Appendices

APPENDIX I

Table 4.1.3 – The table below shows words or vocabulary as the linguistic templates and image as reflexive context of the non-linguistic templates of texts to depict discourse of religiousness,

	Data of unit selection and various text representation categories in learning activity material categories to depict religiousness											tivity m					depi	ct	
Loc	cation of			unit	selectio	n and t				differe	ent ca	tegorie	s			Text learning category			
the	texts on			Vocah	ulary as	the ling	uistic fe	atures	of text			Ima	ge as r	eflexi	eflexive				
each chapter (C) and page (P)		English vocabulary in phrasal and sentential construction				Indonesian vocabulary in phrasal and sentential construction				Image as reflexive context of the non-linguistic features of text			Speaking	Reading	Writing	Listening			
		Pr o	N	V	Adj	Adv	Pro	N	V	Adj	Ad v	Cl	Ac/ Ha	Th	Bu	S	R	Λ	Ľ
	4a,b,c,d,e		10									6				$\sqrt{}$			
	5		4									2				$\sqrt{}$			
_	8	4	3	6	1	3		2				1				$\sqrt{}$			
I	16											1							
	17a,b	2	7	3		1						3				$\sqrt{}$			
	19											2				V			
	32	1	1	1								1						$\sqrt{}$	
	33											1						$\sqrt{}$	
II	36a,b	2	2	2								3				$\sqrt{}$			
	38a, 39a	2	2	2								4	1					$\sqrt{}$	
	52a , 53a, b	3	1	3				3				1	_		2		V		
	57a,b ,c	4		6								1			2			$\sqrt{}$	
	58	4	3	1				2				1							
	62							1				1							
III	64							1				1				$\sqrt{}$			
	67	5	5									1				$\sqrt{}$			
	70	1		1		1						2					$\sqrt{}$		
	71											1						$\sqrt{}$	
	73	4	1	2	1	1						1				$\sqrt{}$			
	83													1		$\sqrt{}$			
IV	90a, 91a,b											5	1			$\sqrt{}$			
	93a,b	2	2	1								2						$\sqrt{}$	
	104	3	4	3		1						1					√		
	108								1			1			1	$\sqrt{}$			
3.7	111											1				$\sqrt{}$			
V	114											1				$\sqrt{}$			
	120		1	2								1				$\sqrt{}$			
	122		1									1				$\sqrt{}$			
	128	1		1	1	1						1					√		
177	130											1					√		
VI	137	5	2	5	2	1						1				$\sqrt{}$			
	138a,b											1						$\sqrt{}$	
VII	152	3	2	3								1							
V 11	154											1				$\sqrt{}$			
	176a,b,c											3							
VIII	178											1				$\sqrt{}$			
	181											1							

Table 4.1.1.1 – The table below shows total number of frequency and occurrence weight of discourse unit selection of English words or vocabulary as the linguistic attributes of text representation in a wide range of learning activity material categories to show religiousness,

	Total number of frequency and occurrence weight of English words or vocabularies as the linguistic attributes of text representation in a wide range of learning activity material categories to show religiousness											
Locat of the		text page	and the	h words of linguistica number ructions of	Text	Text learning category						
texts on each chapter (C) and text frequency		Occurrences in text page	templ	h words o ates of tex l	Speaking	Reading	Writing	Listening				
		40 h a d a	Pro	N 10	V	Adj	Adv	1				
I		4a,b,c,d,e 5						1				
	4			4		_	_	1				
		8	4	3	6	1	3	1				
		17a,b	2	7	3		1	1				
		32	1	1	1					1		
II	3	36a,b	2	2	2			1				
		38a, 39a	2	2	2					1		
		52a, 53a,b	3	1	3				1			
		57a,b,c	4		6					1		
		58	4	3	1			1				
III	7	67	5	5				1				
		70	1		1		1		1			
		73	4	1	2	1	1	1				
IV	1	93a,b	2	2	1					1		
		104	3	4	3		1		1			
V	3	120		1	2			1				
		122		1				1				
***		128	1		1	1	1		1			
VI	2	137	5	2	5	2	1	1				
VII	1	152	3	2	3				1			

Table 4.1.1.1.1 – The table below shows occurrences of English words or vocabulary as the linguistic features of text to represent discourse unit selection and text representation to depict religiousness,

Images as the non-linguistic features of text to represent discourse unit selection according to diverse reflexive context to depict religiousness									
Location of the data on each chapter (C) and page (P)	Images as data of notion	nal units of analysis and reflexive ustic features of text manifestation							
Location of the data on ach chapter (C) and pag (P)		Images as reflexive contexts of the non-linguistic features of text	Interpretation of the data by researcher, member checker 1, 2 and 3						
of the er (C)	Images as data of	1. Religious daily or customary activities/habits							
ion	notional units of analysis	2. Religious building							
ocat		3. Religious clothes							
l ea		4. Religious photo							
	Good byel 1		R						
I – 4a	Goodbyel		C1						
			C2						
			C3						
	Goodbye!		R						
T 41	Goodbyel		C1						
I – 4b			C2						
			C3						
	Good morning!		R						
			C1						
I – 4c			C2						
			C3						
	Good Good morning		R						
	morning!		C1						
I – 4d			C2						
			С3						

	Good Good morning!		R
	Good morning!		C1
I – 4e			C2
			C3
	Good morning, Dearl Good morning, Morn!		R
I – 5			C1
			C2
		C3	
	I'm not feeling well, Mam. Are you adught?		R
I – 8	I have a head ache. Get well so on, Siti.	C1	
		C2	
			C3
	2		R
	See you later.		C1
I – 17a	Take care	C2	
		C3	
	Good night, Mom.		R
I 171			C1
I – 17b	Good night, Dad.		C2
			C3
	· · · · · · · · · · · · · · · · · · ·	R	
			C1
II – 32	6666		C2
	It's on Monday.		C3

		T	
	2		R
II – 36a			C1
11 – 30a			C2
	It's in the afternoon.		C3
	9 a ()		R
II – 36b			C1
11 – 300			C2
	It's in the evening.		C3
			R
II – 38a		C1	
11 – 38a		C2	
			C3
	Thave dinner at	R	
.		C1	
II – 39a		C2	
		C3	
	Hello, my name is Deni.		R
III – 52 a			C1
111 32 a			C2
	3 · 33 / X	C3	
	Hi, my name is	R	
III 52a			C1
III – 53a			C2
			C3

III - 53b			T	
III - 53b		Heliq, I am Dayu.		R
C2	III _ 53b			C1
III - 57a	III – 330		C2	
III - 57a				C3
III - 57a C2 R C1 C2 C3 C2 C3 C3 C4 C5 C5 C5 C5 C5 C5 C5				R
C2		TO THE STATE OF TH		C1
He comes from C3	III – 57a		C2	
III - 57b C2 C2 She Is She Is from C3 III - 57c C2 She Is She comes from C3 R C1 C2 C2 C3 C4 C5 C6 C7 C7 C8 C9 C9 C1 C1 C2 C3 C4 C5 C6 C7 C7 C8 C9 C9		He comes from		C3
III - 57b C2 C3 R C1 C2 C2 C2 C2 C3 C3				R
C2 C3 R R C1 C2 C2 C2 C2 C3 C3 C4 C4 C5 C5 C5 C5 C6 C7 C7 C7 C7 C7 C7 C7	III – 57h		C1	
She is from			C2	
C1 C2 C3 She Is She comes from C3 R C1 C2 C2 C2 C3 C3 C4 C4 C4 C5 C5 C5 C5 C5		She is from		C3
III - 57c			R	
She is She comes from C3 Wyname is SIL. S1474 R C1 How do you spell your name? C2 C3 C3 C3 C2			C1	
She comes from Myname & Sff. R	III – 57c		C2	
III — 58 How do you spell Pour name BBNL B-E-H			C3	
III — 58 C2		Myrame & 5171.		R
hou do you spell your name?		My name is BPN.I. B-8-NI		C1
C3	III – 58	How do you spell your name!		C2
				C3
R				R
my sister my brother C1		my sister my brother		C1
III – 67 C2	III – 67			C2
my aunt my uncle C3				C3

