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BY:

TENGKU HAMIDAH

12010424265

UIN SUSKA RIAU

FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1447 H / 2026 M

State Islamic University of Sultan Syarif Kasim Riau



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**AN ANALYSIS OF DESCRIPTIVE TEXT IN ENGLISH
TEXTBOOK “ENGLISH FOR NUSANTARA”
FOR THE GRADE VII**



BY:

**TENGKU HAMIDAH
SIN. 12010424265**

Thesis

Submitted as partial fulfillment of the requirements
For Bachelor Degree in English Education
(S. Pd)

UIN SUSKA RIAU
ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1447 H / 2026 M

State Islamic University of Sultan Syarif Kasim Riau



I hereby,

Name

: Tengku Hamidah

Student Number

: 12010424265

Phone Number

: 082167412001

Email

: tengkuuhamidahh69@gmail.com

Department

: English Education

Faculty

: Education and Teacher Training

University

: State Islamic University of Sultan Syarif Kasim Riau

I certify that this thesis entitled "**An Analysis of Descriptive Texts in English Textbook English for Nusantara for Grade VII**". is certainly my own work, and it does not consist of other people's work. Other opinion findings included in this thesis are quoted in accordance with ethical standards.

Pekanbaru, December 30th 2025



Tengku Hamidah
SIN.12010424265

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This thesis entitled “**An Analysis of Descriptive Text in English Textbook “English for Nusantara” For The Grade VII,**” written by Tengku Hamidah (SIN: 12010424265). It has been accepted and approved to be examined in the final examination by the supervisor and the Head of English Education Department to fulfill one of the requirement for obtaining a Bachelor Degree in English Education at the Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Rajab 16th 1447 H
January 6th, 2026 M

Approved by,

The Head of
English Education Department

Roswati, S. Pd. I., M. Pd.
NIP. 19760122 200710 2 001

Supervisor

Cut Raudhatul Miski, S. Pd., M. Pd.
NIP. 19790109 200901 2 011

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EXAMINER APPROVAL

The thesis entitled “An Analysis of Descriptive Texts in English Textbook English for Nusantara for Grade VII” was written by Tengku Hamidah SIN. 12010424265. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Rajab 24th 1447 H/ Januari 13th, 2025 M. It is submitted as one of requirements for Bachelor Degree (S.Pd) at Department of English Education.

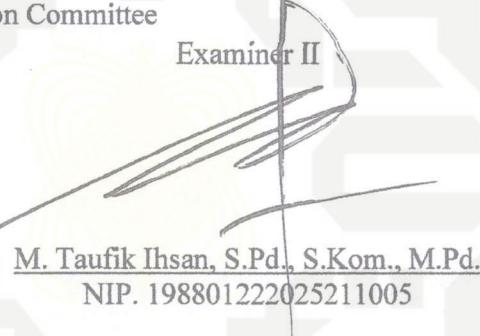
Pekanbaru, Rajab 24th, 1447 H
January 13th, 2026 M

Examination Committee

Examiner I

Examiner II


Dr. Faurina Anastasya, S.S., M.Hum.
NIP. 198106112008012017


M. Taufik Ihsan, S.Pd., S.Kom., M.Pd.
NIP. 198801222025211005

Examiner III


Harum Natasha, S.Pd., M.Pd.
NIP. 198203012009012009

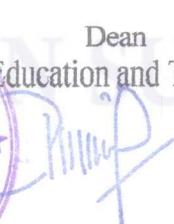
Examiner IV


Nuardi, S.Pd.I., M.Ed.
NIP. 198303072009011012

Dean

Faculty of Education and Teacher Training




Prof. Dr. Amirah Diniaty, M.Pd., Kons.
NIP. 197511152003122001

ACKNOWLEDGEMENT



Praise be to Allah Almighty, who is the most compassionate and merciful.

With his guidance and blessing, the researcher completed her final study “*An Analysis of Descriptive Texts in English Textbook ‘English for Nusantara’ for Grade VII*”. It is a scientific paper written to complete one of the academic requirements for completing the bachelor's degree (S. Pd) at the Department of English Education, Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Then, shalawat and salam should constantly be extended to Allah's final messenger, Prophet Muhammad SAW, who has inspired and educated countless people all over the world.

Appreciation and heartfelt gratitude to my dear parents, Mr. Tengku Mahiddin and Mrs. Nur Anita Siregar, for their love and affection, as well as moral and material support. May Allah SWT continue to shower grace, health, and blessings on the researcher in this life and the next. Thank you so much, Dad and Mom. The researcher would want to express her gratitude to all those who have encouraged her. Motivated, he even assisted the researcher in completing the article. They are:

1. Prof. Dr. Hj. Leny Nofianti, MS., SE., AK, CA., the Rector of the State Islamic University of Sultan Syarif Kasim Riau; Prof. H. Raihani, M.Ed., Ph. D., as Vice Rector I; Dr. Alex Wenda, ST, M.Eng., as Vice Rector II; Dr. Harris Simaremare, M.T., as Vice Rector III; and all staff. Thanks for the kindness and encouragement.



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2. Prof. Dr. Amirah Diniaty, M.Pd., Kons., the Dean of Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Dr. Sukma Erni, M.Pd., as the vice Dean I. Prof. Dr. Zubaidah Amir, MZ, M.Pd., the vice of Dean II. Dr. Ismail Mulia Hs, M.Si., as the vice dean III, and all staff, Thanks for the kindness and encouragement.
3. Roswati, S. Pd. I., M. Pd., the Head of the Department of English Education, has given me corrections, suggestions, support, advice, and guidance in completing the thesis.
4. Cut Raudhatul Miski, S. Pd., M. Pd., the Secretary of the Department of English Education, for her guidance to the students.
5. Cut Raudhatul Miski, S. Pd., M. Pd., as my beloved Research Supervisor who has provided guidance, criticism, advice, encouragement and motivation to the researcher from the beginning of writing the thesis until its completion. May Allah bless and protect her.
6. All lecturers of the English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who have given knowledge and information for this project paper, and thanks for their contributions and support during the courses.
7. To my beloved mother, Nur Anita Sari Siregar thank you for your endless love, sacrifices, and prayers. You raised me so I would never feel the hardships you once did. In this life and the univers, I pray you will always be my mother.

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8. To my beloved engku, Tengku Mahiddin thank you for staying by my side and for always being there for me. Even when love is hard to show, I know your heart is gentle. Thank you for understanding my struggles and for protecting me in your own way.
9. To my beloved brother, in loving memory of Tengku Usman Azaddin. Even though we never had the chance to meet, your presence has meant so much in my life. In another life, I hope you are truly my brother.
10. To my sweet friend Mardatila, Nur Hazlinda, Sensia Miranda Alfasari thank you for coloring my days during college and all the time for listening all my my upset story because of the stress during the thesis writing process.
11. To my dear best friend Nailah Gustiani, Cindy Destia Lista Putri, Septia Sri Permata thank you for the endless laughter, and always been with me from my teenage years until now. Your presence means everything.
12. To my beloved sister—not by blood—Sella Pebriani thank you for always being by my side and for adding a little extra chaos to my life with your wedding preparations while I was working on this thesis.
13. To my friends Heiria, Nuril, Anggun, Mita thank you for introducing me to that quiet place of focus, inviting me to walk through this thesis journey together and guiding me when I knew nothing about this university.
14. To my sweet best friend Adelia Rizkita Nasution thank you for every moment you shared with me during my high school years, and for being my only best friend from far away in Medan.



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15. To my special sweet friend Indriana Jati thank you for being my partner in crime, constant support you have given me, turning all my restlessness into crazy ideas, and your unexpected presence that means so much to me in this final moment.
16. Lovely thanks to Hidayatullah who holds a special place in my life and has been more than just a companion throughout this thesis. Thank you for being my safe place and for your constant support and quiet encouragement, which mean more to me than words can express.
17. Lastly, a very special big thanks to researcher itself who did a great job and still surviving at moments of frustration. Thank you for choosing to continue even when giving up seemed easier, i am proud of how far I have come.

Finally, the researcher discovers that this thesis has several flaws.

Therefore, constructive critiques and recommendations are needed to improve this thesis. May Allah Almighty, the Lord of the Universe, bless all of you. Aamiin.

Pekanbaru, January 6th, 2025

The Researcher,

Tengku Hamidah

SIN. 12010424265

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ABSTRACT

Tengku Hamidah(2026): An Analysis of Descriptive Texts in the English Textbook “English for Nusantara” for the Grade VII.

This study aims to analyze the language features of descriptive texts and to examine their conformity with the characteristics of the descriptive genre from the perspective of Systemic Functional Linguistics (SFL) in the grade VII English textbook *English for Nusantara*. This research employed a qualitative approach with a content analysis design. The object of the study was the grade VII English textbook *English for Nusantara*, with the data source consisting of twenty six descriptive texts found in Chapters 1 to 5. Data were collected through documentation using an SFL based descriptive text analysis sheet as the research instrument. The data were analyzed systematically through the stages of identification, classification, interpretation, and conclusion drawing. The findings reveal that all descriptive texts consistently realize the core language features of the descriptive genre, including the use of specific and concrete participants, the dominant use of the simple present tense, frequent descriptive adjectives, and the predominance of relational and material processes to represent attributes, states, and routine activities. Furthermore, expanded nominal groups and circumstantial elements of time, place, manner, and frequency are systematically employed to elaborate information and maintain textual coherence. These linguistic realizations demonstrate a strong alignment with genre based theoretical frameworks and effectively realize ideational, interpersonal, and textual metafunctions. Therefore, this study concludes that *English for Nusantara* provides linguistically appropriate, theoretically grounded, and pedagogically effective models of descriptive texts for grade VII students.

Keywords: Descriptive Texts, Linguistic Features, Systemic Functional Linguistics, English for Nusantara, Grade VII

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ABSTRAK

Tengku Hamidah(2026): Analisis Teks Deskriptif dalam Buku Teks Bahasa Inggris “ English For Nusantara” untuk Kelas VII .

Penelitian ini bertujuan untuk menganalisis fitur kebahasaan teks deskriptif serta menelaah kesesuaianya dengan karakteristik teks deskriptif berdasarkan perspektif Systemic Functional Linguistics (SFL) dalam buku teks Bahasa Inggris *English for Nusantara* kelas VII. Penelitian ini menggunakan pendekatan kualitatif dengan desain analisis konten. Subjek penelitian berupa buku teks *English for Nusantara* kelas VII, dengan sumber data terdiri atas dua puluh enam teks deskriptif yang terdapat pada Bab 1 sampai Bab 5. Teknik pengumpulan data dilakukan melalui dokumentasi dengan instrumen berupa lembar analisis teks deskriptif berbasis Systemic Functional Linguistics. Teknik analisis data dilakukan secara sistematis melalui tahapan identifikasi, klasifikasi, interpretasi, dan penarikan simpulan terhadap fitur kebahasaan yang dianalisis. Hasil penelitian menunjukkan bahwa seluruh teks deskriptif secara konsisten merealisasikan fitur kebahasaan utama, meliputi penggunaan partisipan spesifik, dominasi simple present tense, penggunaan kata sifat deskriptif, serta dominasi proses relasional dan material dalam merepresentasikan atribut, keadaan, dan aktivitas rutin. Selain itu, kelompok nominal yang berkembang serta keterangan waktu, tempat, cara, dan frekuensi digunakan secara sistematis untuk memperinci informasi dan menjaga koherensi teks. Temuan ini menunjukkan bahwa teks deskriptif dalam buku *English for Nusantara* memiliki tingkat kesesuaian yang tinggi dengan karakteristik teoretis teks deskriptif dan secara efektif merealisasikan metafungsi ideational, interpersonal, dan textual. Kebaruan penelitian ini terletak pada analisis komprehensif terhadap seluruh teks deskriptif dalam satu buku ajar berbasis Kurikulum Merdeka menggunakan pendekatan Systemic Functional Linguistics. Penelitian ini menyimpulkan bahwa *English for Nusantara* menyediakan model teks deskriptif yang sesuai secara linguistik dan pedagogis bagi siswa kelas VII, meskipun penambahan variasi teks masih diperlukan sebagai pengayaan pembelajaran.

