CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Book Review

"Active English" textbook for the tenth grade is an interactive textbook intended for 10th grade of senor high school students who implemented the Merdeka Curriculum. This textbook was written by Cicik Kurniawati, Deby S.R Nurvitasari, and Susiningsih and published by Intan Pariwara in 2022. This textbook has a thickness of 152 pages measuring 17,6 x 25,0 cm with ISBN number 978-979-28-4631-7. The textbook consists of ten chapters namely Personal Experiences, Values from the Past, Nice Descriptions, Great Destinations!, Daily Tips, Inspiring Stories, Epic Stories, Natural Phenomena, Popular Culture, and Worth to Note. This textbook does not only explain English material, but also integrates ICT in it such as scanning QR codes, asking students to upload assignments on social media, and so on. This textbook is presented with the concept of Active Learning through a variety of activities in this textbook, students are expected to always be active in English. In the end, students are brave enough to express ideas in English both orally and writing fluently.

In each chapter in this "Active English" textbook there are charts that need to be understood. First, **Obejctives**, each chapter begins with learning objectives that contain identifying the social purpose, text structure, and linguistic features of a text. Second, **Lead in**, is a warm up activity in order to get a real view of the of the link between the material and events in everyday life. Third, **Activty**, activities in this textbook such as roleplaying completing conversations, and writing various kinds of text, the results of the work can be uploaded to social media. Fourth, **Check it out!**, the explanation of the material that conveyed briefly and simply is available in this chart, if students still do not understand, then they can scan the QR codes for more detailed explanations of the material. Fifth, **Tip**, this contains ideas or suggestions as a solution to mastering English skills. Sixth, **Good Manner**, contains character values that are relevant to the material such as inviting to get used to being good in everyday life. Seventh, **Let's Investigate**!, contains problems related to certain materials relevant to life, which aims to improve and strengthen the ability to think critically, creatively, and innovatively. Eighth, **Challenge**, contains inviting students to make vlogs of interesting places and upload them to social media, as well as being invited to become dubber or make podcasts. Ninth,

Reflection, students are asked to measure their English competence by completing the mind map. Last, **Assessment**, contains 5 essay questions and HOTS (Higher Order Thinking Skill) type to measure whether the learning is optimal or still needs to be improved.

The strength of this textbook is that it collaborates technology with English material which emphasizes activities (Active Based Learning), through this textbook, students will gain in-depth knowledge with a myriad of activities. This textbook also makes it easier for students and teachers to apply self-learning or online learning because they can access explanation materials and answer questions by scanning the QR codes.

However, this textbook also has weaknesses because may be a bit 'heavy' since only the brief material is written. Students must do QR scanning first to get the detailed material which may be students whose smartphones do not support scanning will have difficulty using this textbook. This is aligned with EWW's experience[1], who confessed that at first it was a little challenging to educate her students using a mixed technology method while using the "Active English" textbook for around one semester. However, she did continue to learn how to utilize technology enhance learning over time, and she claims that the textbook may make it simpler when she is not required to teach because there is already an explanation of the subject matter.

B. Research Findings

In this findings chapter the writer will analyze ICT competencies in the textbook "Active English" based on the UNESCO ICT CFT Version 3 2018[2] theory in chapter II which the writer explained, namely the classification of ICT competencies which are divided into the following four. In the first, Open Education Resources, such as teaching materials from websites, video streaming, any multimedia applications, podcasts, and other materials that have been created for use in the teaching and learning process. Secondly, Social networks that can offer networking possibilities for teachers and students in schools, and around the world including Facebook, Twitter, Instagram, WhatsApp, etc. Third, Mobile technology, adopting smartphones and tablets, which are considered mobile devices to access information for online learning. Fourth, the

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[1] Interviews with EWW on February 2nd, 2023 at 11 a.m
[2] "UNESCO ICT Competency Framework for Teachers; 2018."

Internet of things, namely anything that has a basis in internet use. The writer groups the 4 classifications into the following codes:

Table 4. 1 Coding for Classification of ICT Competencies

Code	Meaning
OER	Open Education Resources
SN	Social networks
MT	Mobile technologies
IOT	Internet of things

The codes above to make it easier for the writer to explain each classification of ICT competencies.

1. **Analysis of ICT competencies content in the textbook 'Active English'**

    The results of the ICT content analysis which have been validated by the expert, namely EWW.

    a. **Open Education Resources (OER)**

        1) **Picture Open Education Resources**

Picture 4. 1 Open Education Resources
02/CH.01/P.03/OER

    The QR code contains an audio that pronounces the words in the box, namely First name, Surname, Nationality, Gender, Married, Single, Female, Occupation, and Sex using clear pronunciation, then students must practice it out loud. QR code is included in Open Education Resources (OER) because it is one of the learning resources that can be accessed by the public.
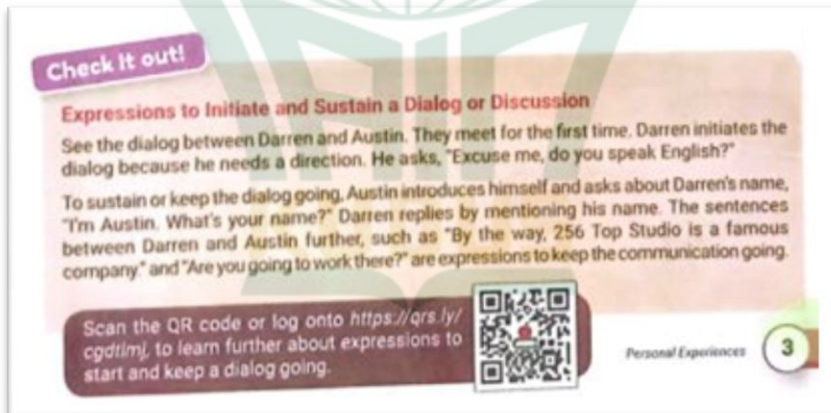
2) Picture Open Education Resources

Picture 4. 2 Open Education Resources
03/CH.01/P.03/OER

The QR code above is an audio that contains a conversation between two people namely Darren and Austin. Darren asked Austin where the road to 256 studio was because Darren's office was right next door to 256 studios. Then the students should be able to practice the dialog with the right pronunciation according to the audio. This QR code can be grouped into OER because QR can be accessed freely.
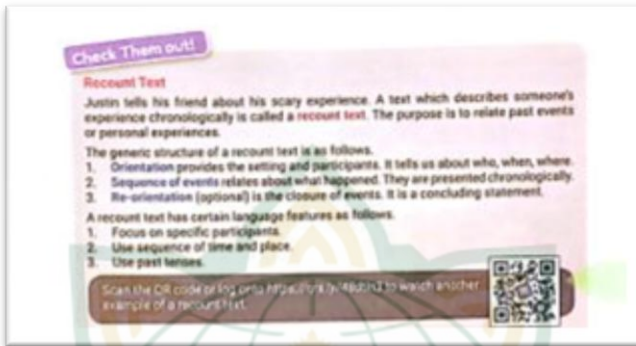
3) Picture Open Education Resources

Picture 4. 3 Open Education Resources
04/CH.01/P.03/OER

The QR code contains additional material about expressions to start and keep a dialog going. In the material using the 5W+1H (Who, What, When, Where, Why) and How example, for Ask questions, Act intrigued, Interject, Make Positive, and Phrases to Keep Conversation Exciting.

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The QR code above is also included in the OER because students don't pay to access material from the Google Document.

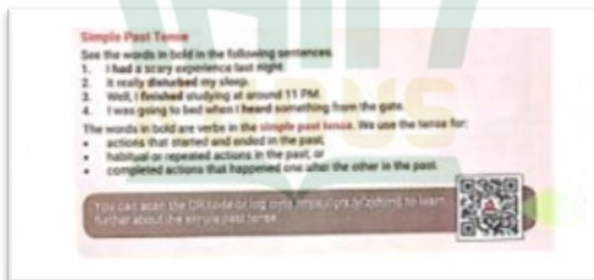**4) Picture Open Education Resources**

Picture 4. 4 Open Education Resources
06/CH.01/P.05/OER

The QR code is a YouTube video that discusses recount text, especially Personal Experience through the Question-Answer form and learns the structure of the recount text related to Personal Experience. Students can understand easily because it uses interesting video illustrations. Streaming video is included in the OER because the video can be accessed freely.

5) Picture Open Education Resources

Picture 4. 5 Open Education Resources
07/CH.01/P.05/OER

The QR code above contains material about Simple Past Tense vs Past Perfect Tense, in the material there are positive, negative, and interrogative form as well as examples of sentences so that students can easily make complete notes. The QR code is included in the OER because it can be accessed online.

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6) Picture Open Education Resources

> **Activity 7**
> Scan the QR code or log onto *https://qrs.ly/gedrlm6*.
> Listen and write the sentences correctly.

Picture 4. 6 Open Education Resources
08/CH.01/P.05/OER

The following QR code contains audio about recount and narrative text sentences. Students must listen carefully in order to write the sentence correctly.
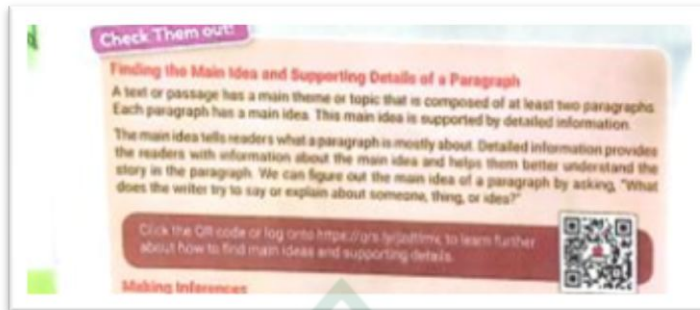
7) Picture Open Education Resources

Picture 4. 7 Open Education Resources
10/CH.01/P.07/OER

In activity 10 is an invitation to create video podcast about memorable experience using the forms What happened, When it happened, How she/he felt, and What happened then. Podcast video can be a public learning resource so it can be categorized as OER.
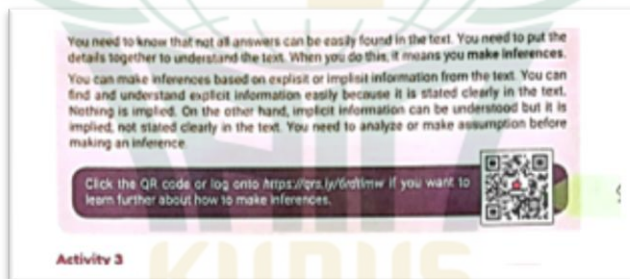
8) Picture Open Education Resources

Picture 4. 8 Open Education Resources
12/CH.01/P.08/OER

The QR code contains material on how to find main ideas and supporting ideas in a paragraph. Main idea is "Key Concept" being an expression. Supporting ideas are a major, minor, and support the main idea by saying what, when, how, who, why, where, how much, how many. The QR code is included in the OER category because it is generally accessible.

