



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI  
BADAN PENELITIAN DAN PENGEMBANGAN DAN PERBUKUAN  
PUSAT KURIKULUM DAN PEMBUKUAN

Student's Book

# My Next Words

For Elementary School



Lala Intan Gemala, dkk

1

- **Hak Cipta pada Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.**  
Dilindungi Undang-Undang.

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### **My Next Word Grade 1 - Student's Book for Elementary School**

#### **Judul Asli: My Next Word Grade 1 - Student's Book for Elementary School**

Penulis

Lala Intan Gemala

Heni Dwi Utami

Ulin Farichah

Penyadur

Lala Intan Gemala

Ulin Farichah

Penelaah

Itje Chodijah

Iyen Nurlaelawati

Ika Lestari Damayanti

Penyunting

Hendytio Rumbiono

Penyelia

Pusat Kurikulum dan Perbukuan

Penata letak

Nenih Nurhasanah

Desain Kover

Febrianto Agung D.C

Ilustrator

Imam KR Moncol

Penerbit

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Isi buku ini menggunakan huruf Arial Rounded MT Bold 12/14 pt.  
x, 134 hlm.: 25 cm.

# KATA PENGANTAR

Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan dan Perbukuan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi mempunyai tugas penyiapan kebijakan teknis, pelaksanaan, pemantauan, evaluasi, dan pelaporan pelaksanaan pengembangan kurikulum serta pengembangan, pembinaan, dan pengawasan sistem perbukuan. Pada tahun 2020, Pusat Kurikulum dan Perbukuan mengembangkan kurikulum beserta buku teks pelajaran (buku teks utama) yang mengusung semangat merdeka belajar. Adapun kebijakan pengembangan kurikulum ini tertuang dalam Keputusan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 958/P/2020 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah.

Kurikulum ini memberikan keleluasaan bagi satuan pendidikan dan pendidik untuk mengembangkan potensinya serta keleluasaan bagi peserta didik untuk belajar sesuai dengan kemampuan dan perkembangannya. Pada tahun 2021, kurikulum ini akan diimplementasikan secara terbatas di Sekolah Penggerak. Begitu pula dengan buku teks pelajaran sebagai salah satu bahan ajar yang akan diimplementasikan secara terbatas di Sekolah Penggerak.

Untuk mendukung pelaksanaan Kurikulum serta penyediaan buku teks pelajaran tersebut, salah satunya dengan melakukan penyaduran buku bahasa Inggris berjudul *My Next Words Grade 1 – Student’s Book for Elementary School* dari Penerbit CV. Prima Surya Pustaka. Buku Bahasa Inggris ini diharapkan mampu menjadi salah satu bahan ajar untuk mendukung pembelajaran pada satuan pendidikan di Indonesia.

Umpam balik dari pendidik, peserta didik, orang tua, dan masyarakat khususnya di Sekolah Penggerak sangat diharapkan untuk perbaikan dan penyempurnaan kurikulum dan buku teks pelajaran ini.

Buku siswa *My Next Words* ini telah digunakan sebagai buku pegangan siswa sejak tahun 2013. Buku edisi ke 3 ini dideskripsikan dengan Capaian Pembelajaran yang dikembangkan Pusat Kurikulum dan Perbukuan tahun 2020.

Selanjutnya, Pusat Kurikulum dan Perbukuan menyampaikan terima kasih kepada seluruh pihak yang terlibat dalam penyusunan buku ini mulai dari Penerjemah, Penyadur, Penelaah, Penyunting, Ilustrator, Desainer, dan pihak terkait lainnya yang tidak dapat disebutkan satu per satu. Semoga buku ini dapat bermanfaat untuk meningkatkan mutu pembelajaran.

Jakarta, Juni 2021  
Kepala Pusat Kurikulum dan Perbukuan,

Maman Fathurrohman, S.Pd.Si., M.Si., Ph.D.  
NIP 19820925 200604 1 001

# KATA PENGANTAR

Pelajaran Bahasa Inggris untuk peserta didik SD secara Nasional masih belum merupakan mata pelajaran yang wajib diajarkan. Oleh sebab itu sekolah yang memutuskan untuk menambah pelajaran bahasa Inggris kepada muridnya harus mengembangkan berbagai kebutuhan pengajarannya sendiri. Sekolah harus mengembangkan silabus, materi ajar dan evaluasinya, serta pengembangan gurunya.

*My Next Words* adalah produk dari hasil kajian cermat secara praktis maupun teoretis. *My Next Words* disusun berdasarkan observasi dan pengalaman empirik pengajaran bahasa Inggris di berbagai wilayah di Indonesia. Singkat kata untuk mengenalkan bahasa Inggris di SD diperlukan silabus dan materi yang disusun sesuai dengan konteks peserta didik dan sekolah di Indonesia pada umumnya. Tujuan yang tercantum dalam silabus harus dapat diwujudkan dalam materi ajar yang akan memampukan peserta didik menggunakan bahasa Inggris dan dapat dievaluasi tingkat keberhasilannya.

*My Next Words* disusun guna memenuhi tujuan utama pembelajaran bahasa Inggris di sekolah dasar yaitu memampukan peserta didik untuk berinteraksi dengan orang lain, baik guru maupun teman-temannya. Sebagaimana kaidah perolehan bahasa, maka kemampuan mendengar dan merespon harus diutamakan pada tahap awal di kelas rendah. Setelah peserta didik dapat secara otomatis merespon bahasa yang dikenalkan secara lebih otomatis, guru dapat mulai mengenalkan *reading* dan *writing* yang juga harus interaktif.

*My Next Words* dikembangkan dengan model yang mengawali pengenalan bahasa secara kontekstual. Melalui bahasa pengantar guru yang sesuai diharapkan setiap aktivitas pada tahap awal menarik perhatian peserta didik. Kemudian diikuti dengan praktik terbimbing agar peserta didik percaya diri dan baru diikuti oleh latihan menggunakan bahasa secara lebih bebas oleh peserta didik.

Agar guru mampu menyelenggarakan proses pembelajaran yang interaktif tersebut, selain kemampuan berbahasa lisan yang cukup, guru membutuhkan materi ajar yang membantunya untuk memampukan peserta didik berinteraksi. Oleh sebab itu bahan ajar yang kami kemas dalam *My Next Words* banyak memberikan lembar-lembar kerja (*worksheet*) sebagai alat interaksi bagi peserta didik. Selain itu bahan ajar yang kami buat tersebut selalu memiliki topik yang selalu berada pada konteks situasi, selain juga mengenalkan peserta didik kepada berbagai pola bahasa sederhana sebagai pilihan.

*My Next Words* menggunakan azas daur ulang dalam pengenalan konsep bahasa. Berbagai kosa kata diulang-ulang dan ditambahkan tingkat kesulitannya secara bertahap agar materi bahasa yang dipelajari tersimpan dalam *long-term memory*. Agar pembelajaran terjadi secara interaktif penggunaan *gestures and actions* oleh guru mutlak diperlukan. *My Next Words* solusi pengajaran bahasa Inggris di tingkat Sekolah Dasar.

**Itje Chodijah**

Writer Consultant & Editor

# PRAKATA

Alhamdulillah, segenap puji syukur kami panjatkan kepada Allah SWT yang telah memberikan karunia dan kesempatan kepada kita semua. Kami mengucapkan terima kasih yang tak terhingga kepada semua pihak yang telah memberi dukungan baik materi maupun motivasi serta fasilitas sehingga kami bisa menyelesaikan buku *My Next Words*.

Penulisan buku ini disusun berdasarkan kurikulum yang dibuat oleh *English For Young Learner Community (EYLC)* Sidoarjo, yaitu kelompok kerja guru bahasa Inggris SD/MI Muhammadiyah se-Sidoarjo. Tujuan utama dari penulisan buku ini adalah memberikan buku pegangan peserta didik dalam seluruh rangkaian kegiatan pembelajaran bahasa Inggris di dalam kelas. Pembelajaran yang menitikberatkan pada kegiatan mendengar dan berbicara akan memotivasi dan menumbuhkan rasa percaya diri dalam menggunakan bahasa Inggris di kehidupan sehari-hari. Buku ini juga disusun berdasarkan tingkat perkembangan, karakter dan lingkungan anak.

*My Next Words* ini menyajikan materi pembelajaran yang sederhana agar anak mampu berkomunikasi dengan menggunakan bahasa Inggris sesuai dengan dengan perkembangan dan kebutuhan anak dalam berkomunikasi. Agar karakter bahasa sebagai alat komunikasi dapat diwujudkan dalam kegiatan belajar sehari-hari dan berkelanjutan, maka guru diharapkan menggunakan bahasa Inggris dalam rangkaian kegiatan pembelajaran di kelas dan di luar kelas, agar anak dapat menggunakannya dalam konteks kehidupannya sehari-hari.

Semoga buku ini bisa bermanfaat dan menjadi wacana baru bagi guru-guru Bahasa Inggris sebagai upaya peningkatan kualitas peserta didik dalam menghadapi perkembangan global. Kami berharap saran yang membangun dapat diberikan oleh pemerhati dan pendidik terutama dalam bidang bahasa Inggris demi penyempurnaan buku ini.

EYLC Team  
Writers

## SEKILAS TENTANG EYLC TEAM

*English for Young Learner* Community (EYLC) SD/MI Muhammadiyah Sidoarjo adalah kelompok kerja guru Bahasa Inggris. Tim ini terbentuk di awal tahun 2010 dengan latar belakang banyaknya masalah pembelajaran bahasa Inggris di tingkat dasar, mulai dari materi dan metode pembelajaran bahasa itu sendiri.

Tim ini dibentuk dengan tujuan memperbaiki pembelajaran bahasa Inggris di tingkat dasar, diawali dengan membuat kurikulum yang sesuai dengan perkembangan anak, kontekstual dan menyenangkan. Empat kemampuan bahasa yaitu *listening, speaking, reading* dan *writing* merupakan aktivitas yang tidak terpisahkan dalam penyusunan kurikulum tersebut.

Dengan tahapan belajar *presentation, practice* dan *production*, peserta didik belajar secara teratah dan terukur. Di bawah bimbingan Ibu Itje Chodijah, kurikulum yang sudah mulai kita terapkan selama setahun, memperlihatkan hasil yang bagus. peserta didik menjadi aktif mengikuti kegiatan pembelajaran yang dirancang dengan matang dan memperhatikan perkembangan anak. Agar pembelajaran lebih efektif maka muncullah ide untuk pembuatan buku *My Next Words*.

Dengan terbitnya buku *My Next Words*, diharapkan dapat memberi manfaat dan kemudahan dalam mengajarkan bahasa Inggris di tingkat dasar. Tentunya tidak ada yang sempurna dari keseluruhan isi buku ini. Kritik dan saran yang membangun tetap kami harapkan untuk kesempurnaan buku ini di masa mendatang.

# FRAMEWORK

| SEMESTER 1                              |  |   |
|---|--|---|
| Unit                                    | Objectives   | Language Focus  |
| 1<br><b>How are you?</b>                | <ul style="list-style-type: none"> <li>Children are able to greet their friends in a friendly manner.</li> <li>Children are able to greet parents and teachers politely.</li> </ul>  | Good morning. Good afternoon.<br>Good evening. Goodbye.<br>How are you? I am fine. I am Ok.                 |
| 2<br><b>Hi, I am Kimi. Meow.</b>        | <ul style="list-style-type: none"> <li>Children are able to introduce themselves to their friends confidently.</li> <li>Children are able to say their friend's name in friendly manner.</li> </ul>  | Your name ....<br>I am Cici. You are Aisyah.  |
| 3<br><b>My name is Joshua</b>           | <ul style="list-style-type: none"> <li>Children are able to say their names using <i>my</i> and <i>your</i>.</li> <li>Children are able to ask their friend's names.</li> </ul>  | My name is ....<br>Your name is ....  |
| 4<br><b>My number is ten</b>            | <ul style="list-style-type: none"> <li>Children are able to count numbers 1-10.</li> <li>Children are able to use possessive pronouns <i>my</i> and <i>your</i>.</li> </ul>  | one, two, three, four, five, six, seven, eight, nine, ten.  |
| 5<br><b>I have four books</b>           | <ul style="list-style-type: none"> <li>Children are able to say things in the classroom.</li> <li>Children are able to count the things in the classroom (using plural and singular).</li> </ul>   | eraser, pencil, chair, bag, boot, board, clock, pencil case, ruler.   |
| 6<br><b>My garden is colorful</b>       | <ul style="list-style-type: none"> <li>Children are able to identify different kind of colors.</li> <li>Children are able to identify different kind of shapes.</li> <li>Children are able to identify different kind of sizes.</li> </ul> | red, blue, yellow, black, white, pink, green, orange, brown, purple.  |
| 7<br><b>It is a big circle</b>          | <ul style="list-style-type: none"> <li>Children are able to say circle, square and triangle.</li> <li>Children are able to mention size (big and small) things.</li> </ul>   | circle, square, triangle.   |
| SEMESTER 2                              |  |   |
| Unit                                    | Objectives   | Language Focus  |
| 8<br><b>I have two Pencils</b>          | <ul style="list-style-type: none"> <li>Children are able to use <i>have</i> to talk about things.</li> </ul>   | have, numbers 1 to 10, things in the class room.  |
| 9<br><b>At Cici's farm</b>              | <ul style="list-style-type: none"> <li>Children are able to use <i>have</i> to talk about animals.</li> </ul>  | duck, rabbit, bird, fish, chicken, cat.   |
| 10<br><b>She is Cici and he is Made</b> | <ul style="list-style-type: none"> <li>Children are able to use <i>He is</i> and <i>She is</i> to describe someone.</li> </ul>   | he, she, girl, boy.   |
| 11<br><b>Aisyah's family</b>            | <ul style="list-style-type: none"> <li>Children are able to identify family members.</li> </ul>  | father, mother, brother, sister, grandmother, grandfather.  |
| 12<br><b>She has some fruits</b>        | <ul style="list-style-type: none"> <li>Children are able to identify different kind of fruits.</li> <li>Children are able to use <i>have</i> and <i>has</i> to talk about kind of fruits.</li> </ul>                                       | <i>He has ... She has ... You have ...</i><br>apples, oranges, watermelons, bananas, strawberries, mangoes. |
| 13<br><b>I Like fruits</b>              | <ul style="list-style-type: none"> <li>Children are able to use <i>like</i> and <i>likes</i> to talk about someone's favorite fruits.</li> </ul>   | <i>I like ... She likes ...</i><br>Kinds of fruits.   |

# CONTENT

|                   | <b>Unit</b>                    | <b>Page</b> |
|-------------------|--------------------------------|-------------|
| <b>Semester 1</b> | 1. How are you?                | 1           |
|                   | 2. Hi, I am KIMI. Meow.        | 23          |
|                   | 3. My name is Joshua           | 29          |
|                   | 4. My number is ten            | 35          |
|                   | 5. I have four books           | 43          |
|                   | 6. My garden is colorfull      | 54          |
|                   | 7. It is a big circle          | 62          |
| <b>Semester 2</b> | 8. I have pencils              | 75          |
|                   | 9. At Cici's farm              | 80          |
|                   | 10. She is Cici and he is Made | 93          |
|                   | 11. Aisyah's family            | 100         |
|                   | 12. She has some fruits        | 109         |
|                   | 13. I like fruits              | 120         |



Made

 Joshua

Cici

Aisyah

Kimi



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# How are you?



