



**BAHAN AJAR**

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**BAHASA INGGRIS KE SD-AN**

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## **I. Present, past and future tenses**

### **A. Present tense**

#### **1. Simple Present**

##### **a. Characteristic of Simple Present Tense**

Several characteristics of simple present tense are (Lena, 2013):

1. Using the basic form of the verb.
2. For the 3<sup>rd</sup> singular person: he, she, it – add the ‘-s’ or ‘-es’.
3. For positive sentences, we do not normally need the auxiliary.
4. For the verb to be, we do not need an auxiliary in questions and negatives.
5. Interrogative sentences are formed by adding do / does for verbal sentences and to be (is, am, are) for non-verbal sentences in front of the subject.
6. Time signal that are often used are adverbs of time and adverb of frequency.

##### **b. The Function of Simple Present Tense**

Functions of simple present are to (Dooley, 2013 & Lena, 2013):

1. express habitual action, general truths, repeating actions or unchanged situations, emotions, and wishes.
2. provide directions and instructions.
3. express fixed plans, present or future.
4. state a fact or general truth is permanent.

##### **c. When to Use Simple Present Tense**

Simple present tense is used to talk about (Hughes, 2014 & Lena, 2013):

1. General truths and laws of nature.
2. Habitual action, in the past, present, and future.
3. The activity is happening now.
4. The timetables (trains, planes, etc.) and programmes.

The sport commentaries, review, and narration

#### **2. Present Continuous Tense**

### **a. The Characteristic of Present Continuous Tense**

Several characteristics of this tense are:

- a. Using the present participle or V-Ing.
- b. Move to be in front of the subject when forming an interrogative sentence.
- c. There are time expressions such as today, now, this morning, and others.

### **b. The Function of Present Continuous Tense**

This tense has several functions such as (Azar, 2006 & Lena, 2013):

- a. Declare on going activities Examples:

The policy makers are discussing about learning process during pandemic situation.

- b. State the activities that will be carried out in the near future Examples:

I'm taking my exam next month.

Learning activities are changing from face-to-face interaction to online platform.

- c. State activities that occurred in the past and are still ongoing today Examples:

I am still working on my computer now.

- d. State activities that are often carried out Examples:

Her mother is always misplacing her keys.

- e. Declare activities or events that are currently trending Examples:

Shopping online is growing in popularity nowadays.

- f. Declare ongoing but temporary activities Example:

Riri is crying now, but she will be better soon.

- g. State activities that are ongoing within a certain period of time Examples:

The ministry of health is announcing the new health protocol to prevent the spread of Corona virus at school.

- h. Describe a volatile situation Examples:

My father is getting old.

### **c. When to Use Present Continuous Tense**

The present continuous tense can be used to express activities that are happening right now or at the speaking time, activities that are ongoing at a certain time such as today, this week or this month ( Lena, 2013). The present continuous tense is also used when stating an activity that was carried out in the past, however still ongoing today, and

when he wants to reveal a plan that will be carried out in the near future, as well as when stating things that often happen.

### **3. Present Perfect tenses**

#### **a. The Characteristics of Present Perfect Tense**

Several characteristics of Present Perfect Tense are as following:

1. The predicate sentences in this tense always consist of: Have/Has + Past Participle.

Example:

Has she understood on how becoming a good early childhood teacher?

2. For subjects consisting of a single third person, for example: Victoria, Andy, She, He, It, etc., always use the auxiliary verb has, while the subject which consists of i, you, they, we, with the auxiliary verb have.

Examples:

She has become a school teacher.

3. An interrogative sentence is formed by moving the auxiliary verb Has / Have in front of the subject or subject of the sentence, while the negative is by adding the word not after Has / Have or placing it after the subject.

Examples:

Have not (haven't) you felt that you really care about children?

#### **b. The Functions of Present Perfect Tense**

The use of the present perfect tense in a sentence can serve to, among others:

1. Declare an event, event or deed that occurred and is still related to the present time.

Examples:

You have read early educational book for a month.

2. Declare an event or action that has been done repeatedly. Examples:

We have held international conference three times this year.

3. Declare an event or action that has occurred in the past and is still ongoing today.

Examples:

I have studied Children Character Building for a month.