Kata kunci: teks deskriptif, fitur kebahasaan, Systemic Functional Linguistics, English for Nusantara, kelas VII

صَلْمَ

تنكو حميدة (٢٠٢٦) : تحليل النصوص الوصفية في كتاب اللغة الإنجليزية ١ للسابع

تهدف هذه الدراسة إلى تحليل الخصائص اللغوية للنصوص الوصفية ودراسة مدى ملاءمتها لخصائص النصوص الوصفية من منظور اللسانيات الوظيفية النظمية في كتاب اللغة الإنجليزية "الإنجليزية لبناء نوسانتارا للصف السابع". استخدمت الدراسة منهاجاً نوعياً مع تصميم تحليل المحتوى. كانت عينة البحث هي كتاب اللغة الإنجليزية "الإنجليزية لبناء نوسانتارا" للصف السابع، وتضمنت مصادر البيانات ستة وعشرين نصاً وصفياً من الفصول من ١ إلى ٥. جُمعت البيانات من خلال توثيقها باستخدام نماذج تحليل النصوص الوصفية القائمة على اللسانيات الوظيفية النظمية. أُجري تحليل البيانات بشكل منهجي عبر مراحل التحديد والتصنيف والتفسير واستخلاص النتائج المتعلقة بالخصائص اللغوية المُحللة. أظهرت النتائج أن جميع النصوص الوصفية طبقت باستمرار سمات لغوية رئيسية، بما في ذلك استخدام مشاركين محددين، وهيمنة زمن المضارع البسيط، واستخدام الصفات الوصفية، وهيمنة العمليات العلائقية والمادية في تمثيل السمات وال الحالات والأنشطة الروتينية. علاوة على ذلك، استُخدمت المجموعات الاسمية المتطورة وظروف الزمان والمكان والكيفية والتكرار بشكل منهجي لتفصيل المعلومات والحفظ على تماسك النص. تشير هذه النتائج إلى أن النصوص الوصفية في كتاب اللغة تتوافق بدرجة عالية مع الخصائص النظرية للنصوص (English for Nusantara) الإنجليزية لطلاب نوسانتارا الوصفية، وتحقق بفعالية الوظائف الفوقيّة الفكرية والشخصية والنصية. تكمّن جدة هذا البحث في التحليل الشامل لجميع النصوص الوصفية في كتاب مدرسي واحد قائم على المنهج المستقل باستخدام منهج اللسانيات الوظيفية النظمية. تخلص هذه الدراسة إلى أن برنامج "الإنجليزية لنوسانترارا" يقدم نموذجاً نصياً وصفياً مناسباً لغويّاً وتربيوياً للطلاب الصف السابع، مع الحاجة إلى تنويعات نصية إضافية لإثراء عملية التعلم.

الكلمات المفتاحية: نصوصي، خصائص لغوية، اللسانيات الوظيفية النظمية، برنامج
الصف السابع

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English language learning at the junior high school level in Indonesia continues to develop alongside the implementation of the *Kurikulum Merdeka*, which emphasizes meaningful learning, contextual language use, and the development of students' communicative competence. This curriculum positions language not merely as a system of rules to be memorized, but as a tool for communication and meaning making in social contexts. Consequently, English learning is expected to help students understand how language is used to represent ideas, interact with others, and organize information meaningfully in texts, rather than focusing solely on isolated grammatical accuracy (Richards, 2017).

In line with this orientation, teaching materials play a crucial role in shaping how students experience and learn the English language. In Indonesian junior high schools, textbooks remain the primary source of linguistic input, especially for grade VII students who are at the initial stage of formal English learning. The types of texts presented, the vocabulary selected, and the sentence patterns modeled in textbooks significantly influence students' comprehension, language awareness, and ability to use English meaningfully in both written and spoken forms (Tomlinson, 2013).

One of the official English textbooks provided by the Ministry of Education, Culture, Research, and Technology is *English for Nusantara* for



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grade VII. As a government issued textbook, it is designed to support the implementation of the *Kurikulum Merdeka* and is widely used across Indonesian junior high schools. This textbook is expected to present learning materials that are linguistically accessible, pedagogically appropriate, and suitable for the cognitive and language development of beginner level learners. However, the official status of a textbook does not necessarily ensure that all texts within it optimally support students' understanding of how language functions to construct meaning (Widodo, 2016).

Among the various genres introduced in *English for Nusantara*, descriptive texts emerge as one of the most dominant and frequently used text types. These texts are distributed across multiple chapters and are commonly employed to introduce vocabulary, grammatical patterns, and basic communicative purposes, such as describing people, animals, places, and objects. The repeated use of descriptive texts indicates that this genre serves as a foundational genre for grade VII students and functions as an entry point for learning how English texts are structured and how meanings are expressed linguistically (Gerot & Wignell, 1994).

Despite their central role, descriptive texts are not always easily comprehended by junior high school students. In classroom contexts, students often encounter difficulties when engaging with descriptive texts, even when the texts appear grammatically simple. These difficulties frequently arise from the use of unfamiliar or formal diction, dense nominal



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groups, and unclear patterns of meaning organization. In some cases, texts labeled as descriptive texts tend to include sequences of actions or procedural elements, which may obscure the core descriptive purpose and confuse students when identifying the characteristics of the genre (Derewianka & Jones, 2016).

These challenges suggest that students' learning problems are closely related to linguistic realization rather than content selection alone. In English language teaching, comprehension difficulties often occur when texts employ lexical items that are not commonly used in students' everyday English or when clauses are loosely connected and fail to clearly represent descriptive meanings. As a result, students may struggle not only to understand the content of the text but also to recognize how descriptive texts are conventionally constructed, as expected in the curriculum (Nation, 2013).

From a pedagogical perspective, English teaching at the junior high school level should not be limited to correcting grammatical errors or memorizing language forms. Instead, it should guide students to understand how grammar, vocabulary, and clause structures work together to create meaning within a text. When descriptive texts are dominated by action oriented clauses or contain overly complex nominal groups, students may find it difficult to relate the language to real world descriptions, which can hinder effective comprehension and meaningful learning (Ellis, 2006).



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To address these linguistic and pedagogical concerns, Systemic Functional Linguistics (SFL) offers a theoretical framework that is particularly relevant. SFL views language as a resource for making meaning and emphasizes the functional relationship between language forms and their social purposes. Through the analysis of language features such as participants, processes, and circumstances, SFL provides a systematic way to examine how meanings are constructed and organized in texts, including descriptive texts (Halliday, 1985).

The relevance of SFL to educational practice becomes more evident through the perspective that genres function as socially recognized ways of using language to achieve specific communicative goals (Martin, 2009). From this viewpoint, descriptive texts are expected to follow predictable patterns so that learners can identify how information is organized and eventually reproduce similar structures in their own writing. When learning materials fail to provide accurate genre models, students are at risk of internalizing inappropriate patterns, which may weaken both their comprehension and their ability to construct effective descriptive texts.

In the context of English language teaching, SFL is particularly valuable because it bridges linguistic analysis and classroom practice. Rather than focusing solely on grammatical correctness, SFL helps explain how linguistic choices influence textual clarity, readability, and meaning making. This perspective allows teachers and researchers to understand why certain texts may be difficult for learners, even when the grammar appears



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simple, by revealing how meanings are realized at the clause and text level (Halliday & Matthiessen, 2014).

Although *English for Nusantara* has been examined by various researchers, the focus of previous studies has generally been limited. Purwaningtyas (2024) explored coherence in learning tasks, Liagustin (2023) analyzed character education values, and Rahmadana (2024) investigated cognitive levels based on Bloom's taxonomy. These studies contribute valuable insights but do not specifically evaluate the descriptive texts contained in the textbook. Moreover, Wulandari (2022) and Anggi (2024) reported structural and semantic inconsistencies in other genres within the same textbook series, suggesting that similar issues may also occur in descriptive texts, yet this aspect remains underexplored.

Based on these theoretical, pedagogical, and empirical considerations, this study focuses on examining the descriptive texts presented in *English for Nusantara* for grade VII. The analysis emphasizes how descriptive meanings are constructed through linguistic choices by examining ideational, interpersonal, and textual metafunctions within the descriptive texts using the Systemic Functional Linguistics framework. The study aims to determine whether these texts align with theoretical expectations and pedagogical principles, thereby providing insights for English teachers, textbook writers, and curriculum developers

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Based on these considerations, the researcher conducts a research entitled : “**An Analysis of Descriptive Texts in English Textbook *English for Nusantara* for Grade VII**”.

B. Identification of the Problem

The implementation of the *Kurikulum Merdeka* places strong emphasis on genre based learning, in which descriptive text becomes one of the essential genres for grade VII students. As the main textbook distributed by the Ministry of Education, Culture, Research, and Technology, *English for Nusantara* serves as a primary reference for teachers and students. Consequently, the descriptive texts presented in the textbook are expected to model appropriate language features that reflect the characteristics of descriptive texts and support students’ understanding of how meaning is constructed through language.

However, the descriptive texts in *English for Nusantara* grade VII have not been systematically analyzed in terms of their language features. From the perspective of Systemic Functional Linguistics, language features such as descriptive adjectives, relational processes, nominal groups, and tense selection play a central role in constructing descriptive meanings and representing experiential reality in texts (Halliday & Matthiessen, 2014). Without a clear analysis of these features, it remains unclear how descriptive meanings are linguistically realized in the textbook texts.

The absence of a systematic investigation into the language features of descriptive texts may limit both teachers’ and students’ understanding of

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how descriptive texts are conventionally constructed within a genre based approach. Therefore, the main problem identified in this research is the lack of systematic analysis of the language features presented in the descriptive texts of the grade VII textbook *English for Nusantara*.

Based on these considerations, the identified problems in this research are:

1. The representation of language features in the descriptive texts of *English for Nusantara* grade VII has not been systematically analyzed.
2. The extent to which these language features align with the characteristics of descriptive texts remains unclear.

C. Limitation of the Problem

To ensure that the scope of this research remains specific and prevent conceptual or methodological expansion, the following limitations are established:

1. This research examines only the descriptive texts contained in the *English for Nusantara* grade VII textbook.
2. This research does not measure students learning outcomes or language proficiency.

D. Formulation of the Problem

Based on the research focus explained in the previous sections, this study is guided by the following research question: What language features are presented in the descriptive texts of the grade VII English textbook *English for Nusantara* ?

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E. Objective of the Research

The objective of this study is to analyze the language features presented in the descriptive texts of the grade VII English textbook *English for Nusantara* by applying a Systemic Functional Linguistics framework. This analysis aims to identify how descriptive meanings are constructed through linguistic features such as participants, processes, circumstances, and other relevant grammatical resources within the texts.

F. Significance of the Research

1. Theoretically

This research is expected to provide significant contributions to the development of science in the field of English language education.

2. Practically

The results of this research can be used as a reference by various parties in the world of education. English teachers; can utilize the findings of this research to improve their understanding of the structure and language features of descriptive texts, so that they are able to teach them more effectively and systematically to students.

G. Definition of Key Terms

1. Descriptive Text

In this research, a descriptive text refers to a written form that presents detailed information about a person, place, object, or event. Its main purpose is to highlight specific characteristics so that readers can form a clear mental image of the subject. The descriptive texts found in the

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textbook are examined to see how their organization and language choices support that purpose.

2. English for Nusantara Textbook

In this research, *English for Nusantara* refers to the national English textbook used for grade VII students. It serves as the main source of data, especially the sections that contain descriptive texts. All presented texts, illustrations, and language input are analyzed to identify how linguistic features are displayed and supported.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Descriptive Text

a. Definition and Purpose of Descriptive Text

Descriptive text is a factual genre intended to represent the characteristics of a person, place, animal, or object in a vivid and detailed manner. According to Gerot and Wignell (1994), descriptive text aims to “describe a particular person, place, or thing” and to help readers form mental images through systematic lexical and grammatical choices. Knapp and Watkins (2005) emphasize that descriptive writing functions to provide “clear, detailed, and sensory representation of the entity being described,” making it one of the foundational genres in early secondary language learning.

In the context of English language teaching, descriptive text is not only a linguistic product but also a pedagogical tool for enhancing students observational, vocabulary building, and information organizing skills (Hyland, 2007). Therefore, the purpose of descriptive texts extends beyond communication; it supports genre awareness and literacy development.

b. Generic Structure of Descriptive Text

The structural elements of descriptive text are widely recognized in genre based pedagogy and systemic functional linguistics (SFL).



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Martin and Rose (2008) propose that genres are staged, goal oriented social processes in which structural elements guide the reader through the intended meaning. For descriptive text, the typical generic structure consists of two obligatory components:

- 1) Identification : introducing the participant to be described, establishing a general orientation.
- 2) Description : outlining attributes, qualities, features, or habits of the participant.

Derewianka (2015) asserts that the structure of descriptive texts is essential for ensuring coherence and accessibility, especially for young learners. Identification sets the scope, while Description elaborates the distinguishing characteristics, often arranged thematically (appearance, behavior, function).

c. Language Features of Descriptive Text

Descriptive texts exhibit several defining linguistic characteristics that support their communicative function:

1) Specific Participants

Descriptive texts typically involve concrete and identifiable participants such as *Borobudur Temple*, *the Komodo dragon*, or *my grandmother*. Gerot and Wignell (1994) highlight that specific participants differentiate descriptive texts from procedural and recount genres.

2) Descriptive Adjectives

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Adjectives play a central role in attributing qualities (e.g., *beautiful*, *ancient*, *tall*). Martin and Rose (2007) discuss the evaluative and experiential functions of adjectives within the SFL appraisal framework, enhancing descriptive precision.

3) Simple Present Tense

The simple present tense is used to express general truths and stable characteristics. According to Biber et al. (1999), this tense predominates in texts describing habitual or permanent attributes.

4) Relational and Material Processes

SFL's transitivity system identifies relational processes (e.g., *is*, *has*, *looks*) as dominant in descriptive texts because they encode identity and attributes (Halliday & Matthiessen, 2014). Material processes may also appear when describing activities or behaviors (e.g., “It lives in forests”).

5) Adverbial Details

Circumstances of manner, place, and extent provide additional precision and spatial orientation (e.g., *in the mountains*, *very softly*).

