had an interest not only in psychology, but also in physiology and eventually in philosophy. James founded a psychological laboratory at Harvard; he also authored *The Principles of Psychology*, the first psychology textbook published in the United States. The book was published in 1890, and this can also be taken as the date when the school of psychology known as **functionalism** was born. The principal personality associated with it is James, and he is said to be the dean of American psychologists.

The German psychologist Max Wertheimer (1880–1943), like James, was also dissatisfied with Wundt's structuralism. Wertheimer believed that Wundt's emphasis on the importance of simple sensations as the building blocks of perceptions was misguided.

The general pattern that induces a complex perception is described with the German word **Gestalt**. Gestalt is usually translated as a —pattern, a —configuration, or an —organized whole. In 1910 Wertheimer published an article setting forth the basic assumptions of Gestalt psychology, and this is usually taken to be the starting date of the school. The article reported a series of experiments using two of his friends, Kurt Koffka and Wolfgang Kohler, as subjects. These two men went on to also become well-known Gestalt psychologists.

Returning to the United States, **behaviorism** is a fourth classical school of psychology. Its founding personality is John B. Watson (1878–1958). A wave of enthusiasm for Watson's ideas swept him to the presidency of the American Psychological Association (APA) in 1915, and this can be taken as the starting date for behaviorism. Doing research first at the University of Chicago and then at Johns Hopkins University, Watson came to the conclusion that psychology was placing too much emphasis on consciousness. In fact, he asserted that psychology is not a mental science at all. The —mind is a mushy, difficult-to-define concept. It can't be studied by science because it can't be observed. Only you can know what's going on in your mind. If I say I'm studying your mind, according to Watson, it's only guesswork.

In order to identify a fifth classical school of psychology, it is necessary to return to the European continent, specifically to Austria; the school is **psychoanalysis**. The father of psychoanalysis is Sigmund Freud (1856–1939). Freud was a medical doctor with a specialty in neurology. His findings and conclusions are based primarily on his work with patients.

Freud's original work was done with a colleague named Josef Breuer (1842–1925). Breuer and Freud collaborated on the book *Studies on Hysteria*. Published in 1895, it is the first book written on psychoanalysis. This can also be taken to be the starting date for the school. After the publication of this first book, Freud went on alone without Breuer; it was a number of years before he worked again with colleagues.

In order to explain chronic emotional suffering, Freud asserted that human beings have an unconscious mental life. This is the principal assumption of psychoanalysis. No other assumption or assertion that it makes is nearly as important. The unconscious mental level is created by a defense mechanism called **repression**.

5. *✓* *8*

Psychoanalysis is not only a school of psychology, but also a method of therapy. Freud believed that by helping a patient explore the contents of the unconscious mental level, he or she could obtain a measure of freedom from emotional suffering. It is important to note that of the five classical schools of psychology, psychoanalysis is the only one that made it an aim to improve the individual's mental health.

(adopted from "Psychology: A Self-Teaching Guide" Frank J. Bruno).

- A. According to James, psychology should be more interested in how the mind *functions*, or works, than how it is structured. Consequently, James stressed the importance of studying such processes as thinking, memory, and attention. You will recall that James defined psychology as —the science of mental life. In brief, functionalism as a school of psychology asserts that the primary purpose of psychology should be to study the functions of human consciousness, not its structures.
- B. The principal aim is to provide a work environment that will facilitate production, reduce accidents, and maintain employee morale. A theme that guides industrial psychology is —the human use of human beings. *X*
- C* Wundt trained assistants in the art of introspection, a skill characterized by paying attention not to the whole pattern of a stimulus, but to an elemental part of a stimulus. Wundt's studies of vision suggested that there are only three basic kinds of visual sensations.
- D. Consequently, Watson asserted that the purpose of psychology should be to study behavior itself, not the mind or consciousness. Some critics of Watson say that he denied the very existence of consciousness. Others assert Watson was primarily saying that references to the consciousness, or mental life, of a subject don't provide solid explanations of behavior. In either event, Watson's view is today thought to be somewhat extreme and is referred to as *radical behaviorism*, a psychology that doesn't employ consciousness as an important concept.
- E. Its aim is to protect the ego against psychological threats, information that will disturb its integrity. The kind of mental information repressed tends to fall into three primary categories: (1) painful childhood memories, (2) forbidden sexual wishes, and (3) forbidden aggressive wishes.
- F. In the experiments, Wertheimer demonstrated that the perception of motion can take place if stationary stimuli are presented as a series of events separated by an optimal interval of time. This sounds complicated.

Activity 4:

Read the full text again and answer the following questions. Then using your answers, give your summary of the text.

1. What was the subject of Wundt's primary interest? ✓
2. What is introspection? ✓
3. What is the visual experience composed of? ✓
4. What is the primary goal of psychology according to Wundt?
5. What approach can be called mental chemistry?
6. What is functionalism?
7. What studies was Wertheimer involved in?
8. How did the behaviorism appear?
9. Why did Watson refuse to consider psychology as mental science?
10. What are general beliefs of behaviorism?
11. How did the work on psychoanalysis start?
12. What are the fundamental assertions of Freud's studies?
13. What is repression? What does it serve for?
14. Why does psychoanalysis stand apart from the other four classical schools of psychology?

Activity 5:

Read the text and answer the questions below.

Fields of Psychology: Of Laboratories and Clinics

1 Psychology as a profession expresses itself in different *fields*, or domains of interest. There are a number of fields of psychology, such as clinical, experimental, counseling, developmental, physiological, human factors, and industrial.

1 **Clinical psychology** is the field associated with psychotherapy and psychological testing. A clinic is a place where sick people go for help; consequently, clinical psychologists try to help persons with both well-defined mental disorders and serious personal problems. The word **psychotherapy**, in terms of its roots, means a —healing of the self. In practice, a clinical psychologist who employs psychotherapy attempts to work with a troubled person by using various methods and techniques that are designed to help the individual improve his or her mental health. This is done without drugs. An informal description of psychotherapy refers to it as —the talking cure.

2 A clinical psychologist should not be confused with a psychiatrist. A fully qualified *clinical psychologist* has earned a Ph.D. degree (doctor of philosophy with a specialization in psychology). **Psychiatry** is a medical specialty that gives its attention to mental disorders. A fully qualified *psychiatrist* has earned an M.D. degree (doctor of medicine). Although psychiatrists can and do practice psychotherapy, they can also prescribe drugs. Clinical psychologists, not being medical doctors, do not prescribe drugs. Clinical psychology is the largest single field of psychology. About 40 percent of psychologists are clinical psychologists.

3 **Experimental psychology** is the field associated with research. Experimental psychologists investigate basic behavioral processes such as learning, motivation, perception, memory, and thinking. Subjects may be either animals or human beings. Ivan Pavlov's experiments on conditioned reflexes, associated with the learning process, used dogs as subjects.

4 The great majority of experimental psychologists are found at the nation's universities. Their

duties combine research and teaching. In order to obtain a permanent position and achieve academic promotion, it is necessary for the psychologist to publish the results of experiments in recognized scientific journals. Experimental psychology is not a large field of psychology in terms of numbers of psychologists. Only about 6 percent of psychologists are experimental psychologists.

On the other hand, experimental psychology represents a cutting edge of psychology; it is where much progress is made. The overall concepts and findings in a book such as this one have been made possible primarily by experimental work.

The remaining fields of psychology will be briefly described in terms of what psychologists associated with them do.

A **counseling psychologist** provides advice and guidance, often in a school setting. Sometimes he or she will, like a clinical psychologist, attempt to help individuals with personal problems. However, if the problems involve a mental disorder, the individual will be referred to a clinical psychologist or a psychiatrist.

A **developmental psychologist** is concerned with maturational and learning processes in both children and adults. Although a developmental psychologist is usually thought of as a child psychologist, it is important to realize that a given developmental psychologist might have a particular interest in changes associated with middle-aged or elderly people.

A **physiological psychologist**, like an experimental psychologist, does research. Subject areas include the structures and functions of the brain, the activity of neurotransmitters (i.e., chemical messengers), and the effect that hormones produced by the endocrine glands have on moods and behavior.

A **human factors psychologist** combines a knowledge of engineering with a knowledge of psychology. For example, he or she may be part of a team that is attempting to redesign an aircraft control panel in an attempt to make it more user friendly in order to reduce pilot error associated with misperceptions.

An **industrial psychologist** usually works for a corporation. The principal aim is to provide a work environment that will facilitate production, reduce accidents, and maintain employee morale. A theme that guides industrial psychology is —the human use of human beings.

(adapted from "Psychology: A Self-Teaching Guide" Frank J. Bruto).

1. What is clinical psychology?
2. Who is a psychiatrist?
3. What does experimental psychology explore?
4. What issues does a counseling psychologist deal with?
5. What is the field of activity of a developmental psychologist?
6. What is a physiological psychologist concerned with?
7. What does a human factors psychologist work with?
8. Who is an industrial psychologist?

Activity 6:

Do the following tasks on this text:

- a) divide the text into logical parts
- b) give a title to each part
- c) give the contents of each part in 1 or 2 sentences
- d) give a summary of the whole text.

Activity 7:

Give Indonesia equivalents to the following words and expressions from the text.

Cognitive process; emotional state; emotional action; ancient meanings; human being; mental life; scientific discipline; psychological laboratory; historical perspective; physiology of the sense organs; simple / visual sensations; stimulus; starting date of the school; perception of motion; stationary stimuli; important concept; emotional suffering; principal focus of psychology; mental health.

Activity 8:

Find the synonyms to the given words.

- | | |
|--------------------------------|------------------------------|
| 1. concept | (a) think → berpikir |
| 2. suggest → menyarankan | b. primary → utama |
| 3. principal → utama | c. definite → pasti |
| 4. threat → ancaman | d. goal → tujuan |
| 5. view → pandangan / pendapat | (e) focus → fokus |
| 6. believe → percaya | f. opinion → pendapat |
| 7. explore → mengeksplorasi | g. propose → mengajukan |
| 8. emphasis → tekankan | h. investigate → menyelidiki |
| 9. purpose → tujuan | i. danger → bahaya |
| 10. explicit → jelas / terang | j. idea → ide |

Activity 9:

Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.

- | A | B |
|-------------|----------------------|
| 1. cast | a. to the conclusion |
| 2. become | b. forth |
| 3. place | c. evident |
| 4. trace | d. a light |
| 5. pay/give | e. emphasis on |
| 6. have | f. in the context of |
| 7. come | g. an interest in |
| 8. set | h. attention to |
| 9. take | i. place |
| 10. arise | j. back |

the name of ...

Activity 10:

Match the terms with their definitions.

- | | |
|-------------------|---|
| 1. behaviorism | a. the process of —looking inward and examining one's self and one's own actions in order to gain insight. |
| 2. structuralism | b. the form of psychodynamic therapy which concentrates on bringing forward repressed unconscious thoughts. |
| 3. gestaltism | c. a theory of mind and brain which studies how people integrate and organize perceptual information into meaningful wholes. The phrase "The whole is greater than the sum of the parts" is often used when explaining this theory. |
| 4. introspection | d. the school of thought that stresses the need for psychology to be a science based on observable (and only observable) events, not the unconscious or conscious mind. |
| 5. functionalism | e. the school of thought that sought to identify the components of the mind. Scientists believed that the way to learn about the brain and its functions was to break the mind down into its most basic elements. |
| 6. psychoanalysis | f. the school of thought that focused on how the conscious is related to behavior, it focused on observable events as opposed to unobservable events (like what goes on in someone's mind). |

Activity 11:

Complete the table with the correct form of the word.

Verb	Noun	Noun	Adjective
assert	.....	emotion	.....
.....	behaviorism	.....	scientific
realize	.....	.....	mental
believe	.....	psychology	.....
.....	exploration	.....	similar
state	.....	experiment	.....
characterize	.....	.....	physiological
.....	explanation	.....	personal
combine	.....	confidence	.....
.....	present	.....	evident

Activity 12:

Use an appropriate word from the box to complete the text.

mental	problems	studies	major
knowledge	include	methods	conduct

Psychology Today

Today, psychologists prefer to use more objective scientific 1) _____ to understand, explain, and predict human behavior. Psychological 2) _____ are highly structured, beginning with a hypothesis that is then empirically tested. Psychology has two 3) _____ areas of focus: academic psychology and applied psychology. Academic psychology focuses on the study of different sub-topics within psychology including personality psychology, social psychology, and developmental psychology.

These psychologists 4) _____ basic research that seeks to expand our theoretical 5) _____, while other researchers conduct applied research that seeks to solve everyday problems. Applied psychology focuses on the use of different psychological principles to solve real world 6) _____. Examples of applied areas of psychology 7) _____ forensic psychology, ergonomics, and industrial-organizational psychology. Many other psychologists work as therapists, helping people overcome 8) _____, behavioral, and emotional disorders.

Activity 13

Make a brief report on one of the following topics:

- The Origins of Psychology.
- The Classical Schools of Psychology.
- Fields of Psychology.

