Appendices

APPENDIX I

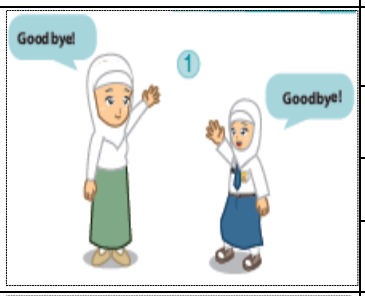
Table 4.1.3 – The table below shows words or vocabulary as the linguistic templates and image as reflexive context of the non-linguistic templates of texts to depict discourse of religiousness,

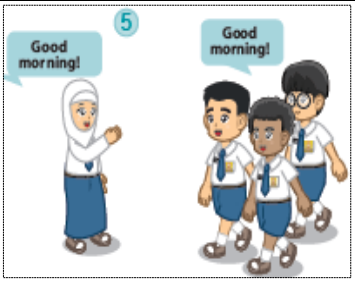
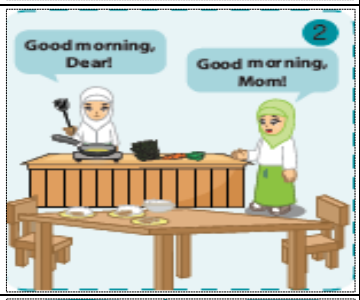
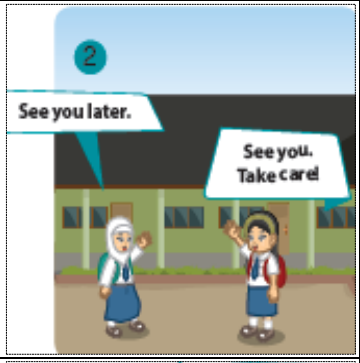
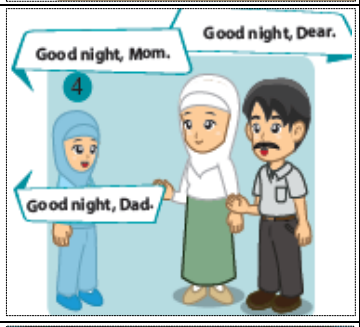
Data of unit selection and various text representation categories in learning activity material categories to depict religiousness																			
Location of the texts on each chapter (C) and page (P)		unit selection and text representation in different categories														Text learning category			
		Vocabulary as the linguistic features of text										Image as reflexive context of the non-linguistic features of text				Speaking	Reading	Writing	Listening
		English vocabulary in phrasal and sentential construction					Indonesian vocabulary in phrasal and sentential construction												
		Pro	N	V	Adj	Adv	Pro	N	V	Adj	Adv	Cl	Ac/ Ha	Th	Bu				
I	4a,b,c,d,e		10									6				√			
	5		4									2				√			
	8	4	3	6	1	3		2				1				√			
	16											1				√			
	17a,b	2	7	3		1						3				√			
	19											2				√			
II	32	1	1	1								1						√	
	33											1						√	
	36a,b	2	2	2								3				√			
	38a, 39a	2	2	2								4	1					√	
III	**52a**, 53a,**b**	3	1	3				3				1			2		√		
	57a,b,c	4		6								1			2			√	
	58	4	3	1				2				1				√			
	62							1				1				√			
	64							1				1				√			
	67	5	5									1				√			
	70	1		1		1						2					√		
	71											1						√	
	73	4	1	2	1	1						1				√			
IV	83													1		√			
	90a, 91a,b											5	1			√			
	93a,b	2	2	1								2						√	
V	104	3	4	3		1						1					√		
	108											1				√			
	111											1				√			
	114											1				√			
	120		1	2								1				√			
	122		1									1				√			
VI	128	1		1	1	1						1					√		
	130											1					√		
	137	5	2	5	2	1						1				√			
	138a,b											1						√	
VII	152	3	2	3								1					√		
	154											1				√			
VIII	176a,b,c											3				√			
	178											1				√			
	181											1				√			

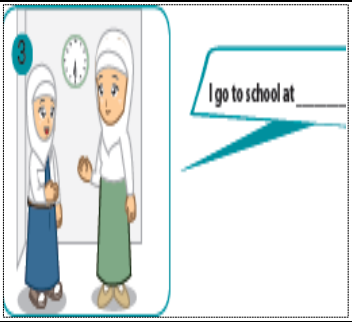
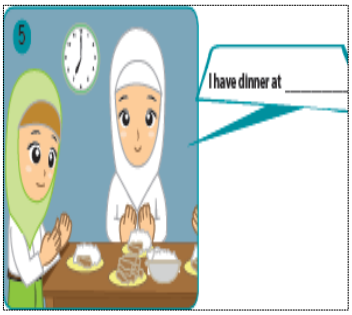
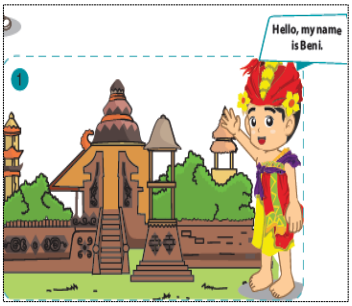
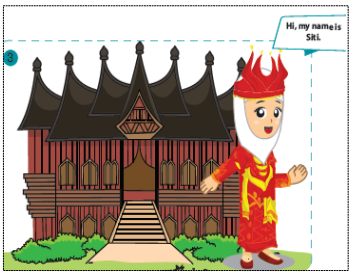
Table 4.1.1.1 – The table below shows total number of frequency and occurrence weight of discourse unit selection of English words or vocabulary as the linguistic attributes of text representation in a wide range of learning activity material categories to show religiousness,