These elements enhance visualization and clarity.

6) Nominal Groups

Nominal group expansion is crucial in descriptive texts. As stated by Eggins (2004), nominal groups allow writers to pack dense information into noun phrases, such as *a large traditional wooden*

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house with curved roofs. These groups increase lexical density and descriptive richness.

2. Concept of Systemic Functional Linguistics (SFL)

a. Definition of Systemic Functional Linguistics

Systemic Functional Linguistics (SFL), originally developed by Michael A. K. Halliday (1994), offers a comprehensive theoretical framework for examining how language constructs meaning within social contexts. Rather than viewing language as a fixed set of prescriptive rules, SFL conceptualizes it as a social semiotic system a resource that people use to construct, interpret, and negotiate meanings in relation to their communicative purposes, social roles, and the situational context. In this perspective, language operates as a system of choices, and each linguistic choice is considered functional because it is influenced by, and simultaneously shapes, the social environment in which communication occurs.

Eggins (2004) emphasizes that SFL based linguistic analysis investigates the interrelationship among three key components: the social function of the text, the context of situation, and the grammatical and lexical choices made by the writer. Through this functional orientation, SFL enables researchers to explore how texts work by analyzing the meanings realized through clauses, phrases, and lexical items. As Thompson (2014) notes, this makes SFL a powerful analytical framework for educational and discourse research, allowing scholars to



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uncover how meaning is systematically organized and expressed within written and spoken texts.

Within Systemic Functional Linguistics (SFL), language is understood to perform three metafunctions simultaneously, each contributing to how meaning is constructed and interpreted in context (Halliday, 1994).

1) Ideational Metafunction

The ideational metafunction enables language users to represent experiences and events in the real world. According to Halliday and Matthiessen (2014), this metafunction is realized through the transitivity system, which comprises processes, participants, and circumstances. In descriptive texts, ideational meaning is often expressed through relational and attributive processes (e.g., is, has, consists of) and through detailed nominal groups (e.g., the towering mountain, the small village) that depict the characteristics of the entity being described. These linguistic choices allow writers to construct a clear and vivid representation of the object or phenomenon under discussion.

2) Interpersonal Metafunction

The interpersonal metafunction concerns how writers (or speakers) enact social relationships with readers (or listeners). It reflects attitudes, judgments, and levels of certainty through mood, modality, and evaluative expressions (Martin & White, 2005). In descriptive texts,



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interpersonal meaning may appear through the writer's stance or appraisal such as positive descriptors (beautiful, interesting) which subtly guide readers toward a particular interpretation or emotional response to the described object.

3) Textual Metafunction

The textual metafunction is responsible for organizing linguistic elements into a coherent and cohesive message. As described by Eggins (2004), this metafunction is realized through theme-rheme organization, cohesion, and information flow. In descriptive writing, textual meaning is often constructed through thematic choices, cohesive devices (e.g., first, then, also), and patterns of lexical cohesion that ensure the description flows smoothly and is easily comprehensible. These features enable the text to function effectively as a whole, guiding readers logically through the presented information.

b. Operationalization of SFL in Text Analysis

The descriptive text used as the guideline for SFL analysis was taken from Gerot and Wignell (1994), originally written by Attwood (1990). The text is as follows:

Natural Bridge National Park

Identification :

Natural Bridge National Park is a luscious tropical rainforest.

Description :

It is located 110 kilometres south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through



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the Numinbah Valley. This scenic roadway lies in the shadow of the Lamington National Park. The phenomenon of the rock formed into natural 'arch' and the cave through which a waterfall cascades is a short 1 kilometre walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offer toilets, barbeques, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

(Attwood, 1990, as cited in Gerot & Wignell, 1994, p. 165)

This section demonstrates how the three metafunctions of Systemic Functional Linguistics (SFL) operate in the analysis of descriptive texts. The analytical procedure follows Halliday's framework, focusing on ideational, interpersonal, and textual meanings, and is exemplified using the descriptive text "Natural Bridge National Park."

1. Ideational Analysis (Experiential Meaning)

Table II. 1
Ideational Analysis

Clause	Process Type	Participants	Circumstances
<i>Natural Bridge National Park is a luscious tropical rainforest.</i>	Relational (Attributive)	Carrier: <i>Natural Bridge National Park</i> ; Attribute: <i>a luscious tropical rainforest</i>	—
<i>It is located 110 kilometres south of Brisbane.</i>	Relational (Circumstantial)	Carrier: <i>It</i> ; Location Attribute: <i>110 kilometres south of Brisbane</i>	Place
<i>This scenic roadway lies in the shadow of the Lamington National Park.</i>	Material	Actor: <i>This scenic roadway</i>	Place: <i>in the shadow of the Lamington National Park</i>
<i>Swimming is permitted in the rock pools.</i>	Relational (Passive)	Carrier: <i>Swimming</i> ; Attribute: <i>permitted</i>	Place: <i>in the rock pools</i>



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<i>Night time visitors to the cave will discover the unique feature of the glow worms.</i>	Mental (Perceptive)	Senser: <i>Night time visitors</i> ; Phenomenon: <i>the unique feature of the glow worms</i>	Place: <i>to the cave</i>
--	---------------------	---	---------------------------

This metafunction represents how experiences, events, and states are encoded in language through processes, participants, and circumstances.

2. Interpersonal Analysis

This metafunction concerns the relationship between writer and reader, expressed through mood, modality, and evaluation.

Table II. 2
Interpersonal Analysis

Clause	Mood Type	Modality	Appraisal / Evaluation
<i>Natural Bridge National Park is a luscious tropical rainforest.</i>	Declarative	—	<i>luscious</i> (Appreciation)
<i>This scenic roadway lies in the shadow of the Lamington National Park.</i>	Declarative	—	<i>scenic</i> (Appreciation)
<i>Night time visitors ... will discover the unique feature of the glow worms.</i>	Declarative	Low modality (will)	<i>unique</i> (Appreciation)

Most clauses use declarative mood, typical of descriptive texts that aim to provide factual information. Modal elements are minimal, maintaining an objective tone.

3. Textual Analysis

This metafunction examines how information is organized to create coherence. It focuses on Theme Rheme structure and cohesive devices.

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Table II. 3
Textual Analysis

Clause	Theme	Rheme	Cohesive Features
<i>Natural Bridge National Park is a luscious tropical rainforest.</i>	<i>Natural Bridge National Park</i>	<i>is a luscious tropical rainforest</i>	Repetition of the main noun across the text
<i>It is located 110 kilometres south of Brisbane.</i>	<i>It</i>	<i>is located 110 kilometres south of Brisbane</i>	Reference word <i>it</i> links back to the Park
<i>However, overnight camping is not permitted.</i>	<i>However (textual theme)</i>	<i>overnight camping is not permitted</i>	Conjunction <i>however</i> marks contrast

These elements help the text maintain a logical flow appropriate for descriptive writing.

c. Relevance of SFL for Analyzing Descriptive Texts

Systemic Functional Linguistics (SFL) provides an effective analytical framework for examining descriptive texts because it explains how language constructs representations of people, places, objects, and natural phenomena. The ideational metafunction is particularly useful for descriptive writing, as this genre focuses on presenting attributes, characteristics, and circumstantial details. By analyzing processes, participants, and circumstances, researchers can uncover how descriptive texts encode experiential meaning and how the writer organizes information to build a vivid depiction of the object being described.



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SFL also contributes to understanding the interpersonal dimension of descriptive texts. Although descriptive texts typically maintain an objective and informational tone, the interpersonal metafunction reveals subtle evaluative language choices such as adjectives of appreciation that shape the reader's perception of the described entity. Identifying mood structures and modality helps show how writers position themselves and how they guide the reader through the description.

The textual metafunction further strengthens the relevance of SFL for descriptive text analysis. Theme Rheme patterns demonstrate how information is staged, while cohesive devices indicate how the text achieves flow and coherence. Descriptive texts rely heavily on clear thematic progression and cohesive markers to ensure that the information remains logically structured and easy to follow.

Overall, SFL allows a comprehensive examination of descriptive texts by revealing how meaning is constructed on experiential, interpersonal, and textual levels. This approach is particularly appropriate for analyzing descriptive texts in *English for Nusantara*, as it aligns with the genre's purpose, clarifies how language features operate within the text, and supports a systematic and evidence based interpretation of the linguistic choices made by the textbook authors.

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3. Genre Based Approach

a. Concept of Genre

In educational linguistics, *genre* refers to a staged, goal oriented, and socially recognized pattern of language used to achieve communicative purposes. Genre theory, as developed in the Sydney School of linguistics, views texts as culturally shaped models that enable learners to understand how language functions in different contexts (Martin, 1992). Genres provide predictable structures and linguistic features that help writers produce coherent and purposeful discourse (Hyland, 2004). Within this perspective, descriptive text is considered a genre designed to present detailed information about a person, place, or phenomenon in an organized manner. Understanding genre is therefore fundamental for helping students produce texts that meet communicative expectations.

b. Genre Based Pedagogy in ELT

Genre Based Pedagogy (GBA) applies genre theory to classroom practices by explicitly teaching students how texts work. Central to this pedagogy is the belief that learners benefit from direct instruction about textual structures, language resources, and communicative goals (Feez, 1998). GBA has proven effective in English Language Teaching (ELT) because it integrates linguistic knowledge, contextual awareness, and meaningful communication. It enables students to analyze model texts, notice recurring language patterns, and apply them consciously in their own writing (Derewianka, 2015). Through explicit teaching and scaffolded



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instruction, students learn not only to reproduce genre forms, but to understand their functional purposes.

c. Relationship Between GBA and *Kurikulum Merdeka*

Kurikulum Merdeka emphasizes competency based learning, authentic texts, and learner autonomy. These principles closely align with GBA. Like GBA, *Kurikulum Merdeka* focuses on meaningful language use and encourages students to engage with texts in various communicative contexts. The curriculum also promotes explicit modeling, guided practice, and independent performance mirroring the stages of the Teaching and Learning Cycle (Kemendikbud, 2022). Because descriptive text is one of the core genres taught in junior high school, GBA supports the curriculum's objective of helping students understand how texts function in real world communication.

d. GBA Guides the Construction of Descriptive Texts

GBA directly informs how descriptive texts should be taught and analyzed. The deconstruction stage helps learners identify the genre's typical structure (Identification and Description) and observe linguistic features such as specific nouns, relational processes, descriptive adjectives, and adverbial details. Joint construction reinforces these features by providing opportunities to apply them with teacher support. Finally, the independent construction stage ensures that students can produce descriptive texts with clarity, coherence, and appropriate language choices. Through these systematic steps, GBA gives learners the tools to construct



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accurate and effective descriptive texts aligned with communicative purpose and genre expectations (Hyland, 2007).

B. Relevant Research

Various studies have been conducted to examine descriptive texts in English textbooks, particularly in relation to curriculum demands and linguistic realization, although their focus and scope vary. Setyowati (2018), in her research entitled *An Analysis of Descriptive Text in English Textbook Entitled “Pathway to English” for Senior High School grade X*, investigated the appropriateness of descriptive texts with the syllabus of Curriculum 2013. Employing a descriptive qualitative method and document analysis using a validated checklist, the research analyzed social function, generic structure, and language features as core competences. The findings revealed that all five descriptive texts examined were appropriate and fully aligned with Curriculum 2013, as every sub dimension of social function, generic structure, and language features was evidenced through words and sentences in the texts. Although the level of appropriateness reached 100%, the research suggested that teachers should add supplementary descriptive texts to better fulfill students' learning needs and encouraged future researchers to analyze other text types using different analytical parameters.

Meanwhile, Anggraem (2014), in her research entitled *An Analysis of Descriptive Texts of Reading Passages in English Textbooks for grade Seven: A Systemic Functional Linguistic Perspective*, examined

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descriptive texts from both electronic and printed English textbooks implementing Curriculum 2013. Using a descriptive qualitative approach and document analysis, the research analyzed social purpose, schematic structure, linguistic features, and meanings based on the SFL framework. The findings showed that all texts achieved the social purpose of describing specific participants. However, in terms of schematic structure, the distinction between Identification and Description in the electronic school book was unclear. Linguistically, several texts lacked frequent use of relational and material processes and consisted of only a few simplex clauses, resulting in limited and less detailed descriptions. Consequently, the printed textbook was considered more appropriate for grade VII students, while the electronic school book required revision and enrichment.

In a similar vein, Anggun (2016), through her research entitled An Analysis of Descriptive Texts in English Textbook Using Transitivity System, investigated the extent to which descriptive texts met genre criteria in terms of social purpose, schematic structure, and linguistic features. Applying a qualitative case research design with document analysis and focusing on the transitivity system within the SFL framework, the research found that only some descriptive texts fulfilled the required criteria. While three texts met the social purpose of descriptive genre, not all texts achieved appropriate schematic structures, and only two texts closely followed the expected linguistic features. The findings indicated



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that several descriptive texts in the textbook were linguistically unsatisfactory and did not fully meet the criteria of descriptive texts.