			R
		C1	
III – 70		C2	
	We laugh together.		C3
			R
III – 73	Now I know the people around me.		C1
	the people around me. I love them very much.		C2
			C3
IV – 93a	I find a bolster in		R
	my bedroom.	C1	
		C2	
			C3
			R
IV – 93b		C1	
		C2	
		C3	
	My father is a gardener. He plants trees and flowers. He waters the plants every day.		R
V – 104			C1
V - 104			C2
			C3
	This sign means "Don't Stop!"	R	
V – 120			C1
		C2	
			C3

	CINEMA	F	R
V – 122			C1
			C2
			C3
	He is very cheerful.	I	R
			C1
VI – 128			C2
			C3
	Outh my leg! You are so kind. Thank you. Are you alright? Let me help you to stand up.	I	₹
			C1
VI – 137		(C2
			C3
	This is my teacher.	F	R
VII - 152	He ls smart. He helps people.		C1
102			C2
			C3

Table 4.1.2.1 – The table below shows total number of frequency and occurrence weight of discourse unit selection of Indonesian words or vocabulary as the linguistic attributes of text representation in a wide range of learning activity material categories to show religiousness,

	Total number of frequency and occurrence weight of Indonesian words or vocabulary as the linguistic attributes of text representation in a wide range of learning activity material categories to show religiousness											
Locat of the on eac chapt	texts ch er	Occurrences in text page	Indonesian words or vocabulary as unit selection and the linguistic features of text manifestation in a number of phrasal and sentential constructions of learning material categories						Text learning category			
(C) ar text freque		Occurren		lonesian v uistic tem accordi	Speaking	Reading	Writing	Listening				
			Pro	N	V	Adj	Adv	dS	Re	M	iЛ	
I	1	8		2				1				
		52a, 53a,b		3					1			
III	4	58		2				1				
	4 .	62		1				1				
		64		1				1				

Table 4.1.2.1.1 – The table below shows occurrences of images as the non-linguistic features of text to represent discourse unit selection and text representation according to diverse reflexive contexts to depict religiousness,

Images as t	Images as the non-linguistic features of text to represent discourse unit selection according to diverse reflexive context to depict religiousness								
on page	Images as data of notion	nal units of analysis and reflexive histic features of text manifestation							
Location of the data on each chapter (C) and page (P)	Images as data of notional units of analysis	Images as reflexive contexts of the non-linguistic features of text 1. Religious daily or customary activities/habits 2. Religious building	Interpretation of the data by researcher, member checker 1, 2 and 3						
ocati	·	3. Religious clothes							
eac	Howare you,	4. Religious Photo							
	I'm not feeling well, Mam.		R						
I – 8	Thankyou, Mam.		C1						
1-8			C2						
			C3						
	Hello, my name is 8 eni.		R						
III – 52 a			C1						
			C2						
			C3						
	Hi, my nameis		R						
III 520			C1						
III – 53a			C2						
			C3						
	Heliq I am Dayu.		R						
			C1						
III – 53b			C2						
			C3						

III – 58	Myname is STI. 517-1	R	
	My name is BNI.	C	1
	How do you spell your name?	C	2
		C	3
III – 62	Hello, Mr. Gunawan.	R	
	Hello, Siti.	C	1
		C	2
		C	3
	Sarah Ridwan	R	
III – 64		C	1
	Yuli Johan Hasanah Didi	С	2
	ledra Beni SBI	C	3

Table 4.2.1 – The table below shows total number of frequency and occurrence weight of unit selection of images as the non-linguistic attributes of text representation in a series of learning activity material categories to show religiousness,

	Total number of frequency and occurrence weight of images as the non-linguistic features of text to represent discourse unit selection in a number of diverse reflexive contexts of learning activity material categories to depict religiousness											
Location of the texts on each chapter (C) and text frequency		Occurrences in text page	Images as features o	Text learning category								
		Occuri	Cl	Ас/На	Pho	Bu	Speaking	Reading	Writing	Listening		
I	6	4a,b,c,d,e 5, 8, 16, 17a,b 19	15				6					
II	4	32, 33, 36a,b 38a, 39a	9	1			1		3			
III	9	52a, 53a,b 57a,b,c 58, 62, 64, 67, 70, 71, 73	10			4	5	2	2			
IV	3	83, 90a, 91a,b 93a,b	7	1	1		2		1			
V	6	104, 108, 111, 114, 120, 122	6				5	1				
VI	4	128, 130, 137, 138a,b	4				1	2	1			
VII	2	152, 154	2				1	1				
VIII	3	176a,b,c 178, 181	5				3					

Table 4.2.1.1 – The table below shows occurrences of images as the non-linguistic features of text to represent discourse unit selection and text representation according to diverse reflexive contexts to depict religiousness,

Images as the		f text to represent discourse unit selected to the context to depict religiousness	ction according to			
on page	Images as data of notion	nal units of analysis and reflexive sistic features of text manifestation				
Location of the data on each chapter (C) and page (P)		Images as reflexive contexts of the non-linguistic features of text 1. Religious daily or customary	the data by researcher, member checker			
n of pter ()	Images as data of notional units of analysis	activities/habits 2. Religious building				
catic	notional units of analysis	3. Religious clothes	1, 2 and 3			
Lo		4. Religious photo				
	Good byel 1		R			
I – 4a	Goodbye!		C1			
1 – 4a			C2			
			C3			
	Goodbye!		R			
			C1			
I – 4b			C2			
			C3			
	Good morning!		R			
	Good graning!		C1			
I – 4c			C2			
			C3			
	Good Good morning		R			
	morning!		C1			
I – 4d			C2			
			C3			

	Good Good morning!		R
	Good morning!		C1
I – 4e			C2
			C3
	Good morning, Dearl Good morning, Morni		R
I-5			C1
			C2
	16 11 14		C3
	How are you. Sit? I'm not feeling well, Mam. Are you adight?		R
I – 8	lhave a headache.		C1
	Soon, Siti.	C2	
			C3
			R
I – 16		C1	
1-10		C2	
			C3
	2		R
	See you later.		C1
I – 17a	See you. Take carel		C2
			C3
	Good night, Mom.		R
			C1
I – 17b	Go od night, Dad		C2
			C3

	4		R
			C1
I – 19			C2
			C3
	· · · · · · · · · · · · · · · · · · ·		R
11 22			C1
II – 32	9699		C2
	It's on Monday.		C3
			R
		C1	
II – 33		C2	
			C3
	2		R
II – 36a		C1	
11 – 30a			C2
	It's in the afternoon.		C3
			R
II – 36b			C1
11 300			C2
	It's in the evening.		C3
			R
	I go to school at		C1
II – 38a	3		C2
			C3

			_
	1 have dinner at		R
II – 39a			C1
11 – 39a			C2
	10 go		C3
	Hello, my name is Beni.		R
III – 52 a			C1
			C2
			C3
	Hi, my namels		R
HI 52.		C1	
III – 53a		C2	
			C3
	Helio, I am Dayu.	R	
III – 53b		C1	
m 330		C2	
			C3
	A A A		R
III – 57a			C1
III – 37a	400 X		C2
	He is He comes from		C3
			R
III – 57b			C1
			C2
	She isShe is from		C3

		<u>, </u>	
			R
		C1	
III – 57c			C2
	She isShe comes from		C3
	Myname is STT. 54-74		R
	My name is BDI. B-E-N-I		C1
III – 58	How do you spell your name?		C2
			C3
	Hello, Mr. Gunawan.		R
III – 62			C1
111 02	Hello, Siti.	C2	
			C3
	Sarah Ridwan		R
III – 64	Yuli Johan Hasanah Didi	C1	
		C2	
	India Beril Siti		C3
			R
	(my sister) (my brother		C1
III – 67			C2
	my aunt my uncle		C3
			R
III. 70			C1
III – 70		C2	
	We laugh together.		C3

			R	
W 51			C1	
III – 71			C2	
			С3	
			R	
	Now I know		C1	
III – 73	the people around me. I love them very much.		C2	
			C3	
			R	
IV – 83		C1		
17 - 63		C2		
			C3	
	3		R	
IV – 90a		C1		
1v – 30a			C2	
			C3	
	•		R	
IV – 91a	(0,0)		C1	
			C2	
			C3	
	8		R	
W. 011	8		C1	
IV – 91b			C2	
			C3	