9) Picture Open Education Resources

Picture 4. 9 Open Education Resources
13/CH.01/P.09/OER

The code contains material on how to make inferences. Based on the material above, inferences are the readers make decisions or form opinions based on the information they read. When readers make an inference or draw a conclusion, they try to make sense of it using clues from the text and what they know from previous experience. Anyone can learn this material thus it is included in OER.

10) Picture Open Education Resources

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Picture 4. 10 Open Education Resources
18/CH.02/P.17/OER

The audio in the QR code shows how to pronounce words like prehistoric, ancestors, tough, permanently, outcompeting, to inhabit, attention, shelters, to evolve, to emerge correctly. Students can say it after hearing the audio.

11) **Picture Open Education Resources**

Picture 4. 11 Open Education Resources
19/CH.02/P.17/OER

In the code is audio about a conversation between the Tour guide, Dave, and Visitors with great pronunciation. Students must be able to practice the dialogue correctly. The

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QR code is included in the OER category because it can be used for public learning by scanning it.

12) Picture Open Education Resources

Picture 4. 12 Open Education Resources
20/CH.02/P.18/OER

The QR code contains dialog and students must listen carefully so they can put a tick (√) which statements are correct according to the audio. This QR code is also included into the OER can be reached freely.
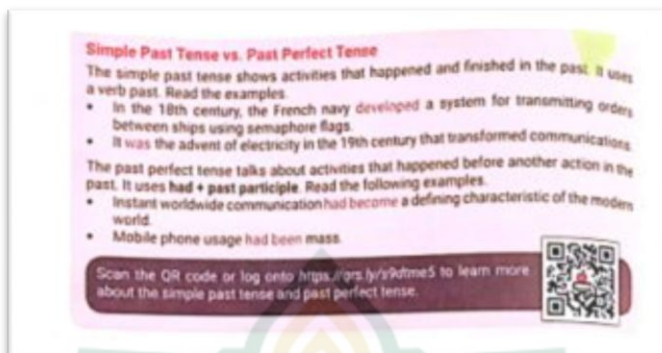
13) Picture Open Education Resources

Picture 4. 13 Open Education Resources
22/CH.02/P.19/OER

The QR code contains a conversation about figures in the event and historical events. Students must be able to answer detailed information, namely date of birth, place of birth, professions, and achievements, meanwhile for historical events students must also be able to answer the detailed information contained in these events. In order for students to answer, they must listen carefully.

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14) Picture Open Education Resources

Picture 4. 14 Open Education Resources
25/CH.02/P.22/OER

The QR is material that discusses Simple Past Tense and Past Perfect Tense. Simple Past Tense shows activities that happened in the past. It uses a past verb. Meanwhile, Past Perfect Tense talks about activities that happened before another action in the past. In the material there are also positive, negative, interrogative patterns, along with examples. The material in the QR code is included in the OER because it is a source of additional material.

15) Picture Open Education Resources
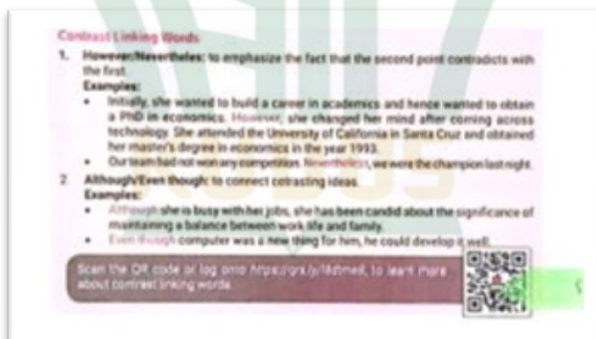
Picture 4. 15 Open Education Resources
26/CH.02/P.23/OER

Students can learn more about contrast linking words by scanning the QR code. The code contains various contrasts along with their uses and example sentences. Students can learn it at any time so it is included in the OER classification

16) Picture Open Education Resources

Picture 4. 16 Open Education Resources
27/CH.02/P.24/OER

Game-based learning illustrations are available when students scam the QR code. First, there is start button to appear a monolog explaining what a Biographical Recount Text is. Then, students can choose the most appropriate answer. The attractive QR code can be entered into the OER category.
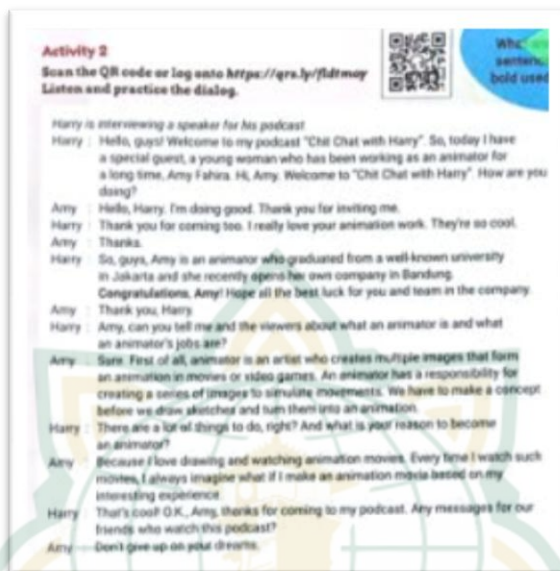
17) Picture Open Education Resources

Picture 4. 17 Open Education Resources
34/CH.03/P.30/OER

In Activity 1 above a QR code is available that contains pronunciations of the following words podcast, congratulations, sketches, animator, simulate, well-known, and animation in correct English. Students can practice it properly. The QR code is included in the OER ICT competencies type.

18) Picture Open Education Resources

Picture 4. 18 Open Education Resources
35/CH.03/P.31/OER

There is a dialog in the QR code between Harry and Amy. In the dialog is Harry's podcast entitled "Chit Chat with Harry". Amy is a speaker on the podcast, they both discussed Amy's profession, which is an animator. The QR code can train students' pronunciation in communicating with someone, therefore it is included in OER.
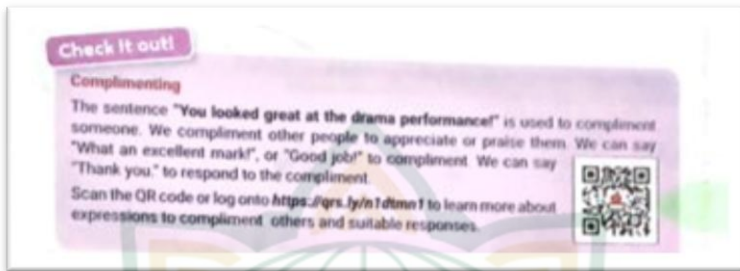
19) Picture Open Education Resources

Picture 4. 19 Open Education Resources
36/CH.03/P.32/OER

The dialog between Kevin and Ella is available in the QR code with the correct pronunciation. The dialog discusses

the great performance of Ella's drama performance. The dialog can be made into practice by students. So, it could say that the QR code can be a source of proper pronunciation, thus it's included in OER.

20) Picture Open Education Resources

Picture 4. 20 Open Education Resources
37/CH.03/P.33/OER

Additional material about complementing is in the QR code. In the material provided how to praise and also the responses. Besides that, there is also an example of a dialog on how to express praise and also the response. The QR code can also be identified as OER.
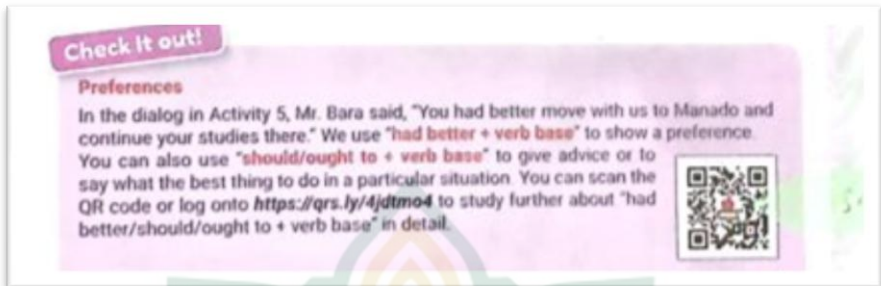
21) Picture Open Education Resources

Picture 4. 21 Open Education Resources
38/CH.03/P.33/OER

To train students' listening, in Activity 5 there is a QR code that contains a blank dialog between Olivia and Mr. Bara. So that students can answer it, students must hear the audio in the QR code. After everything has been answered,

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students can practice the dialog with their friends. So the QR code is included in the OER.

22) Picture Open Education Resources

Picture 4. 22 Open Education Resources
39/CH.03/P.33/OER

Students can study additional material about Showing Preferences: Advisability and Recommendations. There are 2 patterns, the first is Should and Ought to, then the second is Had Better. Each has a positive and negative form. That QR code can be categorized to OER.

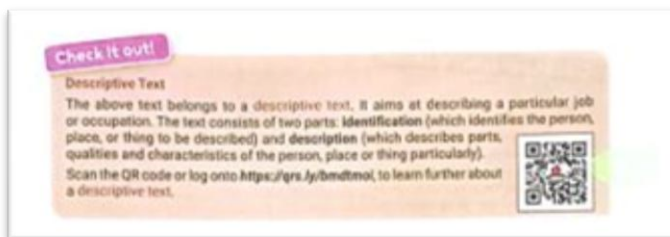**23) Picture Open Education Resources**

Picture 4. 23 Open Education Resources
40/CH.03/P.33/OER

The learning above collaborates games with questions and answers about preferences. When the QR code is scanned, a start button appears and students can start the game. There is a conversation so students can choose which answer is right to complete the conversation. This interesting learning game is an example of classification of ICT competencies, namely OER.

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24) Picture Open Education Resources

Picture 4. 24 Open Education Resources
43/CH.03/P.37/OER

Students can study Descriptive Text starting from the purpose, the generic structure, and the examples of the text. The QR code can be a source of additional material, therefore it is OER

25) Picture Open Education Resources

Picture 4. 25 Open Education Resources
45/CH.04/P.45/OER

On the QR students can listen to the dialog between Mrs. Reina and Bob. In the dialog discussed vacation plans and gathering trips for all employees in order to celebrate the

company's anniversary. The dialog is also written under the barcode which means it can be used as material for students to learn in terms of pronunciation, thus it can be called Open Education Resources

26) Picture Open Education Resources

Picture 4. 26 Open Education Resources
46/CH.04/P.47/OER

To answer blank dialog, students can scan the QR code above to find out the complete dialog without being interrupted between the Travel agent and Bob. Bob, who is a secretary for Diantara Company, is asking a travel specialist, namely Travel agent, about tour packages for gathering trips. This can be a source of learning listening so it can say Open Education Resources.

27) Picture Open Education Resources

Picture 4. 27 Open Education Resources
47/CH.04/P.48/OER

In Activity 4 above has provided a dialog between Bob and Mr. Brown who had asked how far the gathering trip plan had progressed and it turned out that Bob had already prepared everything and asked Mr. Brown to take part in the

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discussion in one of the series of gathering trip events. Students can practice the dialog correctly. To find out the correct pronunciation students can scan the code. Then it can be called as Open Education Resources.