4. Declare an event, work or repeat action at an indefinite time before

now and words that are often used in this case such as: *never, ever, yet, already, before.*

Example:

She has already met the ministry of education representatives.

5. Declare an event, deed or incident that has been done but has not expired.

Example:

I have received a lot of good news these days.

6. Declare an event, action or incident that is completed in a short time and words that are often used in this case such as: *finally, recently, at last, just.*

Examples:

I have just spoken the word in English to him.

### **c. When to Use Present Perfect Tense**

The present perfect tense describes an activity that has started in the past and is still continuing till now or has been completed at a certain point in time in the past but the effect is still continuing. In short, this tense is used as a link between the past and the present. So time information such as yesterday, last year, and others, are not needed here.

1. Actions or situations that began in the past and are still present today.

Examples:

She has become a teacher of student with special needs for five years.

- 2 Actions performed during a period of time that have not yet ended or ended.

Examples:

We haven't finished the children character building class today.

3. The action repeated over an indefinite period between the past and the present.

Examples:

They have followed formal education on character education for the second times.

- 4 Actions that have just finished or ended, are stated by simply.

Examples:

Has he just explained the implication of the character education?

5. Actions where timing matters.

Examples:

Someone has taken political decision in critical condition.



#### 4. Present Perfect Continuous Tense

##### a. Characteristics of Present Perfect Continuous Tense

The special characteristics of the present perfect continuous tense are as follows:

1. The predicate of a sentence in this tense always consists of: Has/Have + Been + Past Participle

Example of sentences:

have been waiting for the bus for one hour. (I have been waiting for the bus for an hour).

The children have been playing in my backyard since afternoon. (The kids have been playing in my backyard since noon).

2. An interrogative sentence is formed by moving the auxiliary verb Has/Have in front of the subject or main sentence and placing the word Been after the subject.
3. While the negative by adding the word not behind Has/Have or placed after the subject.

Example of sentences:

Have not (haven't) you been reading this book? or : Have you not been reading this book? (Are you not already reading this book?).

##### b. Functions of Present Perfect Continuous Tense

1. As I mentioned above, the function of the present perfect continuous tense is to express an action or event that was new or completed in the past but is still continuing today.
2. The present perfect continuous tense function in a sentence can be used for, among others, the following :
3. Stating an event, occurrence or action that has been done in the past and the action is still ongoing today and is likely to continue into the future.

##### c. When to use

Stating an event or action that has been done repeatedly until now.

Example of sentences:

I have been studying foreign languages since 2010. (I have been studying foreign languages since 2010).

We have been swimming for three hours. (We've been swimming for three hours).

#### B. Past Tense

##### 1. Simple past tense

##### a. The Characteristics of Simple Past Tense

Some characteristics of this tense are as follow:

- a. Used adverbs or adverbial phrases of time in past which can be positioned at the beginning or end of the sentence, for example, yesterday, last night, just now, three days ago, etc.
- b. Used verb 2 (the past tense form of the verb) such as went, cooked, came, taught, thought, ate, etc.

### **b. The Functions of Simple Past Tense**

Some functions of this tense are as follow:

- a. To explain an act that has happened in the past and is finished at some point in time.
- b. Describing repeated actions or events in the past and present does not happen again.

### **c. When to Use Simple Past Tense**

- a. Simple past tense is used when the situation was done before speaking or writing time.

Example:

Yesterday, I had a class.

- b. The backshift past is used in indirect speech or thought in a backshift from the present tense.

Example:

One of regular teachers in elementary school said when student was grouping, they can work together.

- c. The attitudinal past is used as a more polite alternative to the present with thinking or wishing verbs.

Examples:

'I *wanted* to know. Is the all training program running well?'

- d. The hypothetical past is used in hypothetical conditions in present or future time, those that deliver belief in the non of accomplishment of the condition.

Example:

I wish an integrated school program started now.

- e. The emphatic past tense. This form places special emphasis on the fact that something happened in the past, which usually used as an explanation or to assure someone or something.

Example:

But I'm telling you, I did enroll the school program when you asked me to!