Unit

1

Good morning,  
Made.

Good morning,  
Cici.





Look at the picture.  
Say the greetings.

Good morning





Good evening



Goodbye

Goodbye

Goodbye



How are you?





## Listen and say

Listen to your teacher.  
Say the greetings.











## Greet your classmates

Go around the class.  
Greet your classmates.







Say the greetings and put a tick (✓)

| Greetings    | Put a tick (✓) |
|--------------|----------------|
| Good morning |                |
| Hello        |                |
| Goodbye      |                |
| How are you? |                |
| I am fine.   |                |
| I am ok.     |                |



Greet your teacher.





Greet your teacher.

| Greetings           | Put a tick (✓) |
|---------------------|----------------|
| Good morning, Maam. |                |
| Good morning, Sir.  |                |
| How are you?        |                |
| I am fine.          |                |
| I am ok.            |                |
| Goodbye             |                |



## Listen to the story

Listen to your teacher.  
Say the greetings.

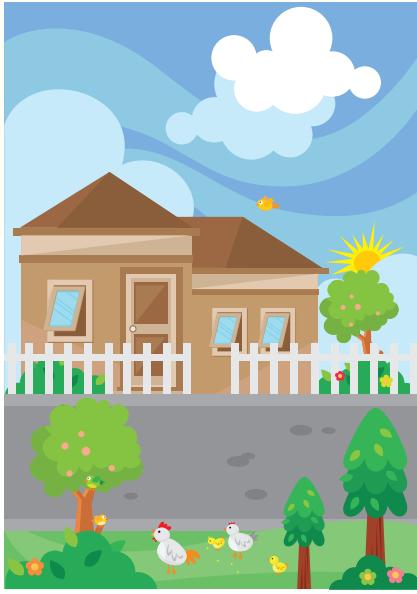






Look at the picture.  
Put a tick (✓) on the correct one.

| No | Pictures | Greetings    |       |
|----|----------|--------------|-------|
| 1  |          | Good morning | _____ |
| 2  |          | Good evening | _____ |

| No | Pictures  | Greetings         | ✓     |
|----|---|-------------------|-------|
| 3  |   | Good<br>afternoon | _____ |
| 4  |  | Good night        | _____ |



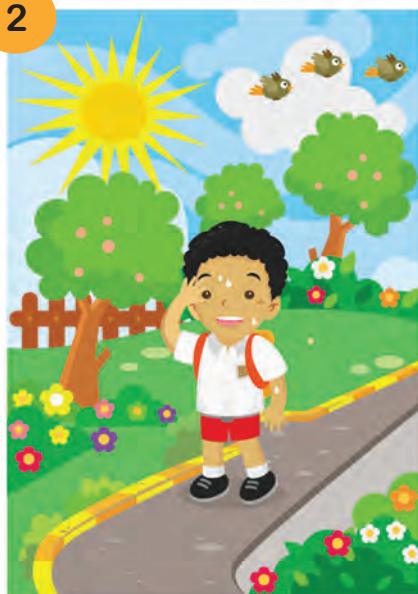
## Write and say

Complete the greetings,  
and say them.

1



2



G \_ \_ d \_ o \_ n \_ \_ g

\_ \_ o \_ a \_ ter \_ \_ \_

3



4



\_ oo \_ eve \_ i \_ \_

Go \_ db \_ \_



Good morning.

Good afternoon.

Good evening.

Goodbye.



## Good Morning

Good morning, good morning, good morning, good morning.  
Oh, bright sunshine.

Good morning, good morning, good morning, good morning.  
Oh, bright sunshine.

Oh, bright sunshine, good morning.  
Oh, bright sunshine, good morning.  
Oh, bright sunshine, good morning.  
Oh, bright sunshine.



**good morning**

**good evening**

**how are you?**



**good afternoon**

**goodbye**

**fine**

# Hi, I am Kimi. Meow.

Unit

2

Children, look  
I have new friend.

What is your  
name?

Hi,  
I am Kimi.  
Meow.





## Let's play game

Throw the ball to your friends.  
Say your name.





## Read and match

Match each sentence with the right person.



1. I am Joshua.



2. I am Made.



3. You are Mr. Togar.

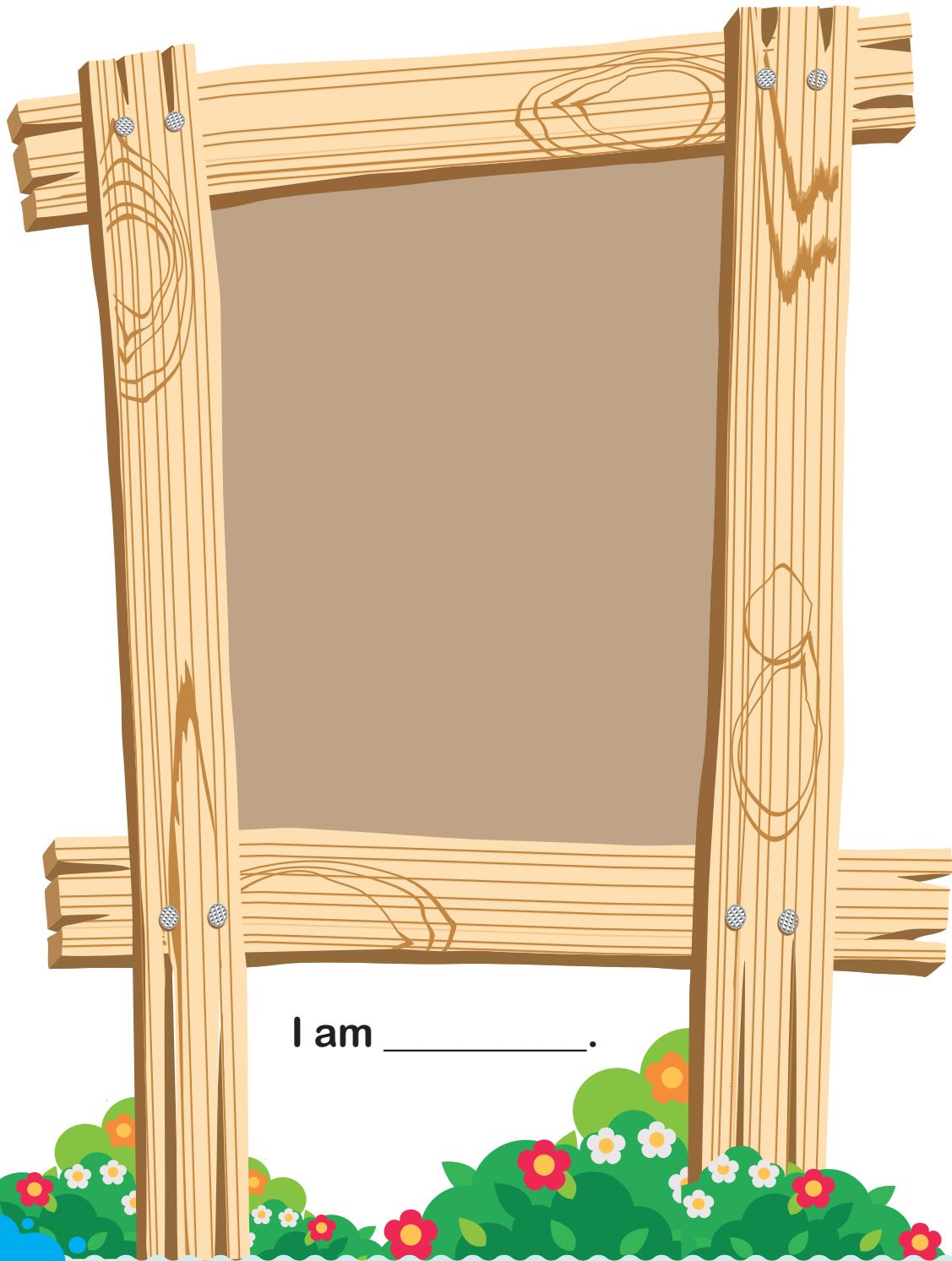


4. You Are Miss Rahma.



5. I am Cici.









## Trace and write

Trace the word,  
and write your name.

You are Joshua.

Joshua

Joshua

Joshua

I am \_\_\_\_\_.

---

---

---



My new words

Your name I am Cici.

You are Aisyah.



# My name is Joshua





Write your name  
in the box.



My name is \_\_\_\_\_.



Write your name,  
and your friends' names.

My name is Made.  
Your name is Joshua.



| No. |  | Your name is ... |
|-----|--|------------------|
| 1   |  |                  |
| 2   |  |                  |
| 3   |  |                  |
| 4   |  |                  |
| 5   |  |                  |

Say this to your friends.

My name is ...



Take your turn and roll the dice.



My name is ...



Your name is ...



9

Your name is. . .

10



11



You are. . .

12



16

Finish

15

What is your name?

14



13

Hello,  
how are you?



Your name is Made.

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# My number is ten

Unit

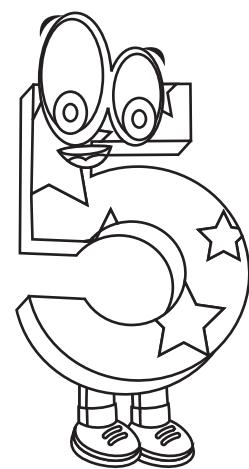
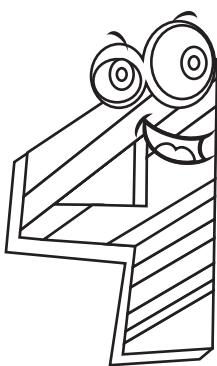
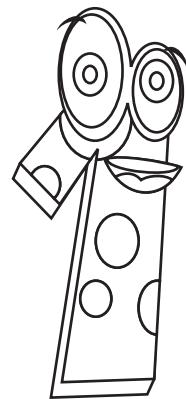
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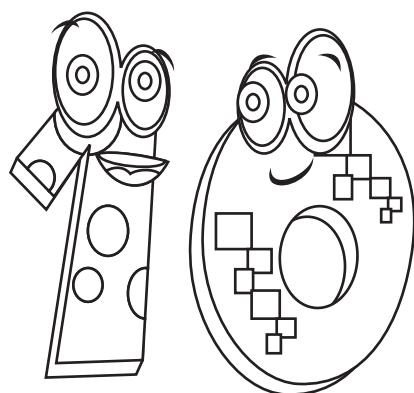
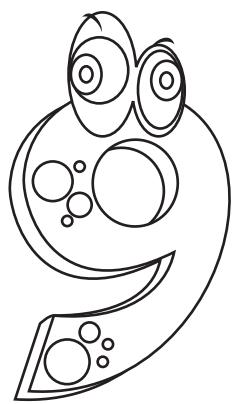
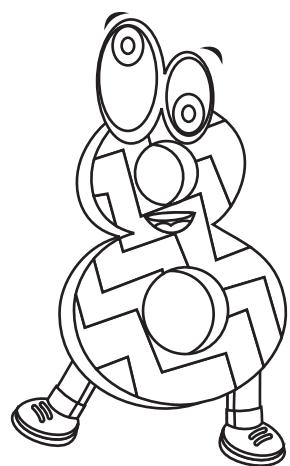
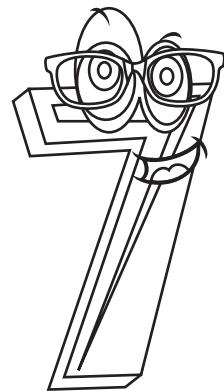




## Say and color

Say the number, and color.







Take the card  
and say

Take the card,  
and say your number.



My number  
is eight.



Let's  
do a survey

Ask your friend's number  
use the words.

| No | Name | Number |
|----|------|--------|
| 1  | Made | 8      |
| 2  |      |        |
| 3  |      |        |
| 4  |      |        |
| 5  |      |        |



A tone like  
"My Little Pencils" song.