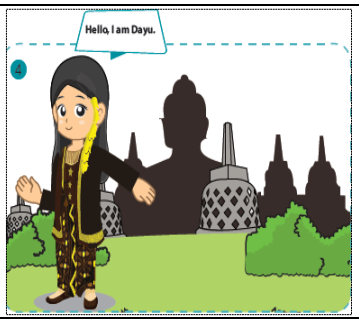
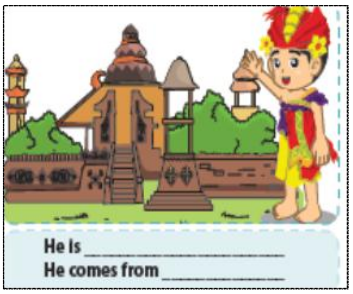
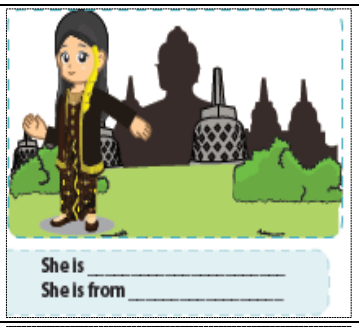
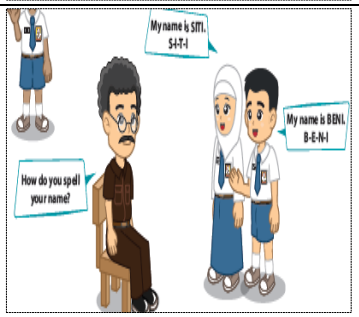
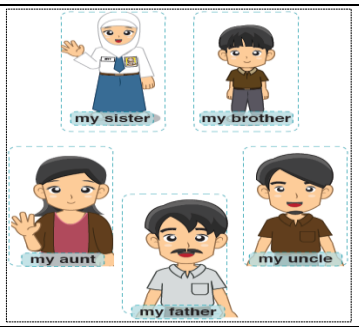
Total number of frequency and occurrence weight of English words or vocabularies as the linguistic attributes of text representation in a wide range of learning activity material categories to show religiousness											
Location of the texts on each chapter (C) and text frequency		**Occurrences in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

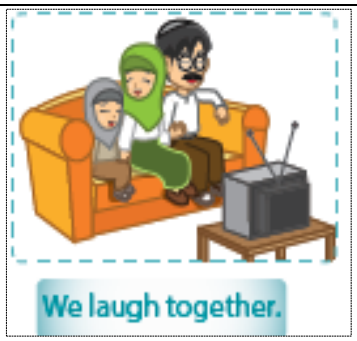
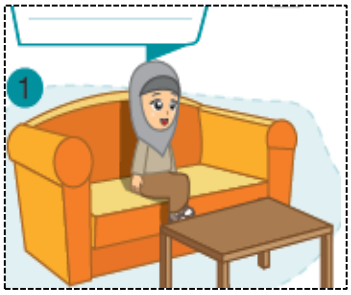
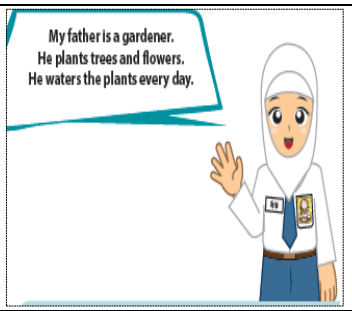
Table 4.1.1.1.1 – The table below shows occurrences of English words or vocabulary as the linguistic features of text to represent discourse unit selection and text representation to depict religiousness,

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 notional units of analysis and reflexive contexts of the non-linguistic features of text manifestation**		**Interpretation of the data by researcher, member checker 1, 2 and 3**	
	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** **3. Religious clothes** **4. Religious photo**		
I – 4a			R	
			C1	
			C2	
			C3	
I – 4b			R	
			C1	
			C2	
			C3	
I – 4c			R	
			C1	
			C2	
			C3	
I – 4d			R	
			C1	
			C2	
			C3	

I – 4e			R	
			C1	
			C2	
			C3	
I – 5			R	
			C1	
			C2	
			C3	
I – 8			R	
			C1	
			C2	
			C3	
I – 17a			R	
			C1	
			C2	
			C3	
I – 17b			R	
			C1	
			C2	
			C3	
II – 32			R	
			C1	
			C2	
			C3	

II – 36a			R	
			C1	
			C2	
			C3	
II – 36b			R	
			C1	
			C2	
			C3	
II – 38a			R	
			C1	
			C2	
			C3	
II – 39a			R	
			C1	
			C2	
			C3	
III – 52 a			R	
			C1	
			C2	
			C3	
III – 53a			R	
			C1	
			C2	
			C3	

III – 53b			R	
			C1	
			C2	
			C3	
III – 57a			R	
			C1	
			C2	
			C3	
III – 57b			R	
			C1	
			C2	
			C3	
III – 57c			R	
			C1	
			C2	
			C3	
III – 58			R	
			C1	
			C2	
			C3	
III – 67			R	
			C1	
			C2	
			C3	

III – 70			R	
			C1	
			C2	
			C3	
III – 73			R	
			C1	
			C2	
			C3	
IV – 93a			R	
			C1	
			C2	
			C3	
IV – 93b			R	
			C1	
			C2	
			C3	
V – 104			R	
			C1	
			C2	
			C3	
V – 120			R	
			C1	
			C2	
			C3	

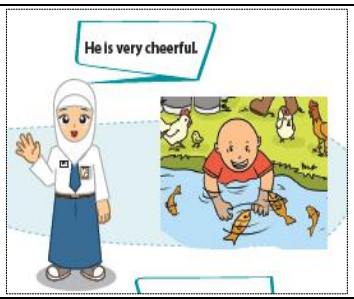
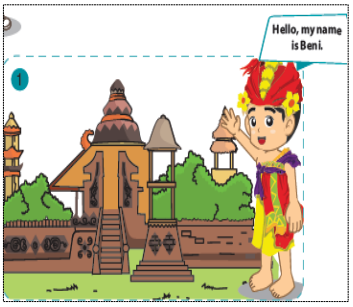
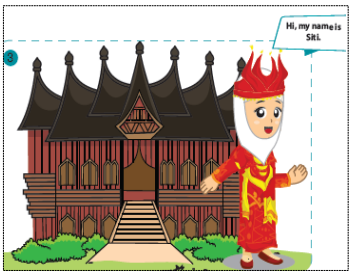
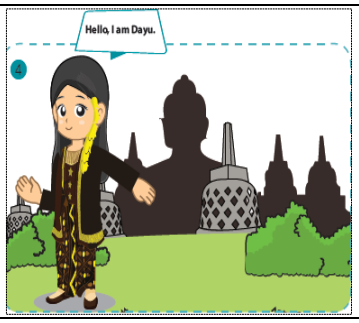
V – 122			R	
			C1	
			C2	
			C3	
VI – 128			R	
			C1	
			C2	
			C3	
VI – 137			R	
			C1	
			C2	
			C3	
VII - 152			R	
			C1	
			C2	
			C3	