Activity 14:

QUIZ: For questions 1-10 choose the answer a-d which you think fits best according to the texts you studied:

- The primary subject matter of psychology is
 - the philosophical concept of the psyche
 - the behavior of organisms
 - the conscious mind
 - the unconscious mind
- Which one of the following is *not* a goal of scientific psychology?
 - To abstract behavior
 - To explain behavior
 - To predict behavior
 - To control behavior
- What characterizes a school of psychology?
 - its physiological research
 - its stand on Gestalt psychology

- c. Its orientation toward psychoanalysis
 - d. Its viewpoint and assumptions
4. Functionalism, associated with William James, is particularly interested in
- a. introspection
 - b. the structure of consciousness
 - c. how the mind works
 - d. developmental psychology
5. Which one of the following is correctly associated with the German word *Gestalt*?
- a. Neuron
 - b. Organized whole
 - c. Physiological psychology
 - d. Repression
6. What school of psychology indicates that it is important to study behavior itself, not the mind or consciousness?
- a. Behaviorism
 - b. Structuralism
 - c. Psychoanalysis
 - d. Functionalism
-
7. The principal assumption of psychoanalysis is that
- a. habits determine behavior
 - b. human beings do not have an unconscious mental life
 - c. human beings have an unconscious mental life
 - d. all motives are inborn
8. The cognitive viewpoint stresses the importance of
- a. learning
 - b. thinking
 - c. motivation
 - d. biological drives
9. What viewpoint stresses the importance of the activity of the brain and nervous system?
- a. The psychodynamic viewpoint
 - b. The learning viewpoint
 - c. The humanistic viewpoint
 - d. The biological viewpoint
10. Psychotherapy is a work activity associated with what field of psychology?
- a. Experimental psychology
 - b. Developmental psychology
 - c. Clinical psychology
 - d. Physiological psychology

GLOSSARY

Term	Transcription	Definition
Action	['ækʃ(ə)n]	Something done so as to accomplish a purpose.
Behavior	[bi'hervjə]	The way a living creature behaves or acts.
Behaviorism	[bi'hervjənz(ə)m]	An approach to psychology focusing on behavior, denying any independent significance for mind and assuming that behavior is determined by the environment.
Clinical psychology	['klɪnɪk(ə)l saɪkələdʒɪ]	A branch of psychology with purpose of understanding, preventing, and relieving psychologically based distress or dysfunction and to promote subjective well-being and personal development.
Cognitive process	['kɒgnətɪv 'praʊsɪs]	Refers to what an individual thinks.
Counseling psychologist	['kaʊns(ə)lɪŋ saɪkələdʒɪst]	Provides advice and guidance, often in a school setting.
Data	['deɪtə]	Pieces of information.
Developmental psychologist	[di'veləp'ment(ə)l saɪkələdʒɪst]	Is concerned with maturational and learning processes in both children and adults.
Eclecticism	[ek'lektɪzɪz(ə)m]	An approach to thought that draws upon multiple theories to gain complementary insights into phenomena.
Emotional state	['rɪnjuʃ(ə)n(ə)l steɪt]	Refers to what an individual feels.
Experimental psychology	[saɪkələdʒɪ]	The field associated with research.
Functionalism	[fʌŋkʃənə'lɪzəm]	A general school of thought that considers psychological phenomena in terms of their role in adaptation to the person's environment.
Gestalt	[gə'stalt]	A collection of physical, biological, psychological or symbolic entities that creates a unified concept, configuration or pattern which is greater than the sum of its parts (of a character, personality, or being).
Human factors psychologist	['hju:mən'fæktəs saɪkələdʒɪst]	Combines a knowledge of engineering with a knowledge of psychology.
Hysteria	[hɪs'tɪəriə]	Behavior exhibiting excessive or uncontrollable emotion, such as fear or panic.
Industrial psychologist	[ɪn'dʌstriəl saɪkələdʒɪst]	Works for a corporation.
Introspection	[,ɪntro(u)'spekʃ(ə)n]	A looking inward; specifically, the act or process of self-examination, or inspection of one's own thoughts and feelings; the cognition which the mind has of its own acts

		and states; self-consciousness; reflection.
Physiological psychologist	[ˌfɪzɪəˈlɒdʒɪk(ə)l saɪˈkɒlədʒɪst]	Like an experimental psychologist, does research.
Psyche	ˈsaɪkɪ	The human soul, mind, or spirit. (chiefly psychology) The human mind as the central force in thought, emotion, and behavior of an individual.
Psychiatry	[saɪˈkaɪətri]	The branch of medicine that subjectively diagnoses, treats, and studies mental illness and behavioural conditions.
Psychoanalysis	[ˌsaɪkəʊˈnæləsɪs]	A family of psychological theories and methods within the field of psychotherapy that work to find connections among patients' unconscious mental processes.
Psychology	[saɪˈkɒlədʒi]	The scientific study of the behavior and mental processes.
Psychotherapy	[ˌsaɪkəˈθerəpi]	The treatment of people diagnosed with mental and emotional disorders using dialogue and a variety of psychological techniques.
Repression	[rɪˈpreʃ(ə)n]	The act of repressing; state of being repressed. The involuntary rejection from consciousness of painful or disagreeable ideas, memories, feelings, or impulses.
Self-actualization	[self - ækʃʊəlaɪˈzeɪʃ(ə)n]	Psychological development that can be achieved when all basic and mental needs are fulfilled.
Structuralism	[ˈstrʌktʃ(ə)r(ə)lɪz(ə)m]	A school of thought that focuses on exploring the individual elements of consciousness, how they are organized into more complex experiences, and how these mental phenomena correlate with physical events.

Appendix 5 Reading Text 2

LESSON TWO

PERCEPTION: WHY DO THINGS LOOK THE WAY THEY DO?

Activity 1:

Practice the following for pronunciation:

Kart Kofka ['kɪrt 'kɔfka]

Max Wertheimer [*'maks wa'ðaimə(r)*]

Donald O. Hebb [ˈdɒnəld oʊˈheɪb]

Activity 2:

Discuss the following questions as a group.

1. What is perception?
2. What distinction in the study of perception was made by Koffka?
3. What organizing tendency refers to the nearness of the elements that make up a perception?
4. What organizing tendency refers to characteristics that elements of perception have in common?
5. How is the tendency to fill in gaps in information and make a perceptual object into a complete whole called?
6. When does common fate exist?

Activity 3:

Read the text and do the tasks below.

Test 1

The Gestalt Laws

Is Our Perception of the World Due to Inborn Organizing Tendencies?

Kurt Koffka (1886-1941), one of the founders of Gestalt psychology, said that the great question of perception is: —Why do things look the way they do?

At first the question seems almost silly. We are tempted to answer, "Because things are the way they are. It would seem that tall things look tall because they are tall. And distant things look distant because they are distant. On the other hand, why does the Moon look larger just above the horizon than it does when it's overhead? It hasn't gotten any bigger, or any closer.

Koffka's question does not have to be limited to the sense of vision. The same question could be adapted to the other senses. Sensation is the raw data of experience. Perception, on the other hand, is the organization and the meaning we give to primitive information. It can be said with some that we use sensory information to create a psychological world.¹⁰ (Koffka, 1935, p. 10)

Returning to Koffka, he said that there is a distinction between the geographical world and the psychological world. The geographical world is the actual world — out there, the world as defined and described by physics. The psychological world is the world — in here, the world as experienced by the subject. Although common sense usually says it's the so-called — real world or physical world that determines our behavior, it can be argued that common sense isn't sufficiently analytical. Reflection suggests that we behave in terms of what we perceive to be true, not necessarily in terms of what is actually true.

Max Wertheimer, the father of Gestalt psychology, proposed a set of supplemental inborn organizing tendencies or Gestalt laws. (The Gestalt laws are also traditionally called innate tendencies, which simply means — inborn. The words innate and inborn can be used

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interchangeably.)

First, proximity refers to the nearness of the elements that make up a perception. If four ink dots on a piece of paper are arranged in the form of a square, this Gestalt (i.e., organized whole) will, of course, be perceived to be a square.

Second, similarity refers to characteristics that elements have in common. Let's say that the word airplane is printed on a page in a single color of ink. Imagine that the same word is printed on a different page with its letters randomly appearing in black, red, and green. The second word is more difficult to perceive as a whole word, as a perceptual object, than is the first word. Similarity of the elements helps to make a perceptual object a coherent whole.

Third, closure is the tendency to fill in gaps in information and make a perceptual object into a complete whole. Imagine that an arc of 340 degrees is drawn on a piece of paper. Although at a sensory level this is an arc, you will tend to perceive it as a broken circle, as a coherent whole with a defect. (An unbroken circle has 360 degrees.) A newspaper photograph made up of nothing but disconnected dots is nonetheless perceived as a picture of people or things. Again, the principle of closure is at work.

Fourth, common fate exists when all of the elements of a perceptual object move or act together. (Their simultaneous activity is, in a sense, a —common fate.) When this happens, the perceptual object is quickly organized into a figure and is easily discriminated from a ground. For example, a polar bear with white fur surrounded by snow is more easily seen as a bear when it is moving than when it is stationary.

Other organizing tendencies exist; however, the ones presented make clear the role that they appear to play in perception.

Activity 4:

Write out the key words of each part and write down a summary of the text in English.

Activity 5:

Read texts 2 and text 3 with a dictionary if necessary.

Text 2:

Learned Aspects of Perception.

Illusions: What Do They Teach Us about Perception?

The Gestalt laws may play a primary role, but learning certainly plays a secondary, and important, role.

Let's say that a simple melody is played on the piano in the presence of Tina, a two-week-old infant. Assume that Tina has had little or no experience with hearing music. Does she now actually perceive a melody in somewhat the same way that you perceive it? Or does she just hear a lot of disconnected tones? You can put yourself in Tina's position to some extent by imagining yourself listening to the music of another country, one that uses a tonal scale and patterns of harmony that are unfamiliar to you. When you first hear a song, it may seem to have little or no pattern. However, hearing it two or three times will help you to perceive the pattern. To the extent that you, or Tina, can hear any pattern at all on the first presentation, it is probably due to the Gestalt laws. The sharpening of perception on repeated presentations can be attributed to learning.

One way to explain this sharpening of perception is to suggest that patterns of stimulation set off chain reactions in neurons located in the association areas of the brain's cortex. Each time a given stimulus is presented, the same set of neurons fire. The research of the Canadian psychologist

② Donald O. Hebb suggests that repeated firings form a cell assembly, a stable group of neurons that are used over and over by the brain to create a representation of the external pattern. A pattern can, of course, be quite complex. If this is so, a given cell assembly may represent only a portion of a pattern. Hebb called a set of cell assemblies grouped together to form a larger pattern a phase sequence.

The existence of cell assemblies helps account for a memory of patterns and perceptual objects. When you hear a melody or recognize something you have seen before, it is quite possibly because an established cell assembly is firing.

Learning also plays a role in perception because we are conscious beings who attach labels to perceptual objects. This brings us to the cognitive hypothesis in perception, the hypothesis that we not only perceive, but know what we are perceiving. Cognitive learning, learning in which consciousness plays an important role, is an important aspect of the perceptual process.

An illusion is a false perception, a perception that does not fit an objective description of a stimulus situation. An illusion is usually associated with a particular sense. Consequently, there are optical illusions, auditory illusions, and so forth. Illusions tend to be remarkably stable. They affect most normal observers in the same way. For example, for almost all of us the Moon is perceived to be larger when low and near the horizon than when it is high and overhead.

It is important to distinguish the concept of an illusion from a delusion and a hallucination. A delusion is a false belief. If Ray, a schizophrenic mental patient, believes that he has an eye with X-ray vision on the back of his head, this is a delusion. A hallucination is a perception created by the individual. It has no relationship to reality at all. If Ray sees and hears an invisible companion that nobody else can see or hear, this is a hallucination. Illusions are thought to be normal and experienced by most of us. Delusions and hallucinations are thought to be abnormal and experienced in an idiosyncratic fashion.

Text 3:

Depth Perception:

Living in a Three-dimensional World. Extrasensory Perception: Is It Real?

One of the fascinating questions of perception is this one: Why do we perceive a world of rounded shapes, of near and far things, of *depth* instead of a flat world with one surface? A second, related question is: How is this accomplished?

Depth perception is made possible by various cues, signals or stimuli that provide an observer with information. Depth perception is made possible by cues arising from binocular vision and monocular vision.

* Binocular vision is vision with two eyes. The principal cue for depth perception associated with binocular vision is retinal disparity. The pupils of the eyes are about three inches apart. This gives the right eye a somewhat different view of a scene than the one obtained with the left eye. Notice that although you sense two images, you only perceive one. (This is another example of the difference between sensation and perception.) This is sometimes called the zipper function of the brain, the capacity of the visual portion of the cortex to integrate two images into a meaningful whole. The whole image, in part because of retinal disparity, appears to be three-dimensional.

* Monocular vision is vision with one eye. If a person is deprived of binocular vision, then he or she can still perceive depth with the assistance of monocular cues. (Although the loss of the use of an eye impairs depth perception, it does not destroy it completely.) Monocular cues are available to one eye. These are the kinds of cues that give a landscape painting depth. Although you normally look at such a painting with both eyes open, in this case depth perception is not arising because of

retinal disparity. Close one eye and look at the painting. The perception of depth will remain.

A first monocular cue is linear perspective, the tendency of parallel lines to seem to converge as they approach the horizon. Linear perspective was referred to earlier in connection with the Moon illusion. A second monocular cue is interposition, a cue created when one object blocks some portion of another object. If a person is standing in front of a tree, and the tree is partly blocked, it is easy to see that the tree is behind, not in front of, the person.

A third monocular cue is shadows. Shadows are differences in illumination gradients. These tend to help us see rounded surfaces as convex or concave. A fourth monocular cue is texture gradient. A texture gradient is perceived when we can see less detail in far away objects than those that are closer to us. Such a gradient appears spontaneously when we look at a field strewn with rocks.

A fifth monocular cue is motion parallax, the tendency when moving forward fairly rapidly to perceive differential speeds in objects that are passing by and in those that are being approached. For example, in a traveling car, nearby telephone poles approach rapidly and then flash by. Look down the road. The telephone poles seem to be approaching slowly. If you can see telephone poles very far away, they seem to be almost stationary.

All of these monocular cues work together to enhance depth perception. Telepathy belongs to a larger category of phenomena called extrasensory perception. Extrasensory perception, or ESP, is the capacity to be aware of external events without the use of one of the conventional senses such as vision or hearing. ESP is referred to as the *sixth sense*; there are at least seven readily identified senses. ESP should more accurately be called the *eighth sense*.

There are three kinds of extrasensory perception: (1) precognition, (2) telepathy, and (3) clairvoyance. Precognition is the power to know what will happen in the future. Living almost five hundred years ago, the French physician and astrologer Nostradamus is one of the more famous individuals in history purported to have had precognitive powers.

¹⁵ Telepathy is the power to send and receive mental messages. The ability to read the minds of people who can't read yours is also considered to be a telepathic power. A spy with this ability would have a useful psychological tool.

¹⁶ Clairvoyance is the power to have visions and —see something out of the range of normal vision. (The word *clairvoyance* has French roots meaning —clear seeing.) Some clairvoyants are asserted to be able to give medical readings and visualize an illness in another person in the same way that an X-ray machine can. A person who can combine the two powers of precognition and clairvoyance is thought to be able to both predict and visualize future events. The term *seer* implies an ability to combine these powers. Although not a form of ESP, there is another power often associated with it. This is psychokinesis or PK. Psychokinesis is the power to move objects using only energy transmitted by the mind.

All four of the phenomena mentioned above are combined into a general class of mental abilities called psi powers, powers of the mind that are thought to transcend the conventional laws of physics and our ordinary understanding of natural science. Psi powers are sometimes also called —wild talents.

It is not possible at this time to make a simple statement saying that psychology either accepts psi abilities as real or rejects them as false. It can be asserted that many psychologists—perhaps most—are unwilling to accept the reality of these phenomena. They don't believe that the data are sufficiently convincing. The reality of psi powers is still open to question.

(adopted from "Psychology: A Self-Teaching Guide" Frank J. Bruno).