## My Little Pencils



One little, two little, three little pencils.

Four little, five little, six little pencils.



Seven little, eight little, nine little pencils.

Ten little pencils.





## Listen and check

Listen to your teacher,  
and put a tick (✓).

5

7

3

6

8

2

1

4

10

9



Listen and write

|  |  |
|--|--|
|  |  |
|  |  |



**one**

**two**

**three**

**seven**

**four**

**five**

**six**

**eight**

**nine**

**ten**

**little**

**pencil**

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# i have four books

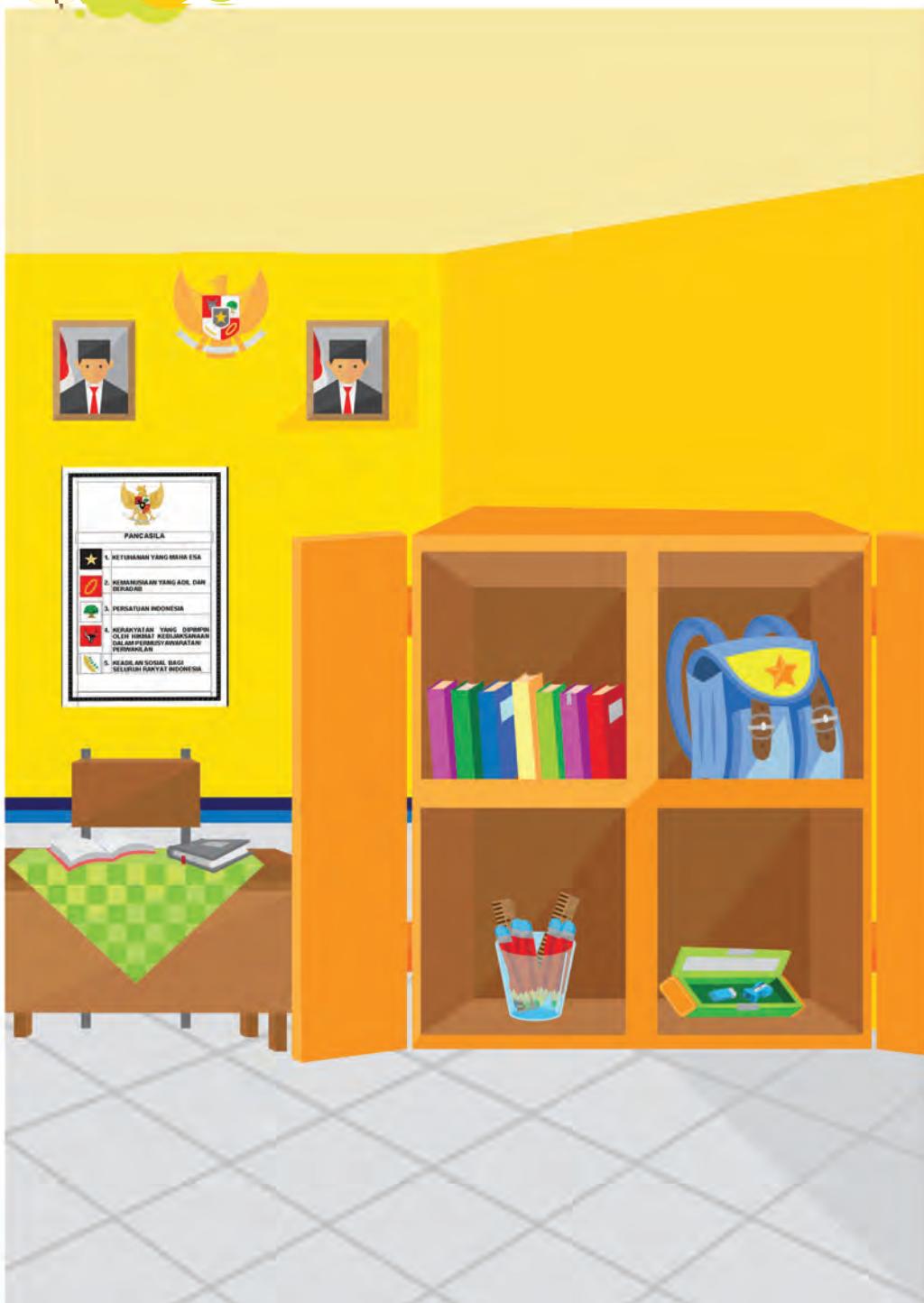
unit

5





How many books are there  
on the desk?





## Point and say

Answer your teacher's questions.





## Listen and write

Listen to your teacher,  
and write the number.



Joshua has \_\_\_\_\_ pens.



She has \_\_\_\_\_ bag.



Cici has \_\_\_\_\_ pencils.



She has \_\_\_\_\_ books.



Aisyah has \_\_\_\_\_ sharpeners.



He has \_\_\_\_\_ pens.



Listen to your teacher.  
Draw some objects.

|   |   |
|---|---|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |



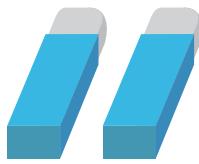
Listen to the story

Listen to your teacher telling  
a story about Made.





Look around the classroom.  
Draw some objects.

| Number | Objects  |
|--------|--|
| 2      |  Two blue rectangular erasers with grey caps, positioned side-by-side. |
|        |  |
|        |  |
|        |  |
|        |  |
|        |  |



## Look and write

Count the objects.  
Write the numbers.

| Objects | Numbers      |
|---------|--------------|
|         | 5 chairs     |
|         | pencils      |
|         | erasers      |
|         | rulers       |
|         | tables       |
|         | pencil cases |



## Read and count

Put a tick (✓) or a cross (✗).

four clocks



five books



three bags



six pencils



six chairs





## Count and match

Draw lines to match the objects and the phrases.



•



•



•



•



•



- one board
- nine pencils
- three erasers
- five books
- four chairs
- six bags



Sing the lyric using  
Baa Baa Black Sheep rythm .

It's a chair, it's a table.  
It's a pencil, it's a book.  
It's a pencil case, it's an eraser.  
It's a ruler, and sharpener.

### My New Words

eraser

pencil

chair

bag

ruler

board

clock

pencil case

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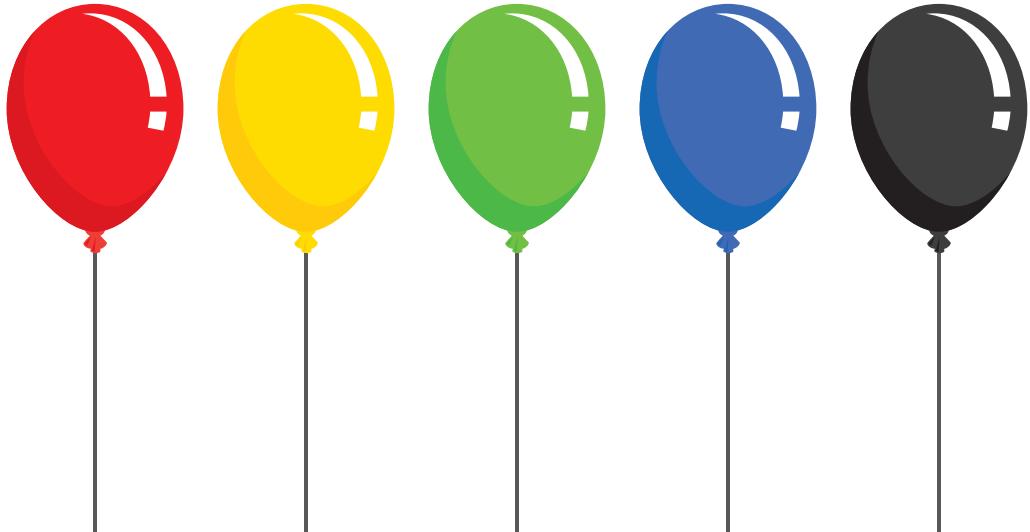
ISBN: 978-602-244-512-8 (jil.1)

# My garden is colorful





Listen to your teacher,  
and say the colors.



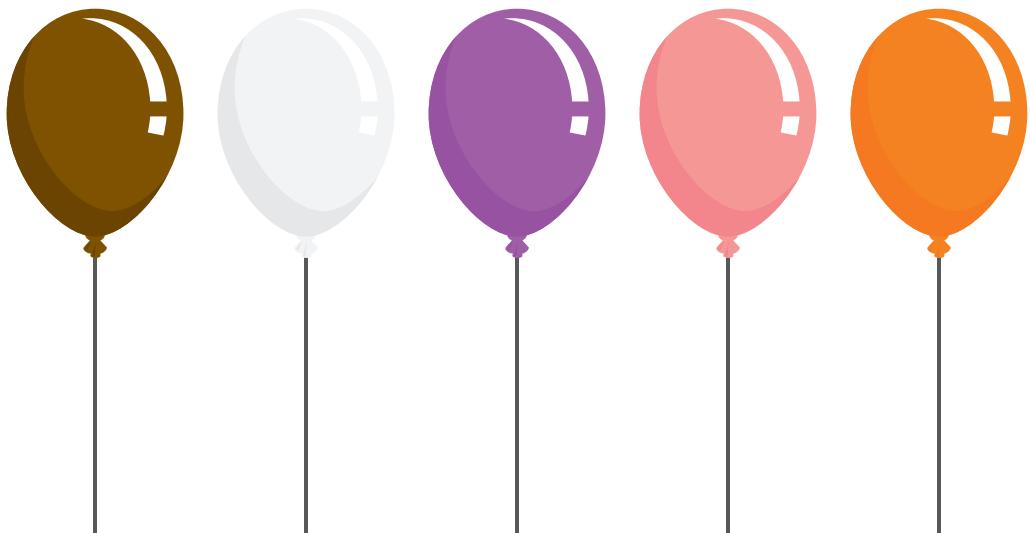
red

yellow

green

blue

black



brown

white

purple

pink

orange



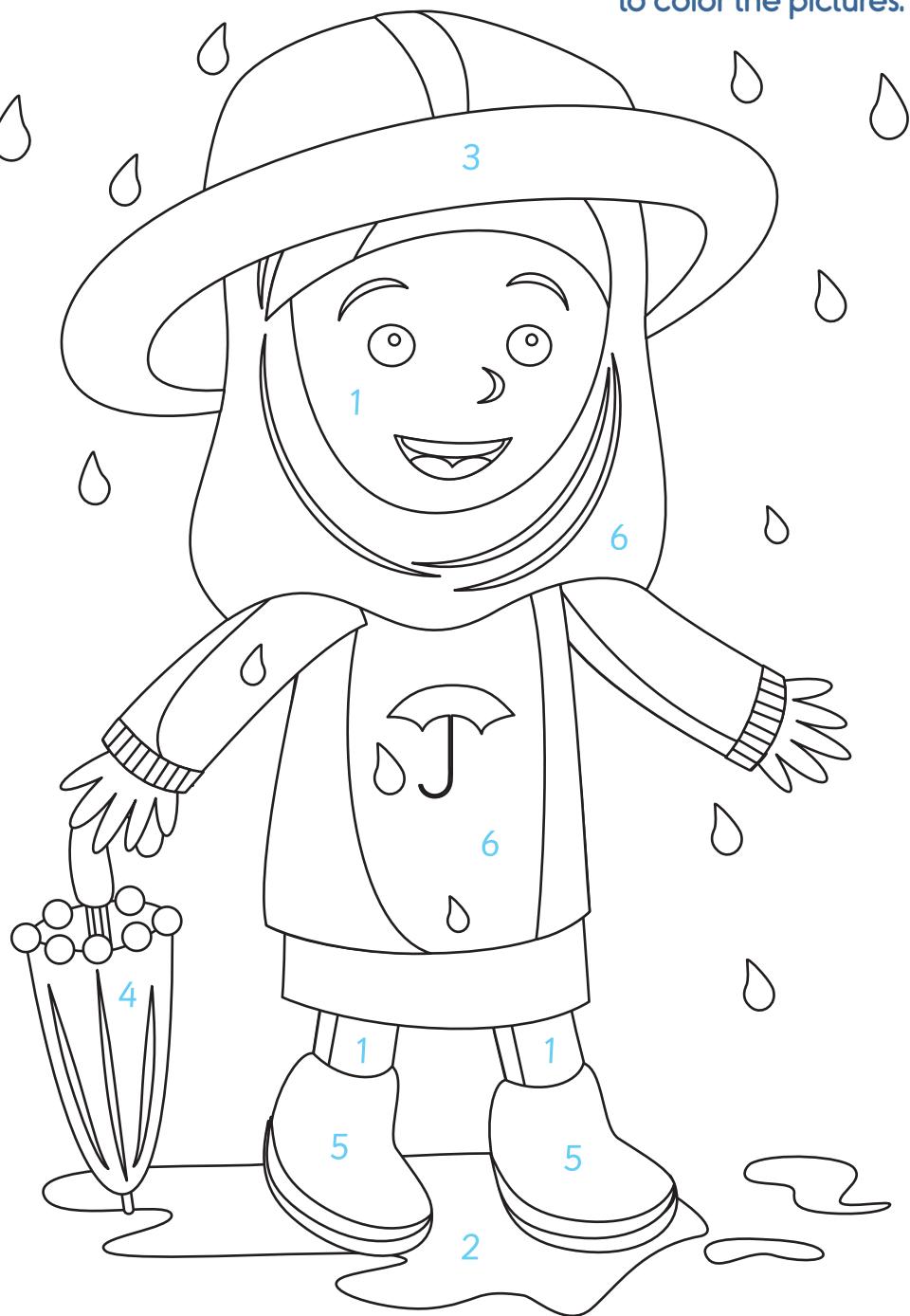
Listen to your teacher's instruction,  
do word chain game.