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											
Location of the texts on each chapter (C) and text frequency		**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**			
			Indonesian words or vocabulary as the linguistic templates of text manifestation according to parts of speech					**Speaking**	**Reading**	**Writing**	**Listening**
			Pro	N	V	Adj	Adv				
I	1	8		2				1			
III	4	52a, 53a,b		3					1		
		58		2				1			
		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 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 notional units of analysis and reflexive contexts of the non-linguistic features of text manifestation**		**Interpretation of the data by researcher, member checker 1, 2 and 3**	
	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** **3. Religious clothes** **4. Religious Photo**		
I – 8			R	
			C1	
			C2	
			C3	
III – 52 a			R	
			C1	
			C2	
			C3	
III – 53a			R	
			C1	
			C2	
			C3	
III – 53b			R	
			C1	
			C2	
			C3	

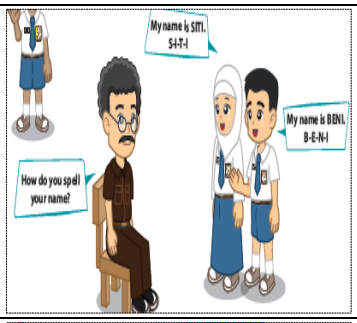
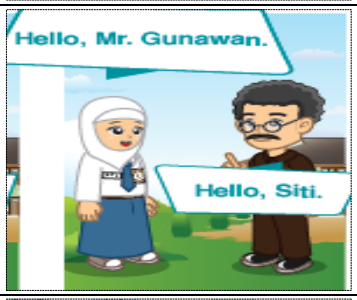
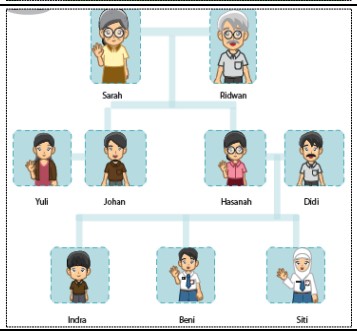
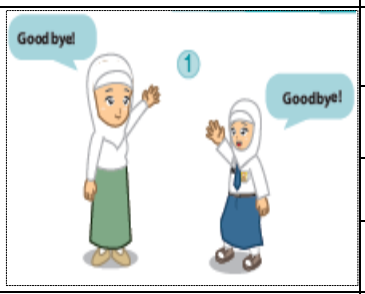
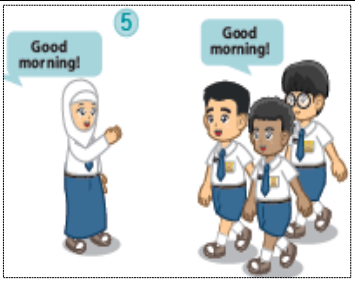
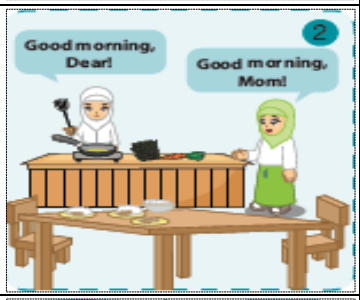
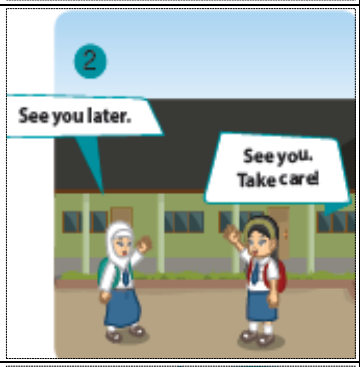
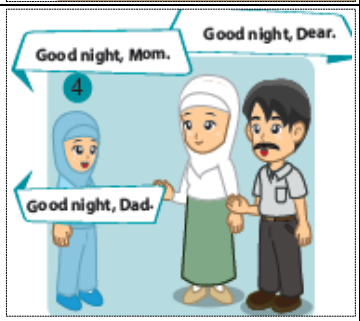
III – 58			R	
			C1	
			C2	
			C3	
III – 62			R	
			C1	
			C2	
			C3	
III – 64			R	
			C1	
			C2	
			C3	

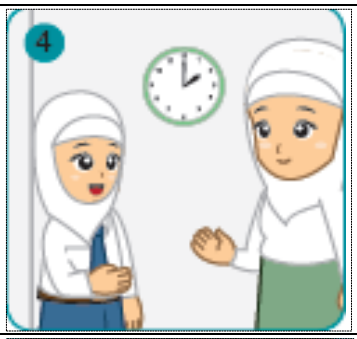
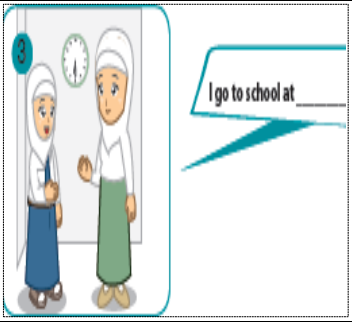
Table 4.2.1 – The table below shows total number of frequency and occurrence weight of unit selection of images as the non-linguistic attributes of text representation in a series of learning activity material categories to show religiousness,