	I find a bolster in	R	
	my bedroom.	C1	
IV – 93a		C2	
		СЗ	
		R	
IV – 93b		C1	
17 750		C2	
		C3	
	My father is a gardener. He plants trees and flowers. He waters the plants every day.	R	
V – 104		C1	
V - 104		C2	
		C3	
		R	
V – 108		C1	
100		C2	
		C3	
		R	
V – 111		C1	
		C2	
		C3	
		R	
V – 114		C1	
		C2	
		C3	

	This sign means "Don't Stop!"		R
			C1
V – 120			C2
			C3
	CINEMA		R
V – 122			C1
			C2
			C3
	He is very cheerful.		R
NH 120		C1	
VI – 128		C2	
		C3	
			R
VI – 130		C1	
V1-130	She's tall. Her hair is straight. Her skin is smooth.		C2
			C3
	Ouch my log!		R
			C1
VI – 137	You are so kind. Thank you.		C2
	Are you alright? Let me help you to stand up.		C3
	<u> </u>		R
VII. 120	•		C1
VI – 138a			C2
			C3

		R	
			C1
VI – 138b		C2	
			C3
	This is my teacher. He is smart.		R
VII - 152	He helps people.		C1
VII - 132			C2
			C3
	RUMAH MAKAN PADANG		R
VII – 154	PADANG		C1
VII – 134		C2	
			C3
			R
VIII – 176a		C1	
VIII 170a		C2	
			C3
			R
VIII 176	@ 0 a000 a		C1
VIII – 176b	A PORT OF THE PROPERTY OF THE		C2
			C3
	3 🗥		R
			C1
VIII – 176c			C2
, 5 2			C3

VIII – 178		R
		C1
		C2
	m on my man	C3
		R
VIII – 181		C1
VIII – 181	TE TE DE P	C2
	Attention please!	C3

APPENDIX II

Table 4.4.1.3 - The table below indicates words or vocabulary as the linguistic entities and image as reflexive context of the non-linguistic templates of texts to illustrate discourse of multi-culture,

Data	Data of unit selection and various text representation categories in learning activity material categories to depict multi-culture Text																						
				uni	t sele	ction	and t	ext rej	orese	ntatio	on in d	iffer	ent o	cate	gori	ies				learning category			
tex chap	ation of the ets on each oter (C) and page (P)	Eng	glish v asal a	vocal	oular; enten	y in	Indo	c temj onesiai rasal a cons	1 voc	abula enten	ry in		Image as reflexive context of the non-linguistic features of text				ing	ing	ing				
		Pr o	N	V	A dj	A dv	Pro	N	V	Ad j	Ad v	Cl	A c s	F o	N a	H e	A c / H a	B u i	P h y	Speaking	Reading	Writing	Listening
I	10	7	8	8	7			2		3	3								1		√		
II	46a,b	2	2	1				2								1				\checkmark			
n	47a,b							1								3				√			
	52a,b 53a,b	4	2	4				4				4	6					4	1		~		
III	54	3	1	4				1			1									\checkmark			
	56	2		2				1			1	1	3					1			√		
	57a,b,c,d	8		8								4	6					4	1			√	
	109a,b	1		2				1			2							1			√		
V	110a,b,c, d	4	2	8				6			5			4				4			√		
	123							1			1							1			√		
VII	154a,b,c,d							1			1	2	3				4	3	1			1	
V 11	161a,b,c							3							2	1						\checkmark	

Table 4.4.1.1 – The table below shows total number of frequency and occurrence weight of discourse unit selection of English words or vocabulary as the linguistic attributes of text representation in a wide range of learning activity material categories to show multi-culture,

Total number of frequency and occurrence weight of English words or vocabularies as the linguistic attributes of text representation in a wide range of learning activity material categories to show multiculture											
Location of the texts on each chapter (C) and		Occurrences in text page	and the	h words of linguistica number ructions of	Text learning category						
text freque	ency	Оссии		English words or vocabulary as the linguistic templates of text manifestation according to parts of speech						Writing	Listening
			Pro	N	V	Adj	Adv				
I	1	10	7	8	8	7			1		
II	1	46b	2	2	1			1			
		52a,b 53a,b	4	2	4				1		
III	4	54	3	1	4			1			
		56	2	1	2				1		
		57a,b,c,d	8		8					1	
V	2	109a	3	5	3				1		
,	2	110a,b,c,d	4	2	8				1		

Table 4.4.1.1.1 – The table below shows occurrences of words or vocabularys as the linguistic attributes of text to denote unit selection and text representation in a wide range of phrasal or sentential ensembles of English language according to parts of speech to describe multi-culture,

Vocabulary as the linguistic attributes of text to denote discourse unit selection and text representation in a number of phrasal or sentential ensembles of English language according to parts of speech to describe multi-culture to manifeset multi-culture Vocabulary as data of notional units of analysis and the the data on each chapter (C) and page **Interpreation of** Location of linguistic features of text manifestation the data by Vocabulary of phrasal or Vocabulary as the linguistic researcher, sentential constructions of member checker templates of text manifestation English language as data of according to parts of speech 1. 2 and 3 notional units of analysis Pro my (3), I (4) Hello, my name is Edo. name (1), student (1), books (1), color (1), food (1), R I am twelve years old. N swimming (1), reading (1), I am a student of SMP Negeri 2 Biak. rice (1) is (1), am (2), live (1), like I live in Biak, West Papua. V C1 (1), is (1), is (1), meet (1) I - 10old (1), favorite (1), favorite I like swimming and reading books. Adj (1), green (1), fried (1), My favorite color is green. West (1), nice (1) C2My favorite food is fried rice. Adv C3 Nice to meet you. Pro We (1), 's (1) R N Day (1), April (1) V celebrate (1) When do we celebrate On 21#of April. C1 II - 46b Kartini's Day? Adi C2 Adv C3 Pro my(1)R N name (1) Hello, my name V is (1) C1 III - 52ais Beni. Adi C2Adv C3 Pro I(1)R N am (1) C1 Hi, I am Edo. III - 52bAdj C2Adv C3

			I	<u> </u>
	Hi, my name is		my (1)	R
	rii, my name is	N	name (1)	
III – 53a	Siti.	V	is (1)	C1
		Adj	-	C2
		Adv	-	C3
		Pro	I (1)	R
	\ \	N	-	
III – 53b	Hello, I am Dayu.	V	am (1)	C1
III – 330		Adj	-	C2
		Adv	-	C3
	HI. What is your name?	Pro N	your (1), I (2), you (1) name (1)	_ R
	[am Lina.	V	am (1), is (1), come (2)	C1
III – 54	1] ' 	ani (1), is (1), collic (2)	
	Where do you I come from Medan.	Adj	-	C2
	Where do you come from?	Adv	-	C3
	My name is Udin. I come from Jakarta.	Pro	my (1), I (1)	R R
		N	name (1)	CI
III – 56		V	is (1), come (1)	C1
		Adj	-	C2
		Adv	-	C3
		Pro	he (2)	R
	Heis	N		
III – 57a		V	is (1), comes (1)	C1
	He comes from	Adj	-	C2
		Adv	-	C3
	Uala	Pro	he (2)	R
III – 57b	He is	N	-	
	He is from	V	is (2)	C1
	II W II W III	Adj	-	C2
III – 57c		Adv Pro	she (2)	C3
		N	- Sile (2)	R
	She is	V	is (2)	C1
	She is from	Adj	-	C2
		Adv	-	C3

		Pro	she (2)	R
	Sheis	N	-	
III – 57d	She comes from	V	is (1), comes (1)	C1
		Adj	-	C2
		Adv	-	C3
		Pro	my (1), She (2)	R
V – 109a	My grandmother likes cooking. She has a restaurant in the city. She cooks Padang food.	N V	grandmother (1), cooking (1), restaurant (1), food (1), city (1) likes (1), has (1), cooks (1)	C1
	Sile cooks radally lood.	Adj		C2
		Adv	-	C3
		Pro	I (1)	R
TT 440	I want to eat fresh	N	Vegetables (1)	C1
V – 110a	vegetables and sambal.	V	want (1), eat (1)	
		Adj	fresh (1)	C2
		Adv	-	C3
	I want to eat coto Makassar.	Pro	I (1)	R
		N V	- Want (1), eat (1)	C1
V – 110b		Adj	-	C2
		Adv	-	C3
		Pro	I (1)	R
W 110	I want to eat rendang.	N V	- Want (1), eat (1)	C1
V – 110c		Adj	-	C2
		Adv	-	C3
V – 110d	I want to eat Manado porridge.	Pro	I (1)	R
		N	Porridge (1)	
		V	Want (1), eat (1)	C1
		Adj	-	C2
		Adv	-	C3