## Listen and color

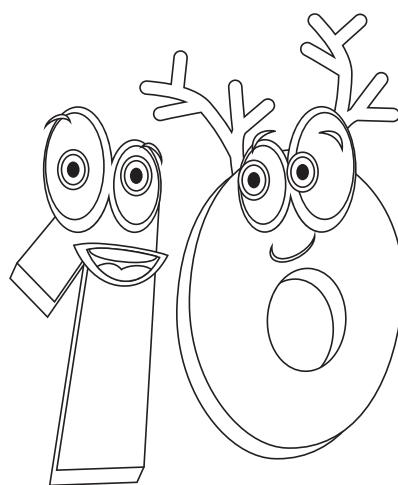
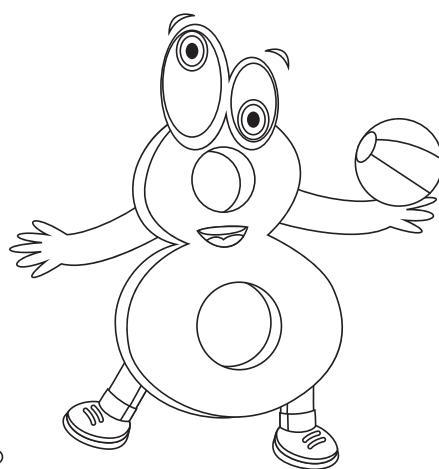
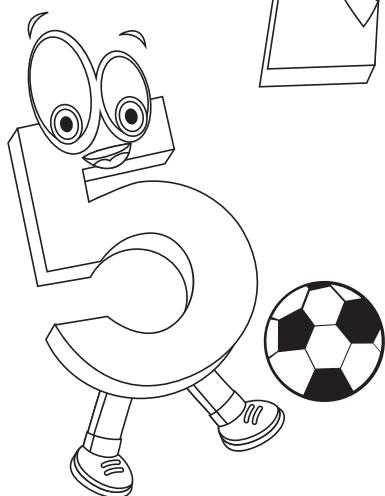
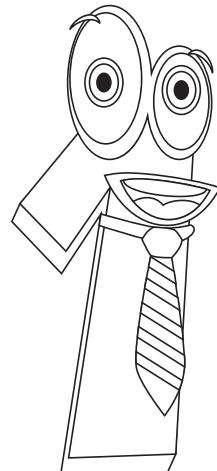
Listen to your teacher's instruction  
to color the pictures.





## Listen and color

Listen to your teacher's instruction  
to color the pictures.





Listen to your teacher  
to say the colors.



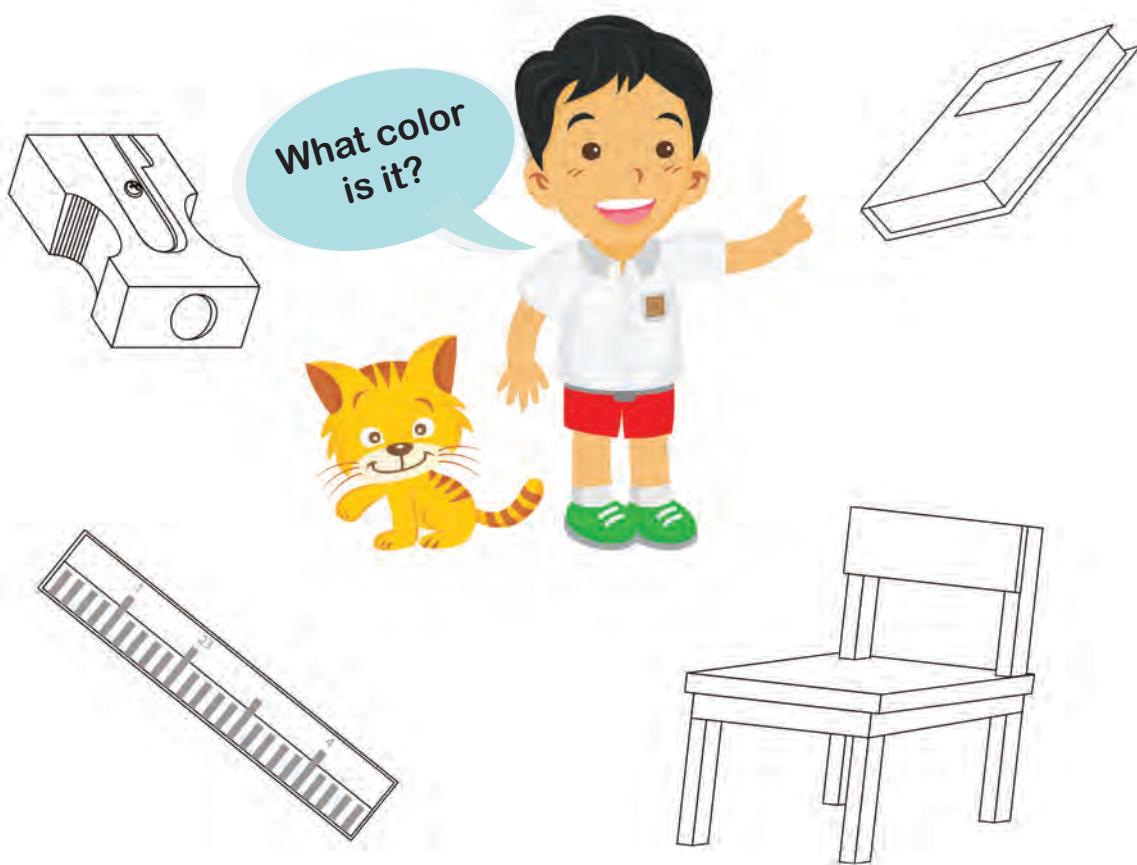
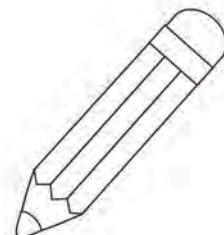
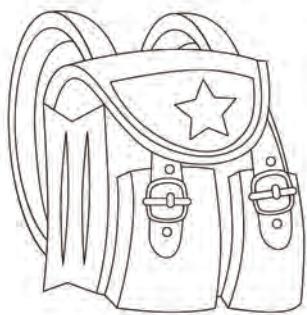
black

brown

blue

yellow

green





Sing the lyric using Row Row Boat rythm

**Blue, blue, show me blue.**

**Blue, blue, blue.**

**Red, red, show me red.**

**Red, red, red.**

**Green, green, show me green.**

**Green, green, green.**

**Yellow, yellow, show me yellow.**

**Yellow, yellow, yellow.**



**red**

**blue**

**yellow**

**black      white**

**pink**

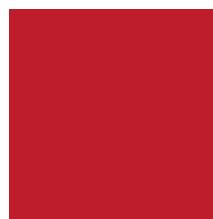
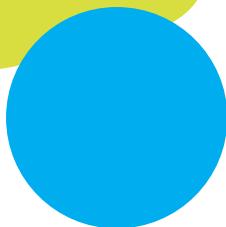
**green**

**orange**

**brown**

**purple**

# It is a big circle

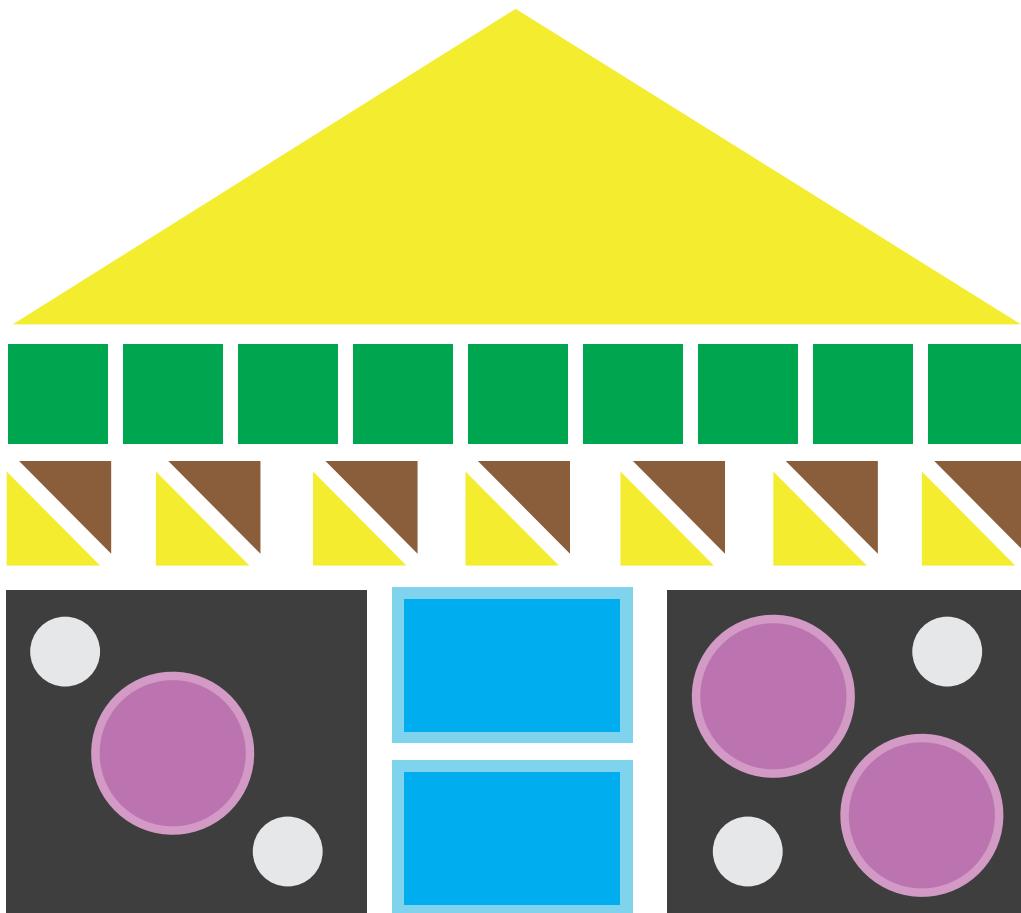


Unit  
7

It's a blue circle.

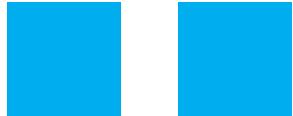
It's a red square.

It's a green triangle.