Another relevant research was conducted by Fitriandi (2019) in the research entitled Comparative Research of Lexicogrammatical Features of Reading Texts in “When English Rings a Bell” and “English in Focus” English Textbooks for grade 8. This qualitative research compared the realization of lexicogrammatical features across descriptive, recount, and narrative texts and evaluated their appropriateness with the KTSP and Curriculum 2013 syllabi. The findings showed that descriptive texts in both textbooks employed various process types beyond relational processes, although epithets were absent in When English Rings a Bell. Despite both textbooks obtaining good validator scores, the research highlighted differences and similarities in lexicogrammatical distribution and emphasized the importance of textbook writers’ mastery of Systemic Functional Grammar to improve the quality of genre based text construction.

Meanwhile, Fiscarina (2021), in her research entitled Exploring EFL Students’ Descriptive Text Based on Systemic Functional Linguistics: A Case Research at SMAN 1 Kartasura, analyzed descriptive texts written by eleventh grade students using the Systemic Functional Linguistics framework. Employing a descriptive qualitative case research approach, the research focused on generic structure, linguistic features particularly transitivity processes and communicative purposes. The findings indicated



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that students were able to apply the appropriate generic structure of descriptive texts, namely Identification and Description, with relational processes emerging as the most dominant feature. The communicative purposes reflected students' daily experiences and preferences, emphasizing the role of SFL based analysis in supporting both teachers' evaluation and students' learning of descriptive writing.

From these various studies, it is evident that descriptive texts have been widely examined in relation to curriculum alignment, schematic structure, transitivity systems, and lexicogrammatical features, both in textbook analysis and student writing. However, most of these studies focus on textbooks other than *English for Nusantara*, involve different educational levels, or emphasize general appropriateness rather than an in depth analysis of language features specific to descriptive texts at the junior high school level.

Thus, this research is conducted to fill this gap by providing a systematic analysis of the language features of descriptive texts in *English for Nusantara* grade VII. Grounded in genre theory and Systemic Functional Linguistics, this research aims to evaluate the extent to which the descriptive texts support students' understanding and production of texts in accordance with genre objectives and the learning demands of the *Kurikulum Merdeka*.



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C. Conceptual Framework

The conceptual framework of this study is designed to explain how descriptive texts in English textbook *English for Nusantara* the grade VII are analyzed linguistically in relation to English language teaching. This framework integrates theoretical foundations and research methods to examine language features in descriptive texts using Systemic Functional Linguistics (SFL) within a qualitative content analysis approach.

This study is grounded in the assumption that a textbook functions not only as a teaching resource but also as a linguistic model for students. Therefore, the descriptive texts presented in *English for Nusantara* are expected to reflect appropriate linguistic features that support students' understanding of descriptive meanings, in line with the objectives of the *Kurikulum Merdeka*

According to Halliday and Matthiessen (2014), SFL views language as a resource for meaning making realized through three metafunctions:

- a) Ideational metafunction : representing experience and reality through processes, participants, and circumstances.
- b) Interpersonal metafunction : expressing attitudes, judgments, and social relationships.
- c) Textual metafunction : organizing messages to make them coherent and contextually meaningful.

To support the pedagogical perspective, the analysis is informed by the genre based approach, which views genre as a socially recognized way

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of using language to achieve specific communicative purposes (Martin & Rose, 2008; Derewianka & Jones, 2016). Within this framework, descriptive texts are expected to follow identifiable stages and to employ characteristic language features, such as nominal groups, adverbial details, simple present tense, descriptive adjectives, specific participants, relational, and material processes to clearly depict people, places, or objects (Gerot & Wignell, 1994; Emilia, 2011) Thus, to draw the flow of this research, the researcher presented the conceptual framework below:

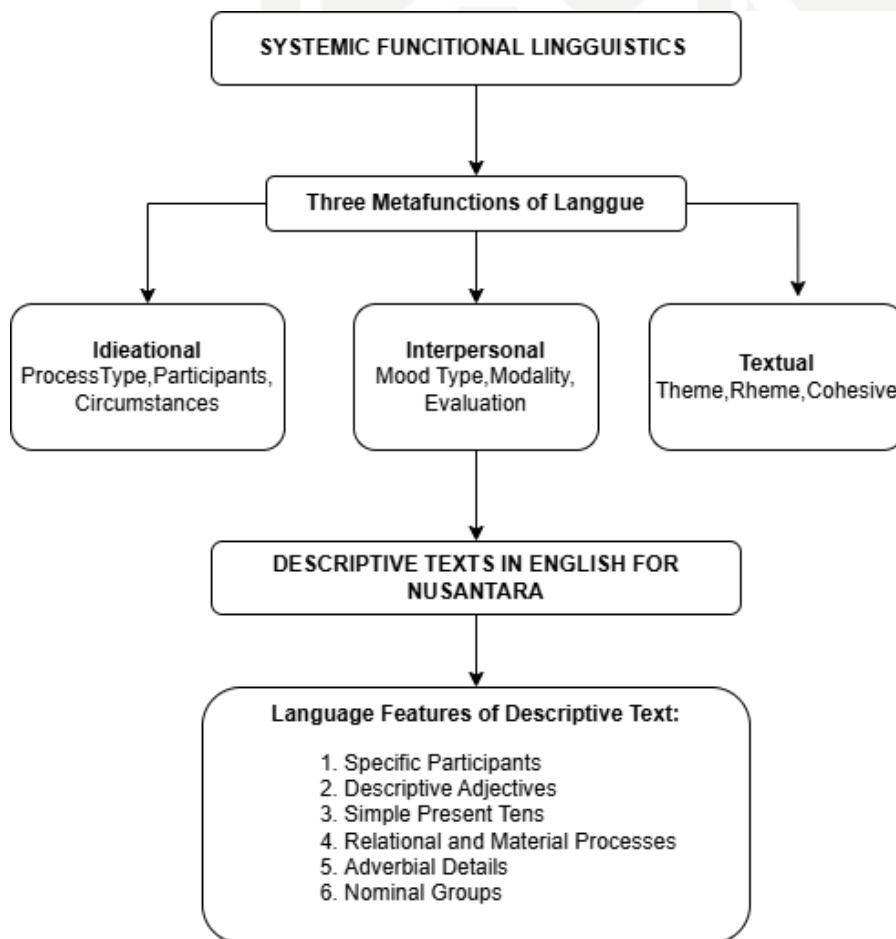


Figure II. 1 Conceptual Framework

Adapted from (Halliday & Matthiessen, 2014)

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CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed a qualitative approach using content analysis as the research design to examine the generic structures and language features of descriptive texts found in the grade VII English textbook *English for Nusantara*. A qualitative approach was considered appropriate because the research aimed to describe, interpret, and understand linguistic phenomena as they naturally occurred in written texts rather than to measure variables quantitatively. Qualitative research enabled an in depth exploration of meaning, patterns, and textual structures within educational materials, allowing the researcher to interpret how language was constructed and represented in context (Creswell, 2012).

Content analysis was selected as the research design because it provided a systematic and objective procedure for examining written and visual documents in order to identify specific characteristics and patterns. This method had been widely used in textbook analysis, as it allowed researchers to categorize, interpret, and evaluate textual content based on predetermined theoretical frameworks (Krippendorff, 2004). In addition, content analysis was suitable for educational research because it facilitated the examination of learning materials in relation to curriculum objectives and pedagogical principles (Ary et al., 2014).



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In this research, content analysis was applied to descriptive reading texts and their accompanying illustrations contained in the textbook *English for Nusantara* for grade VII students. The analysis focused on identifying the generic structures and language features of descriptive texts based on genre theory and Systemic Functional Linguistics (SFL). In accordance with the theoretical framework presented in Chapter II, particular attention was given to how descriptive meanings were constructed through linguistic choices, including processes, participants, and circumstances, as well as other language features that characterized descriptive texts.

The use of content analysis enabled the researcher to evaluate how linguistic features such as the simple present tense, relational processes, adjective phrases, and nominal groups were represented in the textbook. This approach was relevant to genre based pedagogy, as it allowed for an assessment of whether the textbook texts conformed to the conventions of the descriptive genre as expected in genre based learning. Furthermore, this method supported the main objectives of the research, namely to investigate whether the textbook content aligned with pedagogical and theoretical expectations outlined in the Curriculum Merdeka and to provide critical insights into the quality and appropriateness of English learning materials.

By focusing on authentic textbook content, this research design contributed both theoretically and practically to the field of English Language Teaching (ELT). The findings were expected to enrich studies on genre analysis and textbook evaluation while also offering empirical evidence that



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could inform teachers, curriculum developers, and textbook writers regarding the alignment between textbook content and curriculum goals. Thus, the qualitative content analysis design not only facilitated a systematic answer to the research questions but also supported broader discussions in education and applied linguistics concerning effective instructional material development.

B. Time and Location of the Research

This research was conducted from November until December 2025 at UIN Sultan Syarif Kasim Riau.

C. Subject and Object of the Research

This book consists of five chapters presenting various text types, but the focus of this research is specifically on the descriptive texts that appear in the first few chapters. These descriptive texts are selected based on the clarity of their structure and linguistic features, as well as their suitability for a genre based approach.

Table III. 1
List of Descriptive Texts in English for Nusantara Textbook

No	Title	Chapter	Page
1	Pak Edo's Hobby	Chapter 1	39
2	Galang and Friends	Chapter 1	44
3	Made the Basketball Player	Chapter 1	45
4	Galang's Favorite Snack	Chapter 2	75



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5	My Favorite Food is Pecel	Chapter 2	79
6	My Mom Loves Rujak	Chapter 2	82
7	Tea Time	Chapter 2	80
8	Let's Clean Up!	Chapter 2	120
9	Making Sticker Signs	Chapter 2	124
10	No Shoes in the House	Chapter 2	125
11	Tips to Separate Rubbish	Chapter 2	131
12	Sinta	Chapter 3	148
13	Monita's bedroom	Chapter 3	150
14	My Class Schedule	Chapter 3	164
15	Ibu Ayu's Online Class	Chapter 4	173
16	My Research Habit	Chapter 4	186—188
17	Andre loves researching.	Chapter 4	189—191
18	Pipit is in the garden	Chapter 5	211
19	The Oldest School in the World	Chapter 5	216
20	SMP Merdeka Basketball Club	Chapter 5	225
21	Pipit Likes Pencak Silat	Chapter 5	227
22	School Festival at SMP Merdeka	Chapter 5	232
23	My Classroom	Chapter 5	236
24	Today, there is a school event in SMP Merdeka	Chapter 5	244
25	Monita's Class Schedule	Chapter 5	246

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26	Galang attends an online class this afternoon	Chapter 5	247
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The subject of this research was not an individual or human participant but an educational document. Specifically, the subject of the research was the *English for Nusantara* textbook and its descriptive text content. This orientation was consistent with the principles of documentation based qualitative research, in which the analytical focus is placed on meaning construction, structural organization, and patterns of representation embedded within written materials. Such an approach has been widely applied in qualitative document analysis as emphasized by Mayring (2022). The relevance of document based analysis in educational research was also supported by Faggiano (2023). In addition, Pulungan et al. (2024) highlighted that documentary data provide rich and stable sources for analyzing linguistic and pedagogical representations in textbooks.

Therefore, The object of this research was limited to descriptive texts that explicitly demonstrated the characteristics of the descriptive genre. These texts were defined by two essential stages, namely identification and description, as proposed by Gerot and Wignell (1994). The structural staging of descriptive texts was also supported by the framework outlined by Derewianka and Jones (2016). The selected texts were taken from Units 1 to 5 of the textbook, which introduced descriptive writing as part of the early learning competencies for seventh grade students. Based on preliminary observation, a total of twenty six descriptive texts were



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identified across these units, and these texts served as the primary data for analysis.

The selection of the texts was guided by both structural and linguistic criteria. Structurally, each text was required to contain an identification stage that introduced the object being described and a description stage that elaborated on its characteristics. Linguistically, the analysis focused on language features commonly found in descriptive texts, including the use of the simple present tense, relational processes, descriptive adjectives, and nominal group constructions. These linguistic features were examined based on the principles of Systemic Functional Linguistics as formulated by Halliday and Matthiessen (2014). The interpretation of genre realization was further supported by the genre framework proposed by Martin and Rose (2008).

D. Technique of Collecting Data

In this research, documentation was employed as the primary technique for data collection. Documentation was chosen because the data were obtained from written and visual materials rather than from human participants. This technique enabled the researcher to collect stable and contextually rich data that were directly relevant to the research focus. Documentation has been widely recognized as an effective method in qualitative research for obtaining detailed and reusable data sources (Sugiyono, 2019). Documents also allowed repeated examination, which

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supported careful and systematic qualitative analysis (Creswell & Poth, 2018).

Documentation was particularly appropriate for this research because the research adopted a qualitative content analysis design. The use of documents ensured systematic data retrieval and analytical transparency in textual analysis (Schreier, 2020). In addition, documentation supported methodological rigor and consistency in qualitative document based research (Mayring, 2022).

The primary data were collected from descriptive reading texts and accompanying illustrations contained in the grade VII English textbook *English for Nusantara*. This textbook was officially published by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022). The textbook was selected because it was nationally implemented under the *Kurikulum Merdeka* and functioned as a representative instructional material for junior high school students in Indonesia.