28) Picture Open Education Resources

Picture 4. 28 Open Education Resources
48/CH.04/P.49/OER

In the discussion above focuses on reading and viewing skills. The video in the code discusses Singapore, tourism, and business centers. Students can learn to read English through video, thus it can be concluded that it is an OER.

29) Picture Open Education Resources

Picture 4. 29 Open Education Resources
49/CH.04/P.51/OER

In this text students can learn what a descriptive text is, starting from its definition, purpose, parts, and generic structure. In this case, students can also learn about punctuation and capitalization. To study it, students can scan the QR code and then there are the definitions, types, uses, and example sentences of Punctuation Marks appear. Besides that, there are also definitions, uses, and example sentences

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of capitalization. If the code becomes a learning resource, it is categorized as OER.

30) Picture Open Education Resources

Picture 4. 30 Open Education Resources
52/CH.05/P.58/OER

On Activity page 58 above students can listen to the audio in the QR code and then say the words: hydroponic, net pot, rock wool, air pump, container, secure, reservoir, storage, nutrients, valve correctly. Then the QR code that contains how to pronounce English words correctly is included in OER.

31) Picture Open Education Resources

Picture 4. 31 Open Education Resources
53/CH.05/P.59/OER

In the text above, students can practice the dialog between Listya and Dion which discusses about Dion making

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vegetable spots using the hydroponic method. If the students want to know how to pronounce the dialog correctly, students must scan the code to listen to the correct pronunciation. So, it becomes a source of learning about pronunciation, which can be grouped into OER.
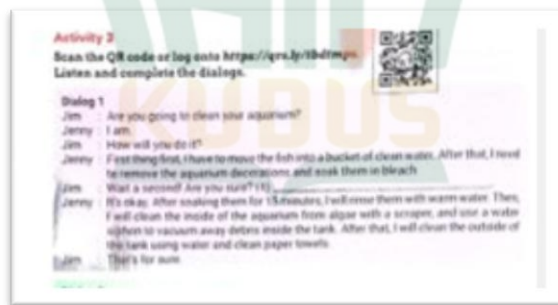
32) Picture Open Education Resources

Picture 4. 32 Open Education Resources
54/CH.05/P.59/OER

In this material there is a snippet of dialog from Dion which shows his agreement with Listya's idea. So, this is included in Agreeing and Disagreeing material. To learn more fully, students can scan the code, it will appear how asking for agreement, agreeing, and disagreeing. Besides the agreement there is also a statement. The material in the QR code can be learned by anyone so it is included in the Open Education Resources.

33) Picture Open Education Resources

Picture 4. 33 Open Education Resources
55/CH.05/P.60/OER

In the text provides a dialog between Jim and Jimmy who gives a tutorial on how to clean the aquarium. However, the dialog still has blanks that haven't been filled in. So, to fill it in, students can scan the code then listen to the audio and fill in the blank answers. Because the code can be used

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as teaching material for practicing listening, it is included in OER.

34) Picture Open Education Resources

Picture 4. 34 Open Education Resources
56/CH.05/P.61/OER

The dialog above has provided a procedure text on how to use an espresso machine. Students can practice the dialog with their friends. To know how to speak correctly, students can listen to the audio because there are also questions that must be answered in orally. Then the code can be entered into the OER.

35) Picture Open Education Resources
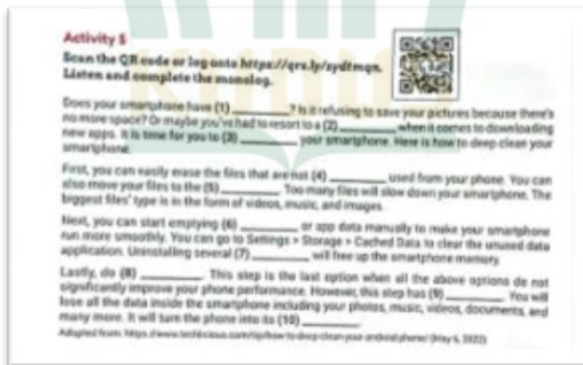
Picture 4. 35 Open Education Resources
57/CH.05/P.62/OER

There is an overlapping monolog above, to complete it students must listen to the audio that has been provide in

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the QR code. The monolog discusses how to deep clean the smartphone. Thus, it can be source od learning so it's made into OER

36) Picture Open Education Resources

Picture 4. 36 Open Education Resources
58/CH.05/P.63/OER

On the barcode the students must listen to the audio and then give a number for each monolog. Because the audio already has a number, students just have to match it. Therefore, a barcode that contains audio for listening material is called OER.
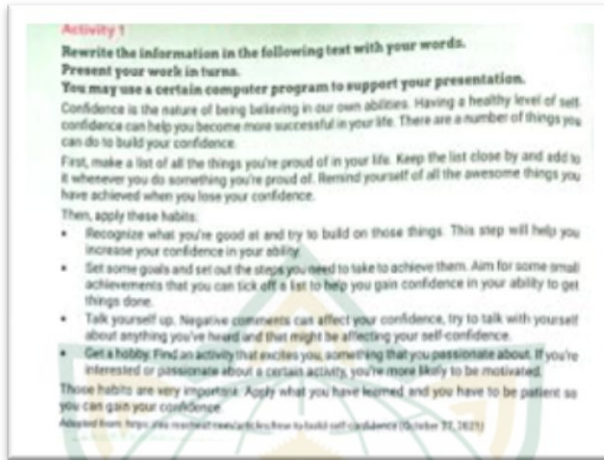
37) Picture Open Education Resources

Picture 4. 37 Open Education Resources
61/CH.05/P.66/OER

The QR code contains an animated game about Procedural Text-Manual which invites students to learn and answer the questions that have been provided, thus it included in the OER.

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38) Picture Open Education Resources

Picture 4. 38 Open Education Resources
62/CH.05/P.68/OER

In this assignment, students have to rewrite the information contained in the text, which is about the confidence, by using a certain computer program to support the presentation. Students can use Microsoft PowerPoint to make presentation slides. PowerPoint is a tool for making teaching materials can be referred to as OER.
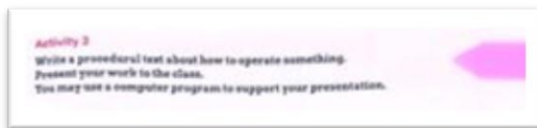
39) Picture Open Education Resources

Picture 4. 39 Open Education Resources
63/CH.05/P.68/OER

In this activity students can choose a device to write a procedure text on how to operate the device. On one of these images, there is a barcode containing the source of finished materials included in the OER.

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40) Picture Open Education Resources

Picture 4. 40 Open Education Resources
64/CH.05/P.69/OER

There is an assignment that asks students to make a procedure text about how to operate something, after which it is made using a computer program to support the presentation. Students can use PowerPoint for presentation slides, then presented to the class. PowerPoint is a device for making assignment materials is called Open Education Resources.

41) Picture Open Education Resources

Picture 4. 41 Open Education Resources
65/CH.06/P.74/OER

In the audio in the QR there is a narrative text, students can listen to it and then practice speaking storytelling about the narrative text. QR which contains materials for learning listening and speaking skills is a form of Open Education Resources.

42) Picture Open Education Resources

Picture 4. 42 Open Education Resources
66/CH.06/P.75/OER

The dialog between Devan and Rosita which discusses expressing empathy for Rosita's mother's death. Students must complete the blank conversation according to the audio in the QR. After everything is filled in, students can practice it with friends. The QR code containing the listening material is identified as Open Education Resources.

43) Picture Open Education Resources

Picture 4. 43 Open Education Resources
67/CH.06/P.75/OER

In this activity above students can listen to the conversation between the doctor, Rosita, and Rosita's aunt who is being hospitalized due to an illness. There is also how to express empathy. The complete conversation can be listened to via a QR scan which can be called an OER.

51

44) Picture Open Education Resources

Picture 4. 44 Open Education Resources
68/CH.06/P.76/OER

In this QR code there is an interactive game that explains Expressing Happiness. This activity gives the students a chance to show how well the students can conduct a conversation expressing happiness sequentially. All the students have to do is to arrange sentences into a sequential dialog in the game. The QR can be used as an interesting teaching material, so it can be identified as OER.
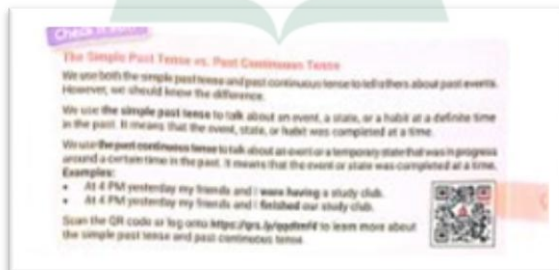
45) Picture Open Education Resources
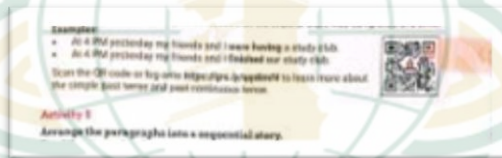
Picture 4. 45 Open Education Resources
69/CH.06/P.77/OER

In this section, there is a video explanation about The Story of Carrots, Eggs, and Coffee Beans. This story might relate what the students might experience nowadays. Students are asked to take the moral value of the story. So, that video can be said to be an OER.

46) Picture Open Education Resources

Picture 4. 46 Open Education Resources
71/CH.06/P.79/OER

There is material in the QR code that explains Simple Past Tense and Past Continuous Tense. The first explains the definition, then the usage, and also the example sentences. The learning material in the QR code is included in the OER classification.
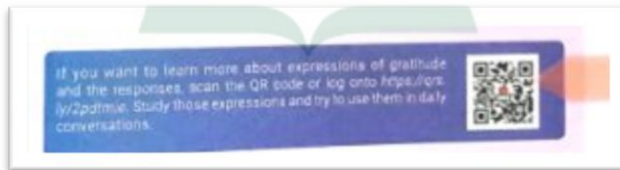
47) Picture Open Education Resources

Picture 4. 47 Open Education Resources
72/CH.07/P.86/OER

In this podcast, a host Rena, is inviting Saka who is a storyteller. Saka will retell an interesting story on her podcast. Here, podcast acts as one of the Open Education Resources because the students can learn anything from podcasts.

48) Picture Open Education Resources

Picture 4. 48 Open Education Resources
73/CH.07/P.87/OER

In the material this time there are expressions of gratitude and the responses. Students can scan the QR code to learn how to express gratitude from formal to informal versions along with the responses, the QR here plays the role of Open Education Resources.