Table 4.4.2.1 – The table below shows total number of frequency and occurrence weight of discourse unit selection of Indonesian words or vocabularies as the linguistic attributes of text representation in a wide range of learning activity material categories to show multi-culture,

	Total number of frequency and occurrence weight of Indonesian words or vocabulary as the linguistic attributes of text representation in a wide range of learning activity material categories to show multi-culture										
the to	Indonesian words or vocabulary as unit selection and the linguistic features of text manifestation in a number of phrasal and sentential constructions of learning material categories Location of the texts on each chapter (C) and text Indonesian words or vocabulary as unit selection and the linguistic features of text manifestation in a number of phrasal and sentential constructions of learning material categories				Text	learnin	ng cate	gory			
пеци	iency	Оссиг		Indonesian words or vocabulary as the linguistic templates of text manifestation according to parts of speech					Reading	Writing	Listening
			Pro	N	V	Adj	Adv				
I	1	10		2		3	3		1		
II	2	46a,b		2				1			
	_	47b		1				1			
		52a,b 53a,b		4					1		
III	3	54		1			1	1			
		56		1			1		1		
		109a,b		1			2		1		
V	3	110a,b,c, d		6			5		1		
		123		1			1		1		
VII	2	154		1			1			1	
A 11	<u></u>	161a,b,c		3						1	

Table 4.4.2.1.1 – The table below shows occurrences of words or vocabularies as the linguistic attributes of text to denote unit selection and text representation in a wide range of phrasal or sentential ensembles of Indonesian language according to parts of speech to describe multi-culture,

Vocabulary as the linguistic attributes of text to denote unit selection and text representation in a number of phrasal or sentential ensembles of Indonesian language according to parts of speech to describe multi-culture to manifeset multi-culture

. L 4)	Interpretation			
on of ta on lapte I page	features of text ma Vocabulary of phrasal or	ı	ation abulary as the linguistic	of the data by researcher,
Location of the data on each chapter (C) and page (P)	sentential constructions of Indonesian language as data of notional units of analysis		templates of text lifestation according to parts of speech	member checker 1, 2 and 3
	Hello, my name is Edo.	Pro	-	R
	I am twelve years old.			
	I am a student of SMP Negeri 2 Biak.	N	Edo (1), S/Sekolah (1)	C1
I – 10	I live in Biak, West Papua.	V	-	
	I like swimming and reading books.	Adj	M/Menengah (1),	C2
	My favorite color is green. My favorite food is fried rice.	Auj	P/Pertama (1), Negeri (1)	
	Nice to meet you.	Adv	Biak (2), Papua (1)	C3
		Pro	-	R
		N	Raden Ajeng Kartini (1)	C1
II – 46a	R.A. Kartini	V	-	C2
	THE PART OF THE	Adj	-	C3
		Adv Pro	-	C3
		N	Kartini (1)	R
II – 46b	When do we celebrate On 21* of April.	V	-	C1
11 – 400	Kartini's Day?		-	C2
		Adv	-	C3
II – 47b		Pro	-	R
		N	Bung Tomo (1)	C1
	Bung Tomo	V	-	C2
	Dung romo	Adj	-	C2 C3
		Adv	-	

			Pro	-	
Hello, my name is Beni. V - C2 C2 Adj - C3 Pro - R R N Edo (1) C1 C2 Adj - C3 Edo (1) C1 C2 Edo (1) C3 Edo (1) C4 Edo (1) C5 Edo (1) C6 Edo (1) C6 Edo (1) E			N	Beni (1)	R
Hi, I am Edo. C2 C3		Hello, my name	V	-	C1
Hi, lam Edo. Pro R C1 C2	III – 52a	is Ben i.	Adi	-	— C2
Hi, am Edo. N Edo (1) C1 V - C2 Adj - C3 Adv - R N Siti (1) C1 V - C2 Adj - C3 Adv - C3 Pro - R N Dayu (1) C1 C2 C2 Adj - C2 Adj - C3 Adv - C3 Adv - C3 III - 54 Meta do you Come from Medan. Adj - Adv Medan (1) C3 Pro - R Adv Medan (1) C3 C2 C2 Adv Medan (1) C3 C3 C4 C5 C4 C7 C7 C5 C7 C6 C7 C7 C8 C8 C9 C9 C9 C9 C9 C9 C9				-	C3
Hi, lam Edo. V - C2 Adj - C3 Adv - C3 Pro - R N Siti (1) C1 V - C2 Adj - C2 Adj - C2 Adj - C2 Adj - C3 Adv - C3 Pro - R N Dayu (1) C1 V - C2 Adj - C2 Adj - C3 Adv - C3 Pro - R N Dayu (1) C1 C2 Adj - C2 Adj - C3 Adv - C3 Pro - R N Lina (1) C1 C1 C2 C3 C4 C5 C6 C7 C8 C8 C9 C9 C9 C1 C1 C2 C3 C4 C4 C5 C6 C7 C8 C9 C9 C9 C1 C1 C2 C3 C4 C5 C6 C7 C7 C8 C9			Pro	_	D.
Hi, lam Edo. V			N	Edo (1)	K
Adj - C2 C3	III – 52h	Hi Lam Edo			— C1
Adv - C3 Pro - R N Siti (1) C1 C2 Adj - C3 C2 Adj - C3 C2 Adj - C1 C2 Adj - C1 C2 Adj - C3 C3 C3 C4 C5 C5 C5 C6 C6 C6 C6 C6 C6	111 320	rii, raiii Euo.	,		— C2
Hi, my name is Siti (1) C1 V					
Hi, my name is N Siti (1) C1					
Hi, my name is C1 C2 C3 Adj					R
Adj - C2 Adv - C3		Hi, my name is			— C1
Adv - C3	III – 53a	Siti.			— C2
Pro R		•		-	
N Dayu (1) C1 V - C2 Adj - C3 Adv - R N Dayu (1) C1 C2 C3 C3 C4 C3 C5 C4 C6 C7 C7 C8 C8 C9 C9 C9 C9 C9 C9 C9 C9				-	CS
Hello, am Dayu. V - C2 Adj - C3 Adv - C1		Hello, I am Dayu.	Pro		R
Adj			N	Dayu (1)	C1
Adv - C3	III – 53b		V	-	C2
N Lina (1) C1					— C3
H. What is your name?					
III - 54		HI. What is your name?			R
V		Where do you I come from Medan.		Lina (1)	— C1
Adj - Adv Medan (1) C3	III – 54		V	-	
Adv Medan (1)			Adj	-	C2
Pro - R			Adv	Medan (1)	C3
	III – 56	My name is Udin. I come from Jakarta.	Pro	-	R
N Udin (1)			N	Udin (1)	
III – 56 My name is Udin. V -			V	-	C1
Adj -			Adi	-	C2
Adv Jakarta (1)					C3