*Activity 6:**Retell both texts 2 and 3 using the plan below.*

1. What can the sharpening of a perception on repeated presentations of a stimulus be attributed to?
2. What is a cell assembly according to Hebb?
3. How is the hypothesis that we not only perceive, but know we perceive called?
4. What is an illusion?
5. What is a delusion?
6. What perception is called a hallucination?
7. How is binocular vision defined?
8. What is the principal cue for depth perception arising from binocular vision?
9. What kind of vision is monocular one?
10. What are the five monocular cues?
11. How is the tendency of parallel lines to seem to converge as they approach the horizon called?
12. What monocular cue are differential speeds associated with?
13. What are the three kinds of extrasensory perception?
14. How is the power to know what will happen in the future called?
15. What is telepathy?
16. What kind of ESP is the word *vision* associated with?
17. What is PK?
18. What kind of powers is called —wild talents such as ESP and PK?

*Activity 7:**Give Indonesian equivalents to the following words and expressions from the text.*

Raw data of experience;	degree of confidence;
innate tendency;	closure;
sensory level;	disconnected times;
sharpening of perception;	neurons fire;
cell assembly;	cognitive hypothesis;
consciousness;	delusion;
idiosyncratic fashion;	depth perception;
three-dimensional;	retinal disparity;
to deprive;	linear perspective;
interposition;	concave;
motion parallax;	illumination gradient;
conventional sense;	precognition;
telepathic power.	

*Activity 8:**Find the synonyms to the given words.*

C 1. innate	a) clear seeing
E 2. cue	b) help
O 3. monocular	c) inborn
F 4. binocular	d) with one eye
L 5. extrasensory	e) signal
P 6. clairvoyance	f) with two eyes
B 7. assistance	g) external

Activity 9:

Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.

A	B
1. have	a) off chain reactions
2. make	b) forward rapidly
3. set	c) of vision
4. associate	d) with information
5. be deprived	e) mental messages
6. move	f) clear
7. receive	g) into a class
8. combine	h) with a particular sense
9. provide	i) in common

Activity 10:

Match the key terms with their definitions.

1. perception	a. the power to have visions and —see something out of the range of normal vision.
2. closure	b. the capacity of the visual portion of the cortex to integrate two images into a meaningful whole.
3. common fate	c. the organization and the meaning we give to primitive information.
4. cognitive learning	d. a general class of mental abilities that are thought to transcend the conventional laws of physics and our ordinary understanding of natural science.
5. illusion	e. the Gestalt law which exists when all of the elements of a perceptual object move or act together.
6. zipper function	f. a monocular cue which is perceived when we can see less detail in far away objects than those that are closer to us.
7. linear perspective	g. the innate tendency to fill in gaps in information and make a perceptual object into a complete whole.
8. texture gradient	h. a false perception that does not fit an objective description of a stimulus situation.
9. clairvoyance	i. the tendency of parallel lines to seem to converge as they approach the horizon.
10. psi powers	j. an important aspect of the perceptual process in which consciousness plays an important role.

Activity 11:

Complete the table with the correct form of the word.

Verb	Noun	Noun	Adjective
perceive	perception	.....	available
stimulate	stimulation	experience	.....
limit	limit	.....	conventional
integrate	.....	vision	.....
.....	research	power	.....
.....	organization	.....	distinct
determine	.....	ability	.....

_____	arrangement	_____	ill
move	_____	cognition	_____
_____	consideration	_____	disconnected

Activity 12:

Make a presentation on THE PERCEPTION AND ITS MAIN ROLES using all necessary vocabulary from the unit and your own knowledge of this theme.

Activity 13:

QUIZ: For questions 1-8 choose the answer a-d which you think fits best according to the texts you studied:

- According to Koffka, the actual world —out there, the world as defined by physics is
 - the phenomenal world
 - ☒ the geographical world
 - ☒ the psychological world
 - the subjective world
- One of the following is *not* a Gestalt law.
 - Proximity
 - Similarity
 - The cognitive hypothesis
 - Closure
- What hypothesis states that we not only perceive, but also know what we are perceiving?
 - ☒ the cognitive hypothesis
 - The sensory hypothesis
 - The motor-neuron hypothesis
 - The Wertheimer-Koffka hypothesis
- An illusion is
 - a false belief
 - a kind of hallucination
 - the same thing as a delusion
 - ☒ a false perception
- The Moon illusion
 - is caused by large changes in the Moon's distance from the Earth
 - provides a good example of size constancy
 - provides a case in which size constancy breaks down
 - violates figure-ground perception
- The principal depth perception cue associated with binocular vision is
 - linear perspective
 - texture gradient
 - motion parallax
 - retinal disparity

7. One of the following is *not* a kind of extrasensory perception.

- a. Psychokinesis
- b. Precognition
- c. Telepathy
- d. Clairvoyance

8. What is the status of psi powers in psychology as a science?

- a. Psi powers are proven facts
- b. No one has done experiments on psi powers
- c. The reality of psi powers is still open to question
- d. Telepathy is real, but clairvoyance is not

GLOSSARY

Term	Transcription	Definition
Binocular	[bɪ'nɒkjʊlə]	Vision involving the use of both eyes.
vision	'vɪʒ(ə)n]	
Cell assembly	[sel ə'sembli]	A stable group of neurons that are used over and over by the brain to create a representation of the external pattern.
Clairvoyance	[ˌkleə'vɔɪəns(ɪ)s]	The ability to gain information about an object, person, location or physical event through means other than the known human senses, a form of extra-sensory perception.
Closure	[ˈkloʊə]	A psychological term that describes the desire or need individuals have for information that will allow them to conclude an issue that had previously been clouded in ambiguity and uncertainty.
Cognitive	[ˈkɒgnatɪv]	The hypothesis that we not only perceive, but
Hypothesis	hə'pɒθəsɪs]	know what we are perceiving.
Cognitive	[ˈkɒgnatɪv]	Learning in which consciousness plays an
learning	'lɜːnɪŋ]	important role.
Common fate	[ˈkɒmən feɪt]	A Gestalt principle of organization holding that aspects of perceptual field that move or function in a similar manner will be perceived as a unit.
Delusion	[dɪ'luːʒ(ə)n]	An erroneous belief that is held in the face of evidence to the contrary.
Extrasensory	[ˌekstrə'sen(t)ʃ(ə)n]	Reception of information not gained through
Perception (ESP)	pə'sepʃ(ə)n]	the recognized physical senses but sensed with the mind.
Gestalt	[gə'stalt]	Configuration or structure which forms a unified whole and cannot be predicted from its individual elements.
Hallucination	[hə'luːʃn(ə)n]	In the broadest sense of the word, is a perception in the absence of a stimulus. In a stricter sense, hallucinations are defined as perceptions in a conscious and awake state in the absence of external stimuli which

		have qualities of real perception, in that they are vivid, substantial, and located in external objective space.
Illusion	[ɪ'l(j)u:ʒ(ə)n]	A distortion of the senses, revealing how the brain normally organizes and interprets sensory stimulation.
Interposition	[,ɪntə'pəʒ(ə)n]	A monocular cue created when one object blocks some portion of another object.
Linear perspective	[ˈlɪnɪə pə'spektɪv]	The tendency of parallel lines to seem to converge as they approach the horizon.
Monocular	[mɒ'nɒkjʊlə]	Vision with only one eye.
Motion parallax	[ˈməʊ(ə)n'pærəlæks]	A displacement or difference in the apparent position of an object viewed along two different lines of sight, and is measured by the angle or semi-angle of inclination between those two lines.
Perception	[pə'sepʃ(ə)n]	The organization, identification, and interpretation of sensory information in order to fabricate a mental representation through the process of transduction, which sensors in the body transform signals from the environment into encoded neural signals. All perception involves signals in the nervous system, which in turn result from physical stimulation of the sense organs.
Phase sequence	[feɪz 'siːkwəns]	A set of cell assemblies grouped together.
Precognition	[,pri:kɪŋ 'nɪʃ(ə)n]	A type of extrasensory perception that would involve the acquisition or effect of future information that cannot be deduced from presently available and normally acquired sense-based information or laws of physics and/or nature.
Proximity	[prɒ'ksɪməti]	A Gestalt principle of organization holding that (other things being equal) objects or events that are near to one another (in space or time) are perceived as belonging together as a unit.
Psi powers	[psi 'paʊə]	Powers of the mind that are thought to transcend the conventional laws of physics and our ordinary understanding of natural science.
Psychokinesis (PK)	[ˌsaɪkə'kiːniːz]	The power to move something by thinking about it without the application of physical force.
Shadow	[ˈʃədəʊ]	An area where direct light from a light source cannot reach due to obstruction by an object. It occupies all of the space behind an opaque object with light in front of it.
Telepathy	[tə'leɪpəθi]	The power to send and receive mental messages.
Texture gradient	[ˈtekstʃə ɡreɪdɪnt]	A monocular cue which is perceived when we can see less detail in far away objects than those that are closer to us.
Zipper function	[ˈzɪpə ˈfʌŋkʃ(ə)n]	The capacity of the visual portion of the cortex to integrate two images into a meaningful whole.

concept of a lemon is conjunctive because to most of us a lemon is an object that has a yellow skin and an elongated shape and a somewhat sour taste.

Concepts are formed by both positive and negative exemplars. A positive exemplar is an object or an idea that fits the concept that can be contained within it. A negative exemplar is an object or an idea that does not fit the concept that cannot be contained within it.

⇒ A disjunctive concept treats perceived attributes in either-or terms. It refers to objects that have at least one of several possible features. These are "either-or concepts." To belong, an item must have "this feature or that feature or another feature." In the game of baseball, a strike is either a swing and a miss or a pitch down the middle or a foul ball. The either-or quality of disjunctive concepts makes them difficult to learn.

⑥ A relational concept treats perceived attributes in terms of some connection between objects or ideas such as —more than, —less than, —bigger than, —more beautiful than, and so forth. A concept such as —cheapskate is a relational concept.

Concepts have two types of meaning: denotative and connotative meaning. The denotative meaning of a word or concept is its exact definition. Connotative meaning is its emotional or personal meaning. Connotations of some one thing can differ.

Activity 3:

Look through the text again and answer the following questions.

1. How did William James define psychology?
2. What is thinking?
3. What is metathought?
4. What is a concept and concept formation?
5. How many kinds of concepts are there? What are they?
6. What kind of a concept treats perceived attributes in terms of some connection between objects or ideas such as *more than or less than*?
- ⑦ What kind of a concept strings together perceived attributes?
8. Which exemplar identifies an object or an idea that fits a concept that can be contained within it?
9. In what way does connotative meaning differ from denotative one?

Activity 4:

You are going to read the text about problem solving techniques. Five paragraphs have been removed from the text. Choose from the paragraphs A-F the one which fits each gap (1-5). There is one extra paragraph which you don't need to use.

1. It is a fair question to ask: Why do we think at all? A good answer to the question is: One of the reasons we think is in order to solve problems. Human beings lead complex lives. We have all kinds of problems to solve. Every day is filled with challenges. And it is necessary to think clearly and effectively if one is to be successful in meeting the problems and challenges of life.

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2. A heuristic approach is based on the attitude —I can solve this problem even if I can't solve it in an elegant way. A particular kind of heuristic approach is a means-end analysis. A means-end analysis is characterized by identifying a goal and then finding a way in which the goal can be obtained. Questions such as: —Where is this going? and —How will I get there? are associated with a means-end analysis.

If possible, it is desirable to be systematic when there is a problem to be solved. This is particularly true if the problem involves a project that will require a span of time involving days or even weeks. When an orderly approach to solving a problem is taken, psychologists have identified five important steps.

2. _____

Assume that Laura, a thirty-three-year-old engineer, wife, and mother of two children, wants to lose some weight. It's a problem because she's been trying to lose weight off and on for a couple of years without much success. She decides to use her training as an engineer to solve her problem.

3. _____

Third, she lets the information incubate before she takes action. She reflects on what she has learned. She feels a little bit overwhelmed and confused by contradictory information in the books she has read. She thinks, "I'll just sleep on all of this stuff for a while and let my subconscious mind bring things together. Fourth, illumination arrives in about a week."

mentally
into a new
perspective

4. _____

She writes an eating plan for herself, one that she believes she can follow. Fifth, Laura begins to eat in accordance with her plan. She verifies that the plan is working—or not working—by weighing herself in the morning every other day. The path of problem solving is often a rocky road.

5. _____

In principle a mental set can either help you solve a problem or interfere with the discovery of a solution. A mental set that interferes with obtaining a solution contains a false assumption, a belief that is not correct. A mental set can be given by nature. Consider the Wright brothers attempting to invent the airplane. They had to break the mental set that wings must flap. Birds do not have stationary wings like airplanes.

Functional fixedness exists when there is a need to use a tool or familiar object in a novel way and one can't perceive the novel way. Functional fixedness is really a special case of mental set. There is often a mental set that a tool is designed for one and only one purpose. And this fixes the user's attention on that and only that particular function of the tool.

A. There are definition of the problem, preparation, incubation, illumination, and verification. This general approach can be applied to many problems. Usually a problem can be stated in question form. Examples include: —How do I get a weed-free lawn?, —How do you raise a child to have high self-esteem?, —How do you study effectively for examinations? and —How do you lose weight?

B. She feels she has new insights about weight control. She sees that she needs to stay away from fad diets. She decides that she has been eating too many refined carbohydrates and excessive amounts of saturated fat.

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C. There are obstacles that can interfere with obtaining a solution. Two of the principal obstacles are mental sets and functional fixedness. A mental set is a subconscious determining tendency. It is there, a part of our cognitive processes, but sometimes its content doesn't enter consciousness.

D. Two basic ways to solve problems are to employ either algorithms or heuristic approaches. An algorithm is a formula. If followed carefully it will always solve the problem. Formulas in math books are algorithms. So are recipes in cookbooks and step-by-step instructions for operating a microwave oven. Solving a problem without a formula involves the use of heuristic approaches. Heuristic approaches employ principles, rules-of-thumb, and insights to solve problems.

E. Perhaps by the third problem you are adding without telling yourself —I need to add these numbers. The action of obtaining sums is now determined by a mental set to add. As you can see, this is somewhat helpful. It gives you less to think about and juggle at a conscious level.

F. She takes a systematic approach. First, she defines the problem in a precise way. She decides that she will stop vaguely saying, —I want to lose some weight. Instead she asks the question, —How can I lose ten pounds in the next five weeks? Second, she prepares to lose weight by gathering information. She obtains two books on nutrition, a third book on the psychology of weight control, and a fourth book on breaking habits. She takes notes on key points in the books.

Activity 5:

Read the full text again and answer the following questions. Then using your answers, give your summary of the text.