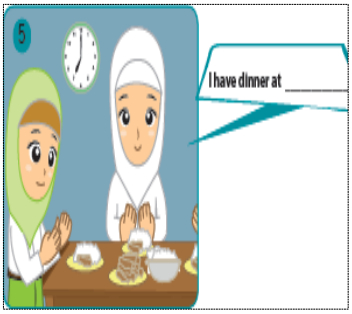
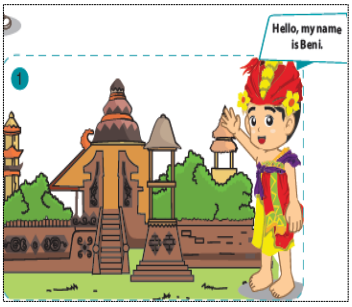
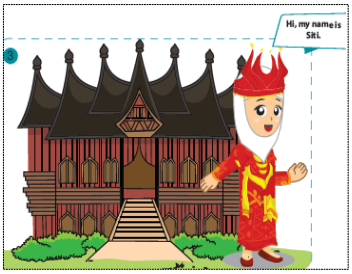
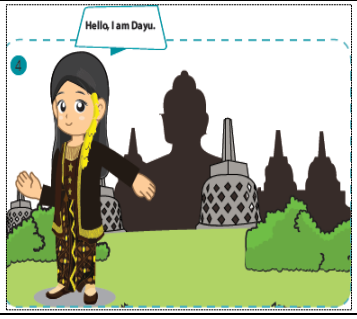
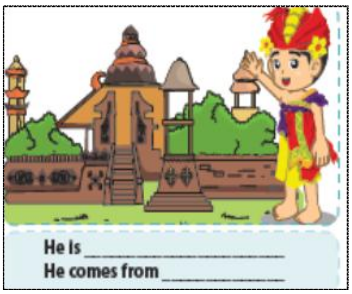
Total number of frequency and occurrence weight of images as the non-linguistic features of text to represent discourse unit selection in a number of diverse reflexive contexts of learning activity material categories to depict religiousness										
Location of the texts on each chapter (C) and text frequency		**Occurrences in text page**	**Images as unit selection and the non-linguistic features of text manifestation in a number of reflexive contexts**				**Text learning category**			
			Cl	Ac/Ha	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			

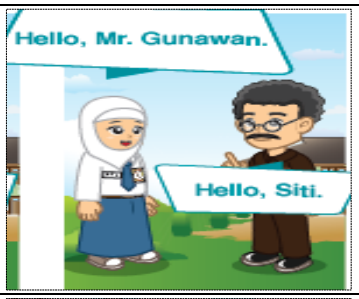
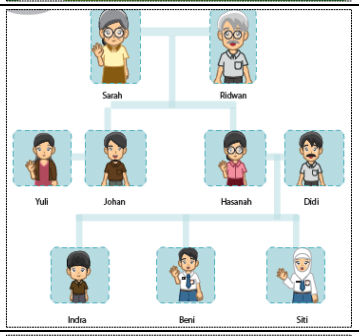
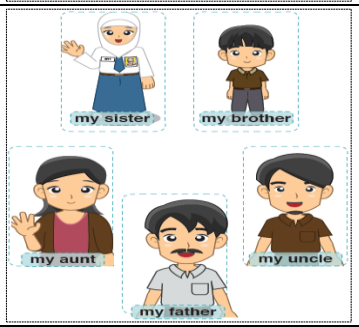
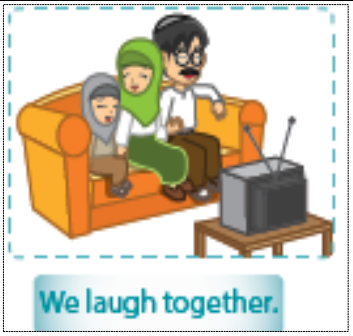
Table 4.2.1.1 – The table below shows occurrences of images as the non-linguistic features of text to represent discourse unit selection and text representation according to diverse reflexive contexts to depict religiousness,

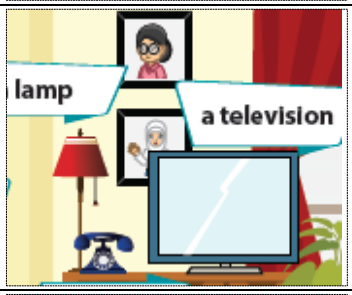
Images as the non-linguistic features of text to represent discourse unit selection according to diverse reflexive context to depict religiousness				
Location of the data on each chapter (C) and page (P)	**Images as data of notional units of analysis and reflexive contexts of the non-linguistic features of text manifestation**		**Interpretation of the data by researcher, member checker 1, 2 and 3**	
	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** **3. Religious clothes** **4. Religious photo**		
I – 4a			R	
			C1	
			C2	
			C3	
I – 4b			R	
			C1	
			C2	
			C3	
I – 4c			R	
			C1	
			C2	
			C3	
I – 4d			R	
			C1	
			C2	
			C3	

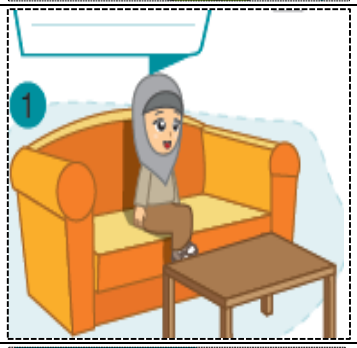
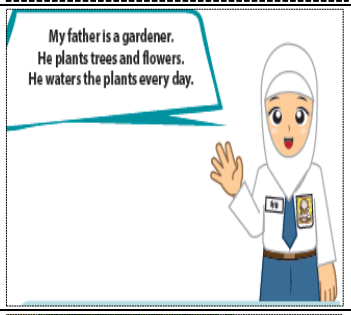
I – 4e			R	
			C1	
			C2	
			C3	
I – 5			R	
			C1	
			C2	
			C3	
I – 8			R	
			C1	
			C2	
			C3	
I – 16			R	
			C1	
			C2	
			C3	
I – 17a			R	
			C1	
			C2	
			C3	
I – 17b			R	
			C1	
			C2	
			C3	

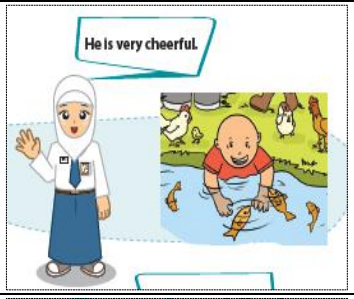
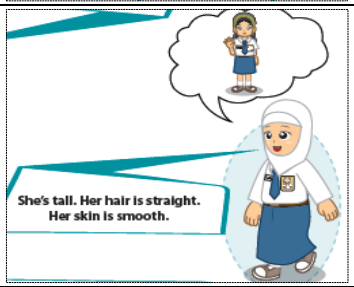
I – 19			R	
			C1	
			C2	
			C3	
II – 32			R	
			C1	
			C2	
			C3	
II – 33			R	
			C1	
			C2	
			C3	
II – 36a			R	
			C1	
			C2	
			C3	
II – 36b			R	
			C1	
			C2	
			C3	
II – 38a			R	
			C1	
			C2	
			C3	

II – 39a			R	
			C1	
			C2	
			C3	
III – 52 a			R	
			C1	
			C2	
			C3	
III – 53a			R	
			C1	
			C2	
			C3	
III – 53b			R	
			C1	
			C2	
			C3	
III – 57a			R	
			C1	
			C2	
			C3	
III – 57b			R	
			C1	
			C2	
			C3	