N - C1			Dona		
No			Pro	-	R
V - 109a She has a restaurant in the chy. She cooks Padany food. Adv Padang (1) C3		My grandmather likes cooking	N	-	
V - 109a She cooki Padang food. Adv Padang (1) C3			V	-	C1
Ady Padang (1) C3	V – 109a				C2
V - 109b			Adj	-	
V - 109b			Adv	Padang (1)	C3
V - 109b					
V - 109b V - C1 C2 Adj - C3 Adv Padang (1) C1 C2 Adv Padang (1) C1 C2 Adj - C2 Adj - C2 Adj - C2 Adj - C3 Adv - C3 Adj - C3		D1100000000	Pro	-	R
V - 109b		RUMAH MAKAN!	N	Rumah Makan (1)	GI
Ady Padang (1) C3	V – 109b	DADANA	V	-	CI
V - 110a		PADANG	Adi	_	C2
Pro					C3
N Sambal (1) C1 V - Adj - Adv - N Rumah makan (1) V - Adj - N Rumah makan (1) V - Adj - C2 C3 C3 C4 C5 C7 C8 C9 C9 C1 C2 C3 C4 C5 C6 C7 C8 C9 C1 C1 C2 Adv Sunda (1) C3 Pro - R C1 C2 Adj - Adv Makasar (1) C3 C4 C5 C6 C7 C7 C8 C9 C9 C9 C1 C2 C3 C4 C5 C6 C7 C7 C8 C9 C9 C9 C9 C9 C9 C9 C1 C2 C3 C4 C5 C6 C7 C8 C9 C9		THE RESIDENCE AND ADDRESS OF THE PARTY OF TH			
V - 110a V		vegetables and			R
Adj - C3 C3			IN	Sambai (1)	C1
Ady - C3	V – 110a		V	-	C2
Adv - C3			Adj	-	
N Rumah makan (1) R V - C1			Adv	-	C3
V - 110a		RUMAH MAKAN Sunda	Pro	-	R
Adj			N	Rumah makan (1)	
Adv Sunda (1) C3 Pro -	V – 110a		V	-	C1
V - 110b			Adj	-	C2
V - 110b			Adv	Sunda (1)	C3
V - 110b			Pro	-	R
Adj - C2 Adj - C3			N	Coto (1)	
Adj - C3	V – 110b		V	-	C1
Adv Makasar (1) C3 Pro -			Δdi	_	C2
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$		Makassan			C3
V - 110b N Coto (1) R V - C1 Adj - C2	V – 110b		-		
					R
		COTO MAKASSAD	V	-	C1
		COTO MANASSAK	Adj	-	C2
Adv Makasar (1) C3				Makasar (1)	C3

		Pro	_	
	Lumpt to ant	N	Rendang (1)	R
	I want to eat			C1
V – 110c	\	V	-	C2
	rendand.	Adj	-	
		Adv	-	C3
		Pro		R
	RUMAH MAKAN	N	Rumah makan (1)	
V – 110c	DADANG	Verb		C1
	PADANG	Adj		C2
		Adv	Padang (1)	C3
		Pro	-	R
	I want to eat Manado	N	-	GI
V – 110d		V	-	C1
	porridge.	Adj	-	C2
	ATT.	Adv	Manado (1)	C3
	NUMAH NA KANIMANADO	Pro	-	R
		N	Rumah makan (1)	K
		V	_	C1
V – 110d			-	C2
		Adj	-	
		Adv	Manado (1)	C3
		Pro	-	R
	RUMAH MAKAN	N	Rumah makan (1)	
V – 123	DADANG	V	-	C1
	PADANG	Adj	_	C2
		Adv	Padang (1)	C3
VII - 154		Pro	-	R
	RUMAHMAKAN	N	Rumah makan (1)	
	PADANG	V	-	C1
				C2
		Adj	-	
		Adv	Padang (1)	C3
			1	

		Pro	-	R	
	and the	N	Baharudin Jusuf Habibie (1)	- C1	
VII – 161a	D I Lizikikia	V	-	CI	
	D. J. CICINION	Adj	-	C2	
	MALIMONIA .	Adv	-	C3	
		Pro	-	R	
	Joko Widodo	N	Joko Widodo (1)		
VII – 161b		V	-	C1	
		Adj	-	- C2	
		Adv	-	C3	
		Pro	-	D.	
VII – 161c	Çut Nyak Dien	N	Cut Nyak Dien (1)	R	
		V	-	C1	
				- C2	
		Adj	-	C3	
		Adv	-		

Table 4.5.1 – The table below shows total number of frequency and occurrence weight of unit selection of images as the non-linguistic attributes of text representation in a series of learning activity material categories to show multi-culture,

repre	Total number of frequency and occurrence weight of images as the non-linguistic features of text to represent unit selection in a number of diverse reflexive contexts of learning activity material categories to depict multi-culture													
Location				Images as unit selection and the non-linguistic features of text manifestation in a number of reflexive contexts Text learning category								egory		
of texts eac chap (C): texts texts	s on ch oter and xt	Occurrences in text page	Cl	Acs	Fo	Na	Не	Ac/ Ha	Bui	Phy	Speaking	Reading	Writing	Listening
I	1	10								1		1		
II	2	46a 47a,b					4				2			
III	3	52a,b, 53a,b 56, 57a,b,c,d	9	15					9	2	1	2	1	
V	3	109b, 110a,b,c,d, 123			4				6			3		
VII	2	154a,b,c,d, 161a,b,c	2	3		2	1	4	3	1			2	

Table 4.5.1.1 – The table below shows occurrences of images as the non-linguistic features of text to represent unit selection and text representation according to diverse reflexive contexts to depict multiculture,

Images as the non-linguistic features of text to represent unit selection according to diverse reflexive context in an array of representation categories to depict multi-culture									
	Images as data of notion contexts of the non-linguing								
Location of the data on each chapter (C) and page (P)		Images as reflexive contexts of the non-linguistic features of text manifestation	Interpretation of the data by						
e da and		1. clothes 2. accessories	researcher, member						
f th (C)	Images as data of notional	3. food	checker 1, 2						
on o	units of analysis	4. "cultural-bounded" people name	and 3						
atio apt		5. heroes or heroines							
ch		6. daily/customary activities/habits							
		7. architectural building							
		8. bodily or physical look							
I – 10	W (5.2)		R						
			C1						
			C2						
			C3						
	R.A. Narthii Source: kole is itempodoelce: blogspot.com		R						
П 46			C1						
II – 46a			C2						
			C3						
II – 47a			R						
			C1						
			C2						
			C3						

		T	
			R
II – 47b			C1
			C2
	Bung Tomo Source: 30 Tahun Indonesia Merdeka		C3
			R
			C1
III – 52a			C2
			C3
	2 Hi, I		R
			C1
III – 52b			C2
			С3
III – 53a			R
			C1
			C2
			C3

		R
		C1
III – 53b		C2
		C3
		R
W 56		C1
III – 56		C2
		C3
		R
		C1
III – 57a		C2
		C3
		R
III – 57b		C1
		C2
		C3
		•

	p	,	
			R
			C1
III – 57c			C2
			C3
			R
III – 57d			C1
III – 5/d			C2
			C3
	RUMAH MAKAN PADANG		R
			C1
V – 109			C2
			C3
			R
V – 110a	RUMUM MAKAN PADANG		C1
			C2
			С3

		R	
V – 110b	RUMAH MAKAN SUNDA	C1	
V = 1100		C2	
		С3	
		R	
V – 110c		C1	
V – 110c	NUMAH MARAH MANADO	C2	
		C3	
	COTO MAKASSAR I Wan	R	
V – 110d		C1	
		C2	
		С3	
		R	
V – 123		C1	
	E MPM CAD Loc	C2	
		С3	

	1		R	
VII – 154a	PADANG PADANG		C1	
VII — 134a			C2	
			C3	
	2		R	
VVV 1541			C1	
VII – 154b		C2		
			C3	
			R	
		C1		
VII – 154c		C2		
		C3		
	4		R	
VII – 154d		C1		
		C2		
			C3	

VII – 161a		R C1	
		C2	
	8 J. Habible Source: www.fanshare.com	C3	
VII – 161b		R	
		C1	
		C2	
	Joko Włdodo Source: metro.news.viva.co.id	C3	
	3	R	
VII – 161c		C1	
		C2	
	Cut Nyak Dien Source: anakasellindonesia.wordpress.com	C3	

Appendix III - Data of teachers' implementation of teaching and learning activities integrated with "When English Rings the Bell" to indicate the character education of religious values

In Catholic Junior High School of Santa Clara

The teacher preferred to several teaching strategies to develop the students' religious competence and four English skills, say, problem-based learning, cooperative-learning strategy, project-based learning, and task-based learning.

With problem-based learning to teach reading and speaking, the teacher introduced a topic of six religious public places in Indonesia and made several students' small groups. The teacher distributed some pictures of six religious buildings, asked them to complete several lost information of the pictures from the given answers in the bracket, and required them to match a series of possible religious activities or habits and clothes in the brackets with the six religious building pictures, and asked every member of the groups to communicate their work in the class.