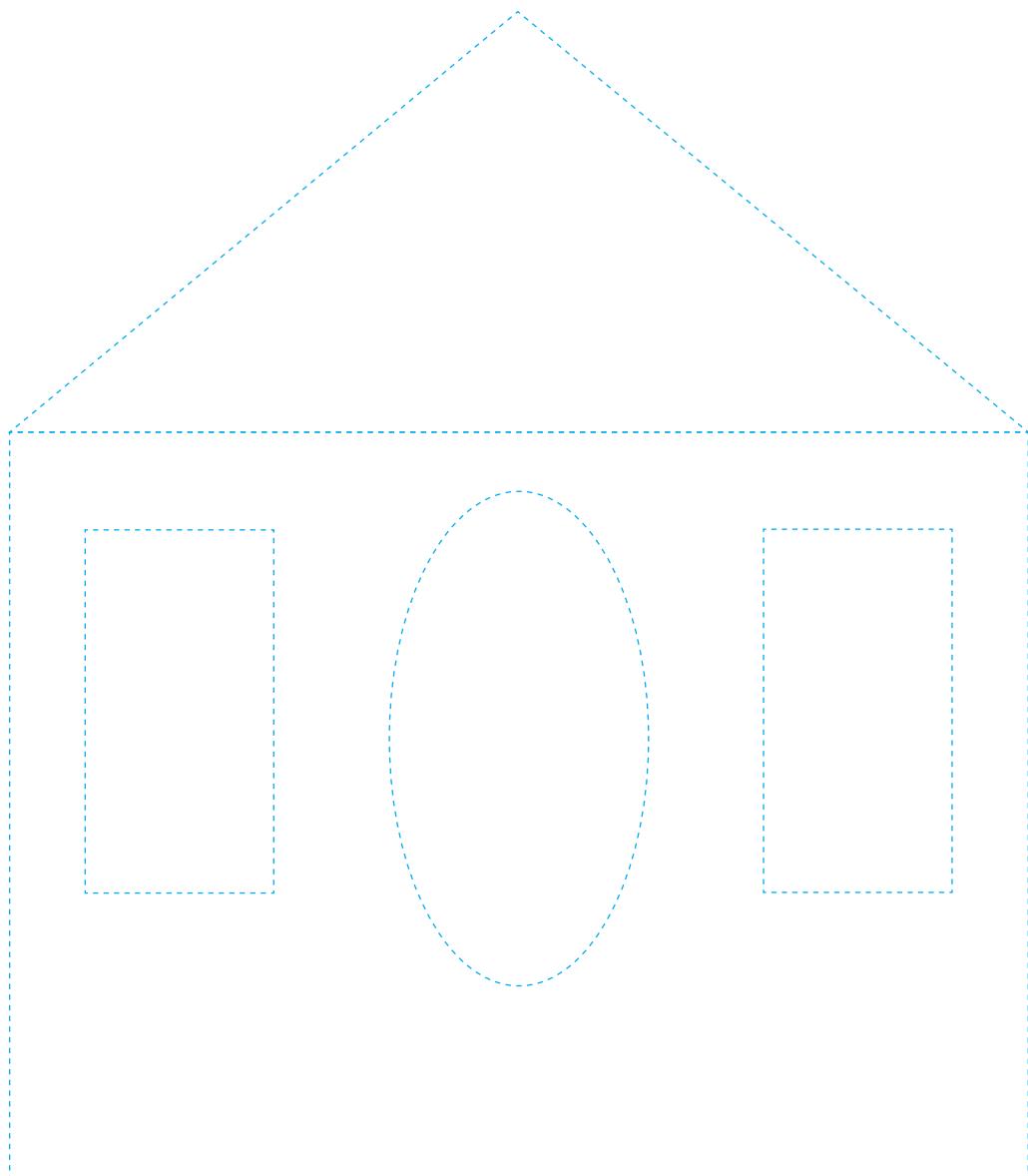


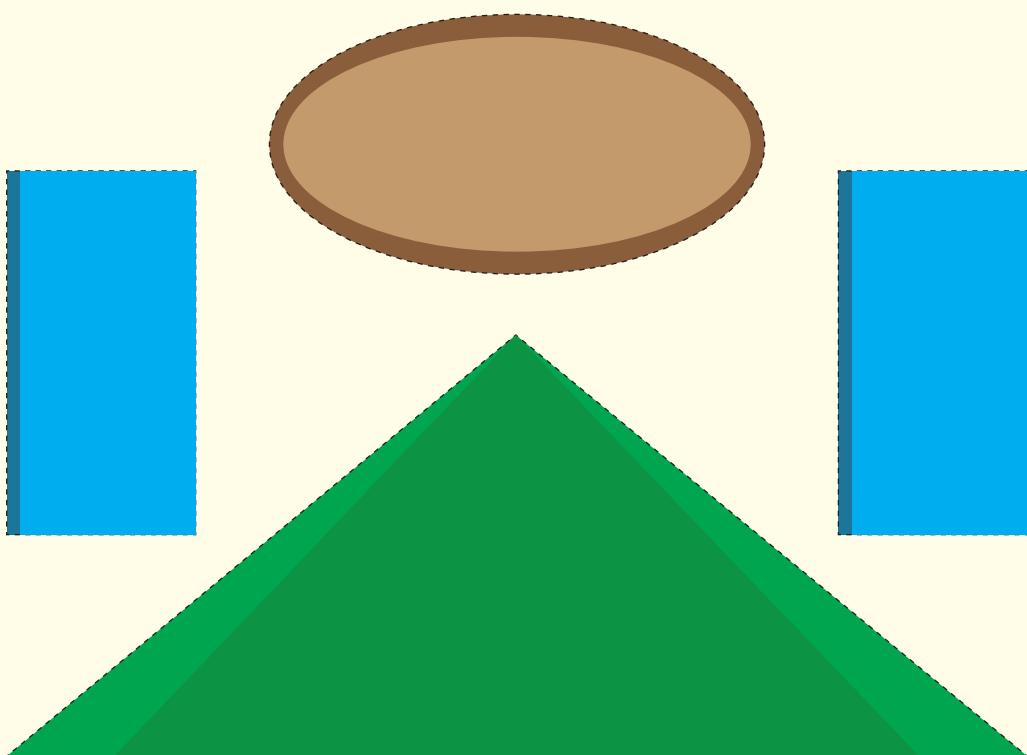
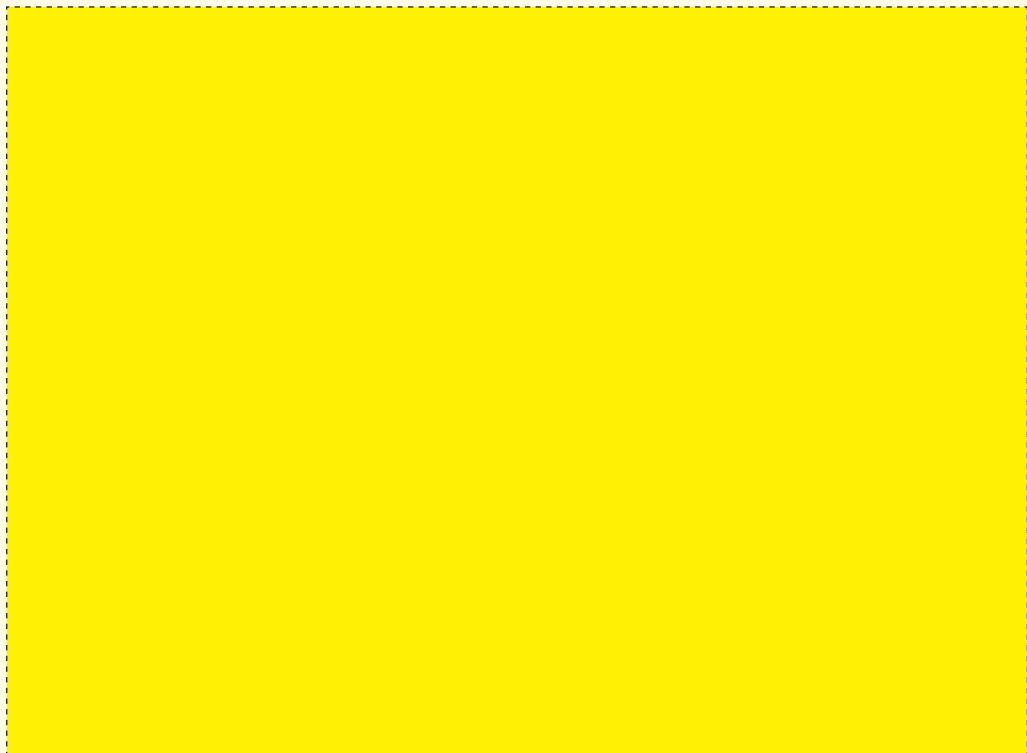
Listen to your teacher,  
and draw the shapes.

| Count | Shape  |
|-------|--|
| 2     |  |
| 9     |  |
| 1     |  |
| 3     |  |
| 4     |  |
| 7     |  |
| 2     |  |



Cut the shapes on page 65.  
Stick them here to make a house.







Put a tick (✓) to a shape of each object.

| No. | Object | Circle | Triangle | Square |
|-----|--------|--------|----------|--------|
| 1.  |        |        | ✓        |        |
| 2.  |        |        |          |        |
| 3.  |        |        |          |        |
| 4.  |        |        |          |        |
| 5.  |        |        |          |        |
| 6.  |        |        |          |        |
| 7.  |        |        |          |        |
| 8.  |        |        |          |        |



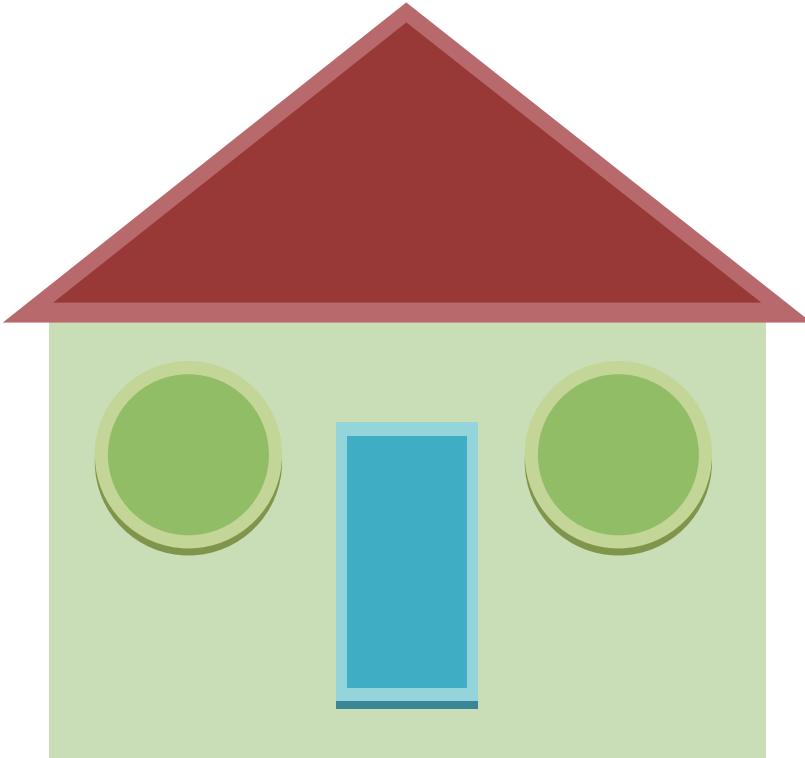
## Point and say

Point to each part house.  
Say their shapes.





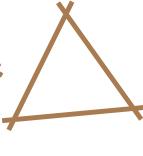
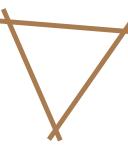
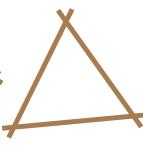
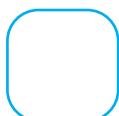
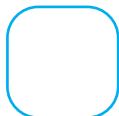
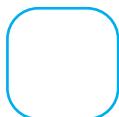
Listen to your teacher.  
Put a tick (✓).

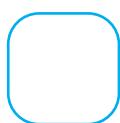
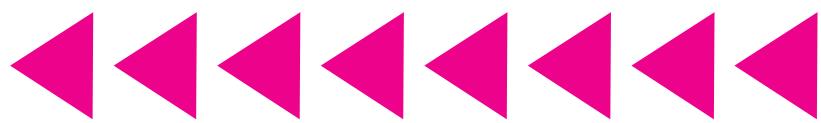
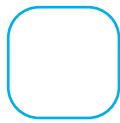
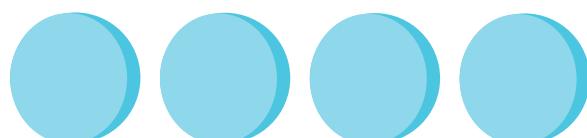
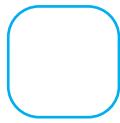
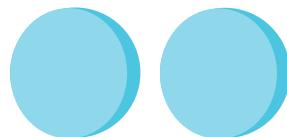
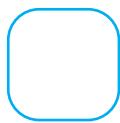


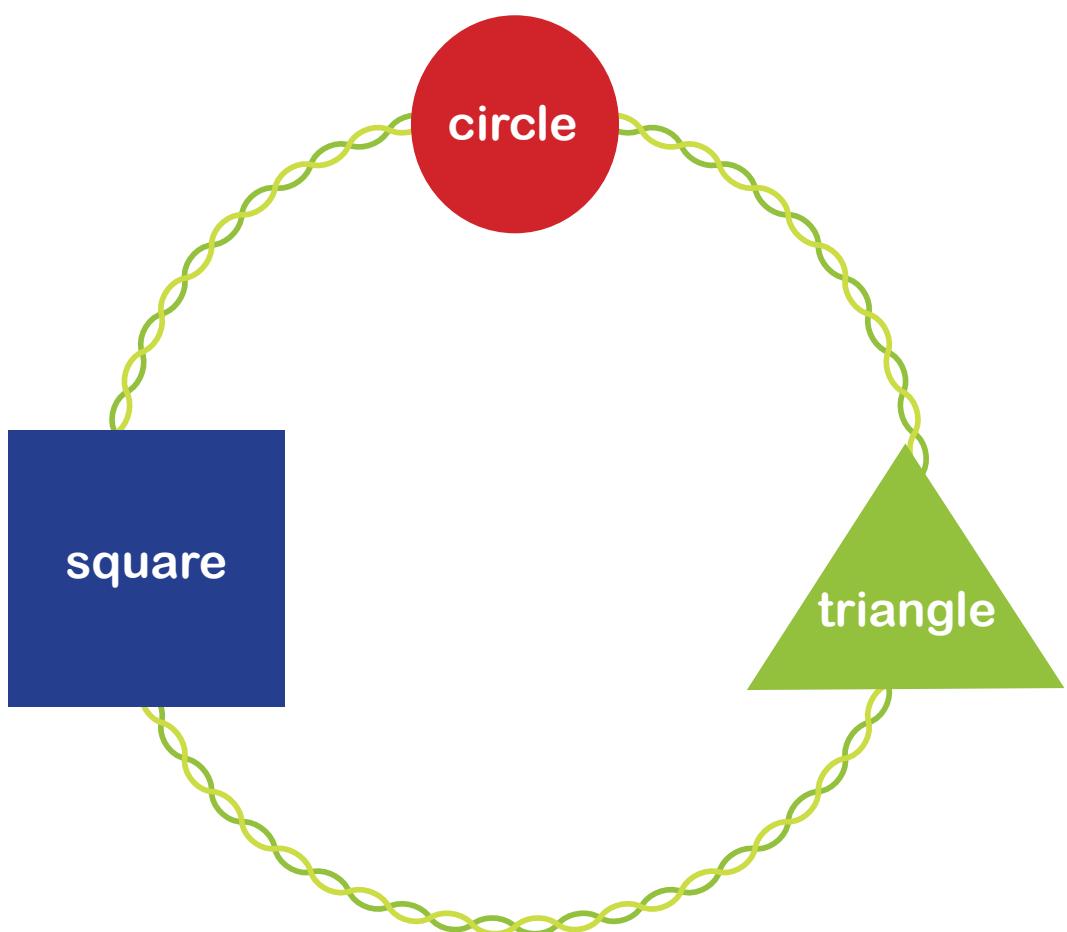
| No | Question                  | Yes | No |
|----|---------------------------|-----|----|
| 1  | Is the red roof triangle? | ✓   |    |
| 2  | Are the windows circle?   |     |    |
| 3  | Is the door square?       |     |    |
| 4  | Is the wall triangle ?    |     |    |



Find the correct picture.  
Put a tick (✓).









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# I have two pencils

Unit  
8



I have  
seven pencils.