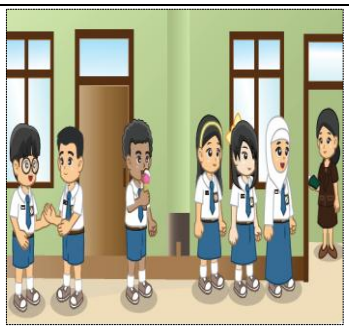
III – 57c			R	
			C1	
			C2	
			C3	
III – 58			R	
			C1	
			C2	
			C3	
III – 62			R	
			C1	
			C2	
			C3	
III – 64			R	
			C1	
			C2	
			C3	
III – 67			R	
			C1	
			C2	
			C3	
III – 70			R	
			C1	
			C2	
			C3	

III – 71			R	
			C1	
			C2	
			C3	
III – 73			R	
			C1	
			C2	
			C3	
IV – 83			R	
			C1	
			C2	
			C3	
IV – 90a			R	
			C1	
			C2	
			C3	
IV – 91a			R	
			C1	
			C2	
			C3	
IV – 91b			R	
			C1	
			C2	
			C3	

IV – 93a			R	
			C1	
			C2	
			C3	
IV – 93b			R	
			C1	
			C2	
			C3	
V – 104			R	
			C1	
			C2	
			C3	
V – 108			R	
			C1	
			C2	
			C3	
V – 111			R	
			C1	
			C2	
			C3	
V – 114			R	
			C1	
			C2	
			C3	

V – 120			R	
			C1	
			C2	
			C3	
V – 122			R	
			C1	
			C2	
			C3	
VI – 128			R	
			C1	
			C2	
			C3	
VI – 130			R	
			C1	
			C2	
			C3	
VI – 137			R	
			C1	
			C2	
			C3	
VI – 138a			R	
			C1	
			C2	
			C3	

VI – 138b			R	
			C1	
			C2	
			C3	
VII - 152			R	
			C1	
			C2	
			C3	
VII – 154			R	
			C1	
			C2	
			C3	
VIII – 176a			R	
			C1	
			C2	
			C3	
VIII – 176b			R	
			C1	
			C2	
			C3	
VIII – 176c			R	
			C1	
			C2	
			C3	

VIII – 178			R	
			C1	
			C2	
			C3	
VIII – 181			R	
			C1	
			C2	
			C3	

APPENDIX II

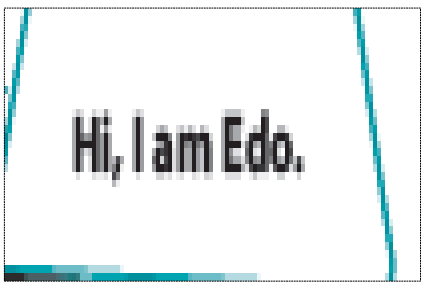
Table 4.4.1.3 – The table below indicates words or vocabulary as the linguistic entities and image as reflexive context of the non-linguistic templates of texts to illustrate discourse of multi-culture,

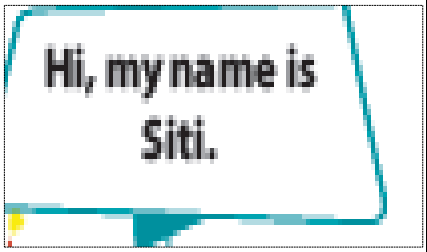
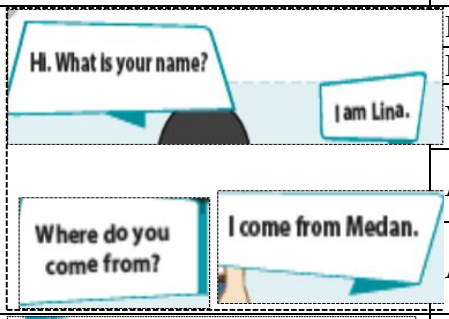
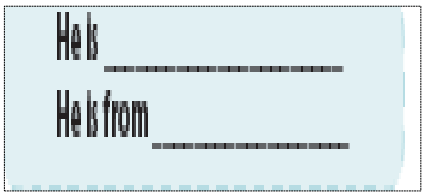
Data of unit selection and various text representation categories in learning activity material categories to depict multi-culture																							
Location of the texts on each chapter (C) and page (P)		**unit selection and text representation in different categories**																		**Text learning category**			
		Vocabulary as the linguistic templates of text										**Image as reflexive context of the non-linguistic features of text**								**Sneaking**	**Reading**	**Writing**	**Listening**
		English vocabulary in phrasal and sentential construction					**Indonesian vocabulary in phrasal and sentential construction**																
		Pro	N	V	Adj	Adv	Pro	N	V	Adj	Adv	Cl	Acs	Fo	Na	He	Ac/Ha	Bui	Phy				
I	10	7	8	8	7			2		3	3								1		√		
II	46a,b	2	2	1				2								1				√			
	47a,b							1								3				√			
III	52a,b 53a,b	4	2	4				4				4	6					4	1		√		
	54	3	1	4				1			1									√			
	56	2		2				1			1	1	3					1			√		
	57a,b,c,d	8		8								4	6					4	1			√	
V	109a,b	1		2				1			2							1			√		
	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			√	
	161a,b,c							3							2	1						√	