49) Picture Open Education Resources

Picture 4. 49 Open Education Resources
74/CH.07/P.88/OER

In this section there is a QR containing the correct pronunciation of the following words: lizard, came cross, mesmerized, terrapin, wizard, creature, examination, escaped. It can be used as learning how to pronounce words correctly and clearly which includes Open Education Resources.
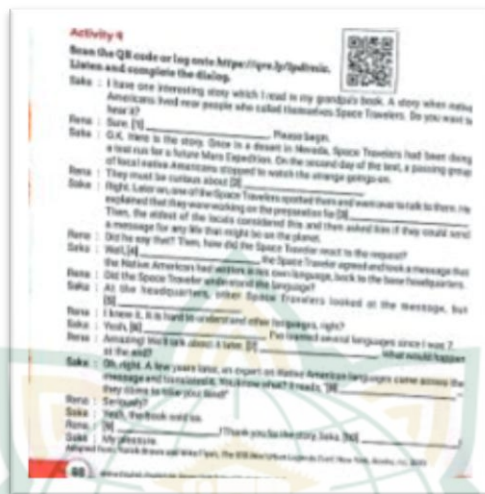
50) Picture Open Education Resources

Picture 4. 50 Open Education Resources
75/CH.07/P.88/OER

The QR code contains a narrative text about there was a little girl in London she came across what she took to be small lizard in Regent's Park London and took it home with her. She put it in the tank where she kept Terrapins only to discover an hour later, but the Lizard Head eating them when the upset girl told her mother she immediately took the creature to London Zoo for examination. The narrative text on the QR code is Open Education Resources.

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51) Picture Open Education Resources

Picture 4. 51 Open Education Resources
76/CH.07/P.88/OER

Provided a dialog between Saka and Rena which discusses interesting story from Saka's grandfather's book. To fill in the blank dialog, students can scan the QR because it contains audio about the complete dialog. The QR is used as an OER because it is for teaching listening to students.

52) Picture Open Education Resources
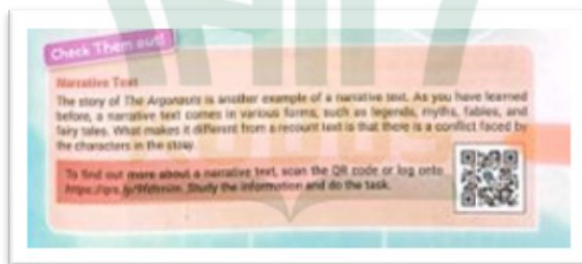
Picture 4. 52 Open Education Resources
79/CH.07/P.93/OER

Students are asked to scan the QR code to learn information about narrative text and do assignments to explain stories that students know. Students also usually retell what they heard. All the things the students have done about listening to and retelling the story are relevant examples of narrative text. It means the code containing the learning animation video about narrative text is an OER.

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53) Picture Open Education Resources
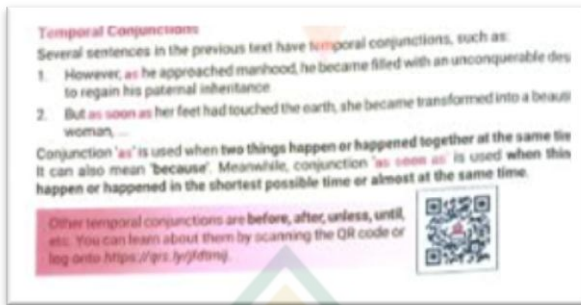
Picture 4. 53 Open Education Resources
80/CH.07/P.94/OER

The material on Temporal Conjunctions in the textbook has been explained in terms of 'as' and 'as soon as'. Students can scan the QR code so they can form (1) When, Once, As soon as. (2) Before, After, Until. (3) While along with example sentences.

54) Picture Open Education Resources

Picture 4. 54 Open Education Resources
81/CH.07/P.94/OER

In the QR code there is an animated video explaining direct and indirect speech. The video provides conversations between school children who apply direct and indirect

56

speech. Those interesting explanatory video on the QR code is OER.

55) Picture Open Education Resources

Picture 4. 55 Open Education Resources
85/CH.08/P.103/OER

There are the following words: sinkhole, shallow, to plug, underground, abundant, beneath, to dissolve, limestone, collapse, prevalence. Then students are required to say it, to know how to pronounce correctly students can scan the QR containing the mention of these words one by one which can be categorized as OER.

56) Picture Open Education Resources

Picture 4. 56 Open Education Resources
86/CH.08/P.103/OER

There is a dialog between Dhafi and Jenny who are presenting about the sinkhole. Dhafi as the moderator and Jenny as the speaker. Students can practice the dialog correctly, previously students can hear the audio in the QR

57

which contains the dialog from the original sound. This can be a learning material for listening skills students called Open Education Resources.

57) Picture Open Education Resources

Picture 4. 57 Open Education Resources
87/CH.08/P.105/OER

On the left QR code there is an animated explanatory video that discusses If Clauses Type 1. Meanwhile, on the right QR code discusses material Conditional Sentences of Zero, First, Second, Third, and Imperative, both codes are categorized as OER.

58) Picture Open Education Resources

Picture 4. 58 Open Education Resources
88/CH.08/P.106/OER

In the QR there is an audio dialog that discusses natural phenomena. Students can find several name points from natural phenomena, shapes, location, dan time, formation in the dialog. Then share the results of their work with the class. Audio that contains material about natural phenomena can be referred to as OER.
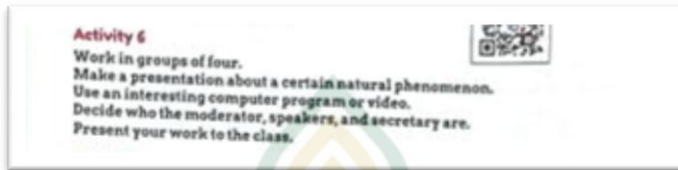
59) Picture Open Education Resources

Picture 4. 59 Open Education Resources
89/CH.08/P.106/OER

A QR code is available which contains an interactive game that has a start button to load material to invite students to show how to understand report text related to natural phenomena. The report text material in the QR code can be entered as an OER.

60) Picture Open Education Resources

Activity 6
Work in groups of four.
Make a presentation about a certain natural phenomenon.
Use an interesting computer program or video.
Decide who the moderator, speakers, and secretary are.
Present your work to the class.

Picture 4. 60 Open Education Resources
90/CH.08/P.106/OER

In the instruction above, the students asked to work in groups of four. They have to make presentation about a certain natural phenomenon by using an interesting computer program or video, and decide who will be the moderator, speakers, and secretary. The computer program or video is one of the tools resources. So, it can be included in OER.

61) Picture Open Education Resources

Activity 7
Make a caution or warning related to a certain natural disaster.
Make it interesting using a computer program.
Upload your work into your social media.

Picture 4. 61 Open Education Resources
96/CH.08/P.113/OER/SN

The task requires students to make caution and warning related to a certain natural disaster. Students can make it by using a computer program, The computer program is a tool for making material. Thus, it can be categorized as Open Education Resources.
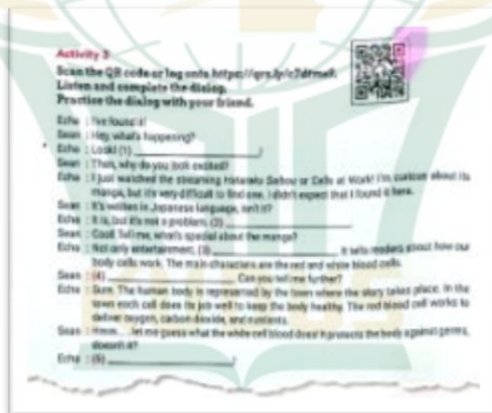
59

62) Picture Open Education Resources

Picture 4. 62 Open Education Resources
97/CH.09/P.117/OER

There is a dialog between Hans and Erlita they are discussing about anime. Students can scan the QR code to train hearing students and are asked to speak it correctly.

63) Picture Open Education Resources

Picture 4. 63 Open Education Resources
98/CH.09/P.118/OER

To complete the dialog between Echa and Sean, students must listen to the audio in the QR code. After everything is filled in, students can practice it with their friends. The listening teaching material is included in the Open Education Resources.

64) Picture Open Education Resources

Picture 4. 64 Open Education Resources
99/CH.09/P.119/OER

In this discussion, there is passive voice material but it is not very complete. In the QR code there is a full version of passive voice material, starting from Simple Present Tense until With Modals along with example sentences. The learning material contained in the QR code is called OER.

65) Picture Open Education Resources

Picture 4. 65 Open Education Resources
100/CH.09/P.120/OER

When the QR is scanned, an interesting animated video appears which discusses the meaning, use, and example sentences of Passive Voice. This learning animation video can make it more interactive which is included in Open Education Resources.

61

66) Picture Open Education Resources

Picture 4. 66 Open Education Resources
102/CH.09/P.124/OER

The video in the QR explains what PSA (Public Service Announcement) is. PSA is a message spread in the interest of the public, it is aimed to raise awareness and change public attitudes, opinions, or even behavior towards an issue. The video material in the QR is identified as OER.
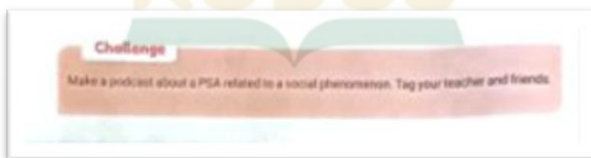
67) Picture Open Education Resources
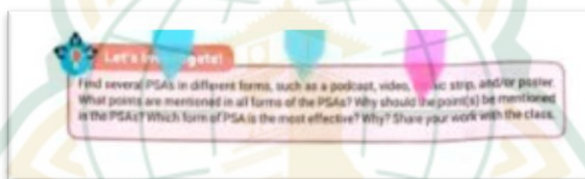
Picture 4. 67 Open Education Resources
103/CH.09/P.126/OER

On this occasion, students must find several PSAs in different forms such as podcasts, videos, comic strips, or posters. Students can write down any points in the PSA, why should those points be mentioned in the PSA. Which form of PSA is most effective and why. Therefore, podcasts, videos, comic learning resources are a form of OER

68) Picture Open Education Resources

Picture 4. 68 Open Education Resources
104/CH.09/P.126/OER

In this order, students are required to make a podcast about a PSA related to social phenomena, don't forget to always tag friends and teachers. Podcasts that are ready to be used as teaching materials for someone to learn about PSA are categorized as Open Education Resources.

69) Picture Open Education Resources

Picture 4. 69 Open Education Resources
107/CH.10/P.130/OER

In the material above, students can practice their listening and speaking skills. First students can scan the QR to hear how to pronounce these sentences correctly. The second, students can speak the sentences according to the correct pronunciation and information. After that, students can check which sentences are included in the statement. So the listening learning resources in QR is included in OER.

70) Picture Open Education Resources

Picture 4. 70 Open Education Resources
108/CH.10/P.131/OER

Students can practice the conversation between Raya and Dante, to find out the correct articulation, then they can listen to the audio in the QR to find out the correct pronunciation, it is defined as OER.