With cooperative-based learning, the teacher formed the students into small group, distributed listening worksheet related to English cartoon movies about Christmas, played the movies, and asked each member of the groups to answer the questions of the worksheet and to rewrite the general information of the movies. The teacher targeted this to teach listening and speaking.

The teacher also assigned the students to compose their Christmas celebration plan and devoted to direct project-based learning to teach writing. Besides, the teacher organized task-based learning by asking the students to pray in English when they had English subject and aimed this learning strategy to teach speaking.

In Christian Junior High School of Aletheia

The teacher devoted to several teaching strategies to encourage the students' their religious competence and four English skills, for instances, problem-based learning, cooperative-learning strategy, project-based learning, and task-based learning.

With problem-based learning, the teacher shortly made introduction of a topic of six religious public places in Indonesia and split several students into small groups. The teacher provided some

pictures of six religious buildings and directed them to complete several lost information of the pictures from the given answers in the bracket. The teacher also invited them to match a series of possible religious activities or habits and clothes in the brackets with the six religious building pictures and instructed every member of the groups to present their work in front of the class. The teacher outlined the problem-based learning to teach reading and speaking.

The teacher grouped the students into several small divisions, shared listening worksheet related to English cartoon movies about Christmas, played the movies, and assigned each member of the group to answer the questions of the worksheet and to rewrite the general information of the movies. The teacher applied cooperative-based learning to teach listening and speaking.

With project-based learning, the teacher assigned the students to make composition about their Christmas activity schedule and aimed this to teach writing. Furthermore, the teacher carried out task-based learning by asking the students to pray in English when they had English subject and addressed this learning strategy to teach speaking.

In Islamic Junior High School of Raden Paku

The teacher adhered to several teaching strategies to enhance the students' their religious competence and four English skills, for instances, problem-based learning, cooperative-learning strategy, project-based learning, and task-based learning.

With problem-based learning, the teacher gave a short topical highlight of six religious public places in Indonesia and divided several students into small groups. The teacher equipped them with some pictures of six religious buildings and directed them to complete several lost information of the pictures from the given answers in the bracket. The teacher also asked them to find out a series of proper matches of several religious activities or habits and clothes in the brackets with the six religious building pictures. The teacher, then, instructed every member of the groups to present their work in front of the class and organized the problem-based learning to teach reading and speaking.

The teacher also grouped the students into small classes, shared listening worksheet related to English cartoon movies about Eidul Fitri, played the movies, and instructed each member of the group to answer the questions of the worksheet and to rewrite the general information of the movies. The teacher aimed cooperative-based learning to teach listening and speaking.

With project-based learning, the teacher got the students to make composition about their own religious celebration, and planned this to teach writing. Besides, the teacher followed task-based learning by asking the students to pray in English when they had English subject and addressed this learning strategy to teach speaking.

In State Junior High School of 49

The teacher followed several teaching strategies to enable the students to augment their religious competence and four English skills, namely, problem-based learning, cooperative-learning strategy, project-based learning, and task-based learning.

With problem-based learning, the teacher presented shortly a topic of six religious public places in Indonesia and categorized several students into small groups. The teacher provided some pictures of six religious buildings and assigned them to complete several lost information of the pictures from the given answers in the bracket. Next, the teacher invited them to look for a series of possible religious activities or habits and clothes in the brackets to be congruent with the six religious building pictures and instructed every member of the groups to present their work in front of the class. The teacher administered the problem-based learning to teach reading and speaking.

The teacher made the students into small groups, distributed listening worksheet related to short recorders about six religious buildings in Indonesia, played the recorders, and asked the members of the group to find out the correct answers of the questions of the worksheet and to present their own work. The teacher intended cooperative-based learning to teach listening and speaking.

The teacher also instructed the students to make composition about their own religious celebration plan, and meant project-based learning to teach writing. The teacher also introduced task-based learning by asking the students to pray in English when they had English subject, and encouraged this learning strategy to teach speaking.

Appendix IV - Data of teachers' implementation of teaching and learning activities integrated with "When English Rings the Bell" to signify the character education of multi-cultural values

In Catholic Junior High School of Santa Clara

The teacher outlined teaching strategies to develop the students' multi-cultural competence and four English skills, say, problem-based, project-based and service learning.

With problem-based learning, the teacher provided a general introduction of a topic related to several public places of multi-culture in Indonesia and made several students' small groups. The teacher distributed some pictures of the places and asked them to select several lost information of the pictures from the given answers in the bracket. The teacher also required them to match a series of possible multi-cultural activities or habits, accessories, food, cultural bounded people name, local heroes/heroines, architectural buildings, and clothes in the brackets with the outlined pictures of the multi-cultural public places, and invited every member of the groups to communicate their work in front of the class. The teacher managed the problem-based learning to teach reading and speaking.

The teacher also assigned the students to browse some information of several pictures of certain multi-cultural public places from the internet and to make their own composition, and prescribed project-based learning to teach writing.

Furthermore, the teacher organized service learning by asking the students to participate in English contests with Indonesian multi-cultural dressing code to teach speaking. Sometimes, the teacher also set out dictation model by telling several descriptions of multi-cultural public places, asked the students to decide the right pictures based on the dictated scripts and managed this strategy to teach listening.

In Christian Junior High School of Aletheia

The teacher administered teaching strategies to build the students' multi-cultural competence and four English skills, e.g. problem-based, project-based, and service learning.

With problem-based learning, the teacher provided a general introduction of a topic related to several public places of multi-culture in Indonesia and divided several small groups of students. The

teacher distributed some pictures of the places and asked them to select several lost information of the pictures from the given answers in the bracket. The teacher also instructed them to match a series of possible multi-cultural activities or habits, accessories, food, cultural bounded people name, local heroes/heroines, architectural buildings, and clothes in the brackets with the outlined pictures of the multi-cultural public places, and invited every member of the groups to communicate their work in front of the class. The teacher managed the problem-based learning to teach reading and speaking.

The teacher also assigned the students to browse some information of several pictures of certain multi-cultural public places in Indonesia from the internet and instructed them to make their own composition. The teacher prescribed project-based learning to teach writing.

The teacher used service learning by asking the students to join English contests with Indonesian multi-cultural dressing code to teach speaking. Sometimes, the teacher also prepared dictation model by telling several descriptions of multi-cultural public places, asked the students to determine the right pictures according to the dictated scripts and designed this strategy to teach listening.

In Islamic Junior High School of Raden Paku

The teacher pursued teaching strategies to encourage the students' multi-cultural competence and four English skills, say, problem-based, project-based and service learning.

With problem-based learning, the teacher provided a general introduction of a topic of several public places of multi-culture in Indonesia and grouped several students into small classes. The teacher distributed some pictures of the places and asked them to select several lost information of the pictures from the given answers in the bracket. The teacher also instructed them to match a series of possible multi-cultural activities or habits, accessories, food, cultural bounded people name, local heroes/heroines, architectural buildings, and clothes in the brackets with the outlined pictures of the multi-cultural public places, and invited every member of the groups to present their work in front of the class. The teacher focused on the problem-based learning to teach reading and speaking.

Besides, the teacher assigned the students to browse some information of several pictures of certain multi-cultural public places from the internet and instructed them to make their own composition. The teacher concentrated on project-based learning to teach writing.

The teacher used service learning by asking the students to join English contests with Indonesian multi-cultural dressing code to teach speaking. Sometimes, the teacher also prepared dictation model by telling several descriptions of multi-cultural public places, asked the students to determine the right pictures according to the dictated scripts and designed this strategy to teach listening.

In State Junior High School of 49

The teacher proposed teaching strategies to enable the students to foster their multi-cultural competence and four English skills e.g. problem-based, project-based and service learning.

With problem-based learning, the teacher gave a general introduction of a topic of several public places of multi-culture in Indonesia and split several students into small groups. The teacher distributed some pictures of the places and asked them to select several lost information of the pictures from the given answers in the bracket. The teacher also instructed them to match a series of possible multi-cultural activities or habits, accessories, food, cultural bounded people name, local heroes/heroines, architectural buildings, and clothes in the brackets with the outlined pictures of the multi-cultural public places, and invited every member of the groups to present their work in front of the class. The teacher focused on the problem-based learning to teach reading and speaking.

Besides, the teacher assigned the students to browse some information of several pictures of certain multi-cultural public places from the internet and instructed them to make their own composition. The teacher concentrated on project-based learning to teach writing.