Ask your friends in the class,  
"Do you have five pencil?"  
"Yes/No".

| No | Objects | Friend's names |       |       |       |
|----|---------|----------------|-------|-------|-------|
|    |         | Cici           | ..... | ..... | ..... |
| 1. |         | Yes            |       |       |       |
| 2. |         | No             |       |       |       |
| 3. |         | Yes            |       |       |       |
| 4. |         | No             |       |       |       |
| 5. |         | Yes            |       |       |       |



## Listen and circle

Listen to your teacher, and  
circle the right picture  
in each number.

1.



2.



3.



4.



5.

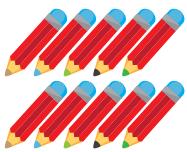




## Look and match

Make a line to match the picture.

1



2



3



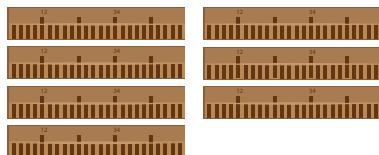
4



5



6



- I have four erasers.

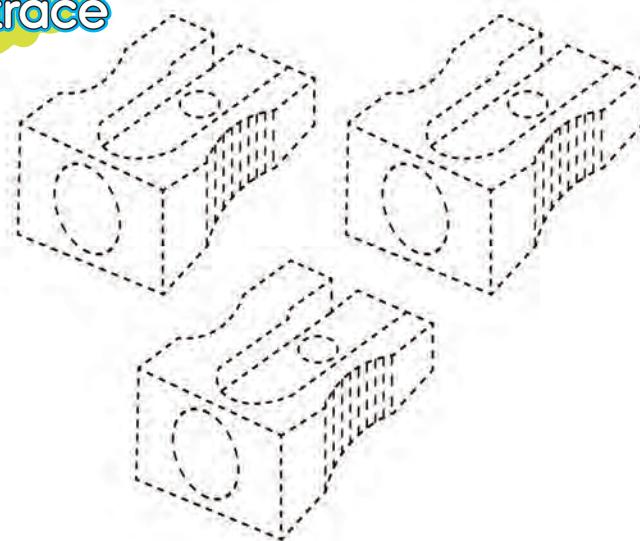
- I have five books.

- I have ten pencils.

- I have three bags.

- I have seven rulers.

- I have one table.



## Three sharpeners



Sing the song using  
"Ten Little Strawberries" rythm.

Ten Little Strawberries

One little, two little, three little strawberries.

Four little, five little, six little strawberries.

Seven little, eight little, nine little strawberries.

Ten little strawberries.



have

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# At Cici's farm

Unit

9





Look at the picture.  
Mention what animal it is.



rabbits



duck



cats



fish



birds



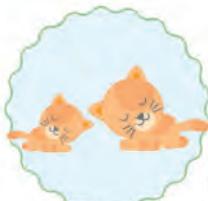
chicken



## Listen and tick (✓).

Listen to your teacher.  
Put a tick (✓).

1.



2.



3.



4.



5.



6.





What farm's animals  
does Cici have?



I have a cat.



I have a cat.



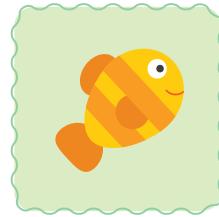
I have a bird.



I have a duck.



I have a rabbit.



I have a fish.



Draw one Cici's farm animal in the box.

I have ....



## Let's count

I have eight chickens.

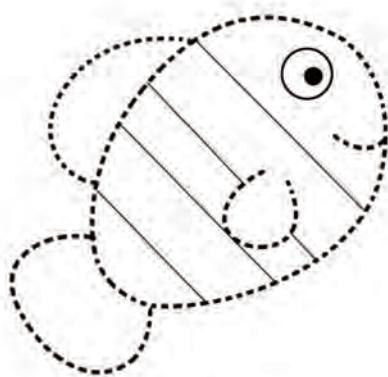


1. I have eight chickens.
2. I have \_\_\_\_\_ birds.
3. I have \_\_\_\_\_ rabbits.
4. I have \_\_\_\_\_ ducks.
5. I have \_\_\_\_\_ fish.

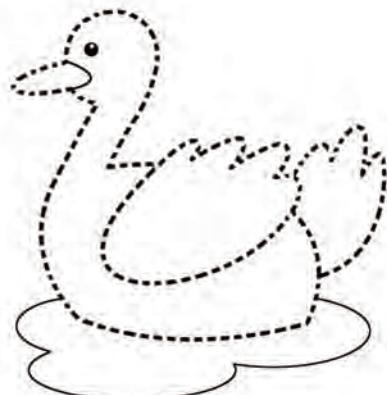


## Let's trace

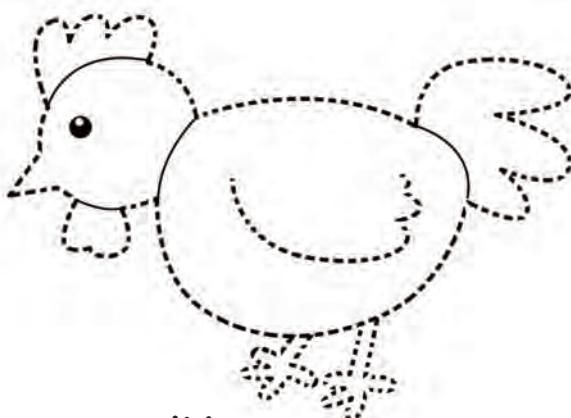
Trace the lines to draw Cici's farm animals.



It is ...



It is ...



It is ...



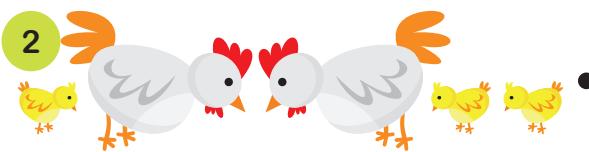
## Look and match

Make a line to the each pictures.



1

- a. I have 9 fish.



2

- b. I have 2 ducks.



3

- c. I have 5 chickens.



4

- d. I have 3 rabbits.



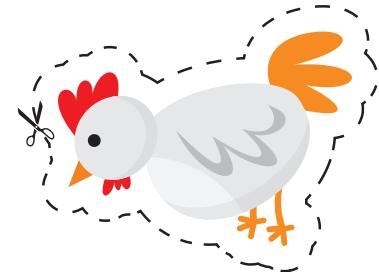
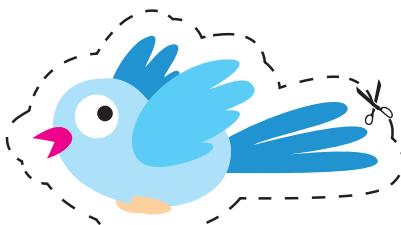
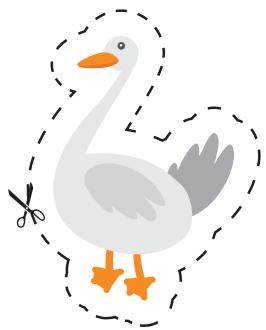
5

- e. I have 4 cats.



Complete the  
animal's name.

I see \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_ in my garden.



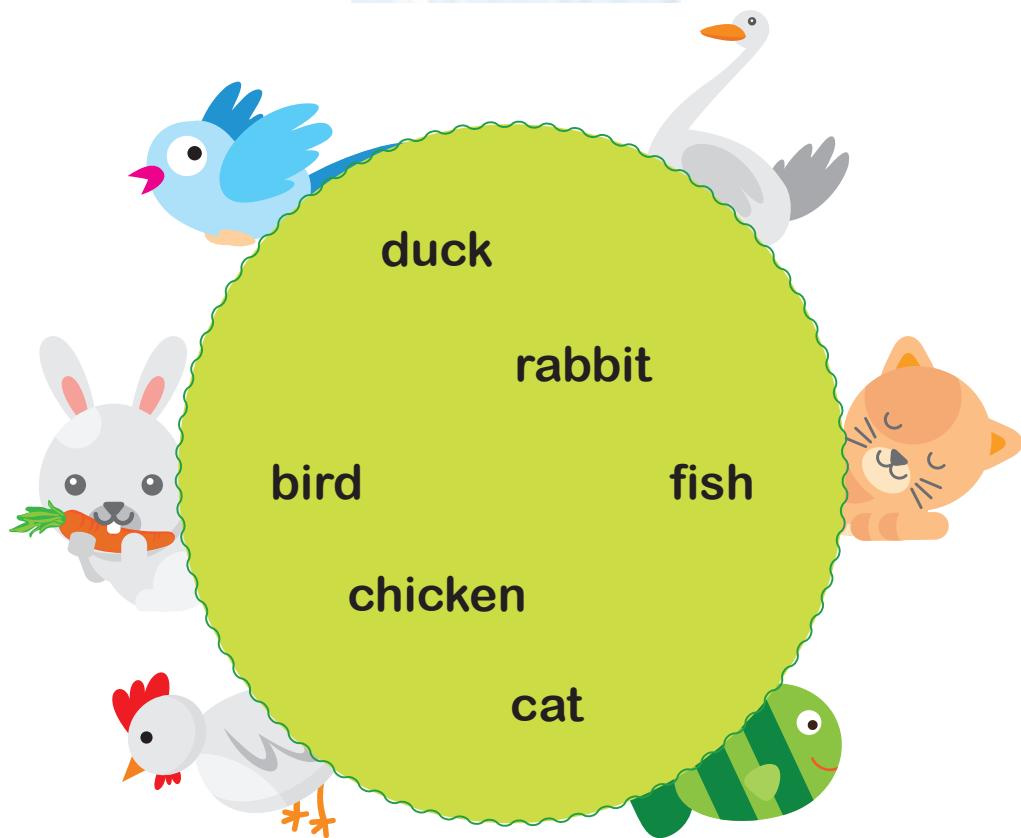
## Listen to the story



Joshua, Made, and Bagas are in the park. They see \_\_\_\_\_

bird, \_\_\_\_\_ butterflies, \_\_\_\_\_ bees, and \_\_\_\_\_ frogs.

They see \_\_\_\_\_ fish and \_\_\_\_\_ ducks in the pond.



# She is Cici and he is Made

10

unit





Listen to your teacher.  
Say the sentences.



He is Joshua.  
He is a boy.



She is Cici.  
She is a girl.



He is Made.  
He is a boy.



She is Aisyah.  
She is a girl.



Draw your classmate's face.  
Write their names.

| No | Your friend |   |
|----|-------------|---|
| 1. |             | He is <b>Joshua</b> .<br>He is <b>a boy</b> . |
| 2. |             | She is _____.<br>She is <b>a girl</b> .       |
| 3. |             | She is _____.<br>She is <b>a girl</b> .       |
| 4. |             | He is _____.<br>He is <b>a boy</b> .          |
| 5. |             | He is _____.<br>He is <b>a boy</b> .          |



## Listen and circle



He is a boy / She is a girl.

He is a boy / She is a girl.    He is a boy / She is a girl.



He is a boy / She is a girl.

He is a boy / She is a girl.    He is a boy / She is a girl.



## Look and write

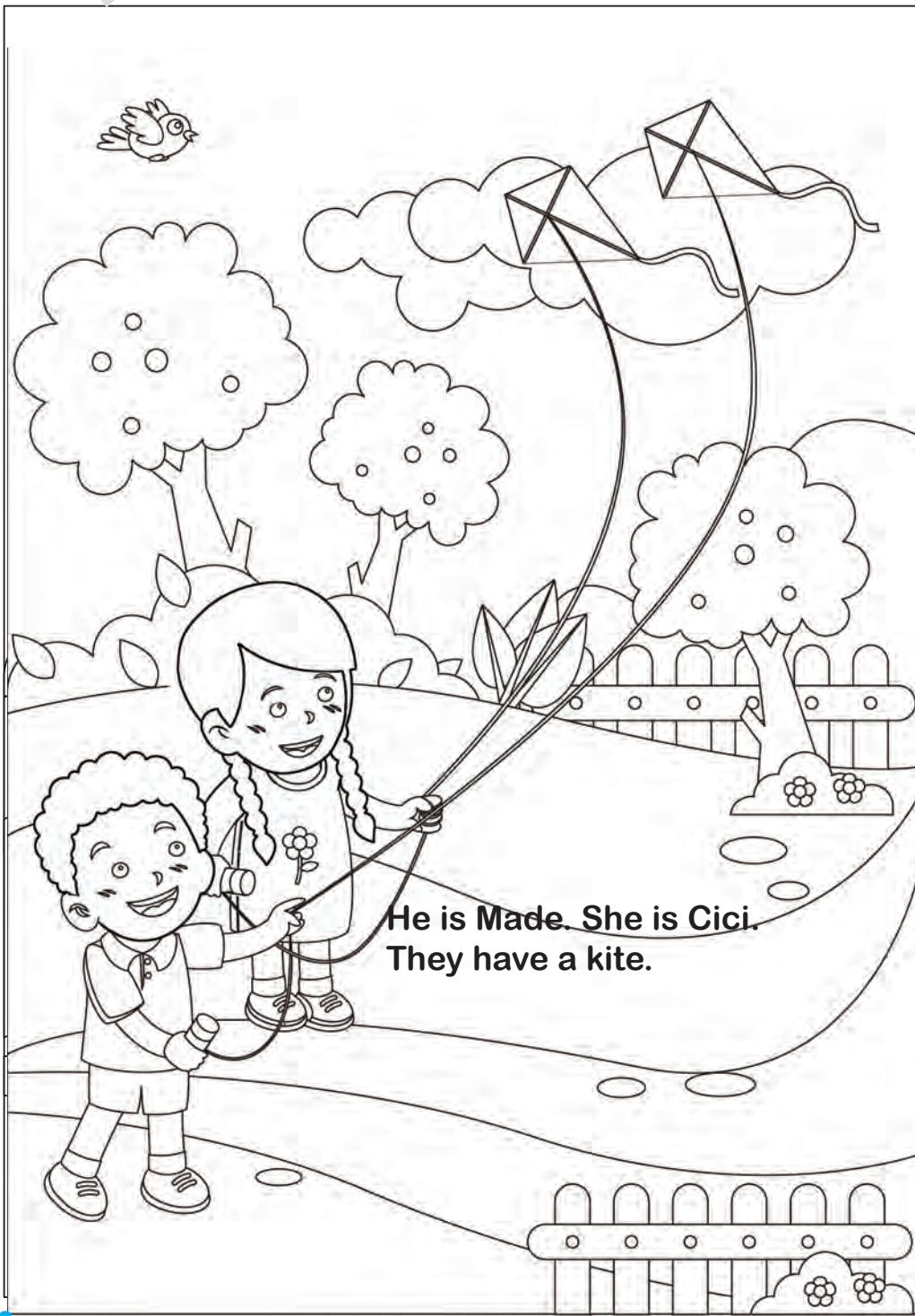
Complete the sentences correctly.