71) Picture Open Education Resources

63

Picture 4. 71 Open Education Resources
110/CH.10/P.132/OER

There are two materials available in the textbook, the first is Expressing Opinions and the second is Modal Verbs. In the textbook, it has been explained how to express opinions but there is no how to respon opinions. To find out about that, students can watch the explanatory video in the QR. Meanwhile in the textbook the forms and example of students still don't understand, they can scan the QR to get further material
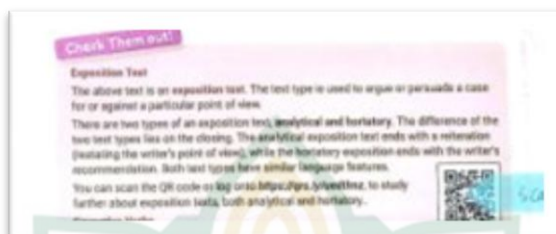
72) Picture Open Education Resources

Picture 4. 72 Open Education Resources
112/CH.10/P.135/OER

64

Students are asked to complete the blank text by listening to the audio in the QR code, this can make listening skills teaching materials for students. Then it can be referred to Open Education Resources.

73) Picture Open Education Resources

Picture 4. 73 Open Education Resources
113/CH.10/P.137/OER

In the textbook discussed the purpose, type, language features of Exposition Text. So that students can learn easily, they can scan a QR containing an interesting mind map about exposition text. QR scans containing learning materials can be used as OER.

74) Open Education Resources

Picture 4. 74 Open Education Resources
114/CH.10/P.137/OER

In this material discusses Causative Verbs, but in the textbook only examples of sentences are listed. So that students know the meaning, types of causative verbs, usage, along with examples of sentences. The students can scan the QR and complete material will appear, which is known as Open Education Resources

b. Social networks (SN)
1) Picture Social networks

Picture 4. 75 Social networks
16/CH.01/P.12/SN

In Activity 1 in the picture above illustrates that students have to complete Juan's second activity by looking at the instructions from the first activity, namely Juan playing a game even though that day he was supposed to be working then in the third activity Juan worked hard to exceed the target. Based on the order in the question, the assignment must be uploaded to class social media. Therefore, it can be classified into the category of social networks
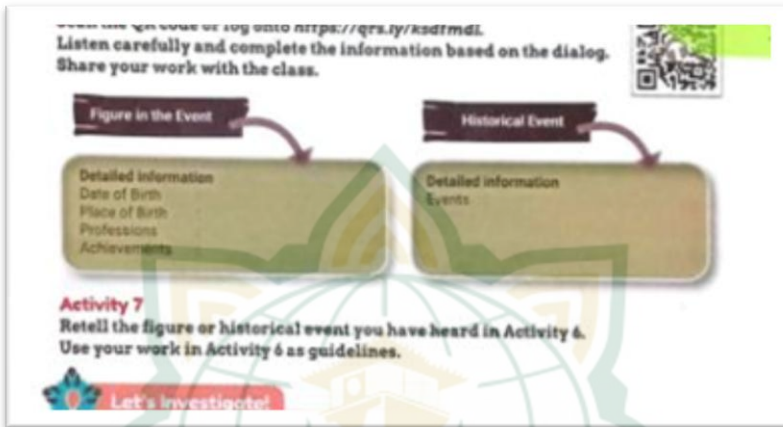
2) Picture Social networks

Picture 4. 76 Social networks
17/CH.01/P.12/SN

In the picture there is one student who is distributing rice boxes to her friends. Students can train in writing a story based on the pictures provided. According to the provisions in the questions students can use the simple past tense. After

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the story has been formed, students can upload the story to their social media. Thus, it can be categorized as social networks.

3) **Picture Social networks**

Picture 4. 77 Social networks
21/CH.02/P.18/SN/MT

In Activity 5 above, text has been provided which contains historical events and figures in the text. Students must be able to make conversations according to the text provided. Based on the provisions of the command above, students can record the conversation and upload it to social media and tag their teacher and friends. This is included in the type of ICT competencies namely social networks

4) **Picture Social networks**
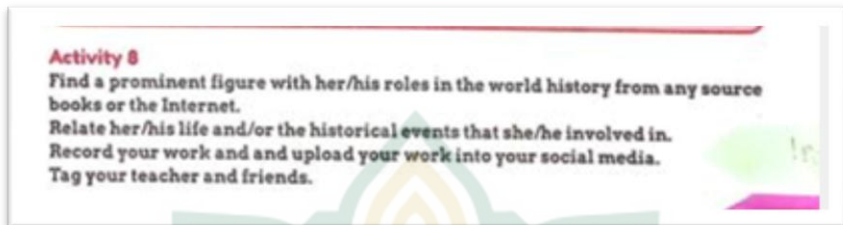

Picture 4. 78 Social networks
23/CH.02/P.19/SN/MT/IOT

In Activity 7 above, students can work in groups to work on assignments about the consequences of World War I &/ II and II that were experienced in the student's country

67

and what must be done to prevent war. Students can document the results of their discussions on social media and tag their teachers and friends, so these can be said to be social networks.

5) **Picture Social networks**

Picture 4. 79 Social networks
24/CH.02/P.19/IOT/MT/SN

In Activity 8 above students have to find a prominent figure and his/her roles in world history. Then the task can be uploaded to any social media and tag teachers and friends, this is also included in social networks.

6) **Picture Social networks**

Picture 4. 80 Social networks
28/CH.02/P.24/SN

In the picture is an example of a short message sent to Alea Davita from Davin Bradley. He was assigned to interview a historian and when he saw Alea Davita's social media, who turned out to be a historian. He immediately sent a short message via Instagram. Instagram is one of the social networks used by young people.
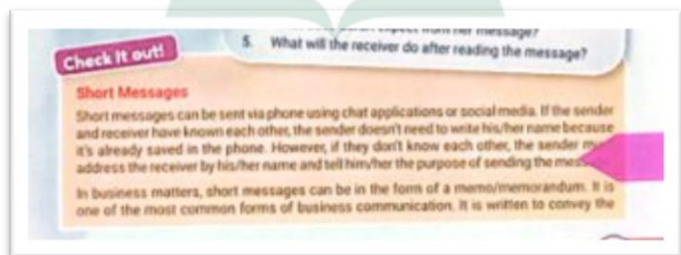
7) **Picture Social networks**

Picture 4. 81 Social networks
29/CH.02/P.25/SN

In the picture is a short message between Sarah Dean Smith from Orlens Magazines who connected Mrs. Adel Anderson's secretary for permission to conduct an interview with Mrs. Adel Anderson as the CEO at Hi Tech Corp which is located in Free Tower, Rose Rd, New York. Sarah used the WhatsApp application to contact Mrs. Adel Anderson which is also one of the social networks.

8) **Picture Social networks**

Picture 4. 82 Social networks
30/CH.02/P.25/SN

The text says that short messages can be sent via handphone using a chat application or social media. If the

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sender and receiver already know each other, the sender no longer needs to write the name because it is already stored on the handphone. Meanwhile, if they don't know each other, it is mandatory to write down the name and purpose of sending the message. Chat applications or social media can be categorized as social networks.

9) **Picture Social networks**

Picture 4. 83 Social networks
32/CH.02/P.28/SN

In number 4 there is an order for students to write short text messages using a chat application about asking the teacher's advice about a proposal of a school trip to museum. Chat applications are included in social networks.
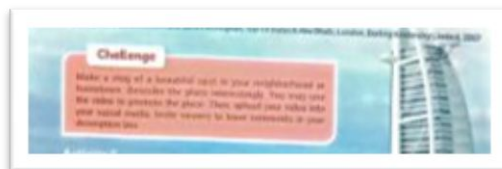
10) **Picture Social networks**

Picture 4. 84 Social networks
42/CH.03/P.36/SN/MT

In Activity 8 students are asked to create dialog that contain expressions of congratulating and complimenting. The topic is free to choose which one and the dialog that has been created can be practiced with friends and then uploaded to social media. Any social media is included in social networks.

11) **Picture Social networks**

Picture 4. 85 Social networks
50/CH.04/P.52/SN

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There is a challenge for students, namely making a vlog about pretty spots in their environment or hometown. Then, the students can describe it as interesting as possible using the video. Then upload the video to social media, students can also invite the audience to comment on the video they have made. There are many kinds of social media such as YouTube, Tiktok, Instagram, and so on. Those social media is included in social networks.

12) Picture Social networks

Picture 4. 86 Social networks
51/CH.04/P.54/SN

In the command above, indicates that the student will host the event according the image. Students are asked to make a formal invitation to the event. In the picture, there is a woman using an application to meet other people remotely. Therefore, the application is one of the examples of social networks.

13) Picture Social networks

Picture 4. 87 Social networks
60/CH.05/P.63/MT/SN

In the activity above, students are asked to listen to the monolog in Activity 7 again. Then students can choose one of procedures and retell it in their own words. The assignment can be uploaded via social media. The social media used in one of the social networks.

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14) Picture Social networks

Picture 4. 88 Social networks
70/CH.06/P.77/SN/MT/IOT

In this challenge students are required to record a scene from a film or story and then dub the voice of each character by imitating sentences or dialogs. The assignment is uploaded to social media. Social media is included in the form of social networks.

15) Picture Social networks

Picture 4. 89 Social networks
78/CH.07/P.91/SN/MT

In the picture above, various kinds of stories are available, such as horror, legend, science fiction, and fairy tales. Student can choose one type of stories then retell it in their own words, and upload the performance into the social media along with marking teachers and other friends to watch it. Social media that can upload videos is part of social networks.
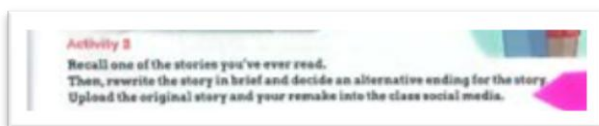
16) Picture Social networks

Picture 4. 90 Social networks
82/CH.07/P.98/SN

In this challenge students are asked to make comic strips from interesting scenes or important scenes from their favorite stories. Make it as interesting as possible and use a design program to draw the comic or the students can draw it by hand in a sketchbook. Upload the assignment to social

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media. From this information it can be identified as social networks.

17) Picture Social networks

Picture 4. 91 Social networks
84/CH.07/P.99/SN

In the description above, students are asked to remember the story they have read, after that the students must rewrite the story briefly and decide on an alternative ending. Upload the original story and the modified story to the class's social media. Based on the commands can be referred to as social networks.
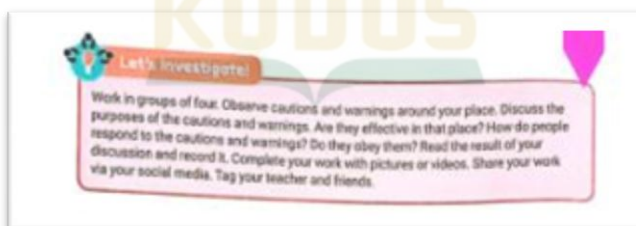
18) Picture Social networks

Picture 4. 92 Social networks
91/CH.08/P.106/MT/SN

Students can work in groups of two or in pairs to make a dialog about natural phenomena. The results of these performances can be shared on social media. Then from this statement it can be said as social networks.