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 multi-culture											
Location of the texts on each chapter (C) and text frequency		**Occurrences in text page**	**English 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**			
			English words or vocabulary as the linguistic templates of text manifestation according to parts of speech					**Speaking**	**Reading**	**Writing**	**Listening**
			Pro	N	V	Adj	Adv				
I	1	10	7	8	8	7			1		
II	1	46b	2	2	1			1			
III	4	52a,b 53a,b	4	2	4				1		
		54	3	1	4			1			
		56	2	1	2				1		
		57a,b,c,d	8		8					1	
V	2	109a	3	5	3				1		
		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					
Location of the data on each chapter (C) and page (P)	**Vocabulary as data of notional units of analysis and the linguistic features of text manifestation**			**Interpreation of the data by researcher, member checker 1, 2 and 3**	
	Vocabulary of phrasal or sentential constructions of English language as data of notional units of analysis	**Vocabulary as the linguistic templates of text manifestation according to parts of speech**			
I – 10	Hello, my name is Edo. I am twelve years old. I am a student of SMP Negeri 2 Biak. I live in Biak, West Papua. I like swimming and reading books. My favorite color is green. My favorite food is fried rice. Nice to meet you.	Pro	my (3), I (4)	R	
		N	name (1), student (1), books (1), color (1), food (1), swimming (1), reading (1), rice (1)		
		V	is (1), am (2), live (1), like (1), is (1), is (1), meet (1)	C1	
		Adj	old (1), favorite (1), favorite (1), green (1), fried (1), West (1), nice (1)	C2	
		Adv	-	C3	
II – 46b		Pro	We (1), 's (1)	R	
		N	Day (1), April (1)		
		V	celebrate (1)	C1	
		Adj	-	C2	
		Adv	-	C3	
III – 52a		Pro	my (1)	R	
		N	name (1)		
		V	is (1)	C1	
		Adj	-	C2	
		Adv	-	C3	
III – 52b		Pro	I (1)	R	
		N	-		
		V	am (1)	C1	
		Adj	-	C2	
		Adv	-	C3	

III – 53a		Pro	my (1)	R	
		N	name (1)		
		V	is (1)	C1	
		Adj	-	C2	
		Adv	-	C3	
III – 53b		Pro	I (1)	R	
		N	-		
		V	am (1)	C1	
		Adj	-	C2	
		Adv	-	C3	
III – 54		Pro	your (1), I (2), you (1)	R	
		N	name (1)		
		V	am (1), is (1), come (2)	C1	
		Adj	-	C2	
		Adv	-	C3	
III – 56		Pro	my (1), I (1)	R	
		N	name (1)	C1	
		V	is (1), come (1)		
		Adj	-	C2	
		Adv	-	C3	
III – 57a		Pro	he (2)	R	
		N		C1	
		V	is (1), comes (1)		
		Adj	-	C2	
		Adv	-	C3	
III – 57b		Pro	he (2)	R	
		N	-	C1	
		V	is (2)		
		Adj	-	C2	
		Adv	-	C3	
III – 57c		Pro	she (2)	R	
		N	-	C1	
		V	is (2)		
		Adj	-	C2	
		Adv	-	C3	

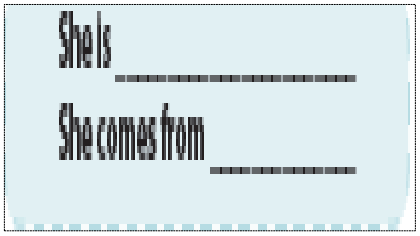
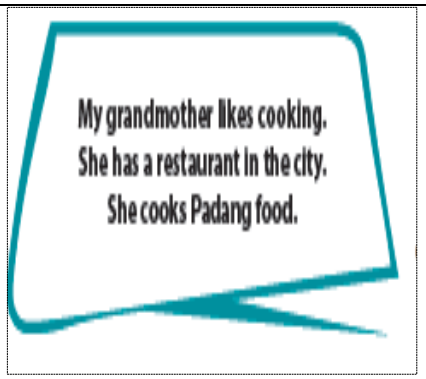
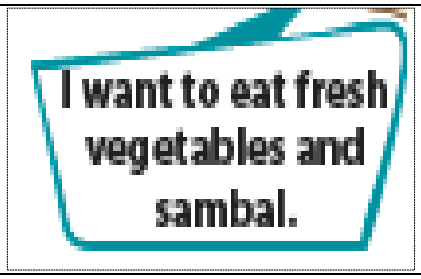
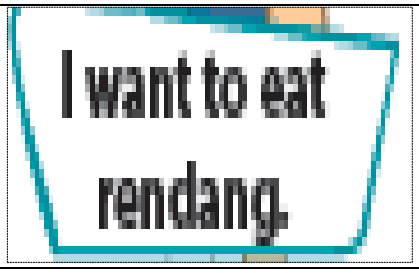
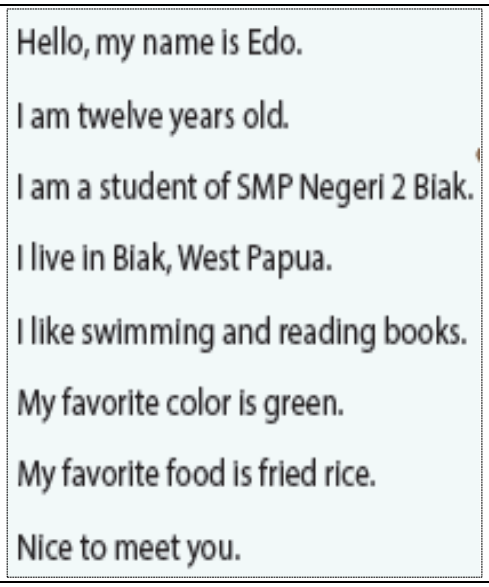
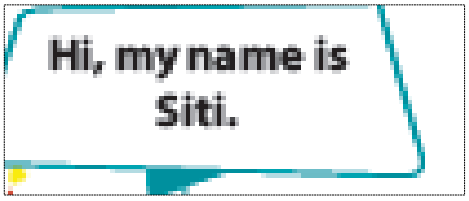
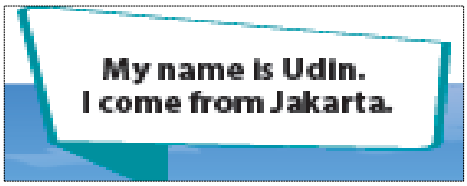
III – 57d		Pro	she (2)	R	
		N	-	C1	
		V	is (1), comes (1)		
		Adj	-	C2	
		Adv	-	C3	
V – 109a		Pro	my (1), She (2)	R	
		N	grandmother (1), cooking (1), restaurant (1), food (1), city (1)	C1	
		V	likes (1), has (1), cooks (1)		
		Adj	-	C2	
		Adv	-	C3	
V – 110a		Pro	I (1)	R	
		N	Vegetables (1)	C1	
		V	want (1), eat (1)		
		Adj	fresh (1)	C2	
		Adv	-	C3	
V – 110b		Pro	I (1)	R	
		N	-	C1	
		V	Want (1), eat (1)		
		Adj	-	C2	
		Adv	-	C3	
V – 110c		Pro	I (1)	R	
		N	-	C1	
		V	Want (1), eat (1)		
		Adj	-	C2	
		Adv	-	C3	
V – 110d		Pro	I (1)	R	
		N	Porridge (1)	C1	
		V	Want (1), eat (1)		
		Adj	-	C2	
		Adv	-	C3	