1. Made is a boy **he** is playing ball.  
( he / she )
2. Bu Nina is a women \_\_\_\_\_ is reading story book.  
( he / she )
3. Azzam is a boy \_\_\_\_\_ is having excercises.  
( he / she )
4. Aisyah is a girl \_\_\_\_\_ is playing swing.  
( he / she )
5. Dinda ia a girl \_\_\_\_\_ is eating ice cream.  
( he / she )



## Color and say



He is Made. She is Cici.  
They have a kite.



## My new words

he

she

girl

boy

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# Aisyah's family

Unit  
11



This is  
my family.





Look at the pictures,  
and say the words.



father



mother



brother



sister



grandmother



grandfather



## Look and write

### Aisyah's family



This is my family.

Mr Hamid is \_\_\_\_\_.

Mrs Shofi is \_\_\_\_\_.

Fahri is \_\_\_\_\_.

Zahira is \_\_\_\_\_.

And it is me **Aisyah**.



Stick a family photo.

### My family



This is my family.

\_\_\_\_\_ is my father.

\_\_\_\_\_ is my mother.

\_\_\_\_\_ is my brother.

\_\_\_\_\_ is my sister.

And it is me. \_\_\_\_\_



## Listen and check

Put a tick (✓) or cross (✗).



This is grandmother.



This is sister.



This is father.



This is brother.



This is father.



## Listen and circle

Listen to your teacher,  
and circle the word.

1



mother

mom

father

dad



2



brother

father

sister

mother



3



grandfather

grandpa

grandmother

grandma





## Listen and Write

Listen and write the number.

1.



= She has **five** apples.

2.



= He has \_\_\_\_\_ oranges.

3.



= He has \_\_\_\_\_ grapes.

4.



= She has \_\_\_\_\_ water melons.

5.



= He has \_\_\_\_\_ cat.

6.



= She has \_\_\_\_\_ fish.



Sing the song together with your friends.



## I Love You

I love you you love me.  
We're a happy family.



With a great big hug and a kiss from me to you.  
Won't you say you love me too.



## I Love My Family

One and one I love my mother.



Two and two I love my father.

Three and three, I love brother sister.

One and two and three, I love my family.



## My new words

father

brother

mother

grandmother

grandfather

sister

# She has some fruits

Unit  
12

I have  
some  
mangoes.

She has  
three  
mangoes.

strawberries

mangoes

watermelons

bananas

oranges

apples



Match the pictures with  
the sentences.



• Mother has six bananas.



• Father has four mangoes.



• Sister has five oranges.



• He has seven apples.



• She has ten strawberries.



## Complete and say

Complete the sentences.  
Read them aloud.

1



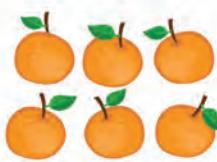
He has \_\_\_\_\_.

2



She has \_\_\_\_\_.

3



She has \_\_\_\_\_.



He has \_\_\_\_\_.



She has \_\_\_\_\_.



Listen to your teacher,  
and draw some fruits.



Read the sentences aloud.

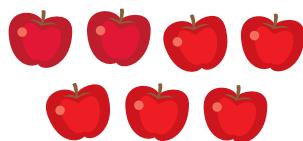




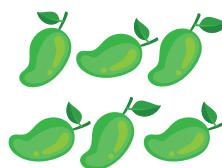
## Listen and tick (✓)

Listen to your teacher,  
and put a tick (✓).

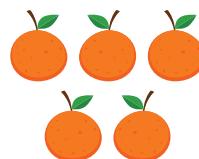
1



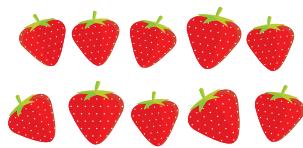
2



3



4



5





Draw your families' favorite fruits.

|   |                                 |
|---|---------------------------------|
| 1 | <b>Mother's favorite fruit.</b> |
| 2 | <b>Father's favorite fruit.</b> |
| 3 | <b>I like...</b>                |



Write the missing letter.



1

A p \_ l e s



2

M \_ n g o e s



3

O r a n \_ e s



4

\_ a n a n a s



5

S t r \_ w b e \_ r i e s



6

\_ a t e r \_ e l o n s



Let's  
sing!

Sing the song using  
“Balonku” rythm

I know the name of fruits.



Watermelon, strawberry, mango.

Banana, orange, apple.

Yummy, yummy, and yummy.



apples

oranges

watermelons

bananas

strawberries

have

mangoes

has

# I like fruits



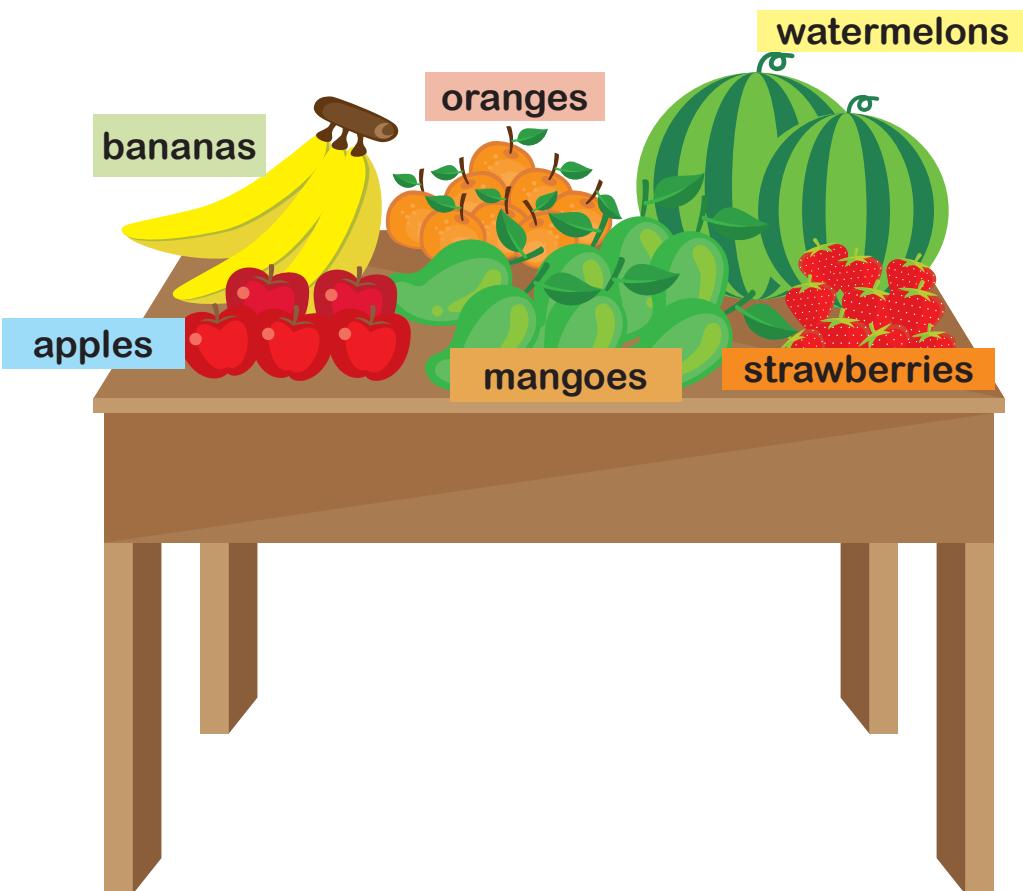
13

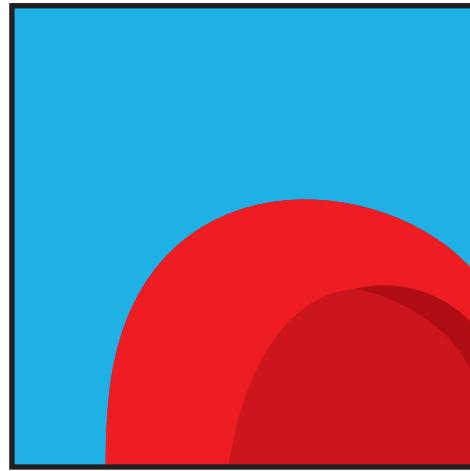
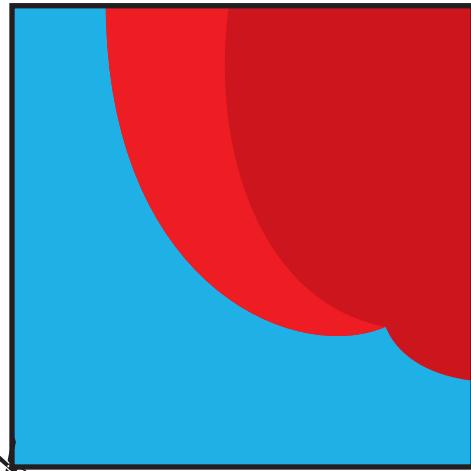
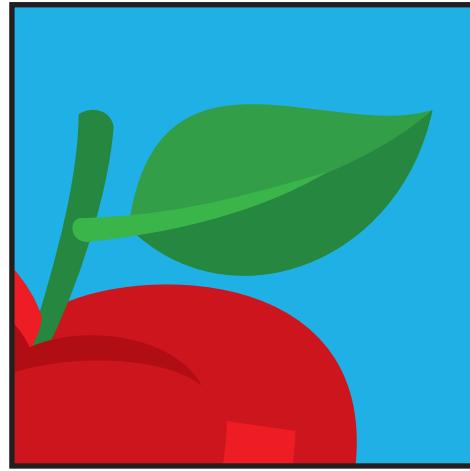
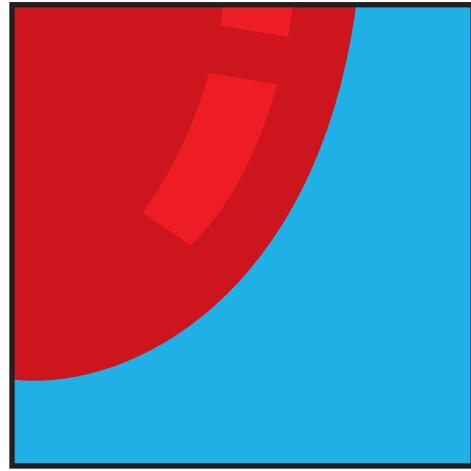




## Look and say

Read aloud the name  
of the fruits below.







## Cut and stamp



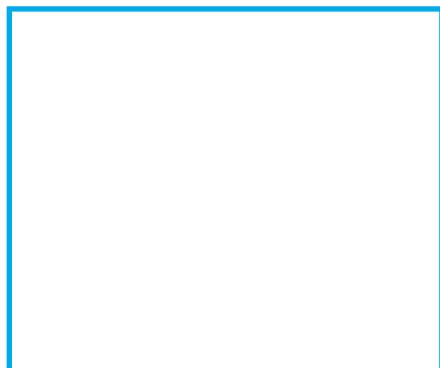
She likes orange.



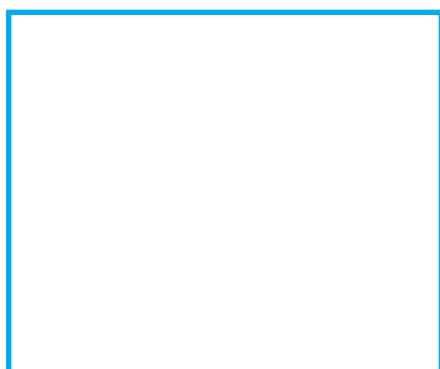
She likes watermelon.



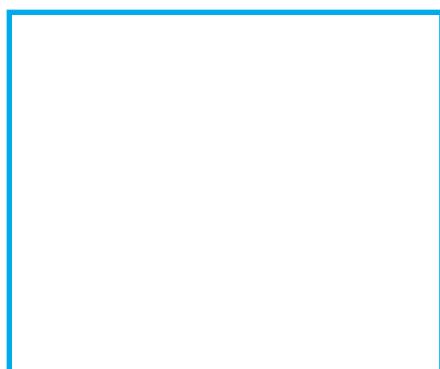
He likes banana.



He likes apple.



You like mango.



I like strawberry.





**Look and read**



She likes watermelon.



He likes banana.



I like  
apple.



You like  
orange.



He likes  
mango.



She likes  
strawberry.



Ask your friends if they like these fruits.