1. Why do people need to think?
2. What strategies can you use to solve problems?
3. How do you understand the heuristic approach?
4. What kind of heuristic approach is characterized by defining a goal and then finding a way in which it can be attained?
5. What is the first step in systematic problem solving?
6. What step in systematic problem solving involves reflection on what one has learned?
7. What step in systematic problem solving is associated with insight?
8. What are the main difficulties in problem solving?

Activity 6:

Logical Thinking

Read the text and decide whether the following statements are true or false.

1. Logical thinking is an integral part of rational thought. ☒ T ☐ F
2. Deductive reasoning is one of two essential parts of reasoning usually employed by scholars. ☒ T ☐ F
3. Predictive thinking is either inductive or deductive. ☒ T ☐ F
4. Inductive reasoning is characterized by conclusions based on previous known facts. ☒ T ☐ F
5. A logical error that takes place when the comparison between two things is inappropriate is called overgeneralization. ☒ T ☐ F
6. Attack on character presumably focuses on adverse features of a person. ☒ T ☐ F

In order to think effectively, it is necessary to think in a logical manner.

Logical thinking is thinking that employs valid reasoning to reach a correct conclusion. Logical thinking is the foundation of rational thought, thought that fits the real world and allows us to function well in it. There are two basic kinds of reasoning involved in logical thinking: inductive reasoning and deductive reasoning.

Inductive reasoning is characterized by making observations and gathering information until a general conclusion is reached. It is the basic method of science. About 500 years ago the astronomer Nicholas Copernicus made observations that led him to formulate the heliocentric theory of the solar system. About 150 years ago the botanist Gregor Mendel raised sweet peas, studied the characteristics of their flowers, and formulated his theory of heredity.

Deductive reasoning is reasoning in which a conclusion follows from a premise. The underlying structure of deductive reasoning is if-then. Such reasoning allows for predictions, and it is often the next step taken after inductive reasoning is employed.

According to Freud, there is a kind of thinking employed at the unconscious level of the mind that is overly primitive. It is neither inductive nor deductive. Freud called this kind of thinking predicate thinking. It is also called paleological thought, meaning —old thought. It is presumably the kind of thinking used by primitive, prescientific people and by preschool children. According to Freud, when two sentences have identical predicates (i.e., —first parts) the objects or people in the sentences become associated in an illogical manner. Here is an example:

1. Automobile make X is driven by beautiful people.
2. Automobile make X is the kind of car I drive.
3. Therefore I am a beautiful person.

Predicate thinking is not the only way in which thinking can be led astray. Logical errors are common. Such errors include overgeneralization, false analogy, appeal to authority, arguing in circles, and attack on character. **Overgeneralization**, also known as hasty generalization, takes place when we reach a conclusion that goes substantially beyond the facts that inspire it. An **analogy** consists of the observation that two basically dissimilar things have some resemblance to each other. A false analogy exists when the comparison between two things is inappropriate. **Appeal to authority** is characterized making by a reference to a respected person, believed to be well informed, when one's own logic or reasoning is weak. **Arguing in circles** takes place when one's premise contains the conclusion that one wants to reach. **Attack on character** picks out a negative attribute of another person and uses this attribute to discredit other aspects of the person's behavior.

(adapted from —Psychology: A Self-Teaching Guide® Frank J. Bruno)

Activity 7:

Give Indonesia equivalents to the following words and expressions from the text.

Common sense; human being; conscious awareness; uninitiated listener; conjunctive concept; relational concept; disjunctive concept; challenge; heuristic approach; a rule-of-thumb; to identify a goal; incubation; to feel overwhelmed; subconscious mind; to take an approach; to interfere with; false assumption; to reach a conclusion; a premise; to lead astray; to fix one's attention on smth; to argue in circles; presumably; off and on; a span of time; predicate thinking.

Activity 8:

Fill in the gaps with the correct terms from the text.

- 1) heuristic approach; 2) functional fixedness; 3) metathought; 4) means-end analysis; 5) logical; 6) predicate; 7) false assumption; 8) concept; 9) inductive reasoning
- pendekatan heuristik cara & analisis logika*
asumsi salah konsep penalaran induktif

1. 9 is characterized by making observations and collecting information until a general conclusion is reached.
2. 9 help us to organize and simplify information.
3. Solving a problem without a formula involves the use of 1.
4. A mental set that interferes with obtaining a solution contains a 7.
5. 2 exists when there is a need to use a tool in a novel way and one can't perceive the novel way.
6. Thinking about thinking is called 3.
7. A problem solving strategy aimed at reducing the difference between a current state and a goal state is called 4.
8. Thinking based on facts, rational thought and clear reasoning is regarded as 5.
10. A kind of thinking employed at the unconscious level of the mind by primitive people is known as 6 thinking.

Activity 9:

Arrange the words given in A and B in pairs of synonyms.

- A to allow; to acquire; to remain; to invent; to involve; to require; to verify; to contain; to pick out.
 B to need; to comprise; to select; to permit; to obtain; to stay; to include; to confirm; to create.
 C attribute; illumination; goal; approach; resemblance; obstacle; error; content.
 D inspiration; characteristic; aim; similarity; mistake; meaning; barrier; method.
 E efficient; fair; particular; precise; overly; vaguely.
 F reasonable; excessively; clear; effective; uncertainly; special.

Activity 10:

Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.

A	B
conscious	thought <i>pikir</i>
commonsense <i>akar mak</i>	thinking <i>pikir</i>
weak <i>lemah</i>	set <i>mengatur</i>
systematic <i>sistematis</i>	error <i>kesalahan</i>
logical <i>logis</i>	process <i>proses</i>
mental	mind <i>pikiran</i>
cripples	view <i>melihat</i>
cognitive	reasoning <i>pemikiran</i>
predicate	approach <i>pendekatan</i>
rational	lives <i>hidup</i>

Activity 11:

Use an appropriate word from the box to complete the text.

Positive psychology lingkungan environment negative success
 Ketakutan fears dibandingkan compared otak brain full terkepung surrounded membingungkan confuse
 body menanggapi respond pikiran mind kemampuan Capabilities activity

The people nowadays are 1) _____ by so many worries and 2) _____ stemming from various issues related to relationships, finance, career, family life, office etc. that taking out time to think (positively) becomes a rare 3) _____. Positive thinking by its very meaning is all about the state of one's 4) _____ rather than one's actions. Of course the state of mind (eventually) gets manifested in the form of actions, but it all starts from one's 5) _____. You must firmly believe and be confident about the fact that you are endowed with all sorts of 6) _____, health and attitude to taste 7) _____. This is also known as 8) _____ affirmation.

A synonym often used for positive affirmation is self-suggestion. However, self-suggestion refers to the method by which one can rid oneself of all the 9) _____ thoughts that stop him or her from thinking positive. (Subjecting) oneself to repeated self-suggestions can work wonders on the individual by leading a person to a life state 10) _____ of positive thoughts.

It is often commented in the 11) _____ parlance that what the mind visualizes, body is capable to achieve. It is the mind that is the center of one's existence and determines all the actions of a person. Thus, if you are able to visualize success in your mind, your 12) _____ and your surroundings start working towards the accomplishment of that goal in a very spontaneous manner. The more positive thoughts you feed your mind with, the more positive results you will see in your 13) _____.

It is very important that you do not 14) _____ positive thinking with daydreaming. Positive thinking is much more rooted in the reality of our day-to-day existence as 15) _____ to dreaming. It instills in us the ability to 16) _____ to the situations in a positive manner, thus helping us change the circumstances for better.

Activity 12:

Complete the table with the correct form of the word.

Verb	Noun	Noun	Adjective
inspire	.....	.....	contradictory
.....	belief	deduction	.....
treat	.....	.....	logical
.....	thinking	heredity	.....
.....	assumption	.....	weak
invent	.....	structure	.....
.....	preparation	.....	real
set	.....	excess	.....
.....	category	.....	meaningful
solve	.....	reason	.....

Activity 13:

Translate the following sentences into Russian.

1. The purpose of thinking is to solve problems and to face challenges of life. Thinking starts with a problem and ends in a solution. It's a kind of tool for adapting ourselves to the physical and social environment.
2. Concept formation is the process of classifying information into meaningful categories. Concepts help us to organize information in meaningful groups.
3. Both positive and negative exemplars take part in forming concepts.
4. Solutions to problems take the form of algorithms – rules that are not necessarily understood but guarantee a solution, or heuristics – rules that are understood but do not always promise a solution.
5. Systematic problem solving includes five important steps such as problem defining, preparation, incubation, illumination and verification. This approach can be applied to a variety of problems.
6. Of course, problem-solving is not a plain process. There are a number of different obstacles that can interfere with our ability to solve a problem quickly and efficiently. Researchers have described a number of these mental obstacles, which include functional fixedness, mental sets and false assumptions.
7. The term *functional fixedness* refers to the tendency to view problems only in their customary manner. Functional fixedness prevents people from fully seeing all of the different options that might be available to find a solution.
8. A mental set is the tendency people have to only use solutions that have worked in the past rather than looking for alternative ideas. They can also lead to inflexibility, making it more difficult to find effective solutions.
9. Our ability to think clearly and in a logical way involves two basic kinds of reasoning: inductive reasoning and deductive reasoning.
10. The concept of logical error is probably as old as the concept of rationality; when one talks about the rationality of any sort of human behavior, one should give the criteria of distinguishing actions which can be called *rational* from those which cannot. Since logic is understood as the tool of cognition we are justified in naming rational knowledge-seeking activities *logical*. Every violation of the rules governing knowledge-seeking activities constitutes the *illogical* behavior.

Activity 14:

QUIZ: For questions 1-9 choose the answer a-d which you think fits best according to the texts you studied.

1. The process of thinking about thinking is called
 - a. cognitive existentialism
 - b. symbolic production
 - c. functional reflection
 - d. metathought
2. What kind of a concept strings together perceived attributes?
 - a. a relational concept
 - b. a disjunctive concept
 - c. an iconic concept
 - d. a conjunctive concept

3. What kind of a concept treats perceived attributes in terms of some connection between objects?
 - a. a relational concept
 - b. a disjunctive concept
 - c. an iconic concept
 - d. a conjunctive concept
4. Which of the following identifies an object or an idea that fits a concept, that can be contained within it?
 - a. positive exemplar
 - b. negative exemplar
 - c. bipolar exemplar
 - d. transformational exemplar
5. Step-by-step instructions for operating a microwave oven provide an example of
 - a. a heuristic approach
 - b. a means-end analysis
 - c. an algorithm
 - d. an insight analysis
6. Which of the following correctly defines a mental set?
 - a. a conscious conditioned reflex
 - b. an unconscious wish
 - c. a subconscious determining tendency
 - d. a false negative
7. What exists when there is a need to use a tool or familiar object in a novel way and one can't perceive the novel way?
 - a. cognitive slippage
 - b. mental facilitation
 - c. functional fixedness
 - d. transformational perception
8. What kind of reasoning is characterized by making observations and gathering information until a general conclusion is reached?
 - a. inductive reasoning
 - b. deductive reasoning
 - c. if-then reasoning
 - d. relational reasoning
9. Deductive reasoning is reasoning in which
 - a. a premise follows from a conclusion
 - b. a premise follows from a hyperpremise
 - c. a conclusion follows from a metaconclusion
 - d. a conclusion follows from a premise

GLOSSARY

Term	Transcription	Definition
Algorithm	[ˈælg(ə)rɪð(ə)m]	Step-by-step problem-solving procedure.
Analogy	[əˈnælədʒi]	Similarity, comparability.
Appeal to authority	[əˈpiːl tuː ɔːθərɪti]	A fallacy of defective induction, where it is argued that a statement is correct because the statement is made by a person or source that is commonly regarded as authoritative.
Arguing in circles	[ˈɑːɡjuːɪŋ ɪn ˈsɜːklz]	Involves making an argument that doesn't contain any real meaning to it.
Attack on character	[əˈtæk ɒn ˈkærəktə]	Involves using something somebody has done wrong in the past to discredit him(her) or his(her) argument.
Concept	[ˈkɒnsept]	Idea, thought; A mental grouping of similar things, events, and people that is used to remember and understand what things are, what they mean, and what categories or groups they belong to.
Conjunctive concept	[kənˈdʒʌŋktɪv ˈkɒnsept]	Something that groups together individual attributes to create a whole.
Consciousness	[ˈkɒnʃənsəs]	Awareness of yourself and the world around you.
Deductive reasoning	[dɪˈdʌktɪv ˈriːz(ə)nɪŋ]	Decision making process in which ideas are processed from the general to the specific.
Divergent thinking	[daɪˈvɜːdʒənt ˈθɪŋkɪŋ]	The ability to use previously gained information to debate or discuss issues which have no agreed upon definitive resolution.
False analogy	[fɔːls əˈnælədʒi]	A fallacy in which an argument is based on misleading, superficial, or implausible comparisons.
False assumption	[fɔːls əˈsʌmpʃ(ə)n]	A mental set that interferes with your ability to find a solution.
Functional fixedness	[ˈfʌŋkʃ(ə)n(ə)l ˈfiksɪdnəs]	When something is thought of only in terms of its functionality, then the person is demonstrating functional fixedness. This type of thinking is narrow and limited, often inhibiting the problem solving process.
Functionalism	[ˈfʌŋkʃ(ə)n(ə)lɪz(ə)m]	The school of thought popular in the 19th century emphasizing conscious experiences as a precursor to behavior.
Heuristic approach	[hjuːˈrɪstɪk əˈprəʊʃ]	Cognitive strategy, or "rule of thumb," often used as shortcut in solving a complex inferential task.
Inductive reasoning	[ɪnˈdʌktɪv ˈriːz(ə)nɪŋ]	Decision making process in which ideas are processed from the specific to the general.

Logical thinking	['lɒdʒɪk(ə)l 'θɪŋkɪŋ]	Thinking that is coherent and logical.
Means-end analysis	[miːnz end ə'neɪsɪs]	A type of heuristic approach that involves identifying a particular goal and then trying to find a way in which that goal can be obtained.
Mental set	['ment(ə)l set]	A tendency to respond to a new problem in the manner used to respond to a previous problem.
Mind	[maɪnd]	The aspect of intellect and consciousness experienced as combinations of thought, perception, memory, emotion, will and imagination, including all unconscious cognitive processes; Brain.
Overgeneralization	[əʊvə'dʒen(ə)rəlaɪ'zeɪʃ(ə)n]	A manner of thinking in which a negative event is viewed as one more example of a pattern of failure.
Predicate thinking(Paleological thought)	['predɪkət 'θɪŋkɪŋ]	A type of thinking that occurs at the unconscious level and is neither deductive nor inductive.
Thinking	['θɪŋkɪŋ]	Act of forming ideas, act of conceiving in the mind.