The documentation process involved several steps. First, the researcher identified all descriptive texts presented in the textbook. Second, each text was documented and categorized according to its unit and title. Third, the texts were coded sequentially as D1, D2, D3, and so forth to facilitate systematic analysis. Fourth, relevant linguistic features were recorded using an analysis rubric developed based on genre theory and Systemic Functional Linguistics. In addition, visual illustrations

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accompanying the texts were documented to support the interpretation of meaning and multimodal context, as visual elements contribute to meaning making in educational texts (Kress & van Leeuwen, 2006). The importance of including visual data in textbook analysis has also been supported by previous studies (Rizkiani, 2023). The table format used in this process is presented below:

Table III. 2
Documentation Form

No	Title of Text	Type of Descriptive Text	Ideational Metafunction (Dominant Processes)	Interpersonal Metafunction (Mood & Appraisal)	Textual Metafunction (Theme & Cohesion)
D1	Pak Edo's Hobby	Descriptive – Person / Hobby	Dominated by material processes describing habitual actions (<i>goes cycling, wears, rides</i>), supported by mental processes expressing preference (<i>likes</i>) and relational processes identifying qualities and benefits (<i>is good, is fresh</i>)	Mostly declarative mood; no modality; positive appreciation (<i>fresh, good, active, healthy</i>) creating an informative and evaluative tone	Topical themes focusing on Pak Edo and cycling; cohesion through reference (<i>he, they</i>), lexical repetition (<i>cycling</i>), and additive conjunctions
D2	Galang and Friends	Descriptive – People	Dominated by relational attributive	Declarative mood throughout; no	Participant based themes; cohesion

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			processes describing physical appearance and identity (<i>tall, skinny, popular, chubby</i>), supported by material processes indicating position and actions (<i>standing, wearing, using</i>)	modality; neutral to positive appreciation of physical traits	achieved through reference (<i>he, she, they</i>), participant shifts, and sequencing marker (<i>finally</i>)
D3	Made the Basketball Player	Descriptive – Person	Dominated by relational processes emphasizing identity and personal attributes (<i>special, friendly</i>), supported by material processes describing activities and routines (<i>plays, practices, uses</i>) and mental processes (<i>likes</i>)	Declarative mood with no modality; strong positive appreciation and judgement (<i>special, proud, very good</i>)	Topical themes centered on Made; cohesion through repetition of main participant, reference, and textual theme (<i>together</i>)
D4	Galang's Favorite Snack	Descriptive – Thing / Food	Dominated by material processes describing preparation (<i>makes, fries, add</i>), supported by relational	Combination of declarative, interrogative, and exclamative moods; strong positive appreciation	Topical and temporal themes; cohesion through reference (<i>them, she</i>), lexical repetition, and time

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			processes describing qualities (<i>crispy, sweet</i>) and mental processes (<i>like, imagine</i>)	n (<i>delicious, finger licking good</i>) and affect (<i>like</i>)	marker (<i>sometimes</i>)
D5	My Favorite Food is Pecel	Descriptive – Food	Dominated by relational processes highlighting classification, composition, and taste (<i>is, consists of</i>), supported by limited material process (<i>uses</i>)	Declarative mood throughout; no modality; mild positive appreciation (<i>favorite, traditional, sweet, spicy</i>)	Topical themes; cohesion through lexical repetition (<i>Pecel</i>) and reference (<i>it</i>) ensuring clear topic continuity
D6	My Mom Loves Rujak	Descriptive – Food	Dominated by relational attributive processes for classification and description, supported by mental (affective) and material processes	Declarative mood; positive affect (<i>loves</i>) and appreciation (<i>well known, sweet, hot, spicy</i>)	Topical themes; lexical repetition (<i>rujak</i>); reference (<i>it</i>); aspect shift (<i>the taste</i>)
D7	Tea Time	Descriptive – Cultural Practice	Balanced use of relational (identifying & attributive) and material processes	Declarative mood; low modality (<i>will, may</i>); positive appreciation (<i>more than just,</i>	Circumstantial themes (place & condition); reference (<i>it</i>); repetition of <i>tea</i> ; contrast markers

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			emphasizing definition, cultural meaning, and habitual actions	<i>drink of choice)</i>	
D8	Let's Clean Up!	Descriptive – Daily Activities	Strong dominance of material processes representing routine actions, supported by a closing relational attributive clause	Declarative mood; implicit positive judgement and appreciation (<i>together, busy</i>)	Temporal and circumstantial themes; participant repetition; sequencing markers
D9	Making Sticker Signs	Descriptive – Activity	Dominated by mental (cognitive & desiderative) and material processes reflecting intention, decision making, and actions	Declarative mood; low modality (<i>will</i>); positive appreciation (<i>good idea</i>); imperatives in quoted signs	Topical themes; sequencing markers (<i>then, finally</i>); exemplification; reference cohesion
D10	No Shoes in the House	Descriptive – Cultural Practice	Dominated by material processes describing actions across cultures, supported by relational attributive processes for evaluation	Declarative mood; low modality (<i>may</i>); mixed judgement (<i>strange, rude</i>) and positive appreciation (<i>good idea</i>)	Circumstantial themes (place); contrast markers (<i>on the other hand</i>); conditional clauses
D11	Tips to Separate Rubbish	Descriptive – Activity/Explanation	Dominated by material and relational processes	Declarative and interrogative moods; use of	Existential themes; sequencing markers (<i>first,</i>

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			emphasizing actions, classification, and functions in separating rubbish	modality (can, should); positive appreciation (very useful)	second, then); reference and logical connectors
D1 2	Sinta	Descriptive – Person	Combination of relational processes (identity and attributes) and material processes describing habitual activities	Declarative mood; positive appreciation (tall, spicy, fresh) and affect (likes)	Topical themes; reference (she, it); temporal conjunctions (after); contrast (but)
D1 3	Monita's Bedroom	Descriptive – Place	Dominated by relational and existential processes highlighting attributes and existence of objects	Declarative mood; positive affect (loves) and appreciation (very spacious, neat, clean)	Spatial themes (next to, between, in front of); reference; result marker (no wonder)
D1 4	My Class Schedule	Descriptive – Activity/Routine	Dominated by relational and material processes describing schedules, routines, and classifications	Declarative mood; mild appreciation (favorite); factual personal tone	Temporal themes (from Monday to Friday); sequencing markers (now, finally); reference cohesion
D1 5	Ibu Ayu's Online Class	Descriptive – Activity/Educational Practice	Dominated by material processes , supported by mental and verbal processes	Declarative mood; affect (happy, excited); negative	Circumstantial themes (time and manner); reference (she); temporal

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			reflecting teaching activities and interaction	appreciation (noisy)	markers (sometimes)
D1 6	My Research Habit	Descriptive – Person / Habit	Dominated by material processes representing habitual research actions, supported by relational processes describing personal qualities and possessions	Declarative mood; positive judgement (organized, good), affect (happy), and high frequency markers (always, usually)	Explicit sequencing markers (first–finally); topical theme (I); logical progression
D1 7	Andre Loves Researching	Descriptive – Person / Habit	Strong dominance of material processes describing goal oriented research behavior, supported by mental processes expressing belief and motivation	Declarative mood; positive affect (loves), judgement (manages well), ability modality (can)	Sequencing markers (first, second); causal and concessive relations; participant continuity
D1 8	(Directional Text – School Area)	Descriptive – Place / Direction	Dominated by material processes of movement , supported by relational circumstantial processes indicating location	Declarative mood with high and medium modality (must, should), creating directive interpersonal meaning	Temporal markers (after that, before); spatial references; consistent participant tracking

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D1 9	The Oldest School in the World	Descriptive – Place / Institution	Dominated by relational processes (identification and attributes), supported by material and verbal processes explaining history and function	Declarative mood; strong positive appreciation (oldest, top ranked), judgement (highly qualified)	Reference (it, its); temporal marker (now); progression from identity to description
D2 0	SMP Merdeka Basketbal 1 Club	Descriptive – Organization / Activity	Balanced use of material and relational processes describing activities, attributes, and future plans	Declarative mood; frequency (always), future modality (will), positive engagement	Participant repetition; temporal markers (this semester, next week); logical sequencing
D2 1	Pipit Likes Pencak Silat	Descriptive – Activity / Person	Dominated by material processes representing physical training activities (move, practice, teach, join), supported by mental processes expressing interest (likes)	Declarative mood; positive affect (likes), commitment to activity; neutral informative tone	Temporal themes (every Tuesday, before practicing); circumstantial themes; participant reference (Pipit, he); logical sequencing
D2 2	School Festival at SMP Merdeka	Descriptive – Event / Place	Strong dominance of material processes describing events and participation (holds, participate,	Declarative mood; median modality (usually); positive affect (enjoy, happy)	Circumstantial and temporal themes (at this festival, before the school festival); repetition of

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			compete, perform), supported by mental affective processes (enjoy) and existential processes	highlighting collective participation	key participants; additive and temporal conjunctions
D2 3	My Classroom	Descriptive – Place	Dominated by relational and existential processes describing identity, attributes, and existence of classroom facilities, supported by material and verbal processes	Declarative mood; mild positive appreciation (big); authority expressed through verbal process (tells)	Deictic and existential themes (this, there); reference cohesion (it, our); temporal marker (sometimes)
D2 4	School Event at SMP Merdeka	Descriptive – Event / Activity	Dominated by existential processes introducing events and competitions, supported by material processes (actions) and mental desiderative processes (want to join)	Declarative mood; future modality (will); positive appreciation (very beautiful); expressions of intention	Temporal theme (today); existential themes (there is/are); additive conjunctions; participant tracking
D2 5	Monita's Class Schedule	Descriptive – Routine / Activity	Dominated by material processes describing daily academic routines (research,	Declarative mood; frequency marker (usually); mild positive affect	Temporal themes (on Monday, on Friday); contrastive conjunction (while); repetition of

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			go home, learn), supported by relational possessive processes	(really nice weekend)	participant (she)
D2 6	Galang's Online Class	Descriptive – Activity / Educational Practice	Dominated by material processes representing sequential online learning actions, supported by mental (enjoying, forgetting) and verbal processes (teacher's instructions)	Declarative mood; authority through verbal processes; positive appreciation (goes well); positive affect (happy)	Temporal and logical themes (before, then, after, however); reference cohesion; chronological sequencing

E. Technique of Data Analysis

The data analysis in this research employed a qualitative content analysis approach to identify and interpret linguistic features in descriptive texts taken from the *English for Nusantara* textbook for grade VII.

Qualitative content analysis was applied because it enabled systematic and theory driven interpretation of textual data in relation to their communicative context (Krippendorff, 2019).

The unit of analysis was the descriptive text passages contained in the textbook. Texts were selected based on the inclusion criteria that they explicitly displayed identification and description stages, which are characteristic of the descriptive genre. A total of twenty six descriptive texts were selected through purposive sampling.



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Following the perspective of Wang and Ma (2024), the integration of SFL and qualitative content analysis ensured that the analysis remained both systematic and interpretive. Linguistic features were coded and categorized based on SFL analytical categories, including process types, participants, and circumstances. These categories were operationalized directly from the theoretical framework to ensure analytical validity.

Although SFL recognizes three metafunctions—ideational, interpersonal, and textual—this research primarily focused on the ideational metafunction, as it represents how language constructs experience through processes, participants, and circumstances (Halliday & Matthiessen, 2014). The interpersonal and textual metafunctions were considered only when relevant to evaluative meaning and textual cohesion.

The data analysis was conducted through the following stages:

- 1) identifying descriptive texts in the textbook;
- 2) coding linguistic features based on SFL categories;
- 3) classifying features according to their functional roles;
- 4) interpreting the findings in relation to the communicative purposes of the descriptive genre
- 5) drawing conclusions regarding the extent to which the texts conformed to descriptive genre conventions.

To ensure trustworthiness, theoretical triangulation was applied by relating the findings to SFL and genre based theory. Repeated reviews of the coding process and consultations with the academic supervisor were



conducted to enhance analytical consistency and interpretive validity (Creswell & Poth, 2018).

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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results and discussion, this research concludes that the descriptive texts in the grade VII English textbook *English for Nusantara* consistently realize key language features of the descriptive genre from the perspective of Systemic Functional Linguistics across all twenty six texts analyzed. The findings indicate a stable linguistic pattern characterized by the use of specific and concrete participants, dominant simple present tense, frequent descriptive adjectives, and the predominance of relational and material processes, which function to describe attributes, existence, and routine actions related to school life. In addition, expanded nominal groups and circumstantial adverbials of time, place, manner, and frequency are systematically employed to provide detailed information and ensure textual coherence.

These linguistic realizations demonstrate that the descriptive texts align closely with genre based theoretical frameworks and effectively realize ideational, interpersonal, and textual metafunctions, confirming that *English for Nusantara* provides linguistically appropriate, theoretically grounded, and pedagogically effective models of descriptive texts for grade VII students.