To teach speaking, the teacher sometimes pursued service learning by sending the students to join English contests with Indonesian multi-cultural dressing code. To teach listening, the teacher sometimes prepared dictation model by telling several descriptions of multi-cultural public places and asked the students to determine the right pictures according to the dictated scripts.

Appendix V

Interview materials for the teachers' implementation of teaching-learning tasks elaborated with "When English Rings the Bell" to sound religious information to communicate religious values in the character education

Teacher's name :	Religious faith :
Institution :	

In the teaching and learning process in the classroom of the 2013 curriculum, there are teachers' five learning strategies that can be undertaken to develop the students' religious behavior as manifestation of religious competence to mark the character education.

- 1. What learning strategy do you undertake to connect religious information of the students' textbook with the development of particular English skill of the students?
- 2. How often do you integrate each learning strategy with religious information of the textbook to develop particular English skill of the students?
- 3. How do you implement each learning strategy with religious information of the textbook to develop particular English skills of the students?

N		gy	textbook m	aterial category of	om learning activity of religious informaticular English sk	ation (religious
О	(1=never, 2=sometimes, 3=often, 4=very often)		Speaking	Reading	Writing	Listening
		1	~ F • · · · · · · · · · · · · · · · · · ·	8	.,8	
1	problem-based learning	2				
		3				
		4				
		2				
2	cooperative learning	3				
		4				
		1				
3	project-based learning	2				
	project based learning	3				
		4				
		1				
4	service learning	2				
ļ .	service rearming	3				
		4				
		1				
5	took boood loorning	2				
5	task-based learning	3				
		4				

Appendix VI

Interview materials for the teachers' implementation of teaching-learning tasks elaborated with "When English Rings the Bell" to sound multi-cultural information to communicate multi-cultural values in the character education

Teacher's name :	Ethnic group :
Institution :	

In the teaching and learning process in the classroom of the 2013 curriculum, there are teachers' five learning strategies that can be undertaken to develop the students' social (multi-cultural) behavior as manifestation of social competence to sound the character education.

- 1. What learning strategy do you undertake to connect multi-cultural information of the students' textbook with the development of particular English skill of the students?
- 2. How often do you integrate each learning strategy with multi-cultural information of the textbook to develop particular English skill of the students?
- 3. How do you implement each learning strategy with multi-cultural information of the textbook to develop particular English skills of the students?

N o	Teachers' implementation choice of learning strates (1=never, 2=sometimes)	gy s,	textbook materia	l category of socia		nformation (multi- skill development
	3=often, 4=very often)		Speaking	Reading	Writing	Listening
		1				
1	problem-based learning	2				
		4				
		1				
2	cooperative learning	2				
		3				
		4				
		1				
3	project-based learning	3				
		4				
		1				
4	service learning	3				
		4				
		1				
5	task-based learning	3				

Appendix VII

Interview guidance for the teachers' implementation of teaching-learning tasks elaborated with "When English Rings the Bell" to sound religious and multi-cultural information to communicate religious and multi-cultural values in the character education

Teacher's strategy	Implementation
problem-based learning	 It is a student-centered pedagogy in which students learn about a subject through the experience of problem solving. Students learn both thinking strategies and domain knowledge. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor is to facilitate; learning by supporting, guiding, and monitoring the learning process. Tutor must build students' confidence to take on the problem, and encourage the students, while also stretching their understanding
cooperative learning	 It is an approach aiming to organize classroom activities into academic and social learning experiences as structuring positive interdependence. Every student must fully participate and put forth effort within their group to be responsible for their learning group. Students must work in groups to complete tasks collectively toward academic goals. Students can capitalize on one another's resources and skills (asking for one another for information, evaluating one another's ideas, monitoring one another's work etc.) Teacher role is facilitating students' learning. The success of this approach is due to intellectually demanding, creative, open-ended, and involve higher order thinking tasks.
project-based learning	 It is real-world problems capture students' interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. The teacher plays role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills, carefully assessing what students have learned from the experience. typical project present as problem to solve or a social phenomenon to investigate
service learning	 It is teaching method combining classroom instruction with meaningful community service It emphasizes critical thinking and personal reflection while encouraging a heightened sense of community, civic engagement, and personal responsibility. It is approach that balances formal instruction and direction with the opportunity to serve in the community in order to provide pragmatic, progressive learning experience. It must properly connect the traditional series of experience with the real life lessons that come through service. It will provide a series of exercises to allow students to reflect on their service experiences in order to grow in character, in problem-solving skills, and in understanding of civic responsibility.
task-based learning	 It focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling service for help. Assessment is based on task outcome (the appropriate completion of real world tasks) rather than on accuracy of prescribed language forms This approach is popular for developing target language fluency and students' confidence The components of a task are: goals and objective, input, activities, teacher roles, learner role and settings.

Appendix VIII - Comparison interpretation of analytic units of religious information The qualitative data content analysis of religious information

Based on table 4.1.1.1 (p.108), 4.1.2.1 (p.115) and 4.2.1.1 (p.119), the researcher showed the comparison of overall interpretation of religiousness done by the researcher and the three counterparts after considering the semantic and symbolic image representational meanings of the discourse analysis units of the data (of English and Indonesian vocabulary and images),

Comparative inte	-	units of English and I lexive context to repr		•	nages as mar	nifestation
	of the data in chapt	•	Interpretation of the data done by researcher, member checker 1, 2 and 3			
Analysis units of English vocabulary as the linguistic templates of text according to parts of speech	Analysis units of Indonesian vocabulary as the linguistic templates of text according to parts of speech	Analysis units of images as reflexive contexts of the non-linguistic features of text	R	C1	C2	C3
I-4a		I – 4a	Muslim	Muslim	Muslim	Muslim
I-4b		I – 4b	Muslim	Muslim	Muslim	Muslim
I – 4c		I – 4c	Muslim	Muslim	Muslim	Muslim
I – 4d		I – 4d	Muslim	Muslim	Muslim	Muslim
I – 4e		I – 4e	Muslim	Muslim	Muslim	Muslim
I – 5		I – 5	Muslim	Muslim	Muslim	Muslim
I – 8	I – 8	I – 8	Muslim	Muslim	Muslim	Muslim
		I – 16	Muslim	Muslim	Muslim	Muslim
I – 17a		I – 17a	Muslim	Muslim	Muslim	Muslim
I – 17b		I – 17b	Muslim	Muslim	Muslim	Muslim
		I – 19	Muslim	Muslim	Muslim	Muslim
II – 32		II – 32	Muslim	Muslim	Muslim	Muslim
		II – 33	Muslim	Muslim	Muslim	Muslim
II – 36a		II – 36a	Muslim	Muslim	Muslim	Muslim
II – 36b		II – 36b	Muslim	Muslim	Muslim	Muslim
II – 38a		II – 38a	Muslim	Muslim	Muslim	Muslim
II – 39a		II – 39a	Muslim	Muslim	Muslim	Muslim
III – 52a	III – 52a	III – 52a	Hindu	Hindu	Hindu	Hindu
III – 53a	III – 53a	III – 53a	Muslim	Muslim	Muslim	Muslim
III – 53b	III – 53b	III – 53b	Buddhist	Buddhist	Buddhist	Buddhist