Appendix 7 Lists of Vocabulary 4

d.o. 018

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4

English Vocabulary Word List

(GARDEN'S BASIC ENGLISH WORD LIST (850 WORDS))

1. a	59. bed	117. cart
2. able	60. bee	118. cat
3. about	61. before	119. cause
4. account	62. behaviour	120. certain
5. acid	63. belief	121. chain
6. across	64. bell	122. chalk
7. act	65. bent	123. chance
8. addition	66. berry	124. change
9. adjustment	67. between	125. cheap
10. advertisement	68. bird	126. choose
11. after	69. birth	127. chemical
12. again	70. bit	128. chest
13. against	71. bite	129. chief
14. agreement	72. bitter	130. chin
15. air	73. black	131. church
16. all	74. blade	132. circle
17. along	75. blood	133. clean
18. among	76. blow	134. clear
19. amount	77. blue	135. clock
20. amusement	78. board	136. cloth
21. and	79. boat	137. cloud
22. angle	80. body	138. coal
23. angry	81. boiling	139. coat
24. animal	82. bone	140. cold
25. answer	83. book	141. collar
26. ant	84. boot	142. colour
27. any	85. bottle	143. comb
28. apparatus	86. box	144. cone
29. apple	87. boy	145. comfort
30. approval	88. brain	146. committee
31. arch	89. brake	147. common
32. argument	90. branch	148. company
33. arm	91. brass	149. comparison
34. army	92. bread	150. competition
35. art	93. breath	151. complete
36. as	94. brick	152. complex
37. at	95. bridge	153. condition
38. attack	96. bright	154. connection
39. attempt	97. broken	155. conscious
40. attention	98. brother	156. control
41. attraction	99. brown	157. cork
42. authority	100. brush	158. copper
43. automatic	101. bucket	159. copy
44. awake	102. building	160. cord
45. baby	103. bulb	161. cork
46. back	104. burn	162. cotton
47. bad	105. burst	163. cough
48. bag	106. business	164. country
49. balance	107. but	165. cover
50. ball	108. butter	166. cow
51. band	109. button	167. crack
52. bare	110. by	168. credit
53. basin	111. cake	169. crime
54. basket	112. camera	170. cruel
55. bath	113. canvas	171. crush
56. be	114. card	172. cry
57. beautiful	115. care	173. cup
58. because	116. carriage	174. cup

you are in

1/2 of it

Umm

2 | Basic English Vocabulary List

175. current	237. even	299. get
176. curtain	238. event	300. girl
177. curve	239. ever	301. give
178. cushion	240. every	302. glass
179. damage	241. example	303. glove
180. danger	242. exchange	304. go
181. dark	243. existence	305. goat
182. daughter	244. expansion	306. gold
183. day	245. experience	307. good
184. dead	246. export	308. government
185. dear	247. eye	309. grain
186. death	248. face	310. grass
187. debt	249. fact	311. great
188. decision	250. fall	312. green
189. deep	251. false	313. gray
190. degree	252. family	314. grip
191. delicate	253. far	315. group
192. dependent	254. farm	316. growth
193. design	255. fat	317. guide
194. desire → want	256. father	318. gun
195. destruction	257. fear	319. hair
196. detail	258. feather → downy	320. hammer
197. development → progress	259. feeble	321. hand
198. different → various	260. feeling	322. hanging
199. digestion	261. female	323. happy
200. direction	262. fertile	324. harbour
201. dirty	263. fiction	325. hard
202. discovery	264. field	326. harmony
203. discussion	265. fight	327. hat
204. disease	266. finger	328. hate
205. disgust	267. fire	329. have
206. distance	268. first	330. he
207. distribution	269. fish	331. head
208. division	270. fixed	332. healthy
209. do	271. flag	333. hear
210. dog	272. flame → fire	334. hearing
211. doubt	273. flat	335. heart
212. doubt	274. flight	336. heat
213. down	275. floor	337. help
214. drain	276. flower	338. high
215. drawer → chest, cupboard	277. fly	339. history
216. dress	278. fold	340. hole
217. drink	279. food	341. hollow
218. driving	280. foolish	342. hook
219. drop	281. foot	343. hope
220. dry	282. for	344. horn
221. dust	283. force	345. horse
222. ear	284. fork	346. hospital
223. early → television	285. form	347. hour
224. earth	286. forward	348. house
225. east	287. frog	349. how
226. edge	288. frame	350. humour
227. education	289. free	351. I
228. effect	290. frequent	352. ice
229. egg	291. friend	353. idea
230. elastic	292. from	354. if
231. electric	293. front	355. ill
232. end	294. fruit	356. important
233. engine	295. full	357. impulse
234. enough	296. future	358. in
235. equal	297. garden	359. increase
236. error	298. general	360. industry

3 Basic English Vocabulary List

361. ink	423. man	485. nut
362. insect	424. manager	486. observation <i>to pengguan</i>
363. instrument	425. map	487. of
364. insurance	426. mark	488. off
365. interest	427. market	489. offer
366. invention	428. married	490. office
367. iron	429. mass	491. oil
368. island	430. match	492. old
369. jelly	431. material	493. on
370. jewel	432. may <i>to mayi</i>	494. only <i>to hanyi</i>
371. join	433. meal <i>to meishi</i>	495. open
372. journey	434. measure	496. operation
373. judge	435. meat	497. opinion
374. jump	436. medical	498. opposite
375. keep	437. meeting	499. or
376. kettle	438. memory	500. orange
377. key	439. metal	501. under
378. kick	440. middle	502. organization
379. kind	441. military	503. ornament
380. kiss	442. milk	504. other
381. knee	443. mind	505. out
382. knife	444. miss	506. oven <i>to pengwan</i>
383. knot	445. minute	507. over
384. knowledge	446. mist	508. owner
385. land	447. mixed	509. page
386. language	448. money	510. pain
387. last	449. monkey <i>to huanzi</i>	511. paint
388. late	450. month	512. paper
389. laugh	451. moon	513. parallel
390. law	452. morning	514. parcel
391. lead	453. mother	515. part
392. leaf	454. motion	516. past
393. learning	455. mountain	517. paste
394. leather	456. mouth	518. payment
395. left	457. move	519. peace
396. leg	458. much	520. pen
397. let	459. muscle	521. pencil
398. letter	460. music	522. person
399. level	461. nail	523. physical
400. library	462. name	524. picture
401. lift	463. narrow <i>to xingyao</i>	525. pig
402. light	464. nation	526. pin
403. like	465. natural	527. pipe
404. limit	466. near	528. piano
405. line	467. necessary	529. plane
406. lives	468. neck	530. plant
407. lip	469. need	531. plate
408. liquid	470. needle	532. play
409. list	471. nerve	533. please
410. little	472. net	534. pleasure
411. living	473. new	535. plough
412. lock	474. news	536. pocket
413. long	475. night	537. point
414. look	476. no	538. poison
415. loose	477. noise	539. polish
416. loss	478. normal	540. political
417. loud	479. north	541. poor
418. love	480. nose	542. porter
419. low	481. nut	543. position
420. machine	482. note	544. possible
421. make	483. now	545. pot
422. male	484. number	546. potato

4 Basic English Vocabulary List

547. powder	609. rub	671. smooth
548. power	610. rule	672. snake
549. present	611. run	673. sneeze
550. price	612. sad	674. snow
551. print	613. safe	675. so → 那么
552. prison	614. sail	676. soap
553. private	615. salt	677. society
554. probable	616. same	678. sock
555. process	617. sand	679. soft
556. produce	618. say	680. solid
557. profit	619. scale	681. some
558. property	620. school	682. son
559. prose	621. science	683. song
560. protest	622. scissors	684. sort
561. public	623. screw	685. sound
562. pull	624. sea	686. soup
563. pump	625. seat	687. south
564. punishment	626. second	688. space
565. purpose	627. secret	689. spade
566. push	628. secretary	690. special
567. put	629. see	691. sponge
568. quality	630. seed	692. spoon
569. question	631. seem	693. spring
570. quick	632. selection	694. square → 平方米
571. quiet	633. self	695. stage
572. quite	634. send	696. stamp
573. rail	635. sense → 感觉	697. star
574. rain	636. separate	698. start
575. range	637. serious	699. statement
576. rat	638. servant	700. station
577. rate	639. sex	701. steam
578. ray	640. shade	702. steel
579. reaction	641. shake → 摇晃	703. stem
580. reading	642. shame	704. step
581. ready	643. sharp	705. stick
582. reason	644. sheep	706. sticky
583. receipt	645. shelf	707. stiff
584. record	646. ship	708. still → 仍然
585. red	647. shirt	709. stitch
586. regret	648. shock	710. stocking
587. regular	649. shoe	711. stomach
588. relation	650. short	712. stone
589. religion	651. shut	713. stop
590. representative → 代表	652. side	714. store
591. request	653. sign	715. story
592. respect	654. silk	716. straight → 直的 (形容词)
593. responsible	655. silver	717. strange → 奇怪的
594. rest	656. simple	718. street
595. reward	657. sister	719. stretch
596. rhythm	658. size	720. strong
597. rice	659. skin	721. structure
598. right	660. skirt	722. substance → 物质
599. ring	661. sky	723. such
600. river	662. sleep	724. sudden
601. road	663. slip	725. sugar
602. rod	664. slope	726. suggestion
603. roll	665. slow	727. summer
604. roof	666. small	728. sun
605. room	667. smash	729. support
606. root	668. smell	730. surprise
607. rough	669. smile	731. sweet
608. round	670. smoke	732. swim

5 Basic English Vocabulary List

733. system	773. top	813. weight
734. table	774. touch	814. well <i>→ better</i>
735. tail	775. town <i>→ people</i>	815. west
736. take <i>→ take away</i>	776. trade	816. wet
737. talk <i>→ talk to</i>	777. train	817. wheel
738. tail	778. transport	818. when
739. taste	779. try	819. where
740. tax	780. tree	820. while
741. teaching	781. trick <i>→ trick someone</i>	821. whip
742. tendency	782. trouble <i>→ trouble</i>	822. whistle
743. test	783. trousers	823. white
744. than	784. true	824. who
745. that	785. turn	825. why
746. the	786. twist	826. wide
747. then	787. umbrella	827. will <i>→ will</i>
748. theory	788. under	828. wind
749. there	789. unit	829. window
750. thick	790. up	830. wine
751. this	791. use	831. wing
752. thing	792. value	832. winter
753. this	793. verb <i>→ verb</i>	833. wire
754. thought	794. very	834. wise
755. thread	795. vessel	835. with
756. throat	796. view	836. woman
757. through	797. violent	837. wood
758. through	798. voice	838. wool
759. thumb	799. waiting	839. word
760. thunder	800. walk	840. work
761. ticket	801. wall	841. worm
762. tight	802. war	842. wound
763. till <i>→ until</i>	803. warn	843. writing
764. time	804. wash	844. wrong
765. tin	805. waste	845. year
766. tired	806. watch	846. yellow
767. to	807. water	847. yes
768. toe	808. wave	848. yesterday
769. together	809. wax	849. you
770. tomorrow	810. way	850. young
771. tongue	811. weather	
772. tool	812. week	

Words from a simplified language by Charles K. Ogden (1930)

Appendix 8 Lists of Vocabulary 5

1 | Basic Vocabulary for TOEFL

120-018

5

BASIC VOCABULARY FOR TOEFL

Berikut kosakata yang umum digunakan dalam tes TOEFL yang ditulis oleh Eveni Coxhead, School of Linguistics and Applied Language Studies, Victoria University of Wellington New Zealand

Group 1

1. Sector
2. Available
3. Financial
4. Process
5. Individual
6. Specific
7. Principle
8. Estimate
9. Variables
10. Method
11. Data
12. Research
13. Contract
14. Environment
15. Export
16. Source
17. Assessment
18. Policy
19. Identified
20. Create
21. Derived
22. Factors
23. Procedure
24. Definition
25. Assume
26. Theory
27. Benefit
28. Evidence
29. Established
30. Authority
31. Major
32. Issue
33. Labor
34. Occur
35. Economic
36. Involved
37. Percent
38. Interpretation
39. Consistent
40. Income
41. Structure
42. Legal
43. Concept
44. Formula
45. Section
46. Required
47. Constitutional
48. Analysis
49. Distribution
50. Function
51. Area
52. Approach
53. Role
54. Legislation

55. Indicate

56. Response

57. Period

58. Content

59. Significant

60. Similar

Group 2

61. Community

62. Resident

63. Range

64. Construction

65. Strategies

66. Elements

67. Previous

68. Conclusion

69. Security

70. Aspects

71. Acquisition

72. Features

73. Text

74. Commission

75. Regulations

76. Computer

77. Items

78. Consumer

79. Achieve

80. Final

81. Positive

82. Evaluate

83. Assistance

84. Normal

85. Relevant

86. Distinction

87. Region

88. Traditional

89. Impact

90. Consequences

91. Chapter

92. Equation

93. Appropriate

94. Resources

95. Participation

96. Survey

97. Potential

98. Cultural

99. Transfer

100. Select

101. Credit

102. Affect

103. Categories

104. Perceived

105. Sought

106. Focus

107. Purchase

108. Injury

109. Site

110. Journal

111. Primary

112. Complex

113. Institute

114. Investment

115. Administration

116. Maintenance

117. Design

118. Obtained

119. Restricted

120. Conduct

Group 3

121. Comments

122. Convention

123. Published

124. Framework

125. Implies

126. Negative

127. Dominant

128. Illustrated

129. Outcomes

130. Constant

131. Shift

132. Deduction

133. Ensure

134. Specified

135. Justification

136. Funds

137. Reliance

138. Physical

139. Partnership

140. Location

141. Link

142. Coordination

143. Alternative

144. Initial

145. Validity

146. Task

147. Techniques

148. Excluded

149. Consent

150. Proportion

151. Demonstrate

152. Reaction

153. Criteria

154. Minorities

155. Technology

156. Philosophy

157. Removed

158. Sex

159. Compensation

160. Sequence

161. Corresponding

162. Maximum

2 | Basic Vocabulary for TOEFL

163. Circumstance
164. Instance
165. Considerable
166. Sufficient
167. Corporate
168. Interaction
169. Contribution
170. Immigration
171. Component
172. Constraints
173. Technical
174. Emphasis
175. Scheme
176. Layer
177. Volume
178. Document
179. Registered
180. Core
Group 4
181. Overall
182. Emerged
183. Regime
184. Implementation
185. Project
186. Hence
187. Occupational
188. Internal
189. Goals
190. Retained
191. Sum
192. Integration
193. Mechanisms
194. Parallel
195. Imposed
196. Despite
197. Job
198. Parameters
199. Approximate
200. Label
201. Concentration
202. Principal
203. Series
204. Predicted
205. Summary
206. Attitude
207. Undertaken
208. Cycle
209. Communication
210. Ethnic
211. Hypothesis
212. Professional
213. Status
214. Conference
215. Attribute
216. Annual
217. Obvious
218. Error
219. Implications
220. Apparent