B. Suggestions

Based on the result of this research, the researcher suggested to the reader, teachers, and other researchers. The suggestions are as follows:

1. To effectively understand descriptive texts, it is important for readers and students to first comprehend the basic concepts of descriptive texts, including their social function, generic structure, and language features. This understanding will help readers identify specific language features such as descriptive adjectives, simple present tense, and relational and material processes used in descriptive texts.
2. The researcher also suggests that English teachers and material developers pay greater attention to the variety of descriptive texts found in different chapters of the textbook and in other comparable English textbooks. Since descriptive texts may present different topics, contexts, and language features, analyzing texts from various sources can enrich students' understanding and improve their descriptive writing skills.
3. For teachers and future researchers who aim to improve students' ability to understand and produce descriptive texts, it is recommended to use the descriptive texts in *English for Nusantara* as instructional models while supplementing them with additional descriptive texts as enrichment materials. This approach can support classroom instruction and provide students with broader opportunities to apply the characteristics of descriptive texts in meaningful learning contexts.

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APPENDICES



UIN SUSKA RIAU

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APPENDIX I

Research Instrument



UIN SUSKA RIAU

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Penulis: Arif Kasim Riau

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Section 6 – Your Turn: Reading

 a. Read the text about Pak Edo's Hobby. See the Wordbox.

Pak Edo's Hobby

Pak Edo's hobby is cycling. He goes cycling every morning. Pak Edo always wears a helmet, a t-shirt, shorts, and shoes when he goes cycling. He never forgets to bring his bottle.

Pak Edo sometimes goes cycling with his wife and children. They ride their bicycles together on weekends. Their favorite place for cycling is the park. They like cycling at the park because the air is very fresh.

Pak Edo likes cycling because it can make him healthy. Cycling makes immune cells more active. Cycling is also good for the environment because it does not release pollution.

 b. Answer the questions on Worksheet 1.19 based on the texts.

- Where are Pak Edo and his family's favorite places for cycling?
- What day do Pak Edo and his family go cycling?
- They ride their bicycles together on weekends. What does the word 'they' refer to?
- Do you agree with Pak Edo that cycling is useful for health and the environment? Explain.
- Why does Pak Edo wear his helmet whenever he goes cycling?

Worksheet 1.19

Enrichment: Miming and Guessing a Hobby

- Think of a hobby. Act it out.
- Let your friends guess your hobby.

Chapter 1 - About Me 39


 b. Complete the blanks with the correct words in the clouds.

Tall	Wavy	Chubby
Curly	Hijab	Short
Long	Skimpy	Straight


Galang and Friends

Galang shows a picture of his friends at home to Monita and Andre. In this picture, Galang wears a black jacket. Lenny is standing in the far left. She is (1) _____ and (2) _____. She likes sewing.

Next to Lenny is Tono. He is popular because of his (3) _____, (4) _____. The boy sitting in the front row is Ahmad. He is (5) _____ and (6) _____. He likes playing soccer. The other boy sitting next to Ahmad is Dani. Like Ahmad, Tono also has (7) _____ hair. He likes playing soccer.

There are two other girls in the picture. They are standing next to Tono. They are Nina and Salma. Nina (8) _____, (9) _____ hair. Salma wears a (10) _____ and glasses. They like playing badminton. Finally, the boy standing on the right is Made. He uses a crutch. Made likes playing basketball.

Worksheet 1.22

 c. Read the text again. Point and say the name of the characters in Picture 1.3.

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Section 4 – Reading

 a. Read a text about Made, the Basketball Player.


Made the Basketball Player

Made is Galang's friend. He is 14 years old. He is very friendly. He has a lot of friends. Made has short, black hair. He always wears a cap wherever he goes.

Made is special. He uses a crutch and sometimes uses a wheelchair. He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball. He practices basketball once a week on Saturday. His teammates are proud of him. Together, they make a very good basketball team.

Chapter 1 - About Me 45


 b. Read a text about Galang's favorite snack. See the Wordbox.

Galang's Favorite Snack

My favorite snack is banana fritters. My mom makes them almost every afternoon. She fries them in hot oil until they look golden brown. I like them because they are crispy and crunchy outside, but sweet and soft inside. Sometimes, I add sprinkles, grated cheese, or palm sugar on top of them. Can you imagine how delicious they are? It's finger-licking good!

 c. Write true or false for each statement based on the text.

- Banana fritters taste savory. ()
- Banana fritters are very soft outside. ()
- Galang loves grated cheese for topping. ()
- Galang's mom makes banana fritters for breakfast. ()
- Galang's mom uses a frying pan to make banana fritters. ()

Worksheet 2.13

Chapter 2 - Culinary and Me 75



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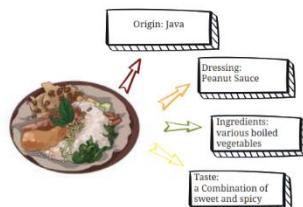
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Section 4 – Your Turn: Reading

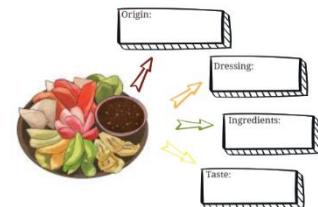
Work with a classmate. Mind map the texts below. See the Wordbox.

My favorite food is Pelcel.
Pelcel is a traditional Javanese salad.
It consists of various boiled vegetables.
It uses peanut sauce as a dressing.
The taste is a combination of sweet and spicy.



Section 4 – Your Turn: Reading

My Mom loves Rujak.
Rujak is a well-known dish in Indonesia.
It is a mixture of various sliced fruits.
It uses spicy palm sugar as a dressing.
The taste is sweet, hot, and spicy.



Worksheet 2.16

Chapter 2 - Culinary and Me 79

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Did You Know?

Tea Time
Everyone has a tea culture. It's more than just a beverage. It's all about culture and the people. In Great Britain, for example, tea time is a light meal in the afternoon. British tea is usually served with both tea and coffee. Tea is the drink for any emotional situation. People drink it in hot or cold weather. In Turkey, people drink tea all day long. In Indonesia, tea is the drink of choice for breakfast, snacks, and meetups with friends. If you visit a Turkish household, your host will first offer you a cup of tea to welcome you.

Enrichment: Guessing Game

What is it?
It is an Indonesian traditional dessert. It is made of banana, brown sugar, coconut oil, and pandan leaf. It is very popular in the holy month of Ramadan.

What is it?
It is an Indonesian traditional snack. It is made of flour. It is deep fried in hot oil. Some people add chocolate sprinkles on top of it.

What is it?
It is one of the very popular chocolate cakes. It is made of layered sponge cakes. Usually, it is covered with whipped cream and topped with some cherries.

What is it?
It is an Indonesian traditional iced dessert. It contains rice flour, deglinut oil, and palm sugar syrup. It tastes creamy and sweet.

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Section 2 – Reading

a. Look at Picture 3.7 and answer the following questions.

Picture 3.7 The Rahmansyah's family cleaning up

1. Who takes out the trash?
2. Who cleans the window?
3. Who mops the floor?
4. Who puts the toys away?

b. Read the text about house chores. See the Wordbox.

Let's Clean Up!

The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the floor and Galang takes out the trash. Each of them take turns to wash the dishes every night.

Ibu Posmo cooks everyday. While she cooks, Ara usually plays with her toys. When she finishes playing, she puts away the toys. Pak Rahmansyah does the laundry every other day. He cleans the windows and the furniture every Saturday.

The Rahmansyahs are busy every day.

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Section 2 – Reading

a. Read the text. See the [Wordbox](#).

Tips to Separate Rubbish

There are some tips on how to separate rubbish at home. The most simple way to separate your rubbish is by categorizing them into two types. First, you can collect organic rubbish. Examples of organic rubbish are food scrap, leaves, plants and soil. They can go into the composter. They are good to use as fertilizer. Second, you should collect non-organic rubbish. The materials that belong in this category are paper, plastic, cardboard, metal and fabric. Before we throw them into the recycle bin, we should clean them. Then, they can be recycled into new products. Separating rubbish is very useful to keep our environment clean. Read the text again and have a look at the rubbish collection. Can you separate them on the categories?

b. Read the text again and have a look at the rubbish below. Can you separate them based on the categories?



Worksheet 3.22

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Section 4 – Your Turn: Reading

a. Read the text. See the [Wordbox](#).



Picture 3.8 Sticker sign

Making Sticker Signs

Sinta wants her family house to look neat and clean every day. She then has an idea. She thinks that it is a good idea to put a label or a sticker sign on every part of her house. Those sticker signs will remind her family about what to do to keep the house clean. She asks Galang and Ara to help her out.

They decided to write eight signs for the sticker. For example, Sinta made 'Please do not leave dirty dishes in the sink' sticker sign. Galang made 'Please flush the toilet after using' sticker sign. Ara made 'Please take off your shoes' sticker sign. Galang drew pictures for the stickers. Finally, they finished all the sticker signs. They put them anywhere in the house, such as on the toilet door or on the bedroom wall.

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Section 4 – Your Turn: Reading

a. Read the text. See the [Wordbox](#).

Making Sticker Signs

Sinta wants her family house to look neat and clean every day. She then has an idea. She thinks that it is a good idea to put a label or a sticker sign on every part of her house. Those sticker signs will remind her family about what to do to keep the house clean. She asks Galang and Ara to help her out.

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b. Read the text again and have a look at the rubbish below. Can you separate them based on the categories?



Worksheet 3.22

b. Choose the correct answer by giving a check mark (✓).

- Why does Sinta want to make sticker signs?
 to make her family house look big
 to make her family house look tidy
- Who does not help Sinta to make sticker signs?
 Ara
 Ibu Posma
- How many sticker signs did they make?
 three
 eight
- Who made 'Please do not leave dirty dishes in the sink' sticker sign?
 Sinta
 Galang
- Who drew the pictures for the sticker signs?
 Ara
 Galang

Worksheet 3.17

Did You Know?
No shoes in the House

Culture in most Asian countries, people remove their shoes as a sign of respect and for cleanliness. On the other hand, people in Britain, the United States, or in Mexico do wear shoes inside the house. We ask a visitor to take off their shoes when we first meet. It may be a bit strange and a bit rude for him or her. In countries especially with cold temperatures, it is a good idea for people to wear slippers or house shoes indoors.


Progress Check 1
Text 1

Sinta is Galang's sister. She is 16 years old. She is tall and has straight black hair. She likes to wear a ribbon in her hair.

Her hobby is playing badminton. She often plays badminton near the park. They usually have rica-rica chicken with rice. It is Sinta's favorite food because it is spicy and greasy. She likes to have it with orange juice. It is sour but very fresh.

For numbers 1-5, choose the best answers.

- What is Sinta's favorite accessory?
 A necklace
 A bracelet
 A watch
 A ribbon
- What is Sinta's favorite meal?
 Rica-rica chicken with rice and orange juice.
 Spicy chicken with rice and orange juice.
 Rica-rica chicken with rice and lemon juice.
 Spicy chicken with rice and lemon juice.
- What is a type of sports that is similar to Sinta's hobby?
 Tennis.
 Volleyball.
 Basketball.
 Archery.

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Arrange the text numbers to make the correct step to make a pancake.

6. _____ - _____ - _____ - _____ - _____

7. Think about your hobby. Describe what you need for your hobby, how many times you do your hobby, and the reason why you like to do your hobby. To describe your hobby, you may use the sentences below.

My hobby is _____
I like _____
To do _____ I need _____
I often play _____
I usually play _____
I like to _____ because _____

Text 3

Monita's bedroom is very spacious. She loves to hang out in her bedroom. When we go inside, there is one large bed. If we look closely, we can see a drawer under her bed. There are many dolls inside the drawer. Next to the bed, there is a side table with a lamp above it. She has a big white cupboard which is full of colorful clothes. She likes Justin Bieber so she sticks some posters of him on the wall. Between the posters, she hangs a picture of her and her best friends. In front of her bed, there is a cabinet with a television above it. She tidies up her bedroom every day. No wonder her room is very neat and clean.

For numbers 1-5, choose the best answers.

8. What can we find in Tamara's bedroom?
 - a. A drawer, a bed, dolls, a side table, and a cupboard.
 - b. A bed, a side table, a radio, and a lamp.
 - c. A bed, a side table, books, and a television.
 - d. A picture, dolls, a chair, and a rug.

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- b. Read a text about *Ibu Ayu's Online Classroom*. See the [Wordbox](#).

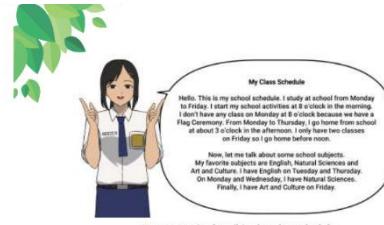
Ibu Ayu's Online Class

Ibu Ayu teaches English every Tuesday and Thursday. During the pandemic, *Ibu Ayu* taught English online. She used a video conferencing application. *Ibu Ayu* met and talked with her students virtually. She also explained the materials and has a discussion with her students. The students felt very happy and excited to learn English online. Sometimes the students spoke at the same time. In a video conferencing application, speaking at the same time makes the class noisy. *Ibu Ayu* thought about making rules for online learning.