19) Picture Social networks

Picture 4. 93 Social networks
92/CH.08/P.110/SN

In this text, students can group up to four people and observe warnings and prohibitions are effective in their place or not. Then how do people respond to these prohibitions and orders. The results of these observations can be attached with

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photos and videos and then send to social media, based on the discussion is a form of social networks.

20) Picture Social networks

Picture 4. 94 Social networks
93/CH.08/P.111/SN

There are two texts, in text 1 discusses avalanche and in text 2 discusses dust storms. From the 2 texts, students are asked to make warnings and prohibitions as interesting as possible. And upload the task to social media, which is one example of social networks.

21) Picture Social networks

Picture 4. 95 Social networks
95/CH.08/P.113/SN

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Students were asked to write a report text about a natural disaster and then by adding pictures of the disaster and sharing it on social media. Social media is media that can be reached by the general public, so it is included in social networks.

22) Picture Social networks

Picture 4. 96 Social networks
96/CH.08/P.113/OER/SN

Students are assigned to make warnings and prohibitions related to a natural disaster, make it interesting and send it to social media, which are called social networks.

23) Picture Social networks

Picture 4. 97 Social networks
106/CH.09/P.126/MT/SN

Students write a Public Service Announcement (PSA) related to Activity 1 which is a phubbing phenomenon. Then upload the assignment to social media and tag the teacher and friends. Social media can be grouped into social networks.

24) Picture Social networks

Picture 4. 98 Social networks
111/CH.10/P.134/MT/SN

Students are made a monolog about "Glamping" based on the assignment in Activity 8 where in the previous activity students have made points and supporting details about Glamping. Record the performance of monolog and upload it to social media. Social media can be categorized as social networks.

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c. **Mobile technologies (MT)**
   1) **Picture Mobile technologies**

Picture 4. 99 Mobile technologies
05/CH.01/P.04/MT

The picture shows that she is communicating using a smartphone with her friend about the scary experience her friend is having. Students must be able to practice it using a smartphone. Therefore, the picture above is included in Mobile Technology because it uses a smartphone.

   2) **Picture Mobile Technology**
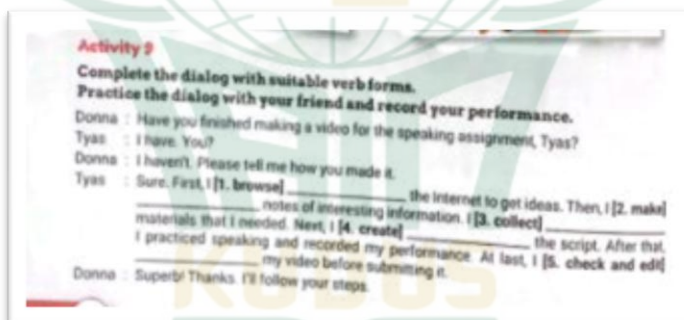
Picture 4. 100 Mobile technologies
09/CH.01/P.06/MT

The gap dialog must be filled with the appropriate word then students can practice the dialog with their friends and record the dialog using any camera device such as smartphones, tablets, and so on. Therefore, Activity 9 is included in Mobile Technology.

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3) **Picture Mobile technologies**

Activity 5
Study the following information.
In pairs, talk about the historical events and figures in the text.
Record your conversation and upload your work into your social media.
Tag your teacher and friends.
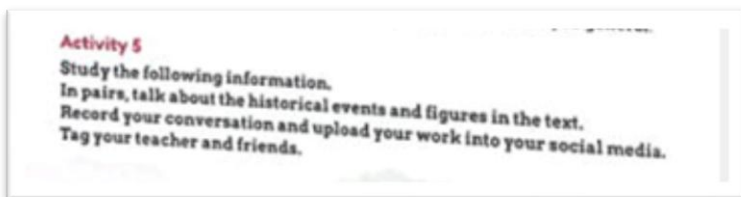
Picture 4. 101 Mobile technologies
21/CH.02/P.18/SN/MT

In Activity 5 above, there are texts that contain historical events and figures in the text students are required to make a conversation that discusses it. Then recorded using technology that can be used for recording such as smartphones, tablets, etc. It is concluded that the technology is included in the category of mobile technologies.

4) **Picture Mobile technologies**

Activity 7
Retell the figure or historical event you have heard in Activity 6.
Use your work in Activity 6 as guidelines.

Let's investigate!

Work in groups of four. Did your country involve in the World War I and/or II? What were the effects to your country? Find relevant references on any source books or the Internet. Then, discuss what the effects of wars in general are. What should people do to avoid a war? Record the result of your discussion. Upload your work into your social media. Tag your teacher and friends.

Picture 4. 102 Mobile technologies
23/CH.02/P.19/SN/MT/IOT

In Activity 7 above students are required to form groups of four. Then there is the question whether the students' countries were included in World War I and or II. Then is there any effect that is felt in the countries of the students. After that, students must discuss the discussion in English and how to prevent by recording it using any type of camera as students usually have, namely smartphones. Smartphones are included in one of the ICT competencies classifications, namely mobile technologies.

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5) Picture Mobile technologies

Activity 8
Find a prominent figure with her/his roles in the world history from any source books or the Internet.
Relate her/his life and/or the historical events that she/he involved in.
Record your work and and upload your work into your social media.
Tag your teacher and friends.

Values from the Past
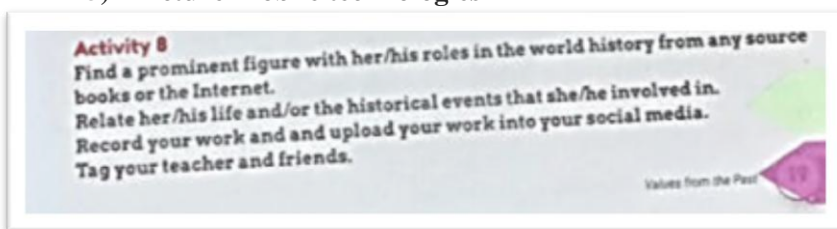
Picture 4. 103 Mobile technologies
24/CH.02/P.19/IOT/MT/SN

In the picture above there is an order to find a prominent figure and her/his character in history that is related to her/his life in historical events. Then present the assignment by recording it using various types of mobile technologies.

6) Picture Mobile technologies
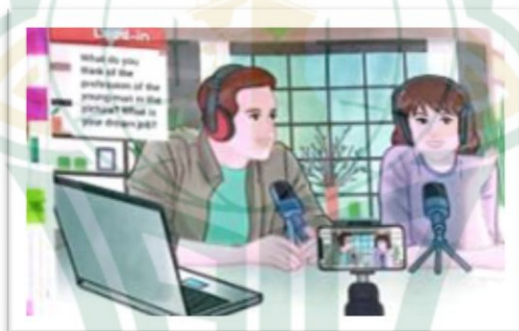
Picture 4. 104 Mobile technologies
33/CH.03/P.30/MT

On page 30 of the Lead in section provided "What do you think of the profession of the young man in the picture? What is your dream job?" It can be seen in the picture that the young man's profession is a content creator who has to make video content using a smartphone. Thus, it can be classified into mobile technologies.

7) Picture Mobile technologies

Picture 4. 105 Mobile technologies
41/CH.03/P.34/MT

In the picture above there is a dialog that is still not filled with sentences, students can complete it with the appropriate sentences. After everything is filled in, then the students can practice the dialog and record the performance. Recording the performances can use any type of camera including smartphones, tablets, and others. It can be categorized into mobile technologies.

8) Picture Mobile technologies
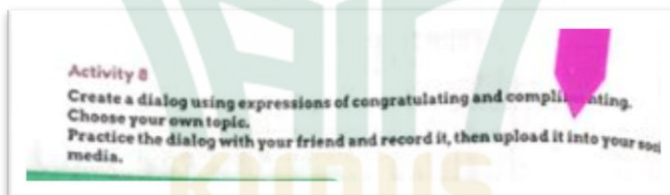
Picture 4. 106 Mobile technologies
42/CH.03/P.36/SN/MT

In the command above, students can choose one topic from the two available topics namely congratulating and giving praise. After that, students can create dialog according to the chosen topic and record it using various kinds of cameras such as smartphones, so that is one example of mobile technologies.

9) Picture Mobile technologies
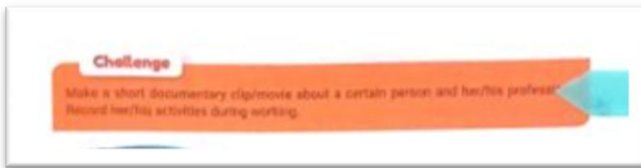
Picture 4. 107 Mobile technologies
44/CH.03/P.41/MT

In the task above, students can make a short clip or documentary film about a certain person and their job. Record while he/she works using a smartphone or tablet which are part of mobile technologies.

10) Picture Mobile technologies

Picture 4. 108 Mobile technologies
59/CH.05/P.63/MT

In the picture above is a capture result of the hotspot settings (mobile hotspot and tethering) on the smartphone. It can be said that the image is a mobile technology.

11) Picture Mobile technologies

Picture 4. 109 Mobile technologies
60/CH.05/P.63/MT/SN

In this activity students can listen to the audio again in Activity 7. After that, students can choose one of procedures and retell it using their own words. Record the show using a camera, the camera can be on a smartphone or tablet which is included in mobile technologies.

12) Picture Mobile technologies
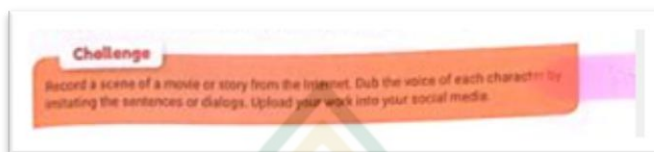
Picture 4. 110 Mobile technologies
70/CH.06/P.77/SN/MT/IOT

In the assignment, students can record a scene in a film or story, the scene is then imitate the sound of each sentence or dialog from the character using mobile technology.

13) Picture Mobile technologies

Picture 4. 111 Mobile technologies
77/CH.07/P.91/MT

In this assignment, students can make dialog according to the illustration in the text below, namely students have to look for a foreign legend in the school library book. Luckily, the brother/sister of students' friend has a book that is similar to that, then the student's sister/brother gives the phone number and the students must ask for it to call. Create a dialog about the conversation, the dialog can be practiced and recorded using mobile technology

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14) Picture Mobile technologies

Picture 4. 112 Mobile technologies
78/CH.07/P.91/MT/SN

Students can create and record storytelling with topics of horror, legend, science fiction, or fairy tales using any camera, be it a smartphone or tablet that is included in mobile technology

15) Picture Mobile technologies

Picture 4. 113 Mobile technologies
91/CH.08/P.106/MT/SN

The activity above requires students to pair up and create a dialog about natural phenomena, then the dialog can be recorded using mobile technologies.

16) Picture Mobile technologies

Picture 4. 114 Mobile technologies
94/CH.08/P.112/MT

In the command above, students can work in groups of two or in pairs to make a documentary about a natural phenomenon in their respective areas. Mobile technologies can make film documentary.