221. Commitment
222. Subsequent
223. Debate
224. Dimensions
225. Promote
226. Statistics
227. Option
228. Domestic
229. Output
230. Access
231. Code
232. Investigation
233. Phase
234. Prior
235. Granted
236. Stress
237. Civil
238. Contrast
239. Resolution
240. Adequate
Group 5
241. Alter
242. Stability
243. Energy
244. Aware
245. License
246. Enforcement
247. Draft
248. Styles
249. Precise
250. Medical
251. Pursue
252. Symbolic
253. Marginal
254. Capacity
255. Generation
256. Exposure
257. Decline
258. Academic
259. Modified
260. External
261. Psychology
262. Fundamental
263. Adjustment
264. Ratio
265. Wholes
266. En: bin
267. Version
268. Perspective
269. Contact
270. Network
271. Facilities
272. Welfare
273. Transition
274. Amendment
275. Logic
276. Rejected
277. Expansion
278. Clause

279. Prime
280. Target
281. Objective
282. Sustainable
283. Equivalent
284. Liberal
285. Notion
286. Substitution
287. Generated
288. Trend
289. Revenue
290. Compounds
291. Evolution
292. Conflict
293. Image
294. Discretion
295. Entities
296. Orientation
297. Consultation
298. Mental
299. Monitoring
300. Challenge
Group 6
301. Intelligence → cerebral / pandai
302. Transformation → perubahasaan
303. Presumption → anggapan
304. Acknowledge → mengakui / mengakui
305. Utility → kegunaan
306. Furthermore → selanjutnya / lagi
307. Accurate → tepat / akurat
308. Diversity → perbedaan
309. Attached → melekat
310. Recovery → pemulihan / kembali
311. Assigned → ditugaskan / ditugaskan
312. Tapes → pita / rekaman
313. Motivation → motivasi
314. Bond → ikatan / hubungan
315. Edition → edisi / terbitan
316. Nevertheless → meskipun / walaupun
317. Transport → transportasi
318. Cited → dikutip
319. Fees → biaya / ongkos / biaya
320. Scope → lingkup / cakupan / jangkauan
321. Enhanced → ditingkatkan / ditingkatkan
322. Incorporated → dimasukkan / dimasukkan
323. Instructions → petunjuk / petunjuk
324. Subsidiary → cabang / anak perusahaan
325. Input → masukan / masukan
326. Abstract → abstrak / abstrak
327. Ministry → kementerian / kementerian
328. Capable → mampu / mampu
329. Expert → ahli / ahli
330. Preceding → sebelumnya / sebelumnya
331. Display → pameran / pameran
332. Incentive → insentif / insentif
333. Inhibition → penghambatan / penghambatan
334. Transcendental → transendental
335. Ignore → mengabaikan / mengabaikan
336. Incidence → insiden / insiden

3 | Basic Vocabulary for TOEFL

337. Estate *estate*
 338. Cooperative *cooperation*
 339. Revealed *revealed*
 340. Index *index*
 341. Lecture *lecture*
 342. Discrimination *discrimination*
 343. Overseas *overseas*
 344. Explicit *explicit*
 345. Aggregate
 346. Gender
 347. Underlying
 348. Brief
 349. Domain
 350. Rational
 351. Minimum
 352. Interval
 353. Neutral
 354. Migration
 355. Flexibility
 356. Federal
 357. Author
 358. Initiatives
 359. Allocation
 360. Exceed
Group 7
 361. Intervention
 362. Confirmed
 363. Definite
 364. Classical
 365. Chemical
 366. Voluntary
 367. Release
 368. Visible
 369. Finite
 370. Publication
 371. Channel
 372. File
 373. Thesis
 374. Equipment
 375. Disposal
 376. Solely
 377. Deny
 378. Identical
 379. Submitted
 380. Grade
 381. Phenomenon
 382. Paradigm
 383. Ultimately
 384. Extract
 385. Survive
 386. Converted
 387. Transmission
 388. Global
 389. Inferred
 390. Guarantee
 391. Advocate
 392. Dynamic
 393. Simulation
 394. Topic
 395. Insert
 396. Reverse
 397. Decade
 398. Comprise
 399. Hierarchical
 400. Unique
 401. Comprehensive
 402. Couple
 403. Mode
 404. Differentiation
 405. Eliminate
 406. Priority
 407. Empirical
 408. Ideology
 409. Somewhat
 410. Aid
 411. Foundation
 412. Adult
 413. Adaptation
 414. Quotation
 415. Contrary
 416. Media
 417. Successive
 418. Innovation
 419. Prohibited
 420. Isolated
Group 8
 421. Highlighted
 422. Eventually
 423. Inspection
 424. Termination
 425. Displacement
 426. Arbitrary
 427. Reinforced
 428. Denote
 429. Offset
 430. Exploitation
 431. Detected
 432. Abandon
 433. Random
 434. Revision
 435. Virtually
 436. Uniform
 437. Predominantly
 438. Thereby
 439. Implicit
 440. Tension
 441. Ambiguous
 442. Vehicle
 443. Clarity
 444. Conformity
 445. Contemporary
 446. Automatically
 447. Accumulation
 448. Appendix
 449. Widespread
 450. Infrastructure
 451. Deviation
 452. Fluctuations
 453. Restore
 454. Guidelines
 455. Commodity
 456. Minimize
 457. Practitioners
 458. Radical
 459. Plus
 460. Visual
 461. Chart
 462. Appreciation
 463. Prospect
 464. Dramatic
 465. Contradiction
 466. Currency
 467. Inevitable
 468. Complement
 469. Accompany
 470. Paragraph
 471. Induced
 472. Schedule
 473. Intensity
 474. Crucial
 475. Via
 476. Exhibit
 477. Bias
 478. Manipulation
 479. Theme
 480. Nuclear
Group 9
 481. Bulk
 482. Behalf
 483. Unified
 484. Commenced
 485. Erosion
 486. Anticipated
 487. Minimal
 488. Ceases
 489. Vision
 490. Mutual
 491. Norms
 492. Intermediate
 493. Manual
 494. Supplementary
 495. Incompatible
 496. Concurrent
 497. Ethical
 498. Preliminary
 499. Integral
 500. Conversely
 501. Relaxed
 502. Confined
 503. Accommodation
 504. Temporary
 505. Distorted
 506. Passive
 507. Subordinate
 508. Analogous
 509. Military
 510. Scenario

4 | Basic Vocabulary for TOEFL

511. Revolution *Revolusi*
 512. Diminished *Mengurangi*
 513. Coherence *Kesatuan*
 514. Suspended *Tergantung*
 515. Mixture *Campuran*
 516. Assurance *Kepercayaan*
 517. Rigid *Kaku*
 518. Controversy *Perdebatan*
 519. Sphere *Budaya*
 520. Mediation *Pemerasiaan*
 521. Format *Susunan*
 522. Trigger *Pemicu*
 523. Qualitative *Kualitatif*
 524. Portion *Bagian*
 525. Medium *Media*
 526. Coincide *Sesuai*
 527. Violation *Pelanggaran*
 528. Device *Alat*
 529. Insights *Pemahaman*
 530. Refine *Memurnikan*
 531. Devote *Mengabdikan*
 532. Team *Tim*
 533. Overbo *Melebihi*
 534. Attained *Tercapai*
 535. Restraints *Pembatasan*
 536. Inherent *Asal*
 537. Route *Jalan*
 538. Protocol *Prosedur*
 539. Founded *Didirikan*
 540. Duration *Waktu*
 Group 10
 541. Whereby *Dengan cara*
 542. Inclination *Kecenderungan*
 543. Encountered *Pertemuan*
 544. Convinced *Meyakinkan*
 545. Assembly *Kumpulan*
 546. albeit *Walaupun*
 547. Enormous *Besar*
 548. Reluctant *Enggan*
 549. Posed *Mengajukan*
 550. Persistent *Kelembutan*
 551. Undergo *Mengalami*
 552. Notwithstanding *Walaupun*
 553. Straightforward *Lurus*
 554. Panel *Papan*
 555. Odd *Asing*
 556. Intrinsic *Asli*
 557. Complied *Menyetujui*
 558. Adjacent *Sebelah*
 559. Integrity *Kejujuran*
 560. Forthcoming *Depan*
 561. Conceived *Berpikir*
 562. Ongoing *Sedang berlangsung*
 563. So-called *Disebut*
 564. Likewise *Sama*
 565. Nonetheless *Walaupun*
 566. Levy *Pajak*
 567. Invoked *Mengajukan*
 568. Colleagues *Rekan*
 569. Depression *Depresi*
 570. collapse *Runtuh*

1 | Academic Word List

Selecting vocabulary: Academic word list

Academic Word List Coxhead (2000). The most frequent word in each family is in *italics>. There are 570 headwords and about 3000 words altogether. For more information see The Academic Word List. For more practice see: Schmitt & Schmitt (2005), or the *Cambridge Lexical Tutor*.*

If you have an iPhone or an Android phone and want to practise these words, you could try: *Flashcards Deluxe*. Install the application, then search in the shared library for 'Academic Word List'. Or on an iPhone you might like to try *Testmaker*. Install the application, then follow the instructions to use *this* file, or *Mememo*. Install the application, then follow the instructions to use *this* file.

*Definitions linked to: *Cambridge Advanced Learner's Dictionary* (Used with permission)

Headwords	Other words in the family.
<i>abandon</i>	abandoned, abandoning, abandonment, abandons, e.g.
<i>abstract</i>	abstraction, abstractions, abstractly, abstracts, e.g.
<i>academy</i>	academia, academic, academically, academics, academies, e.g.
<i>access</i>	accessed, accesses, accessibility, accessible, accessing, inaccessible
<i>accommodate</i>	accommodated, accommodates, accommodating, accommodation
<i>accompany</i>	accompanied, accompanies, accompaniment, accompanying, unaccompanied
<i>accumulate</i>	accumulated, accumulating, accumulation, accumulates
<i>accurate</i>	accuracy, accurately, inaccuracy, inaccuracies, inaccurate
<i>achieve</i>	achievable, achieved, achievement, achievements, achieves, achieving
<i>acknowledge</i>	acknowledged, acknowledges, acknowledging, acknowledgement, acknowledgements
<i>acquire</i>	acquired, acquires, acquiring, acquisition, acquisitions
<i>adapt</i>	adaptability, adaptable, adaptation, adaptations, adapted, adapting, adaptive, adapts
<i>adequate</i>	adequacy, adequately, inadequacies, inadequacy, inadequate, inadequately
<i>adjacent</i>	
<i>adjust</i>	adjusted, adjusting, adjustment, adjustments, adjusts, readjust, readjusted, readjusting, readjustment, readjustments, readjusts
<i>administrate</i>	administrates, administration, administrations, administrative, administratively, administrator, administrators
<i>adult</i>	adulthood, adults
<i>advocate</i>	advocacy, advocated, advocates, advocating
<i>affect</i>	affected, affecting, affective, affectively, affects, unaffected
<i>aggregate</i>	aggregated, aggregates, aggregating, aggregation
<i>aid</i>	aided, aiding, aids, unaided
<i>albeit</i>	
<i>allocate</i>	allocated, allocates, allocating, allocation, allocations
<i>alter</i>	alterable, alteration, alterations, altered, altering, alternates, alternating, alters, unalterable, unaltered
<i>alternative</i>	alternatively, alternatives
<i>ambiguous</i>	ambiguities, ambiguity, unambiguous, unambiguously
<i>amend</i>	amended, amending, amendment, amendments, amends
<i>analogy</i>	analogies, analogous
<i>analyse</i>	analysed, analyses, analysers, analyses, analysing, analysis, analyst, analysts, analytic, analytical, analytically
<i>annual</i>	Annually

ACADEMIC Word List

anticipate	anticipated, anticipates, anticipating, anticipation, unanticipated
apparent	Apparently
append	appends, appended, appends, appending, appendices, appendices
appreciate	appreciable, appreciably, appreciated, appreciates, appreciating, appreciation, unappreciated
approach	approachable, approached, approaches, approaching, unapproachable
appropriate	appropriacy, appropriately, appropriateness, inappropriacy, inappropriate, inappropriately
approximate	approximated, approximately, approximates, approximating, approximation, approximations
arbitrary	arbitrariness, arbitrarily
area	Areas
aspect	Aspects
assemble	assembled, assembles, assemblies, assembling, assembly
assess	assessable, assessed, assesses, assessing, assessment, assessments, reassess, reassessed, reassessing, reassessment, reassessed
assign	assigned, assigning, assignment, assignments, assigns, reassign, reassigned, reassigning, reassigns, unassigned
assist	assistance, assistant, assistants, assisted, assisting, assists, unassisted
assume	assumed, assumes, assuming, assumption, assumptions
assure	assurance, assurances, assured, assuredly, assures, assuring
attach	attached, attaches, attaching, attachment, attachments, unattached
attain	attainable, attained, attaining, attainment, attainments, attains, unattainable
attitude	attitudes
attribute	attributable, attributed, attributes, attributing, attribution
author	authored, authoring, authors, authorship
authority	authoritative, authorities
automate	automatic, automated, automates, automating, automatically, automation
available	availability, unavailable
aware	awareness, unaware
behalf	
benefit	beneficial, beneficiary, beneficiaries, benefited, benefiting, benefits
bias	biased, biases, biasing, unbiased
bond	bonded, bonding, bonds
brief	brevity, briefed, briefing, briefly, briefs
bulk	Bulky
capable	capabilities, capability, incapable
capacity	capacities, incapacitate, incapacitated
category	categories, categorization, categorize, categorized, categorizes, categorizing, categorizing
cease	ceased, ceases, ceasing, ceasing
challenge	challenged, challenger, challengers, challenges, challenging
channel	channelled, channelling, channels
chapter	Chapters
chart	charted, charting, charts, uncharted