- c. Answer the following questions based on the text above.
 1. Why does *Ibu Ayu* teach English online?
 2. How many times does *Ibu Ayu* teach English in a week?
 3. What type of application does *Ibu Ayu* use in teaching online?
 4. What activities does *Ibu Ayu* do in online learning?
 5. Do you think *Ibu Ayu* needs to make online learning rules? Explain.

Worksheet 4.15

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Text 4.1 Monita describing her class schedule.

b. Listen again to [Audio 4.7](#). Answer the following questions. Number one has been done for you.

1. When does Monita have a Flag Ceremony?
She has a Flag Ceremony on Monday.

2. What time does she usually go home from school?

3. When does Monita have English?

4. When does Monita have Natural Sciences?

5. When does Monita have Art and Culture?

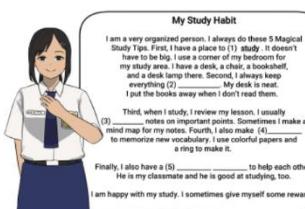
Worksheet 4.7

c. Based on Monita's class schedule above, complete the following sentences.

1. She has Natural Sciences on **Monday** and _____.
2. She has PE on _____ at _____.
3. She has English on _____ and _____.

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- c. Complete the text about Monita's study habits. Use the activities in the [Worksheet 4.25](#). See the [Wordbox](#).


My Study Habit

I am a very organized person. I always do these 5 Magical Study Tips. First, I have a place to (1) **Study**. It doesn't have to be big. I use a corner of my bedroom for my study. Second, I have a desk, a chair, a bookshelf, and a desk lamp there. Second, I always keep everything (2) **tidy**. My desk is neat. I put things away when I don't read them.

Third, when I study, I usually (3) **make** notes on important points. Sometimes I make a mind map for my notes. Fourth, I also make (4) **flashcards** to memorize new words. I use colourful papers and a ring to make it.

Finally, I also have a (5) **study buddy** to help each other. He is my classmate and he is good at studying, too.

I am happy with my study. I sometimes give myself some rewards.

Worksheet 4.26

- d. Read the text again on [Worksheet 4.26](#). Write **T** if the statement about Monita is **True** or **F** if the statement is **False**. Number one has been done for you.

1. She is not an organized student.
2. She has notebooks
3. She does not have any mind map
4. She has vocabulary flashcards.
5. Her study buddy is a good student.

F
□□□□□

Worksheet 4.27

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Worksheet 4.28

f. Observe the following structure of a descriptive text about Monita's study habits.

Table 4.6

Structure	Text
Identification: a general orientation to the topic	Example: I am a very organized person.
Description: Feature 1: Study area	First, I have a place to study. It doesn't have to be big. I use a corner of my bedroom for my study area. I have a desk, a chair, a bookshelf, and a desk lamp there. Second, I always keep everything organized. My desk is neat. I put the books away when I don't read them.

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 Feature 2:
Lesson review

Third, When I study, I review my lesson. I usually take notes on important points. Sometimes I use a ring to keep my notes. Fourth, I also make flashcards to memorize new vocabulary. I use colorful paper and a ring to make it

 Feature 3:
Study buddy

Finally, I also have a study buddy to help each other. He is my classmate and he is good at studying, too.

Comment

I am happy with my study. I sometimes give myself some rewards.

Section 3 – Reading

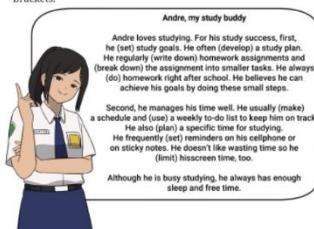
a. Read the following text about Andre.



Picture 4.8 Andre's study habits

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b. Complete the text on Worksheet 4.29 by changing the verbs in the brackets.



Worksheet 4.29

c. Read the questions on Worksheet 4.30, then write down your answers.

1. Does Andre love studying?
Yes, he does.
2. When does Andre do his homework?

3. What does he do to keep on track?

4. What does he use to set the reminders?

5. Does he like wasting time?

Worksheet 4.30

Chapter 4 - My School Activities 189

d. Write down Andre's study habits into the following categories.

Study Goals	Time Management
He sets study goals
.....
.....
.....

Worksheet 4.31

e. Observe the following structure of a descriptive text about Andre's study habits. Complete the text.

Structure

 Identification:
a general orientation to the topic

Text

Example:
Andre's loves studying.

 Description:
Feature 1:
Study goals

For his study success, first, he _____ study goals. He often _____ a study plan. He regularly _____ down homework assignments and _____ down the assignment into smaller tasks. He always _____ homework right after school. He believes he can achieve his goals by doing these small steps.

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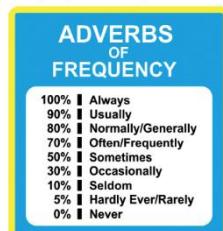
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Feature 2: Time management	Second, he manages his time well. He usually _____ a schedule and _____ a weekly to-do list to keep him on track. He sets a specific time for studying. He frequently _____ reminders on his cellphone or on sticky notes. He doesn't like wasting time so he _____ his screen time, too.
Comment:	Although he is busy studying, he always has enough sleep and free time.

Worksheet 4.32

Section 4 – Language Focus

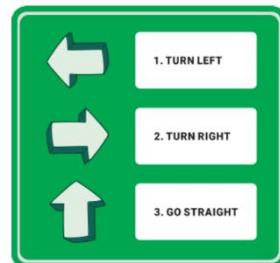
a. When we talk about our activity, we sometimes talk about the frequency. For example: always, often, sometimes. They are called adverbs of frequency. Let's learn more about it. Underline the adverbs of frequency in the following sentences.



Picture 4.9 Adverbs of frequency

Chapter 4 - My School Activities 191

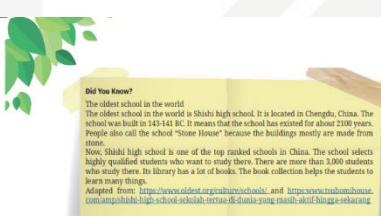
b. Listen again to [Audio 5.3](#) about giving directions. Fill in the blanks to complete the paragraph. Use **turn left**, **turn right**, or **go straight**.



Pipit is in the garden. She must go to the teachers' room to meet Ibu Ayu. She should (1) _____. After she walks past the library, she should (2) _____. The teachers' room is beside the canteen. Before she meets Ibu Ayu, Pipit needs to go to the toilet. She should walk past the laboratory and the library. After that she should (3) _____. The girls' toilet is on her left.

Worksheet 5.5

Chapter 5 - This is My School 211

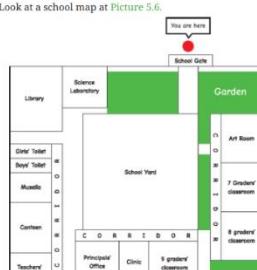


Adapted from: <https://www.oldest.org/oldest-school/> and <https://www.indahhouse.com/anggabali/high-school/school-verte-oldest-school-in-the-world/>

Section 6 – You're Turn: Speaking

Asking for and Giving Directions

a. Look at a school map at [Picture 5.6](#).



Picture 5.6 SMP Merdeka's map

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Extracurricular Activities at SMP Merdeka

Day and time	Extracurricular activity	Venue
Monday, 3 PM to 5 PM	(1) English Club Science Club	Library (2)
Tuesday, 3 PM to 5 PM	Pencak silat	(3)
Wednesday, (4)	Basketball Volleyball	School Yard School Yard
(5) _____, 3 PM to 5 PM	Scout	School Yard
Friday, 1 PM to 3 PM	Choir	(6)
(7) _____	(7)	Art Room
(8) _____, 2 PM to 4 PM	Dancing	Art Room

Worksheet 5.12

Section 5 + Reading

a. Read the text 'SMP Merdeka Basketball Club'.

SMP Merdeka Basketball Club

Galang joins an extracurricular activity this semester. He is in SMP Merdeka basketball club. The name of the club is Eagle Merdeka Basketball. Their first uniform is red and their second uniform is white. The mascot of the team is an eagle.

More than 30 students are in the club. The members of the club always practice once a week with their coach. The coach calls the members of the club as eagles. The eagles always practice on Wednesdays at 3 PM at the school yard.

Eagle Merdeka Basketball club will join a tournament next month in Banjarbaru. They are looking for new players to join the tournament from seventh grader students. The selection for the new players is next week.

Chapter 5 - This is My School 225



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Section 6 - Your Turn: Reading

- a. Read the text 'Pipit Likes Pencak Silat'. See the Wordbox.

Pipit Likes Pencak Silat

Pipit likes pencak silat because it makes her move a lot. The practice is every Tuesday from 3 pm to 5 pm in the school yard. Before practicing, Pipit and all other students in pencak silat have some warming up activities. They have a coach called Pak Amin. In the practice, Pak Amin teaches the students to kick and punch. He also teaches how to block an opponent in a pencak silat match. Pipit joins pencak silat as an extracurricular activity in SMP Merdeka.

- b. Look at the following personal schedules from Monita, Galang, Andre, and Pipit.

Monita's Daily Schedule		
Day	Time	Activity
Monday	3 - 5 PM	English club
Thursday	3 - 5 PM	Scout
Friday	1 - 3 PM	Choir

Galang's Daily Schedule		
Day	Time	Activity
Monday	3 - 5 PM	Science club
Wednesday	3 - 5 PM	Basketball
Thursday	3 - 5 PM	Scout

Andre's Daily Schedule		
Day	Time	Activity
Thursday	3 - 5 PM	Scout
Friday	1 - 3 PM	Choir
Saturday	2 - 4 PM	Dancing

Chapter 5 - This is My School 227

- c. Read the example text of describing a room.

My Classroom

This is our classroom. It is big. There are thirty tables and chairs for the students. There is also a desk for the teacher. A blackboard is in front of the class. The windows are on the right side of the room. We study subjects like Math, Bahasa Indonesia and Social Sciences in this room. Sometimes, our teacher tells us to present our work or play games in the classroom.

As a descriptive text, the structure of the sample text is:

Table 5.2

Structure	Text
Identification: The name of the room	This is our classroom
Description: Feature 1: The size	It is big.
Feature 2: The object	There are thirty tables and chairs for the students. There is also a desk for the teacher. A blackboard is put in front of the class. The windows are on the right side of the room.
Feature 3: The activity	We study subjects like Math, Bahasa Indonesia and Social Sciences in this room. Sometimes, our teacher tells us to present our work or play games in the classroom.

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Section 2 + Reading

- a. Read the text about a school festival. See the Wordbox.

School Festival at SMP Merdeka

SMP Merdeka holds an annual festival. It usually happens in June. It takes place in some school facilities. At this festival, students participate in many activities, such as art exhibitions and competitions.

Art exhibition is usually located in the art room. It shows students' artwork like paintings, statues, and crafts. A group of students also sell crafts in the stalls. Students usually enjoy the art exhibition and buy interesting crafts. There are two kinds of competitions. They are sports and art competitions. The sports competition is held in the school yard. Class teams compete in soccer, basketball and badminton. Art competition is performed on stage in the school garden. Some students perform singing and dancing. Other students present poetry reading and storytelling. Students who like reading can join a storytelling activity.

Before the school festival, students practice sports and arts for competition. Some students help prepare the decorations for the stage. Everyone is happy participating in the school festival.

- b. Put a tick in the map based on text 'School Festival at SMP Merdeka' for:
 - The location for art exhibition.
 - The location for the sports competition.
 - The location for the art competition.

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Progress Check 2

Text 1

Today, there is a school event in SMP Merdeka. There are many competitions to join in. There is a basketball competition in the school field. There are also other competitions that are held in some classes. Galang and his friends want to join the basketball competitions. They will compete against another class. Sinta likes to sing. She wants to join the singing competition. Her voice is so beautiful. Monita wants to join the storytelling competition. She is registering for it in the library. There is also an art exhibition. There are many handicrafts like keyrings and paintings to sell. Andre wants to buy a painting. He is going to the art exhibition now. For numbers 1-5, choose the best answer for each question.

For numbers 1-5, choose the best answers.

1. These are some competitions in SMP Merdeka's school event, except ...
 - a. A basketball competition.
 - b. A storytelling competition.
 - c. A painting competition.
 - d. A singing competition.
2. What competition do Galang and his friends want to join?
 - a. A soccer competition.
 - b. A basketball competition.
 - c. A volleyball competition.
 - d. A badminton competition.
3. Why does Sinta want to join the singing competition?
 - a. Singing is her hobby.
 - b. The competition is held in the class.
 - c. The competition is held in the field.
 - d. Sinta is registering for it in the library.

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Andre : How's your first day at school?
 Pipit : It's fun, but I want to go around the school. There are many school areas that I want to know more about.
 Andre : I can show you some.
 Pipit : Thank you.
 Andre : You're welcome. Well, where should we start?
 Pipit : There! What room is that?
 Andre : That is the principal's office. It is (6) _____ to the clinic.
 Pipit : How about that room (7) _____ the library?
 Andre : That is the science laboratory. We always go there on Thursday for science class.
 Pipit : That's interesting. By the way, (8) _____ the canteen?
 Andre : The canteen is (9) _____ the musalla and the teachers' room. There is also a school yard (10) _____ of it. Many students play basketball there after school.
 Pipit : Well, I'm quite hungry now. Should we grab something at the canteen before going home?
 Andre : Okay, let's go!