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17) Picture Mobile technologies

Activity 8
In pairs, ask and answer questions about the dialog in Activity 7.
Record your performance.

Picture 4. 115 Mobile technologies
101/CH.09/P.120/MT

In the task above, students can pair up to answer the questions in the Activity 7 previous dialog. Then students are asked to record the dialog performance with the help of mobile technologies.

18) Picture Mobile technologies

Writing and Presenting

Activity 1
Write a report text about the phenomenon of phubbing.
Present your work to the class.
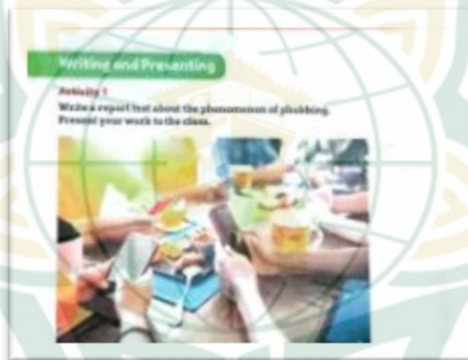
Picture 4. 116 Mobile technologies
105/CH.09/P.126/MT

In the picture above, it can be seen that people are experiencing the phenomenon of phubbing. Phubbing is a word that describes the behavior of someone who is engrossed in gadgets when dealing with other people or in a meeting. Then this behavior uses mobile technologies, namely smartphones.

19) Picture Mobile technologies

Activity 2
Write a PSA related to the phenomenon in Activity 1.
Upload your work into your social media.
Tag your teacher and friends.

Picture 4. 117 Mobile technologies
106/CH.09/P.126/MT/SN

In this activity, students can write a Public Service Announcement related to the phenomenon of phubbing. As

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mentioned above, phubbing is a phenomenon where people are still engrossed in their gadgets even though they are meeting a lot of people. Gadgets are examples of mobile technologies.

20) Picture Mobile technologies

Activity 9
Deliver a monolog about "Glamping" based on your work in Activity 8.
Record your monolog and upload it into your social media.

Picture 4. 118 Mobile technologies
111/CH.10/P.134/MT/SN

Relive the monolog about Glamping based on the student's work in the previous activity and then record the monolog using mobile technologies.

d. Internet of things (IOT)
1) Picture Internet of Things

Picture 4. 119 Internet of things
01/CH.01/P.02/IOT

The image shows that Tommi received an e-mail from a new e-pal, Silvia. He was happy because Silvia accepted the offer and the idea to create new start-up for people with disabilities. E-mail is a medium for communicating using the Internet, thus E-mail is included in the Internet of Things category.

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2) Picture Internet of Things
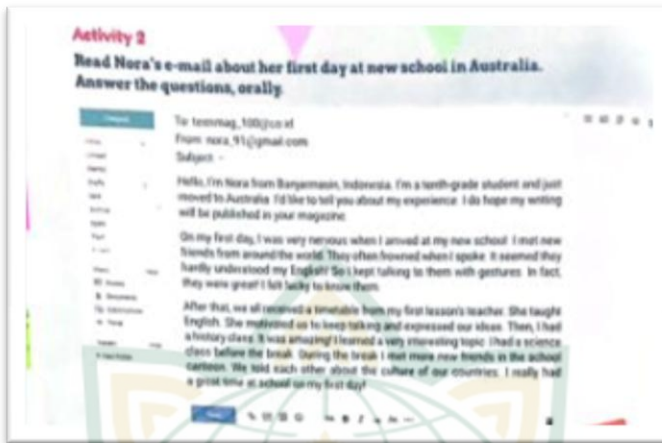
Picture 4. 120 Internet of things
11/CH.01/P.08/IOT

This activity contains Nora's e-mail about her first day at new school in Australia. She is very nervous and she loves to meet a lot of friends in different parts of the world. They talk about their culture and country. E-mail can only be accessed using the internet, thus E-mail is one of the Internet of Things.

3) Picture Internet of Things

Picture 4. 121 Internet of things
14/CH.01/P.09/IOT

In this activity there is an e-mail from Charli to Deden, the e-mail contains a story from Charly about her bad experience the heel of Charli's left foot was hit by the spokes

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of the bicycle wheel. Therefore, Charli was brought by her friends to the nearest clinic to be treated. Students can find the main idea in each paragraph. Internet of Things is all forms that use the internet including e-mail.

4) **Picture Internet of Things**

Picture 4. 122 Internet of things
15/CH.01/P.11/IOT

In the picture is an e-mail from violeta_leta@gmail.com to best_teen@co.id inviting Best Teen to watch a video that Violeta and friends have made on their YouTube channel. The text is written using an e-mail template. Then it can be grouped into the Internet of Things classification.

5) **Picture Internet of Things**

Picture 4. 123 Internet of things
23/CH.02/P.19/SN/MT/IOT

In the picture it is stated that students can work in group of four. Which will discuss countries that have been involved in World War I and or II, as well as the consequences of what happened to these countries, and what people should do to avoid war. Students can find such information from relevant references in any books source or

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on the internet. Then it can be classified into the Internet of things.

6) **Picture Internet of Things**

Activity 8
Find a prominent figure with her/his roles in the world history from any source books or the Internet.
Relate her/his life and/or the historical events that she/he involved in.
Record your work and and upload your work into your social media.
Tag your teacher and friends.

Picture 4. 124 Internet of things
24/CH.02/P.19/IOT/MT/SN

In Activity 8 above states that students can search for famous historical figure in various books source or on the Internet, then it can be classified in the form of the Internet of Things

7) **Picture Internet of Things**

Activity 2
Work in pairs.
Write one of the historical events that took place in your country.
Attach the photos and publish your work in your school blog.

Picture 4. 125 Internet of things
31/CH.02/P.27/IOT

In activity 2 above, students can work in groups of two to write down historical events in their countries, include photos, and upload the assignment to the school blog. Blogs can be accessed using the Internet, thus it included in the Internet of things.

8) **Picture Internet of Things**

Challenge
Record a scene of a movie or story from the internet. Dub the voice of each character by imitating the sentences or dialogs. Upload your work into your social media.
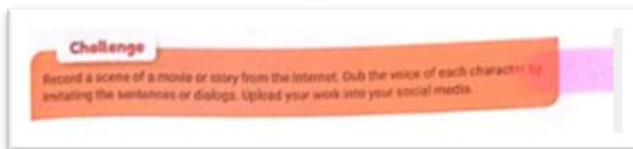
Picture 4. 126 Internet of things
70/CH.06/P.77/SN/MT/IOT

Students are challenged to record a scene in a story taken from the internet. Then imitated the voice for each character from the dialog, take sources from the internet can be categorized as the Internet of things.

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The frequency data from the classification of ICT competencies in the "Active English" textbook are shown in table

Table 4. 2 Classification of ICT Competencies

Classification	Frequency
OER	74
SN	24
MT	20
IOT	8
Total	**127**

The frequency distributions from the content analysis of ICT competencies in the "Active English" textbook using the UNESCO ICT CFT Version 3 2018 theory are shown in the table above. According to the frequency, there are 74 Open Education Resources, 24 Social networks, 20 Mobile technologies, and 8 Internet of Things. To find out the percentage results, the writer uses the following formula:

$P = \frac{F}{N} \times 100\%$

Mean:

P = Percentage

F = Amount of Data

N = Total Amount of Data

Based on the Table 4.2 above, the percentage can be calculated as follows:

1. Open Education Resources $\quad : \frac{74}{127} \times 100\% = 58\%$

2. Social networks $\quad : \frac{24}{127} \times 100\% = 19\%$

3. Mobile technologies $\quad : \frac{20}{127} \times 100\% = 17\%$

4. Internet of Things $\quad : \frac{8}{127} \times 100\% = 6\%$

The percentage of ICT competencies in the "Active English" textbook is shown in the chart above. There are 58 percent of Open Education Resources, 19 percent of Social Networks, 17 percent of Mobile technologies, and 6 percent of Internet of Things.

2. **How "Active English" textbook are represented to English learning**

The fast development of the Internet will be useful if teachers see the prospects for English language learning. Teachers

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can use the resources available on the Internet as teaching materials. Students, for example, struggle with writing since it is difficult for them to explain their sentiments and put them in writing. Even pupils believe that writing is a tedious task with little to say. Teachers might encourage students to start a mailing list and communicate in English. The mailing list community can help students become used to writing by encouraging them to constantly speak in English.[3]

Therefore, English learning is closely related to technology, especially the Internet, gadget, etc. This is in line with the experience of EWW as an English teacher at an Indonesian senior high school.[4] She has been applying the technological contents in the textbook "Active English" to English learning for approximately one semester which in the 2022/2023 academic year since grade 10 uses the Merdeka Curriculum. According to her, the use of technology-based textbook was a little difficult at first because she felt that previously she had only used ordinary textbook. However, after living the ICT textbook actually made students more interested in learning because it integrated students' gadgets into learning. It made her more helpful with concepts that collaborate technology than without technology. As time goes by, education, especially teachers must learn new things such as what is currently developing rapidly, namely technology. In this case, teachers must be able to adapt with teaching requirement and must be able to adjust the interests of their students.

In its application, EWW represents ICT into the classroom is through instructed students to submit video task (English drama) via social media especially YouTube app. Then, since the QR code contains audio, EWW also uses it to access listening material. Later, students utilize smartphone to record video assignment. EWW also uses PowerPoint for English learning. Certain materials require for students to present in front of the class, which will boost their speaking confidence. This is also in accordance with Norita that giving presentations via PowerPoint with less text helps students to remember what to talk about. One technique that might aid students in improving their public speaking skills in English is presentation.[5]. On occasion, she also

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[3] Muhammad Arief Budiman, "Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam Kelas Bahasa Inggris," 2012, 10.

[4] Interviews with EWW, on February 2nd, 2023 at 11 a.m.

[5] Norita Prasetya Wardhani, "Dampak Presentasi Di Dalam Kelas Terhadap Perkembangan Berbicara Dalam Bahasa Inggris Di Pembelejaran EFL,"

Based on EWW's experience, so far there are no obstacles in collaborating between ICT and learning. Because almost all of her students support such concepts, even EWW also learns from her students who are more familiar with current technology. Therefore, teachers must be able to adapt and there is a willingness to learn new things to support better education in Indonesia. In addition, it can also increase students' interest in learning English to be higher with the existence of such technology. This also agrees with Yunus Yildiz who argues that technology has been utilized to facilitate and enhance the study of languages. By increasing the language learning process, teachers may alter classroom activities with the use of technology.[6]

C. Discussions

1. Analyzing the ICT competencies in the textbook "Active English"

Based on the findings above, it can be discussed that there are several points in the following ICT competencies classification in the textbook:

First, according to the theory of ICT CFT Version 3 2018 stated that Open Education Resources means any education resources that is freely available for use by teachers and students without the requirement of paying royalties or license fees.[7] Because of the that, there are 58% of Open Education Resources content in "Active English" textbook, consist of students can scan the QR code to find out what is inside. The QR code are freely to access without paying royalties[8], inside the QR code of the "Active English" textbook, there are several contents such as audios in it contain dialogs which must then be practiced, audio of word pronunciation, written electronic material, animated videos in the form of explanations, and games in the form of questions. Apart from that, Open Education Resources also includes multimedia applications and podcasts.[9] Thus, the podcast

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Prosiding Nasional Pendidikan: LPPM IKIP PGRI Bojonegoro 2, no. 1 (December 20, 2021): 118.