3 | Academic Word List

chemical	chemically, chemicals
circumstance	Circumstances
cite	citation, citations, cited, citing, cites
civil	
clarify	clarification, clarified, clarifies, clarifying, clarity
classic	classical, classics
clause	Clauses
code	coded, codes, coding
coherent	coherence, coherently, incoherent, incoherently
coincide	coincided, coincides, coinciding, coincidence, coincidences, coincident, coincidental
collapse	collapsed, collapses, collapsible, collapsing
colleague	Colleagues
commence	commenced, commences, commencement, commencing, recommences, recommenced, recommencing
comment	commentaries, commentary, commentator, commentators, commented, commenting, comments
commission	commissioned, commissioner, commissioners, commissioning, commissions
commit	commitment, commitments, commits, committed, committing
commodity	Commodities
communicate	communicable, communicated, communicates, communicating, communication, communications, communicative, communicatively, uncommunicative
community	Communities
compatible	compatibility, incompatibility, incompatible
compensate	compensated, compensates, compensating, compensation, compensations, compensatory
compile	compilation, compilations, compiled, compiles, compiling
complement	complementary, complemented, complementing, complements
complex	complexities, complexity
component	componentry, components
compound	compounded, compounding, compounds
comprehensive	Comprehensively
comprise	comprised, comprises, comprising
compute	computation, computational, computations, computable, computer, computed, computerised, computers, computing
conceive	conceivable, conceivably, conceived, conceives, conceiving, inconceivable, inconceivably
concentrate	concentrated, concentrates, concentrating, concentration
concept	conception, concepts, conceptual, conceptualisation, conceptualise, conceptualised, conceptualises, conceptualising, conceptually
conclude	concluded, concludes, concluding, conclusion, conclusions, conclusive, conclusively, inconclusive, inconclusively
concurrent	Concurrently
conduct	conducted, conducting, conducts
confer	conference, conferences, conferred, conferring, confers
confine	confined, confines, confining, unconfined
confirm	confirmation, confirmed, confirming, confirms
conflict	conflicted, conflicting, conflicts

4 | Academic Word List

conform	conformable, conformability, conformance, conformation, conformed, conforming, conformist, conformists, conformity, conforms, nonconformist, nonconformists, nonconformity, non-conformist, non-conformists, non-conformity
consent	consensus, consented, consenting, consents
consequent	consequence, consequences, consequently
considerable	Considerably
consist	consisted, consistency, consistent, consistently, consisting, consists, inconsistencies, inconsistency, inconsistent
constant	constancy, constantly, constants, inconstancy, inconstantly
constitute	constituencies, constituency, constituent, constituents, constituted, constitutes, constituting, constitution, constitutions, constitutional, constitutionally, constitutive, unconstitutional
constrain	constrained, constraining, constrains, constraint, constraints, unconstrained
construct	constructed, constructing, construction, constructions, constructive, constructs, reconstruct, reconstructed, reconstructing, reconstruction, reconstructs
consult	consultancy, consultant, consultants, consultative, consultations, consultative, consulted, consults, consulting
consume	consumed, consumer, consumers, consumes, consuming, consumption
contact	contactable, contacted, contacting, contacts
contemporary	contemporaries
context	contexts, contextual, contextualise, contextualised, contextualising, uncontextualised
contract	contracted, contracting, contractor, contractors, contracts
contradict	contradicted, contradicting, contradiction, contradictions, contradictory, contradicts
contrary	contrarily
contrast	contrasted, contrasting, contrastive, contrasts
contribute	contributed, contributes, contributing, contribution, contributions, contributor, contributors
controversy	controversies, controversial, controversially, uncontroversial
convene	convention, convenes, convened, convening, conventional, conventionally, conventions, unconventional
converse	conversely
convert	conversion, conversions, converted, convertible, converting, converts
convince	convinced, convinces, convincing, convincingly, unconvinced
cooperate	cooperated, cooperates, cooperating, cooperation, cooperative, cooperatively, co-operate, co-operated, co-operates, co-operation, co-operative, co-operatively
coordinate	coordinated, coordinates, coordinating, coordination, coordinator, coordinators, co-ordinate, co-ordinated, co-ordinates, co-ordinating, co-ordination, co-ordinator, co-ordinators
core	cores, cored, cored
corporate	corporates, corporation, corporations
correspond	corresponded, correspondence, corresponding, correspondingly, corresponds
couple	coupled, coupling, couples
create	created, creates, creating, creation, creations, creative, creatively, creativity, creator, creators, recreate, recreated, recreated, recreating
credit	credited, crediting, creditor, creditors, credits
criteria	criterion
crucial	crucially
culture	cultural, culturally, cultured, cultures, uncultured

5 | Academic Word List

currency	currencies
cycle	cycled, cycles, cyclic, cyclical, cycling
data	
debate	debatable, debated, debates, debating
decade	decades
decline	declined, declines, declining
deduce	deduced, deduces, deducing, deduction, deductions
define	definable, defined, defines, defining, definition, definitions, redefine, redefined, redefines, redefining, undefined
definite	definitely, definitive, indefinite, indefinitely
demonstrate	demonstrable, demonstrably, demonstrated, demonstrates, demonstrating, demonstrative, demonstrations, demonstrative, demonstratively, demonstrator, demonstrators
denote	denotation, denotations, denoted, denotes, denoting
deny	deniable, denial, denials, denied, denies, denying, undeniable
depress	depressed, depresses, depressing, depression
derive	derivation, derivations, derivative, derivatives, derived, derives, deriving
design	designed, designer, designers, designing, designs
despite	
detect	detectable, detects, detecting, detection, detective, detectives, detector, detectors, detects
deviate	deviated, deviates, deviating, deviation, deviations
device	devices
devote	devoted, devotedly, devotes, devoting, devotion, devotions
differentiate	differentiated, differentiates, differentiating, differentiation
dimension	dimensional, dimensions, multidimensional
diminish	diminished, diminishes, diminishing, diminution, undiminished
discrete	discretely, discretion, discretionary, indiscrete, indiscretion
discriminate	discriminated, discriminates, discriminating, discrimination
displace	displaced, displacement, displaces, displacing
display	displayed, displaying, displays
dispose	disposable, disposal, disposed, disposes, disposing
distinct	distinction, distinctions, distinctive, distinctively, distinctly, indistinct, indistinctly
distort	distorted, distorting, distortion, distortions, distorts
distribute	distributed, distributing, distribution, distributions, distributive, distributor, distributors, redistribute, redistributed, redistributes, redistributing, redistribution
diverse	diversely, diversification, diversified, diversifies, diversify, diversifying, diversity
document	documentation, documented, documenting, documents
domain	domains
domestic	domestically, domesticate, domesticated, domesticating, domestics
dominate	dominance, dominant, dominated, dominates, dominating, domination
draft	drafted, drafting, drafts, redraft, redrafted, redrafting, redrafts
drama	dramas, dramatic, dramatically, dramatic, dramatized, dramatizing, dramatists, dramatization, dramatizations, dramatist, dramatists, dramatization, dramatizations, dramatizing

ALPHABETIC WORD LIST

<i>duration</i>	
<i>dynamic</i>	dynamically, dynamics
economy	economic, economical, economically, economics, economies, economist, economists, uneconomical
edit	edited, editing, edition, editions, editor, editorial, editorials, editors, edits
element	elements
<i>eliminate</i>	eliminated, eliminates, eliminating, elimination
emerge	emerged, emergence, emergent, emerges, emerging
emphasis	emphasise, emphasised, emphasising, emphatic, emphatically
<i>empirical</i>	empirically, empiricism
<i>enable</i>	enabled, enables, enabling
encounter	encountered, encountering, encounters
energy	energetic, energetically, energies
enforce	enforced, enforcement, enforces, enforcing
enhance	enhanced, enhancement, enhances, enhancing
enormous	enormity, enormously
ensure	ensured, ensures, ensuring
entity	entities
<i>environment</i>	environmental, environmentalist, environmentalists, environmentally, environments
equate	equated, equates, equating, equation, equations
equip	equipment, equipped, equipping, equips
<i>equivalent</i>	equivalence
erode	eroded, erodes, eroding, erosion
error	erroneous, erroneously, errors
establish	disestablish, disestablished, disestablishes, disestablishing, disestablishment, established, establishes, establishing, establishment, establishments
<i>estate</i>	estates
<i>estimate</i>	estimated, estimates, estimating, estimation, estimations, over-estimate, overestimate, overestimated, overestimates, overestimating, underestimate, underestimated, underestimates, underestimating
ethic	ethical, ethically, ethics, unethical
ethnic	ethnicity
evaluate	evaluated, evaluates, evaluating, evaluation, evaluations, evaluative, re-evaluate, re-evaluated, re-evaluates, re-evaluating, re-evaluation
<i>eventual</i>	eventuality, eventually
evident	evidenced, evidence, evidential, evidently
evolve	evolution, evolved, evolving, evolves, evolutionary, evolutionist, evolutionists
exceed	exceeded, exceeding, exceeds
exclude	excluded, excludes, excluding, exclusion, exclusionary, exclusionist, exclusions, exclusive, exclusively
<i>exhibit</i>	exhibited, exhibiting, exhibition, exhibitions, exhibits
expand	expanded, expanding, expands, expansion, expansionism, expansive
expert	expertise, expertly, experts
<i>explicit</i>	explicitly
exploit	exploitation, exploited, exploiting, exploits

7 | Academic Word List

export	exported, exporter, exporters, exporting, exports
expose	exposed, exposes, exposing, exposure, exposures
external	externalisation, externalise, externalised, externalises, externalising, externality
extract	extracted, extracting, extraction, extracts
facilitate	facilitated, facilitates, facilities, facilitating, facilitation, facilitator, facilitators, facility
factor	factored, factoring, factors
feature	featured, features, featuring
federal	federation, federations
fee	fees
file	filed, files, filing
final	finalise, finalised, finalises, finalising, finality, finally, finale
finance	financed, finances, financial, financially, financier, financiers, financing
finite	finite, infinitely
flexible	flexibility, inflexible, inflexibility
fluctuate	fluctuated, fluctuates, fluctuating, fluctuation, fluctuations
focus	focused, focuses, focusing, refocus, refocused, refocuses, refocusing
format	formatted, formatting, formats
formula	formulae, formulas, formulate, formulated, formulating, formulation, formulations, reformulate, reformulated, reformulating, reformulation, reformulations
forthcoming	
found	founded, founder, founders, founding, unfounded
foundation	foundations
framework	frameworks
function	functional, functionally, functioned, functioning, functions
fund	funded, funder, funders, funding, funds
fundamental	fundamentally
furthermore	
gender	genders
generate	generated, generates, generating
generation	generations
globe	global, globally, globalisation, globalisation
goal	goals
grade	graded, grades, grading
grant	granted, granting, grants
guarantee	guaranteed, guaranteeing, guarantees
guideline	guidelines
hence	
hierarchy	hierarchical, hierarchies
highlight	highlighted, highlighting, highlights
hypothesis	hypotheses, hypothesise, hypothesised, hypothesises, hypothesising, hypothetical, hypothetically
identical	identically
identify	identifiable, identification, identified, identifies, identifying, identities, identity, unidentifiable
ideology	ideological, ideologically, ideologies

■ Academic Word List

ignorant	ignorance, ignore, ignored, ignores, ignoring
illustrate	illustrated, illustrates, illustrating, illustration, illustrations, illustrative
image	imagery, images
immigrate	immigrant, immigrants, immigrated, immigrates, immigrating, immigration
impact	impacted, impacting, impacts
implement	implementation, implemented, implementing, implements
implicate	implicated, implicates, implicating, implication, implications
implicit	implicitly
imply	implied, implies, implying
impose	imposed, imposes, imposing, imposition
incentive	incentives
incidence	incident, incidentally, incidents
incline	inclination, inclinations, inclined, inclines, inclining
income	incomes
incorporate	incorporated, incorporates, incorporating, incorporation
index	indexed, indexes, indexing
indicate	indicated, indicates, indicating, indication, indications, indicative, indicator, indicators
individual	individualised, individuality, individualism, individualist, individualists, individualistic, individually, individuals
induce	induced, induces, inducing, induction
inevitable	inevitability, inevitably
infer	inference, inferences, inferred, inferring, infers
infrastructure	infrastructures
inherent	inherently
inhibit	inhibited, inhibiting, inhibition, inhibitions, inhibits
initial	initially
initiate	initiated, initiates, initiating, initiation, initiations, initiative, initiatives, initiator, initiators
injure	injured, injures, injuries, injuring, injury, uninjured
innovate	innovation, innovated, innovates, innovating, innovations, innovative, innovator, innovators
input	inputs
insert	inserted, inserting, insertion, inserts
insight	insightful, insights
inspect	inspected, inspecting, inspection, inspections, inspector, inspectors, inspects
instance	instances
institute	instituted, institutes, instituting, institution, institutional, institutionalise, institutionalised, institutionalises, institutionalising, institutionally, institutions
instruct	instruction, instructed, instructing, instructions, instructive, instructor, instructors, instructs
integral	
integrate	integrated, integrates, integrating, integration
integrity	
intelligent	intelligence, intelligently, unintelligent
intense	intensely, intenseness, intensification, intensified, intensifies, intensify, intensifying

Academic Word List

	intension, intensity, intensive, intensively
interact	interacted, interacting, interaction, interactions, interactive, interactively, interacts
intermediate	
internal	internalise, internalised, internalises, internalising, internally
interpret	interpretation, interpretations, interpretative, interpreted, interpreting, interpretive, misinterprets, misinterpreting, misinterpretation, misinterpretations, misinterpreted, misinterpreting, misinterprets, reinterprets, reinterpreting, reinterpreted, reinterprets, reinterpreting, reinterpretation, reinterpretations
interval	intervals
intervene	intervened, intervenes, intervening, intervention, interventions
intrinsic	intrinsically
invest	invested, investing, investment, investments, investor, investors, invests, reinvest, reinvested, reinvesting, reinvestment, reinvests
investigate	investigated, investigates, investigating, investigation, investigations, investigative, investigator, investigators
invoke	invoked, invokes, invoking
involve	involved, involvement, involves, involving, uninvolved
isolate	isolated, isolates, isolating, isolation, isolationism
issue	issued, issues, issuing
item	itemisation, itemise, itemised, itemises, itemising, items
job	jobs
journal	journals
justify	justifiable, justifiably, justification, justifications, justified, justifies, justifying, unjustified
label	labeled, labelling, labels
labour	laboured, labouring, labours
layer	layered, layering, layers
lecture	lectured, lectures, lecturers, lectures, lecturing
legal	illegal, illegality, illegally, legality, legally
legislate	legislated, legislates, legislating, legislation, legislative, legislator, legislators, legislature
levy	levies
liberal	liberalism, liberalism, liberalisation, liberalised, liberalises, liberalising, liberalization, liberate, liberated, liberates, liberation, liberations, liberating, liberator, liberators, liberally, liberals
licence	licences, license, licensed, licensing, licences, unlicensed
likewise	
link	linkage, linkages, linked, linking, links
locate	located, locating, location, locations, relocate, relocated, relocates, relocating, relocation
logic	illogical, illogically, logical, logically, logician, logicians
maintain	maintained, maintaining, maintains, maintainance
major	majorities, majority
manipulate	manipulated, manipulates, manipulating, manipulation, manipulations, manipulative
manual	manually, manuals
margin	marginal, marginally, margins
mature	immature, immaturity, maturation, maturational, matured, matures, maturing, maturity
maximise	max, maximised, maximises, maximising, maximisation, maximise