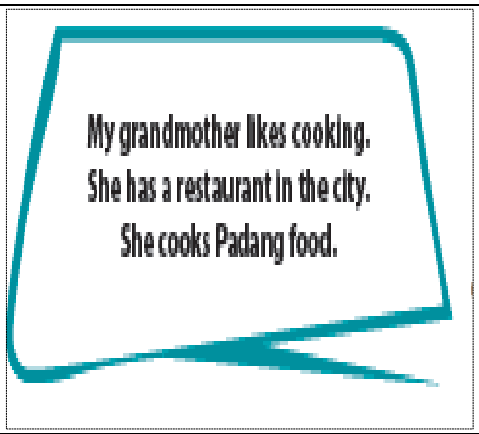
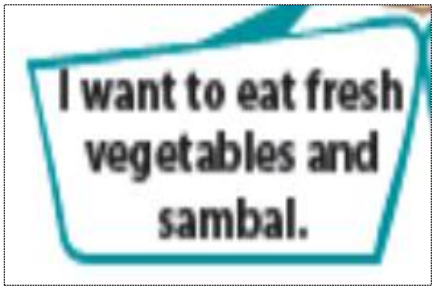
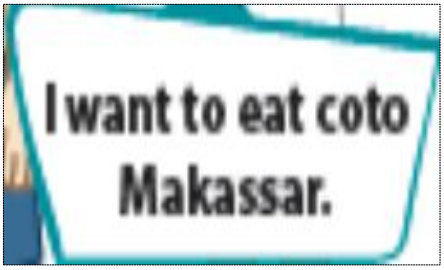
Table 4.4.2.1 – The table below shows total number of frequency and occurrence weight of discourse unit selection of Indonesian words or vocabularies as the linguistic attributes of text representation in a wide range of learning activity material categories to show multi-culture,

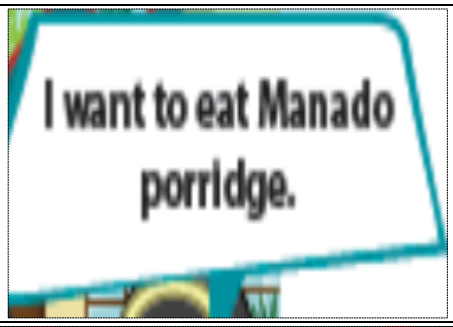
Total number of frequency and occurrence weight of Indonesian words or vocabulary as the linguistic attributes of text representation in a wide range of learning activity material categories to show multi-culture											
Location of the texts on each chapter (C) and text frequency		**Occurrences in 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**			
			Indonesian words or vocabulary as the linguistic templates of text manifestation according to parts of speech					**Speaking**	**Reading**	**Writing**	**Listening**
			Pro	N	V	Adj	Adv				
I	1	10		2		3	3		1		
II	2	46a,b		2				1			
		47b		1				1			
III	3	52a,b 53a,b		4					1		
		54		1			1	1			
		56		1			1		1		
V	3	109a,b		1			2		1		
		110a,b,c, d		6			5		1		
		123		1			1		1		
VII	2	154		1			1			1	
		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					
Location of the data on each chapter (C) and page (P)	**Vocabulary as data of notional units of analysis and the linguistic features of text manifestation**			**Interpretation of the data by researcher, member checker 1, 2 and 3**	
	Vocabulary of phrasal or sentential constructions of Indonesian language as data of notional units of analysis	**Vocabulary as the linguistic templates of text manifestation according to parts of speech**			
I – 10		Pro	-	R	
		N	Edo (1), S/Sekolah (1)	C1	
		V	-		
		Adj	M/Menengah (1), P/Pertama (1), Negeri (1)	C2	
		Adv	Biak (2), Papua (1)	C3	
II – 46a		Pro	-	R	
		N	Raden Ajeng Kartini (1)	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	-		
II – 46b		Pro	-	R	
		N	Kartini (1)	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	-		
II – 47b		Pro	-	R	
		N	Bung Tomo (1)	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	-		

III – 52a		Pro	-	R	
		N	Beni (1)	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	-		
III – 52b		Pro	-	R	
		N	Edo (1)	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	-		
III – 53a		Pro	-	R	
		N	Siti (1)	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	-		
III – 53b		Pro	-	R	
		N	Dayu (1)	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	-		
III – 54		Pro	-	R	
		N	Lina (1)	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	Medan (1)		
III – 56		Pro	-	R	
		N	Udin (1)	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	Jakarta (1)		

V – 109a		Pro	-	R	
		N	-	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	Padang (1)		
V – 109b		Pro	-	R	
		N	Rumah Makan (1)	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	Padang (1)		
V – 110a		Pro	-	R	
		N	Sambal (1)	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	-		
V – 110a		Pro	-	R	
		N	Rumah makan (1)		
		V	-	C1	
		Adj	-	C2	
		Adv	Sunda (1)	C3	
V – 110b		Pro	-	R	
		N	Coto (1)	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	Makasar (1)		
V – 110b		Pro	-	R	
		N	Coto (1)		
		V	-	C1	
		Adj	-	C2	
		Adv	Makasar (1)	C3	

V – 110c		Pro	-	R	
		N	Rendang (1)	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	-		
V – 110c		Pro		R	
		N	Rumah makan (1)		
		Verb		C1	
		Adj		C2	
		Adv	Padang (1)	C3	
V – 110d		Pro	-	R	
		N	-		
		V	-	C1	
		Adj	-	C2	
		Adv	Manado (1)	C3	
V – 110d		Pro	-	R	
		N	Rumah makan (1)		
		V	-	C1	
		Adj	-	C2	
		Adv	Manado (1)	C3	
V – 123		Pro	-	R	
		N	Rumah makan (1)		
		V	-	C1	
		Adj	-	C2	
		Adv	Padang (1)	C3	
VII - 154		Pro	-	R	
		N	Rumah makan (1)		
		V	-	C1	
		Adj	-	C2	
		Adv	Padang (1)	C3	