Text 2

Monita is going to make her own class schedule. She tries to remember the class subjects, the day, and the time she does it. However, she remembers it in the wrong order. Help Monita arrange the schedule in the correct order.

Monita's Class Schedule

1. On Wednesday, she has English to learn.
2. Monita studies at school from Monday to Friday. Her school usually starts at 7 o'clock in the morning.
3. She usually goes home by 3 o'clock. It is different on Friday because she only has two classes. On Friday, she goes back home before noon.

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4. On Monday, she usually has Maths, Bahasa Indonesia, and Natural Science. The three subjects are also learned on Thursday.
5. On Tuesday, she learned Religious Education, Social Sciences, and a local language. While on Friday, she learned Arts and Sports. She has a really nice weekend on Saturday and Sunday.

Write the numbers to arrange Monita's Class Schedule.

11. □-□-□-□-□

Complete the table with Monita's school subjects.

Monita's Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday

Text 3

Galang attends an online class this afternoon. Before joining the online class, he prepares a book and a pen to write the learning material. He also wears a school uniform. He joins the online class on time. He turns on his camera and turns off his microphone. One of Galang's friends, Andre, forgets to turn off his microphone. He speaks very loudly and it is very noisy. Then, the teacher tells him to turn off his microphone when it is not used. After he turns it off and the class begins. The students are enjoying the lesson. However, Galang has a question to ask. He clicks the raise hand button and the teacher allows him to speak. The class goes well and Galang is happy with it.



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APPENDIX II

Thesis Guidance Letters



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ENGLISH LANGUAGE STUDY PROGRAM

**DISPOSISI
INDEKS BERKAS
KODE : 002**

NOMOR : 277

**HAL : Pergantian Pembimbing
Hari / Tanggal : Rabu, 30 Juli 2025
ASAL : Tengku Hamidah
NIM : 12010424265**

TANGGAL PENYELESAIAN : SIFAT :

-Informasi

A Analysis of Descriptive Texts in The English Textbook " English for Nusantara" For The Grade VII: Generic Structures and Languange Features

-Dosen Pembimbing

Cut Rauchhatul Misti, M.pd.

DITERUSKAN KEPADA

- 1. Kajur PBI**
- 2.**
- 3.**
- 4.**

***) 1. Kepada bawahan "Instruksi" atau Informasi
2. Kepada atasan "Instruksi" coret "Instruksi"**

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Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id E-mail: ftk_uinsuska@yahoo.co.id

Nomor : B-14550/Un.04/F.II.1/PP.00.9/08/2025
Sifat : Biasa
Lampiran : -
Hal : *Pembimbing Skripsi*

Pekanbaru, 04 Agustus 2025

Kepada Yth.
Cut Raudhatul Miski, M.Pd.
Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu 'alaikum warhamatullahi wabarakatuh
Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : TENGKU HAMIDAH
NIM : 12010424265
Jurusan : Pendidikan Bahasa Inggris
Judul : A Analysis of Descriptive Texts in the English Textbook "English for Nusantara" for Grade VII : Generic Structures and Language Features
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan Teknik Penulisan Skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m
a.n Dekan
Hakim Dekan I,

Dr. Sukma Erni, M.Pd.
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 2. Nama Pembimbing : *Cut Rauchhatul Miski, S.Pd., M.Pd*
 a. Nomor Induk Pegawai (NIP) : *19790109 2005012011*
 3. Nama Mahasiswa : *Tensku Hamidah*
 4. Nomor Induk Mahasiswa : *1010429165*
 5. Kegiatan :
 :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	12/Agustus 2025	Background.		
2.	22/Agustus 2025			
3	26/Agustus 2025			
4	3/September 2025			
5	6/Okttober 2025			
6	28/Okttober 2025			
7.	05/November 2025	Atte Seminar proposal.		

Pekanbaru, 05 November 2025
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3. Nama Mahasiswa : Tengku Hamidah
4. Nomor Induk Mahasiswa : 12010424265
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	15 desember 2025	Bimbingan instrumen		
2	16 desember 2025	Revisi instrumen		
3	18 desember 2025	Acc instrumen		
4	31 desember 2025	Bimbingan bab 4 & 5		
5	2 januari 2026	Revisi findings		
6	6 januari 2026	Revisi discussion		
7	8 januari 2026	Acc for exam		

Pekanbaru, 06 Januari 2026
Pembimbing

NIP. 197901092009012011

tan Syarif Kasim Riau



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**AN ANALYSIS OF DESCRIPTIVE TEXTS IN ENGLISH
TEXTBOOK “ENGLISH FOR NUSANTARA”
FOR THE GRADE VII**

A PROPOSAL



Acc to join proposal Examination
Nov 14, 2019
Supervisor
Cut Raudhatul Miski, M.Pd.

By

TENGKU HAMIDAH

SIN. 12010424265

SUPERVISOR

Cut Raudhatul Miski, S.Pd., M.Pd.

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
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TEXTBOOK “ENGLISH FOR NUSANTARA”
FOR THE GRADE VII**



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Approved by
Muhammad Farhan
Jan 8th, 2026
Supervisor
Cut Raudhatul M. N.H
Cut Raudhatul M. N.H

BY:

TENGKU HAMIDAH

SIN.12010424265

SUPERVISOR

Cut Raudhatul Miski, S.Pd., M.Pd.

**DEPARTMENT OF ENGLISH EDUCATION
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UJIAN PROPOSAL**

Nama : TENGKU HANIFAH
Nomor Induk Mahasiswa : 12.01.09.24.2615
Hari/ Tanggal : Jumat, 27th NOVEMBER 2015
Judul Proposal Penelitian : AN ANALYSIS OF DESCRIPTIVE TEXTS IN ENGLISH
TEXT BOOK "ENGLISH FOR MUSANTARA"
FOR THE GRADE VII

NO	URAIAN PERBAIKAN
1.	the concept should be clarify!
2.	the material should be authentic or the material should be interesting by the students

Pengaji I

Pekanbaru, 27th NOVEMBER 2015
Pengaji II

RILY SURSHENDRA, S.Pd

NEWIA IRATHIN, S.Pd.F, M.Pd

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki
proposal mahasiswa yang dibimbing

tan Syarif Kasim Riau

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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Tengku Hamidah
Nomor Induk Mahasiswa : 12010424265
Hari/Tanggal Ujian : Senin, 24 November 2025
Judul Proposal Ujian : An Analysis of Descriptive Texts In English Textbook "English for Nusantara" for Grade VII

Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rizky Gushendra, S. Pd. I, M. Ed	PENGUJI I		
2.	Nelvia Ibrahim, S. Pd. I, M. Pd	PENGUJI II		



Pekanbaru, 12 Desember 2025
Peserta Ujian Proposal

Tengku Hamidah
NIM. 12010424265



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NOTA PERBAIKAN SKRIPSI

Hari/ Tanggal : Selasa, 13 Januari 2026
Pukul : 08.00 s/d Selesai
Dewan Pengaji
Pengaji I : Dr. Faurina Anastasia, S.S., M. Hum
Pengaji II : M. Taufik Ihsan, S. Pd, S. Kom, M. Pd
Pengaji III : Harum Natasha, S. Pd, M. Pd
Pengaji IV : Nuardi, S. Pd.I, M. Ed

Nama Kandidat : Tengku Hamidah
Nim : 12010424265
Perbaikan :

1. Revise background of the research
2. Revise conceptual framework
3. Revise methodology
4. Revise chapter IV

Lama perbaikan : 1 (satu) bulan sejak tanggal ujian
Catatan untuk pemeriksaan setelah diperbaiki :

Telah diperiksa dan disetujui Pengaji I : (Dr. Faurina Anastasia, S.S., M. Hum.)

Telah diperiksa dan disetujui Pengaji II : (M. Taufik Ihsan, S. Pd., S. Kom., M. Pd.)

Telah diperiksa dan disetujui Pengaji III : (Harum Natasha, S. Pd., M. Pd.)

Telah diperiksa dan disetujui Pengaji IV : (Nuardi, S. Pd.I., M. Ed.)

Ketika perbaikan skripsi yang dicoret-coret waktu ujian harus dibawa.

Pekanbaru, 22 Januari 2026
Pengaji II/ Panitia

Muhammad Taufik Ihsan, S. Pd, S. Kom, M. Pd
NIP. 19880122 202521 1 005



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Nomor : B-26015/Un.04/F.II.3/PP.00.9/2025
Sifat : Biasa
Lamp. : -
Hal : Mohon Izin Melakukan PraRiset

Pekanbaru, 02 Desember 2025

Yth : Kepala
MTs Al-Kifayah Riau
di
Tempat

Assalamu 'alaikum Warhmatullahi Wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	:	Tengku Hamidah
NIM	:	12010424265
Semester/Tahun	:	XI (Sebelas) / 2025
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau



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المدرسة الثانوية الكفائية رياو MADRASAH TSANAWIYAH AL-KIFAYAH RIAU

NPSN. 70010779 / NSM. 121214710039
AKREDITASI: A (UNGGUL.)
Jl. Uka-Iskandar Muda Garuda Sakti KM 3 Kel. Air Putih
Kec. Tuah Madani Kota Pekanbaru, Provinsi Riau Kode Pos 28290
HP: 085271373346 / 085274686258



No : 403/SB/MTs-AKR/XII/2025
Lampiran : -
Perihal : Balasan Permohonan Izin PraRiset

Kpd Yth,
Dekan Fakultas Tarbiyah Dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau
di
Tempat

Assalamualaikum Warahmatullahi Wabarakatuh

Sehubungan dengan surat dari Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, hal: izin melakukan *PraRiset* maka Kepala Madrasah Tsanawiyah Al-Kifayah Riau dengan ini menerangkan nama mahasiswa di bawah ini :

Nama	:	Tengku Hamidah
NIM	:	12010424265
Semester/ Tahun	:	XI (Sebelas)/ 2025
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

Diizinkan untuk melakukan *PraRiset* guna mendapatkan data yang berhubungan dengan penelitian yang akan dilakukan di Madrasah Tsanawiyah Al-Kifayah Riau.

Demikian surat balasan ini, agar dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Pekanbaru, 15 Desember 2025
Kepala MTs Al-Kifayah Riau

Ahmad Farhan, M. Pd., Kons
NPK. 1988090920.07.04



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Nomor : B-26793/Un.04/F.II/PP.00.9/02/2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 16 Desember 2025

Yth : Kepala Sekolah
MTs S Al-Kifayah Riau
Di Pekanbaru

Assalamu'alaikum Warahmatullahi Wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Tengku Hamidah
NIM	: 12010424265
Semester/Tahun	: XI (Sebelas)/ 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

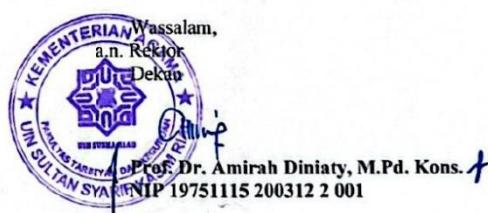
ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : An Analysis of Descriptive Texts in English Textbook "English for Nusantara" for Grade VII

Lokasi Penelitian : MTs S Al-Kifayah Riau

Waktu Penelitian : 3 Bulan (16 Desember 2025 s.d 16 Maret 2026)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Tembusan :
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Sehubungan dengan surat dari Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, hal: izin melakukan *Riset* maka Kepala Madrasah Tsanawiyah Al-Kifayah Riau dengan ini menerangkan nama mahasiswa di bawah ini :

Nama	:	Tengku Hamidah
NIM	:	12010424265
Semester/Tahun	:	XI (Sebelas)/ 2025
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

Diizinkan untuk melakukan *Riset* dengan judul skripsi “An Analysis of Descriptive Texts in English Textbook *English for Nusantara for Grade VII*”. Dengan rentang waktu 3 bulan (16 Desember 2025 s.d 16 Maret 2026) guna mendapatkan data yang berhubungan dengan penelitian yang akan dilakukan di Madrasah Tsanawiyah Al-Kifayah Riau.

Demikian surat balasan ini, agar dapat dipergunakan sebagaimana mestinya.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh

Pekanbaru, 20 Desember 2025
Kepala MTs Al-Kifayah Riau

Asminidawani M. Pd., Kons
NPK. 1988090920.07.04



CURRICULUM VITAE

Tengku Hamidah is the only child of Mr. Tengku Mahiddin and Mrs. Nur Anita Siregar. She was born on Pekanbaru, July 16th 2001. She lives at pekanbaru, Riau. In 2014, she graduated from SDN 115 Pekanbaru and continued her studies at MTsN 3 Pekanbaru and SMA Teladan Medan. In 2020, she finished her studies at SMA Teladan Medan.

In 2020, she was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July, she was doing KKN (Kuliah Kerja Nyata) Program at . Then, she took part in the Pre Service Teacher Practice (PPL) program at SMK Telkom Pekanbaru. To fulfil requirements for undergraduate Degree in English Education, she conducted the research on August – December 2025 by thesis entitled : “An Analysis of Descriptive Texts in English Textbook *English for Nusantara* for Grade VII”.