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mechanism	mechanisms
media	
mediate	mediated, mediate, mediating, mediation
medical	medically
medium	
mental	mentality, mental
method	methodical, methodological, methodologies, methodology, methods
migrate	migrant, migrants, migrated, migrates, migrating, migration, migrations, migratory
military	
minimal	minimalisation, minimise, minimises, minimised, minimising, minimalist, minimalists, minimalistic, minimally
minimise	minimised, minimises, minimising
minimum	
ministry	ministered, ministering, ministerial, ministries
minor	minorities, minority, minors
mode	modes
modify	modification, modifications, modified, modifies, modifying, unmodified
monitor	monitored, monitoring, monitors, unmonitored
motive	motivate, motivated, motivates, motivating, motivation, motivations, motives, unmotivated
mutual	mutually
negate	negative, negated, negates, negating, negatively, negatives
network	networked, networking, networks
neutral	neutralisation, neutralise, neutralised, neutralises, neutralising, neutrality
nevertheless	
nonetheless	
norm	norms
normal	abnormal, abnormally, normalisation, normalise, normalised, normalises, normalising, normality, normally
notion	notions
notwithstanding	
nuclear	
objective	objectively, objectivity
obtain	obtainable, obtained, obtaining, obtains, unobtainable
obvious	obviously
occupy	occupancy, occupant, occupants, occupation, occupational, occupations, occupied, occupier, occupies, occupies, occupying
occur	occurred, occurrence, occurrences, occurring, occurs, reoccur, reoccurred, reoccurring, reoccurs
odd	odds
offset	offsets, offsetting
ongoing	
option	optional, options
orient	orientate, orientated, orientates, orientation, orientating, oriented, orienting, orients, reorient, reorientation

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outcome	outcome
output	output
overall	
overlap	overlapped, overlapping, overlaps
overseas	
panel	panelled, paneling, panels
paradigm	paradigms
paragraph	paragraphing, paragraphs
parallel	paralleled, parallels, unparallelled
parameter	parameters
participate	participant, participants, participated, participates, participating, participation, participatory
partner	partners, partnership, partnerships
passive	passively, passivity
perceive	perceived, perceives, perceiving, perception, perceptions
percent	percentage, percentages
period	periodic, periodical, periodically, periodicals, periods
persist	persisted, persistence, persistent, persistently, persisting, persists
perspective	perspectives
phase	phased, phases, phasing
phenomenon	phenomena, phenomenal
philosophy	philosopher, philosophers, philosophical, philosophically, philosophies, philosophise, philosophised, philosophises, philosophising
physical	physically
pluse	pluses
policy	policies
portion	portions
pose	posed, poses, posing
positive	positively
potential	potentially
practitioner	practitioners
precede	preceded, precedence, precedent, precedes, preceding, unprecedented
precise	imprecise, precisely, precision
predict	predictability, predictable, predictably, predicted, predicting, prediction, predictions, predicts, unpredictability, unpredictable
predominant	predominance, predominantly, predominate, predominated, predominates, predominating
preliminary	preliminaries
presume	presumably, presumed, presumes, presuming, presumption, presumptions, presumptuous
previous	previously
primary	primarily
prime	primacy
principal	principally
principle	principled, principles, unprincipled
price	

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priority	priorities, prioritization, prioritise, prioritised, prioritises, prioritising
proceed	procedural, procedure, procedurs, proceeded, proceeding, proceedings, proceeds
process	processed, processes, processing
professional	professionally, professionals, professionalism
prohibit	prohibited, prohibiting, prohibitions, prohibitions, prohibitive, prohibits
project	projected, projecting, projection, projections, projects
promote	promoted, promotes, promoters, promotes, promoting, promotion, promotions
proportion	disproportion, disproportionate, disproportionately, proportional, proportionally, proportionate, proportionately, proportions
prospect	prospective, prospects
protocol	protocols
psychology	psychological, psychologically, psychologist, psychologists
publication	publications
publish	published, publisher, publishers, publishes, publishing, unpublished
purchase	purchased, purchaser, purchases, purchases, purchasing
purse	pursued, pursues, pursuing, pursuit, pursuits
qualitative	qualitatively
quote	quotation, quotations, quoted, quotes, quoting
radical	radically, radicals
random	randomly, randomness
range	ranged, ranges, ranging
ratio	ratios
rational	irrational, rationalisation, rationalisations, rationalise, rationalised, rationalises, rationalising, rationalism, rationality, rationally
react	reacted, reacts, reacting, reaction, reactionaries, reactionary, reactions, reactive, reactivate, reactivation, reactor, reaction
recover	recoverable, recovered, recovering, recovers, recovery
refine	refined, refinement, refinements, refines, refining
regime	regimes
region	regional, regionally, regions
register	deregister, deregistered, deregistering, deregisters, deregistration, registered, registering, registers, registration
regulate	deregulated, deregulates, deregulating, deregulation, regulated, regulates, regulating, regulation, regulations, regulator, regulators, regulatory, unregulated
reinforce	reinforced, reinforcement, reinforcements, reinforces, reinforcing
reject	rejected, rejecting, rejection, rejects, rejections
relax	relaxation, relaxed, relaxes, relaxing
release	released, releases, releasing
relevant	irrelevance, irrelevant, relevance
reluctance	reluctant, reluctantly
rely	reliability, reliable, reliably, reliance, reliant, relied, relies, relying, unreliable
remove	removable, removal, removals, removed, removes, removing
require	required, requirement, requirements, requires, requiring
research	researched, researcher, researchers, researches, researching
reside	resided, residence, resident, residential, residents, resides, residing

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resolve	resolution, resolved, resolves, resolving, unresolved
resource	resourced, resourceful, resources, resorting, unresourceful, under-resourced
respond	responded, respondent, respondents, responding, responds, response, responsive, responsiveness, unresponsive
restore	restoration, restored, restores, restoring
restrain	restrained, restraining, restrains, restraint, restraints, unrestrained
restrict	restricted, restricting, restriction, restrictions, restrictive, restrictively, restricts, unrestricted, unrestrictive
retain	retained, retaining, retains, retainers, retains, retention, extensive
reveal	revealed, revealing, reveals, revelation, revelations
revenue	revenues
reverse	reversal, reversed, reverses, reversible, reversing, reversals, irreversible
revise	revised, revises, revising, revision, revisions
revolution	revolutionary, revolutionaries, revolutionise, revolutionised, revolutionises, revolutionising, revolutionist, revolutionists, revolutions
rigid	rigidities, rigidity, rigidly
role	roles
route	routed, routes, routing
scenario	scenarios
schedule	reschedule, rescheduled, reschedules, rescheduling, scheduled, schedules, scheduling, unscheduled
scheme	schematic, schematically, schemed, schemes, scheming
scope	
section	sectioned, sectioning, sections
sector	sectors
secure	insecure, insecurities, insecurity, secured, securely, secures, securing, securities, security
seek	seeking, seeks, sought
select	selected, selecting, selection, selections, selective, selectively, selector, selectors, selects
sequence	sequenced, sequences, sequencing, sequential, sequentially
series	
sex	sexes, sexism, sexual, sexuality, sexually
shift	shifted, shifting, shifts
significant	insignificant, insignificantly, significance, significantly, signified, signifies, signify, signifying
similar	dissimilar, similarities, similarity, similarly
simulate	simulated, simulates, simulating, simulation
site	sites
so-called	
sole	solely
somewhat	
source	sourced, sources, sourcing
specific	specifically, specification, specifications, specificity, specifics
specify	specifiable, specified, specifies, specifying, unspecified
sphere	spheres, spherical, spherically
stable	instability, stabilisation, stabilise, stabilised, stabilises, stabilising, stability, unstable

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statistic	statistician, statisticians, statistical, statistically, statistics
status	
straightforward	
strategy	strategic, strategies, strategically, strategist, strategists
stress	stressed, stresses, stressful, stressing, increased
structure	restructure, restructured, restructures, restructuring, structural, structurally, structured, structures, structuring, unstructured
style	styled, styles, styling, stylist, stylist, stylised, styles, styling
submit	submission, submissions, submits, submitted, submitting
subordinate	subordinates, subordination
subsequent	subsequently
subsidy	subsidary, subsidises, subsidise, subsidised, subsidises, subsidising
substitute	substituted, substitutes, substituting, substitution
successor	succession, successors, successive, successively, successors
sufficient	sufficiency, insufficient, insufficiently, sufficiently
sum	summation, summed, summing, sums
summary	summaries, summarise, summarised, summarises, summarising, summarisation, summarisations
supplement	supplements, supplemented, supplementing, supplements
survey	surveyed, surveying, surveys
survive	survival, survived, survives, surviving, survivor, survivors
suspend	suspended, suspending, suspends, suspension
sustain	sustainable, sustainability, sustained, sustaining, sustains, sustenance, unsustainable
symbol	symbolic, symbolically, symbolise, symbolises, symbolised, symbolising, symbolism, symbols
tape	taped, tapes, taping
target	targeted, targeting, targets
task	tasks
team	teamed, teaming, teams
technical	technically
technique	techniques
technology	technological, technologically
temporary	temporarily
tense	tension, tense, tenses, tensest, tensions
terminate	terminal, terminals, terminated, terminates, terminating, termination, terminations
text	texts, textual
theme	themes, thematic, thematically
theory	theoretical, theoretically, theories, theorist, theorists
therapy	
thesis	theses
topic	topical, topics
trace	traceable, traced, traces, tracing
tradition	non-traditional, traditional, traditionalist, traditionally, traditions
transfer	transferable, transference, transferred, transferring, transfers
transform	transformation, transformations, transformed, transforming, transforms

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transit	transited, transiting, transition, transitional, transitions, transitory, transits
transmit	transmission, transmissions, transmitted, transmitting, transmits
transport	transportation, transported, transporter, transporters, transporting, transports
trend	trends
trigger	triggered, triggering, triggers
ultimate	ultimately
undergo	undergoes, undergoing, undergone, underwent
underlie	underlies, underlies, underlying
undertake	undertaken, undertakes, undertaking, undertook
uniform	uniformity, uniformly
unify	unification, unified, unifies, unifying
unique	uniquely, uniqueness
utilise	utilisation, utilised, utilises, utilising, utiliser, utilises, utility, utilities
valid	invalidate, invalidity, validate, validated, validating, validation, validity, validly
vary	invariable, invariably, variability, variable, variables, variably, variance, variant, variants, variation, variations, varied, varies, varying
vehicle	vehicles
version	versions
via	
violate	violated, violates, violating, violation, violations
virtual	virtually
visible	visibility, visibly, invisible, invisibly
vision	visions
visual	visualise, visualised, visualised, visualising, visualisation, visually
volume	volumes, vol
voluntary	voluntarily, volunteer, volunteering, volunteered, volunteers
welfare	
whereas	
whereby	
widespread	

Appendix 9 Letter of Research Permission



**SEKOLAH TINGGI AGAMA ISLAM NEGERI
BATUSANGKAR**
PUSAT PENELITIAN DAN PENGABDIAN PADA MASYARAKAT

*Jl. Sudirman No.137 Kabupaten Lima Kaum Batusangkar 27213, Telp. (0732) 71150, Ext 115, Fax. (0752) 71879
http://www.stainbatusangkar.ac.id e-mail: p3m.stainbatusangkar@gmail.com*

SURAT IZIN PENELITIAN
Nomor : Stg.02/TK/PL.00-P-Q /2016

Berdasarkan surat Saudara/i Nomor Surat: Istisnawa pada Tanggal 07 Januari 2016 perihal Motion Izin Penelitian. Setelah di pelajari, maka Pusat Penelitian dan Pengabdian Pada Masyarakat (P3M) STAIN Batusangkar menyatakan tidak keberatan atas Penelitian dimaksud sehingga dapat memberikan Surat Keterangan/Rekomendasi Penelitian kepada:

✶ Nama / NIM : **Vania Aini Rahman / 11104095**
 Tempat/ Tanggal Lahir : Padang, 04 Mei 1993
 Kartu Identitas : NIK : 3174084405930001
 Jurusan : Tarbiyah
 Program Studi : Tadris Bahasa Inggris
 Alamat : Komp. Balai Selasa Damai Jorong Baringin Nagari Baringin Kecamatan Lima Kaum Kabupaten Tanah Datar

Judul : *An Analysis of Teaching Materials Used in English III Subject (A Study of English Teaching Materials Used in Guidance and Counseling Department of STAIN Batusangkar Registered in 2015/2016 Academic Year)*

Lokasi Penelitian : STAIN Batusangkar
 Waktu : 09 Januari s.d 09 Maret 2016
 Dosen Pembimbing 1 : Dr. Sirajul Munir, M.Pd.
 2 : Yulnetri, SS., M.Pd.

Dengan ketentuan sebagai berikut:

1. Kegiatan penelitian tidak boleh menyimpang dari maksud dan objek seperti tersebut di atas
2. Memberitahukan kedatangan serta maksud penelitian yang akan dilaksanakan dengan menunjukkan Surat Keterangan/Rekomendasi Penelitian ini kepada Ketua Jurusan, Ketua Program Studi atau Kepala Unit yang terkait
3. Mematuhi dan menghormati semua peraturan yang berlaku di STAIN Batusangkar
4. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut di atas, maka Surat Keterangan/Rekomendasi Penelitian ini akan **DICABUT** kembali
5. Surat Keterangan/Rekomendasi Penelitian ini berlaku dari tanggal: 09 Januari s.d 09 Maret 2016
6. Melaporkan Hasil Penelitian kepada Ketua STAIN Batusangkar Cq. Kepala P3M.


 Batusangkar, 08 Januari 2016
 Ketua
 Yulnetri, SS., M.Pd.
 NIP. 197503031999031004

Tembusan disampaikan kepada Yth.

1. Ketua STAIN Batusangkar (Sebagai Laporan)
2. Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (Sebagai Laporan)
3. Ketua Jurusan Tarbiyah STAIN Batusangkar.
4. Ketua Program Studi Tadris Bahasa Inggris STAIN Batusangkar.
5. Pertinggal.