Do you like orange, Cici?

Yes / No

| No | Name | Like |  |   |  |  |  |
|----|------|------|--|---|--|--|--|
| 1. | Cici |      |  | ✓ |  |  |  |
| 2. |      |      |  |   |  |  |  |
| 3. |      |      |  |   |  |  |  |
| 4. |      |      |  |   |  |  |  |
| 5. |      |      |  |   |  |  |  |



### Listen and circle

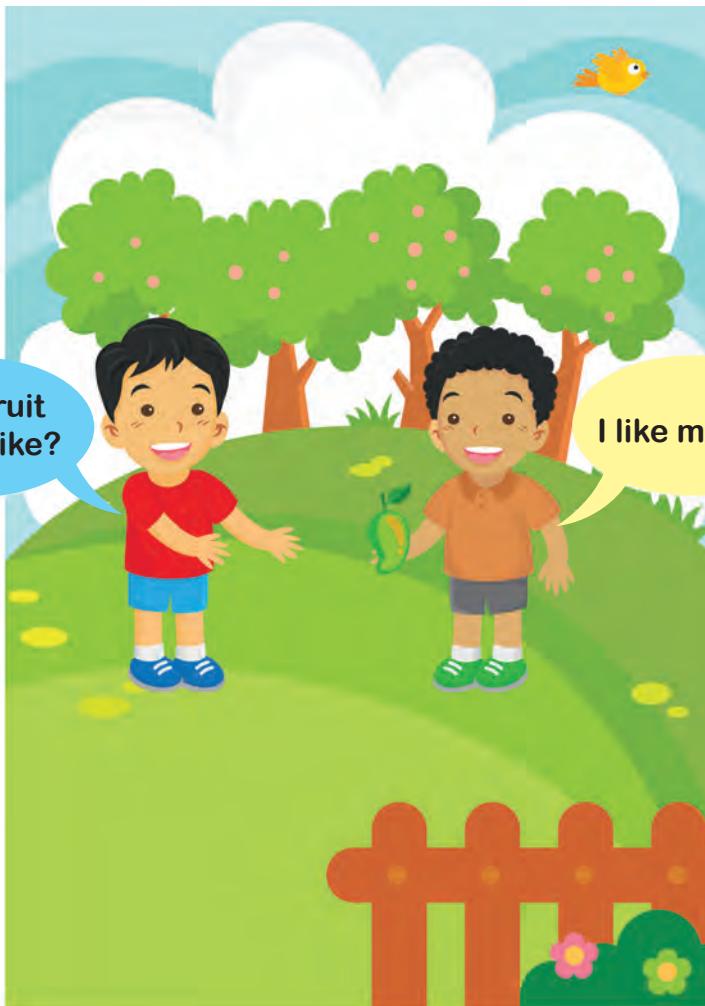
Listen to your teacher.  
Circle the right fruit.

|    |  |  |  |  |
|----|--|--|--|--|
| 1. |  |  |  |  |
| 2. |  |  |  |  |

|    |   |   |   |   |
|----|---|---|---|---|
| 3. |    |    |    |    |
| 4. |   |   |   |   |
| 5. |  |  |  |  |



Ask your friends about their favorite fruits.



|    |        |               |
|----|--------|---------------|
| 1. | Joshua | I like mango. |
| 2. |        | I like ...    |
| 3. |        | I like ...    |
| 4. |        | I like ...    |
| 5. |        | I like ...    |



apples

mangoes

oranges

bananas

strawberries

watermelons



# Biodata Pelaku Perbukuan

## Penyadur

1

Nama Lengkap : **Lala Intan Gemala, S. Pd**

Telp Kantor/HP : -

Email : lalaanshori@gmail.com

Instansi : SD Muhammadiyah 1 Krian Sidoarjo

Alamat Instansi : JL. Ki Hajar Dewantara No. 1 Krian

Bidang Keahlian : Guru dan Komunikasi



### Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Guru SD Muhammadiyah 1 Krian 2010 - Sekarang
2. Kepala Urusan Bidang Kesiswaan SD Muhammadiyah 1 Krian
3. Kepala Urusan Bidang Kurikulum SD Muhammadiyah 1 Krian

### Riwayat Pendidikan dan Tahun Belajar/Tahun Lulus:

1. SDN KALIGANDU SERANG-BANTEN 1995
2. PONPES DAAR EL QOLAM GINTUNG BALARAJA TANGERANG 1996–2001
3. S.1 UNIV.ISLAM MALANG 2001–2005
4. Pendidikan Akhir Magister Manajemen Pendidikan Islam 2019–sekarang

### Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. My Next Words Kelas 1 2015
2. Teacher Book My Next words Kelas 1 2017

### Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

-

## 2

Nama Lengkap : **Ulin Farichah, S. Pd.**

Telp Kantor/HP : -

Email : ulinfarichah1@gmail.com

Instansi : SD Muhammadiyah 2 Taman

Alamat Instansi : Jl. Husein Idris 14 Taman - Sidoarjo

Bidang Keahlian : Guru Bahasa Inggris



### Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Guru di SD Muhammadiyah 2 Taman

### Riwayat Pendidikan dan Tahun Belajar:

1. Pendidikan Guru Sekolah Dasar (PGSD) Universitas Terbuka (2018)
2. Pendidikan Bahasa Inggris Universitas Muhammadiyah Surabaya (2009)

### Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. My Next Words for Grade 1 Elementary School, CV Prima Surya Pustaka, 2015
2. Teacher Book for Grade 1 Elementary School, CV Prima Surya Pustaka, 2017
3. Teacher's Journey, Nizamia Learning Center, 2019
4. Seasoning Teach, Nizamia Learning Center, 2019

### Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. -

# Penelaah

1

Nama Lengkap : Iyen Nurlelawati, M.Pd

Telp Kantor/HP : -

Email : iyenn@upi.edu

Instansi : Universitas Pendidikan Indonesia

Alamat Instansi : Jl. Dr. Setiabudhi No. 229 Bandung

Bidang Keahlian : Pendidikan Bahasa Inggris

## Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Dosen di Program Studi Pendidikan Bahasa Inggris

## Riwayat Pendidikan dan Tahun Belajar:

1. Sarjana Pendidikan Bahasa Inggris, Lulus tahun 2001
2. Magister Pendidikan Bahasa Inggris, Lulus tahun 2009

## Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Buku Ajar Bahasa Indonesia bagi Penutur Asing, Sahabatku Indonesia, Tingkat A1, Pusat Pengembangan Strategi dan Diplomasi Kebahasaan, Badan Pengembangan dan Pembinaan Bahasa, Kementerian Pendidikan dan Kebudayaan, 2016

## Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Iyen Nurlelawati, Nenden Sri Lengakanawati, & Wawan Gunawan. Recontextualising Genre-Based Pedagogy in Indonesian Context: A Case of Preservice Teachers. International Journal of Education Vol. 12, No. 2, February 2020, pp. 80-91. 2020.
2. Nita Novianti & Iyen Nurlelawati. Pedagogical competence development of university teachers with non-education background: the case of a large university of education in Indonesia Nita Novianti, Iyen Nurlelawati. International Journal of Education Vol. 11 No. 2, February-2019, pp. 169-177. 2019.
3. Iyen Nurlelawati & Muhammad Handi Gunawan. Student teacher supervision in digital era: identifying the supervisors' roles in chat group communication using social media. Advances in Social Science, Education and Humanities Research (ASSEHR), volume 188. UNNES International Conference on English Language Teaching, Literature, and Translation (ELTLT 2018). 2018.

## 2

Nama Lengkap : **Ika Lestari Damayanti, M.A., PhD**

Telp Kantor/HP : -

Email : ikalestaridamayanti@upi.edu

Instansi : Balai Bahasa UPI

Alamat Instansi : Jalan Dr. Setiabudi 229 Bandung

Bidang Keahlian : Pendidikan Bahasa Inggris

### **Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):**

1. Dosen Prodi Pendidikan Bahasa Inggris

### **Riwayat Pendidikan dan Tahun Belajar:**

1. PhD dari University of Wollongong, Australia tahun 2020
2. MA dari University of Warwick, Inggris tahun 2006
3. S.Pd dari Universitas Pendidikan Indonesia 2001

### **Judul Buku dan Tahun Terbit (10 Tahun Terakhir):**

1. Tidak ada

### **Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):**

1. Damayanti, I. L., & Febrianti, Y. (2020). Multimodal literacy: Unfolding reading path in children's picture book and its potential for EFL classrooms. *Indonesian Journal of Applied Linguistics*, 9(3), 616-627.
2. Damayanti, I. L. (2017). From storytelling to story writing: The implementation of reading to learn (R2L) pedagogy to teach English as a foreign language in Indonesia. *Indonesian Journal of Applied*
3. Damayanti, I. L. (2014). Gender construction in visual images in textbooks for primary school students. *Indonesian Journal of Applied Linguistics*, 3(2), 100-116.

# Penyunting

Nama Lengkap: **Drs. Hendytio Rumbiono**

Telp. Kantor/HP : -

E-mail : [hendymedelina@gmail.com](mailto:hendymedelina@gmail.com)

Alamat Kantor : -

Bidang Keahlian : Editor

## Riwayat pekerjaan/profesi dalam 10 tahun terakhir:

1. 2010-2016: Koordinator Penilaian Buku Nonteks Pelajaran di Pusat Kurikulum dan Petbukan, Balitbang, Kemdikbud
2. 2010-2016: Staf Bidang Perbukuan, Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud
3. 1989-2010: Staf Bidang Pengendalian Mutu Buku di Pusat Perbukuan, Depdikbud

## Riwayat Pendidikan Tinggi dan Tahun Belajar:

S1, Fakultas Ilmu Sosial dan Ilmu Politik/Jurusan Administrasi Negara/Universitas Diponegoro-Semarang (1979 – 1987)

## Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. PPKn Kelas XI, Kurikulum 2013
2. PPKn Kelas IX, Kurikulum 2013

## Informasi Lain dari Penulis:

Lahir di Pekanbaru, 16 Agustus 1958. Menikah dan dikaruniai 2 anak. Pernah mengikuti *Training for Trainers in Textbook Writing* di Recsam-Malaysia selama tiga bulan. Aktif dalam berbagai kegiatan di bidang perbukuan sebagai pelatih penulisan buku teks pelajaran dan buku nonteks pelajaran. Menjadi narasumber penulisan buku muatan lokal bahasa Inggris untuk SD di Jayapura, yang diselenggarakan oleh Dinas Pendidikan Provinsi Papua. Narasumber penulisan naskah buku teks pelajaran SD berbasis kearifan lokal "Kulababong" di Maumere-Sikka yang diselenggarakan oleh organisasi internasional Wahana Visi Indonesia. Narasumber dalam penulisan buku tentang literasi keuangan untuk siswa SD-SMA yang diselenggarakan oleh Otoritas Jasa Keuangan (OJK). Pernah menjadi pemimpin redaksi majalah triwulan "Buletin Pusat Perbukuan." Saat ini tinggal di Tangerang Selatan.

# Penata Letak (Desainer)

Nama Lengkap : **Nenih Nurhasanah**

Telp Kantor/HP : -

Email : nenihnurhasanah2@gmail.com

Instansi : MTs. Gunungputri Bogor

Alamat Instansi: Jl. Letnan Muda Natsir

No. 20 wanaherang Gunungputri Bogor

Bidang Keahlian : Matematika

## Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Guru matematika MTS Gunungputri 2014 - sekarang
2. Guru matematika SMPN 1 Gunungputri 2017 - sekarang
3. Guru matematika SMK Generasi Mandiri 2008 - 2017
4. Guru matematika SMK Bina Bangsa Mandiri 2010 - 2015

## Riwayat Pendidikan dan Tahun Belajar:

1. S1 - UNIV. INDRA PRASTA PGRI JAKARTA 2005 - 2009

# Desain Kover

Nama Lengkap : **Febrianto Agung Dwi Cahyo**

Telp Kantor/HP : -

Email : febriantoagung13@gmail.com

Bidang Keahlian : Design Grafis

## Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. PT. Kanmo Retail Group (Admin Warehouse)
2. PT Mega Karya Mandiri/Cargloss Group (Graphic Designer)
3. PT. Limertha indonesia/Fatbubble (Graphic Designer, Social Media Designer)
4. Harley Davidson Club Indoensia (Social Media Designer)

## Riwayat Pendidikan:

1. UNIV. Pakuan Siliwangi

## Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

Tidak ada

# Ilustrator

Nama : **Imam KR Moncol**  
Nomor Telp./HP : -  
Email : [ikrmoncol@yahoo.com](mailto:ikrmoncol@yahoo.com)  
Alamat Instansi : Jl. Rasamala No.32 RT.02, RW. 03, Curugmekar,  
Kec. Bogor Barat, Kota Bogor.  
Bidang Keahlian : Ilustrasi (Menggambar) dan Menulis

## Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Illustrator di Penerbit Yudhistira (1994-2012)
2. Illustrator di Penerbit Zikrul Hakim (2012-2017)
3. Illustrator di Penerbit Quadra (2017-Sekarang)
4. Illustrator dan Penulis Freelance di banyak Penerbit

## Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. SMA (1985-1988)

## Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Ilustrasi Buku Skolah semua bidang studi dan kelas sudah pernah dibuatnya di penerbit Yudhistira dan Quadra Inti Solusi.
2. Beberapa karya buku cerita anak yang ditulis dan digambar sendiri pernah diterbitkan. Di Penerbit Elexmedia, CPB, Zikrul Hakim dsb
3. Komik Pilkadal, Bangga Jakarta yang diterbitkan oleh Penerbit Rumah Demokrasi.