III – 57a		III – 57a	Hindu	Hindu	Hindu	Hindu
III – 57b		III – 57b	Buddhist	Buddhist	Buddhist	Buddhist
III – 57c		III – 57c	Muslim	Muslim	Muslim	Muslim
III – 58	III – 58	III – 58	Muslim	Muslim	Muslim	Muslim
	III – 62	III – 62	Muslim	Muslim	Muslim	Muslim
	III – 64	III – 64	Muslim	Muslim	Muslim	Muslim
III – 67		III – 67	Muslim	Muslim	Muslim	Muslim
III – 70		III – 70	Muslim	Muslim	Muslim	Muslim
		III – 71	Muslim	Muslim	Muslim	Muslim
III – 73		III – 73	Muslim	Muslim	Muslim	Muslim
		IV – 83	Muslim	Muslim	Muslim	Muslim
		IV – 90a	Muslim	Muslim	Muslim	Muslim
		IV – 91a	Muslim	Muslim	Muslim	Muslim
		IV – 91b	Muslim	Muslim	Muslim	Muslim
IV – 93a		IV – 93a	Muslim	Muslim	Muslim	Muslim
IV – 93b		IV – 93b	Muslim	Muslim	Muslim	Muslim
V – 104		V – 104	Muslim	Muslim	Muslim	Muslim
		V – 108	Muslim	Muslim	Muslim	Muslim
		V – 111	Muslim	Muslim	Muslim	Muslim
		V – 114	Muslim	Muslim	Muslim	Muslim
V – 120		V – 120	Muslim	Muslim	Muslim	Muslim
V – 122		V – 122	Muslim	Muslim	Muslim	Muslim
VI – 128		VI – 128	Muslim	Muslim	Muslim	Muslim
		VI – 130	Muslim	Muslim	Muslim	Muslim
VI – 137		VI – 137	Muslim	Muslim	Muslim	Muslim
		VI – 138a	Muslim	Muslim	Muslim	Muslim
		VI – 138b	Muslim	Muslim	Muslim	Muslim
VII – 152		VII – 152	Muslim	Muslim	Muslim	Muslim
		VII – 154	Muslim	Muslim	Muslim	Muslim
		VIII – 176a	Muslim	Muslim	Muslim	Muslim
		VIII – 176b	Muslim	Muslim	Muslim	Muslim
		VIII – 176c	Muslim	Muslim	Muslim	Muslim
		VIII – 178	Muslim	Muslim	Muslim	Muslim
		VIII – 181	Muslim	Muslim	Muslim	Muslim

Appendix IX - Comparison interpretation of analytic units of multi-cultural information The qualitative data content analysis of multi-cultural information

According to table 4.4.1.1 (p.130), 4.4.2.1.1 (p.134) and 4.5.1.1 (p.140), the researcher displayed the comparison of overall interpretation of multi-culture done by the researcher and the three counterparts after notifying the semantic and symbolic image representational meanings of the discourse analysis units of the data (of English and Indonesian vocabulary and images),

Comparati	ve interpretatio	•	units of English and exive context to repr		•	nanifestation of
	he data in chapt	er and page			esearcher, member c	hecker 1, 2 and 3
Analysis units of English vocabularies as the linguistic templates of text according to parts of speech	Analysis units of Indonesian vocabularies as the linguistic templates of text according to parts of speech	Analysis units of images as reflexive contexts of the non- linguistic features of text	R	C1	C2	C3
I – 10	I – 10	I – 10	Papuan	Papuan	Papuan	Papuan
II – 46b	II – 46a,b	II – 46a	Central-Javanese	Central- Javanese	Central-Javanese	Central-Javanese
		II – 47a	East-Javanese, South-Sumatran	East-Javanese, South- Sumatran	East-Javanese, South-Sumatran	East-Javanese, South-Sumatran
	II – 47b	II – 47b	East-Javanese	East-Javanese	East-Javanese	East-Javanese
III – 52a	III – 52a	III – 52a	Balinese	Balinese	Balinese	Balinese
III – 52b	III – 52b	III – 52b	Papuan	Papuan	Papuan	Papuan
III – 53a	III – 53a	III – 53a	South-Sumatran	South- Sumatran	South-Sumatran	South-Sumatran
III – 53b	III – 53b	III – 53b	Central-Javanese	Central- Javanese	Central-Javanese	Central-Javanese
III – 54	III – 54		North-Sumatran	North- Sumatran	North-Sumatran	North-Sumatran
III – 56	III – 56	III – 56	West-Javanese	West-Javanese	West-Javanese	West-Javanese
III – 57a		III – 57a	Balinese	Balinese	Balinese	Balinese
III – 57b		III – 57b	Papuan	Papuan	Papuan	Papuan
III – 57c		III – 57c	Central-Javanese	Central- Javanese	Central-Javanese	Central-Javanese
III – 57d		III – 57d	South-Sumatran	South- Sumatran	South-Sumatran	South-Sumatran
V – 109a	V – 109a,b	V – 109b building	South-Sumatran	South- Sumatran	South-Sumatran	South-Sumatran
V – 110a	V – 110a	V – 110a building	West-Javanese	West-Javanese	West-Javanese	West-Javanese
V – 110b	V – 110b	V – 110b building	Celebes	Celebes	Celebes	Celebes

V – 110c	V – 110c	V – 110c building	South-Sumatran	South- Sumatran	South-Sumatran	South-Sumatran
V – 110d	V – 110d	V – 110d building	Celebes	Celebes	Celebes	Celebes
	V – 123	V – 123 building	South-Sumatran	South- Sumatran	South-Sumatran	South-Sumatran
	VII – 154	VII – 154a	South-Sumatran	South- Sumatran	South-Sumatran	South-Sumatran
		VII – 154b	Papuan	Papuan	Papuan	Papuan
		VII – 154c	Balinese	Balinese	Balinese	Balinese
		VII – 154d	Borneo	Borneo	Borneo	Borneo
	VII – 161a	VII – 161a	Celebes	Celebes	Celebes	Celebes
	VII – 161b	VII – 161b	Central-Javanese	Central- Javanese	Central-Javanese	Central-Javanese
	VII – 161c	VII – 161c	North-Sumatran	North- Sumatran	North-Sumatran	North-Sumatran

Appendix \boldsymbol{X} - The possibility of religious values to carry out character education

Religious values		Units of data from chapter and page for the depiction of the possible religious values		
Religiousness	wearing particular religious clothes	I – 4a, I – 4b, I – 4c, I – 4d, I – 4e, I – 5, I – 8, I – 16, I – 17a, I – 17b, I – 19, II – 32, II – 33, II – 36a, II – 36b, II – 38a, II – 39a, III – 52 a, III – 53a, III – 57a, III – 57c, III – 58, III – 62, III – 64, III – 67, III – 70, III – 71, III – 73, IV – 83, IV – 90a, IV – 91a, IV – 91b, IV – 93a, IV – 93b, V – 104, V – 108, V – 111, V – 114, V – 120, V – 122, VI – 128, VI – 130, VI – 137, VI – 138a, VI – 138b, VII – 152, VII – 154, VIII – 176a, VIII – 176b, VIII – 176c, VIII – 178, VIII – 181		
	performing liturgical sermons in specific building	III-52a, III-53b, III-57a, III-57b		
	carrying out religious habitual activities	II – 39a, IV – 90a		
	displaying religious particular photo	IV-83		

Appendix XI - The possibility of multi-cultural values to carry out character education

	Multi-cultural values	Units of data from chapter and page for the representation of the possible religious values
Communication and friendliness	communication and friendliness of performing common acceptable addressing system towards other's possible diverse multi-cultural devotion	I-4a, I-4b, I-4c, I-4d, I-4e, I-5, I-8, I-17a, I-17b, I-19, III-58, III-62
Tolerance	tolerance of showing respectful behaviors towards other's differently possible multi-cultural symbolic representation	I-10, III-56, III-57a, III-57b, III-57c, III-57d, V-109, V-123
Democracy	democracy of welcoming to other's possible different ideas	III-52a, III-52b, III-53a, III- 53b, V-110a, V-110b, V-110c, V-110d
Nationalism	nationalism of defending own country in battle field	II-46a, II-47a, II-47b, III-54, VII-161a, VII-161b, VII-161c,
Obedience	obedience of perceptibly doing daily routines in good ways, appropriate time and place	II-38a, III-70, IV-91a, IV-91b, IV-93a, IV-93b, V-120
Hard work	hard work together in positive goals in everyday practices	I-16, II-32, II-33, II-36a, V- 104, V-111, VI-138b
Creativity	creativity in designing and producing cultural products	VII-154a, VII-154b, VII-154c, VII-154d
Social care	social care of helping neighbors in need	VI-130, VI-137, VII-152
Responsibility	responsibility of doing own tasks	II-36b, VI-138a, VIII-176c
Environmental care	environmental care of surrounding nature	V-108, VI-128

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 Intensive Course for UNAS, Primagama and SMK Sejahtera Surabaya 	2011 - 12
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 Intensive Course for UNAS, Primagama and SMP N 30 Surabaya 	2011 - 13
 Intensive Course for UNAS, Primagama and SMP Kartika Surabaya 	2011 - 13
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