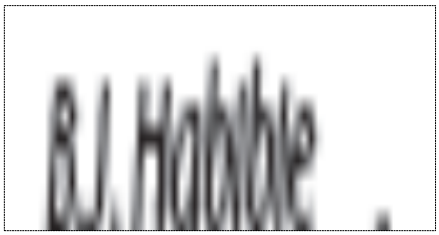
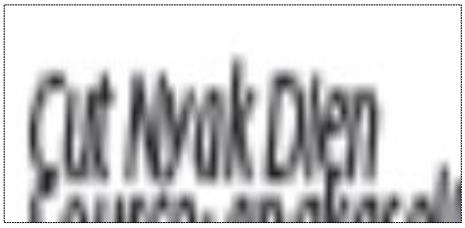
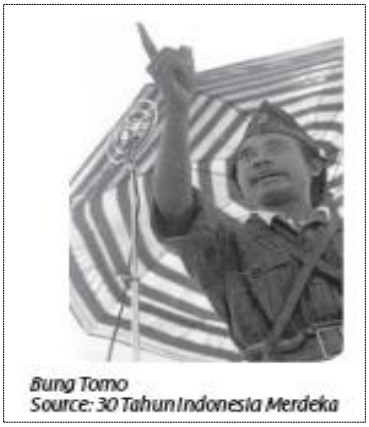
VII – 161a		Pro	-	R	
		N	Baharudin Jusuf Habibie (1)	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	-		
VII – 161b		Pro	-	R	
		N	Joko Widodo (1)	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	-		
VII – 161c		Pro	-	R	
		N	Cut Nyak Dien (1)	C1	
		V	-	C2	
		Adj	-	C3	
		Adv	-		

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,

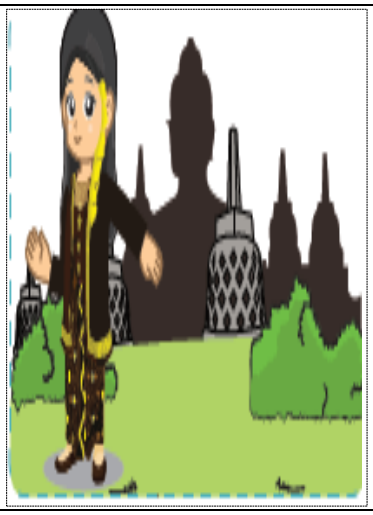
Total number of frequency and occurrence weight of images as the non-linguistic features of text to represent unit selection in a number of diverse reflexive contexts of learning activity material categories to depict multi-culture														
Location of the texts on each chapter (C) and text frequency		**Occurrences in text page**	**Images as unit selection and the non-linguistic features of text manifestation in a number of reflexive contexts**								**Text learning category**			
			Cl	Acs	Fo	Na	He	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 multi-culture,

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				
Location of the data on each chapter (C) and page (P)	**Images as data of notional units of analysis and reflexive contexts of the non-linguistic features of text manifestation**		**Interpretation of the data by researcher, member checker 1, 2 and 3**	
	Images as data of notional units of analysis	**Images as reflexive contexts of the non-linguistic features of text manifestation** **1. clothes** **2. accessories** **3. food** **4. "cultural-bounded" people name** **5. heroes or heroines** **6. daily/customary activities/habits** **7. architectural building** **8. bodily or physical look**		
I – 10			R	
			C1	
			C2	
			C3	
II – 46a			R	
			C1	
			C2	
			C3	
II – 47a			R	
			C1	
			C2	
			C3	

II – 47b			R	
			C1	
			C2	
			C3	
III – 52a			R	
			C1	
			C2	
			C3	
III – 52b			R	
			C1	
			C2	
			C3	
III – 53a			R	
			C1	
			C2	
			C3	

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

III – 57c			R	
			C1	
			C2	
			C3	
III – 57d			R	
			C1	
			C2	
			C3	
V – 109			R	
			C1	
			C2	
			C3	
V – 110a			R	
			C1	
			C2	
			C3	

V – 110b			R	
			C1	
			C2	
			C3	
V – 110c			R	
			C1	
			C2	
			C3	
V – 110d			R	
			C1	
			C2	
			C3	
V – 123			R	
			C1	
			C2	
			C3	

VII – 154a			R	
			C1	
			C2	
			C3	
VII – 154b			R	
			C1	
			C2	
			C3	
VII – 154c			R	
			C1	
			C2	
			C3	
VII – 154d			R	
			C1	
			C2	
			C3	

VII – 161a	B.J. Habibie Source: www.fanshare.com		R	
			C1	
			C2	
			C3	
VII – 161b	Joko Widodo Source: metro.news.viva.co.id		R	
			C1	
			C2	
			C3	
VII – 161c	Cut Nyak Dien Source: anakaselindonesia.wordpress.com		R	
			C1	
			C2	
			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?

No	Teachers' implementation choice of learning strategy (1=never, 2=sometimes, 3=often, 4=very often)		Real implementation of classroom learning activity in the various textbook material category of religious information (religious discourse) for the students' particular English skill development			
			Speaking	Reading	Writing	Listening
1	problem-based learning	1				
		2				
		3				
		4				
2	cooperative learning	1				
		2				
		3				
		4				
3	project-based learning	1				
		2				
		3				
		4				
4	service learning	1				
		2				
		3				
		4				
5	task-based learning	1				
		2				
		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?

No	Teachers' implementation choice of learning strategy (1=never, 2=sometimes, 3=often, 4=very often)		Real implementation of classroom learning activity in the diverse textbook material category of socially multi-cultural information (multi-cultural discourse) for the students' particular English skill development			
			Speaking	Reading	Writing	Listening
1	problem-based learning	1				
		2				
		3				
		4				
2	cooperative learning	1				
		2				
		3				
		4				
3	project-based learning	1				
		2				
		3				
		4				
4	service learning	1				
		2				
		3				
		4				
5	task-based learning	1				
		2				
		3				
		4				

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 interpretation of analysis units of English and Indonesian vocabulary and images as manifestation of reflexive context to represent religiousness						
Location of the data in chapter and page			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),

Comparative interpretation of analysis units of English and Indonesian vocabulary and images as manifestation of reflexive context to represent multi-culture						
Location of the data in chapter and page			Interpretation of the data done by researcher, member checker 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 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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Writing Publication:

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