[6] Yunus Yildiz, "Teaching English as a Foreign Language to 4th Grade Students by Using Technology," *Canadian Journal of Language and Literature Studies* 1, no. 2 (September 1, 2021): 38, https://doi.org/10.53103/cjlls.v1i2.16.

[7] "UNESCO ICT Competency Framework for Teachers; 2018."

[8] "UNESCO ICT Competency Framework for Teachers; 2018."

[9] "UNESCO ICT Competency Framework for Teachers; 2018."

content in the "Active English" textbook belongs to the Open Education Resources classification for other people to learn speaking. Overall, this can include some English skills such as listening to audio and speaking from practicing the dialogs and making podcasts. This is in accordance with statement that podcasts give students with learning approaches, they may modify their methods of practicing listening, increasing vocabulary level, grammatical sentence, intonation, and imitating pronunciation.[10] From the data, it can be said that open education resources can improve English skills consist of listening and speaking.

Second, the social networks based on the theory of ICT CFT Version 3 2018 stated that social networking sites and apps allow users to interact with others online.[11] Because of that, there are 19% of social networks content in the "Active English" textbook consist of there are students who have to make short messages using chat applications, and upload assignments into social media. The short messages are sent using the WhatsApp application and Direct Message (DM) on Instagram. Apart from that, there are also uploading assignments such as discussion result, dialog practice, film documentary, which are then upload to social media. Those are included in social networks classification because Instagram and WhatsApp can offer networking possibilities for teachers and students in the classroom, at school, and across the world.[12] The social media also has an important part in English learners' writing growth by establishing a daily writing practice and regular practices for strengthening one's communication with oneself and coworkers.[13] Thus, the social media can enhance one's writing practice skills.

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[10] Astri Mardila Ramli and Erwin Hari Kurniawan, "The Use of Podcast to Improve Students' Listening and Speaking Skills for EFL Learners," in *Proceedings of the International Conference on English Language Teaching (ICONELT 2017)* (International Conference on English Language Teaching (ICONELT 2017), Surabaya, Indonesia: Atlantis Press, 2018), 193, https://doi.org/10.2991/iconelt-17.2018.42.

[11] "UNESCO ICT Competency Framework for Teachers; 2018."

[12] "UNESCO ICT Competency Framework for Teachers; 2018."

[13] Aida Bakeer, "Effects of Information and Communication Technology and Social Media in Developing Students' Writing Skill: A Case of Al-Quds

Third, there are 17% of mobile technologies content in the textbook. This percentage is the result of an analysis that mobile technologies mean students are increasingly using mobile devices such as smartphones and tablets to access material for online learning.[14] Because of that, it found some use smartphones to practice sending short messages, recording video assignments, writing Public Service Announcements (PSA) about phubbing (people who still play gadgets while in a meeting). From this content can improve English skills, namely speaking skills from video assignment because students are required to speak in the video. This is evidence by the fact that the video project's significance to gauging their speaking skills is acknowledged. As a consequence, it was discovered that various aspects of a video project can benefit students in improving fluency, pronunciation, enhancing self-confidence and self-reflection.[15] Based on the data, making videos using mobile technologies can increase speaking skills.

Fourth, according to the theory of ICT CFT Version 3 2018 by UNESCO the internet of things means the network of computing devices embedded in everyday goods that let computers and smartphones to transmit and receive data via the Internet.[16] From those definition, there are 6% of the Internet of Things content in the textbook. Writing e-mails which requires using the Internet, then students are also required to find material sources on the Internet. The Internet is the best resource for meeting the needs in finding the information such as material, by simply typing in a website address or searching for it using search engines. The internet is widely used because it provides a variety of literature and

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Open University," *International Journal of Humanities and Social Science* 8 (January 1, 2018): 52, https://doi.org/10.30845/ijhss.v8n5a5.

[14] "UNESCO ICT Competency Framework for Teachers; 2018."

[15] Sumardi Sumardi, Rohmatul 'Adzima, and Andik Nur Wijaya, "Digital Video Project: An Authentic Assessment to Assess Students' Speaking Skills," *Indonesian Journal of EFL and Linguistics* 5, no. 1 (May 28, 2020): 57, https://doi.org/10.21462/ijefl.v5i1.217.

[16] "UNESCO ICT Competency Framework for Teachers; 2018."

knowledge references of knowledge in accordance with user needs.[17]

Meanwhile, Sanjaya and Sumarni's research entitled The Representation of ICT Competencies in English Language Reading Skill Modules for Open University who used ISTE NETS For Students theoretical standards (2016). It divides into seven categories: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, and Global Collaborator. The result of their research showed that Knowledge Constructor as the most prevalent standard (74%), which is meant to encourage students to be analytically resourceful while using ICT to develop knowledge.

From the findings above, it turns out that there is a lot of ICT content in the textbook. Broadly speaking, previous research has also found a lot of ICT content in textbooks as identified from the research of Sanjaya and Sumarni[18] who examined Reading I, II, III, IV in Open University English Language Program using the theory of ISTE NETS 2016 showing the results of Knowledge Constructor (74%), Computational Thinker (16%), and Creative Communicator (10%). In addition, self-directed learning can be improved by incorporating ICT into the EFL textbook as mentioned by Alrishan[19] who researched ICT content in Action Pack 12 textbook with the following results: E-mail (4%), Computer Software (11%), Internet (31%), Social Software (7%), Audio CDs (34%), Video camera, phone, mobile phone (6%), Internet-based project work (7%). In this regard, the changes necessitated the incorporation of ICT tools and applications into all aspects of the language learning process, such as teaching, learning, curriculum, management, and materials, particularly textbook as the primary medium used to teach English language, because ICTs overlap the demands and assumptions of

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[17] "The Impact of Internet Use for Students - IOPscience," accessed June 10, 2023, https://iopscience.iop.org/article/10.1088/1757-899X/306/1/012106/meta.

[18] Sanjaya and Sumarni, "The Representation of ICT Competencies in English Language Reading Skill Modules for Open University," 53.

[19] Alrishan, "Integrating Information and Communication Technology into EFL Textbook," 543.

learners who have grown up in a constantly changing and innovating society, as mentioned in Hismanoglu's research[20] which discusses ICT content in titles Face 2 Face, English for Life, Pathfinder, New English File, and Total English textbooks with the dominant result that almost all of the textbooks have Audio CDs and The Internet (web pages), unfortunately for DVD and E-mail content only owned by textbooks entitled New English File and Total English.

2. How the ICT competencies in the textbook represented in English learning

First, how EWW represented ICT competencies in English learning by utilizing PowerPoint. PowerPoint Presentation (PS) enables users to display colorful text and graphics with basic motion and music. It may be quite useful in grabbing and holding students' attention. It helps to produce auditory, visual, and audio-visual effects in the classroom while teaching.[21] The way EWW represented PowerPoint content by using computer program to explain the English material to students in front of the class. This is the data from the interview with EWW who has applied ICT content especially PowerPoint into English learning.

Second, EWW asked her students to scan the QR codes from the "Active English" textbook to access online material. This data obtained from an interview with her. The use of QR codes can help increase students' engagement. Although the codes let students utilize the mobile devices that they are accustomed to and comfortable with, the existence of a QR code places the power of learning in the students' hands since it allows them to independently research subject or seek out help.[22] This also make it easier for teachers if they cannot teach offline, students can learn by themselves through QR codes.

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[20] Murat Hismanoğlu, "The Integration of Information and Communication Technology into Current ELT Coursebooks: A Critical Analysis," *Procedia - Social and Behavioral Sciences*, 3rd World Conference on Educational Sciences - 2011, 15 (January 1, 2011): 43, https://doi.org/10.1016/j.sbspro.2011.03.048.

[21] "Advantages of Using PowerPoint Presentation in EFL Classroom & the Status of Its Use in Sebha University," accessed June 10, 2023, https://journaldatabase.info/articles/advantages_using_powerpoint.html.

[22] "'Connecting to Educational Resources Online with QR Codes' by Jeanne Kossey, Allison Berger et Al.," accessed June 10, 2023, https://nsuworks.nova.edu/fdla-journal/vol2/iss1/1/.

Third, the teacher required her students to make video assignment using mobile technologies such as tablets and smartphones. This data obtained from observation in the tenth grade of an Indonesian senior high school. The teacher gave the instruction to her students to make video for English drama material. An online video assignment helps the students enhance their vocabulary, pronunciation, and fluency since they can study English without being nervous.[23] Thus, this video assignment using mobile technologies can be useful for students.

Fourth, the video assignment must upload into social media especially on YouTube. After EWW asked to make a video assignment about English drama, then she instructed to upload it into social media. This it can be seen from the observation data. Based on the interview with EWW, those instruction wants to explore students' self-confidence.
students utilize online dictionaries on their handphone, and the teacher occasionally tell them to use social media to deliver assignments, write short message on chat apps, compose e-mails, and read material on the internet.

Fifth, the representation of Internet in English learning by asking the students to stream additional material or information from the Internet. It can be seen through interview data with EWW who has practice this way to implement ICT into English learning. The use of modern ICT in education support will assist learners in using English in a highly natural, and interesting language learning environment.[24]

The ICT competencies in this textbook is in accordance with the ATP (*Alur dan Tujuan Pembelajaran*) of SMA grade 10 (Phase E)[25] which describes students reading and reacting to a variety of texts, including descriptions, procedures, expositions, retellings, and reports. They can be printed or digital texts. The ATP also states that students deliver information in print and digital versions using various presentation techniques to accommodate various audiences and pursue various goals.

However, there are some things that need to be considered in the application of ICT to English learning, namely

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[23] Sumardi, 'Adzima, and Wijaya, "Digital Video Project."

[24] Dilek Çakici, "The Use of ICT in Teaching English as a Foreign Language," *Participatory Educational Research*, no. 2016 (2016): 74.

[25] Kurikulum Merdeka, "ATP SMA Kelas 10 (Fase E)," accessed March 8, 2023,

insufficient ICT training at teacher training school in how to integrate ICT into English language instruction is the reason of a lack of ICT understanding. In general, teachers' understanding of ICT does not correspond to their training and work history.[26] Thus, from the school there must be special training for ICT skills so that the representation of ICT teaching and learning activities can run smoothly.

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[26] Mbizo Mafuraga and Mbiganyi Moremi, "Integrating Information and Communication Technology in English Language Teaching: A Case Study of Selected Junior Secondary Schools in Botswana," *IJEDICT* 13, no. 1 (2017): 149.