## 2. Past Continuous Tense

### a. The Characteristics of Past Continuous Tense

Several characteristic of past continuous tense are as following:

1. The sentence predicate in the past continuous tenses is always from were or was + Present Participle. Examples:  
They were playing the football.
2. Frequently, in this form include: all day yesterday, as, when, while, whole day last week, all day last week.

### b. The Function of Past Continuous Tense

Several functions of this tense are as following:

1. Interrupted action in the past

Past continuous is often used to talk an action that is happening in the past and is stopped by other actions in the past. In a sentence we usually use the word "when" to connect between two sentences.

2. Specific time as an interruption

Past continuous is used when to talk about actions or situations that lasted for some time in the past. The duration of an action or situation is either unknown or insignificant.

Example:

They were staying at home yesterday in the evening.

3. Parallel actions

Past continuous tense is also used to express about two or more activities that happen at the same time and using the word "while" to join two sentences.

Example:

I was doing my homework while He was calling me.

4. Polite questions

Past continuous is also used for a polite question.

Example:

She was wondering if he could repair the car.

5. Repetition and irritation with “Always”

Remember that we can also express irritation during someone or something in the past.

Example:

They were always coming home on time!

6. Often times, to explain the background of the story written in the past tense.

7. To describe an action or unfinished event that is interrupted by another action or event

Example:

She was cooking dinner in the kitchen when thief came into her bedroom.

8. To reveal about a change in thoughts or plans Example:

She was going to spend the holidays at the beach but she has decided to save her money instead.

**c. When to Use Past Continuous Tense**

Past continuous tense is used to tell events or incidents that are happening in the past. This form of tense can be between other events and can also be combined with other events at the same time.

1. The past continuous tense has several functions. The first function is to indicate that a longer event in the past has been interrupted or interrupted. The interruption is in the form of a shorter action or event. For more details, consider the following.

Examples:

While I was talking with her yesterday, Her brother had an argument with his teacher.

2. In later applications, the past continuous tense takes a specific time as an interrupt in an event. A specific time adverb is used to indicate an event started or ended.

Examples:

Last night at 7 pm, I was going out with my family.

3. The past continuous tense can also be used to denote parallel events

in the past. When you use this tense with two occurrences within the same sentence, it will give you the idea that both events have occurred at the same time.

Examples:

She was saying something while She was standing in front of many people.

What were you doing while you were waiting?

4. We often find the use of the word while or when in the past continuous. It should be noted well. *When* is usually followed by the verb Verb2 and *while* followed by the past continuous sentence.

Examples:

That school boy was feeling so inferior when she scared. While I was visiting my colleague, my student called.

### 3. Past Perfect Tense

#### a. The Characteristic of Past Perfect Tense

Some characteristics of past perfect tense are as following:

1. Time signal using when, before, after, and until

Examples:

- d. Past perfect tense when simple past tense

She had devastated when her friend passed away.

- e. Past perfect tense before simple past tense

I had already written the letter before she came.

- c. Simple past tense after past perfect tense She had run away after she broke the vase.

- d. Simple past tense until past perfect tense She was ill until she had died.

2. All subject (I, you, they, we, he, she, it) use “had” not has/ have Example:

I had told you to behave properly before.

3. Structure Verbal sentences Examples:

They had slept when I came last night. Had they slept when I came last night? How had she studied English?

- b. Nominal sentence Examples:

She had been a doctor before she went abroad. She had not been a doctor before she went abroad. Had she been a doctor before she went abroad?

### **b. The Function of Past Perfect Tense**

Past perfect sentences can function as non-temporal marks, such as elaboration explanation, background, reason, or information parallel or contrasting to the reference in past simple (Lascarides & Asher in Hidarto & Wijaya, 2011).

According to Muntaha and Alimin (in Burhan, 2019) there are three functions of past perfect tense namely: to express the activity or action that had happened in the past when the other activity happened, to express the activity that had happened before and the other activity was happened in the past, to express the activity that had happened after the other activity was happened in the past.

### **c. When to Use Past Perfect Tense**

This tense can be used as following (Lena, 2013; Rud & Robert, 2011):

1. State the past action or condition that has occurred before an action or other condition occurs. Activities that occur earlier are started in the past perfect tense, while subsequent activities are expressed in the simple past tense.
2. Answering questions asked in the form of simple past tense using the question word “why”.

Example:

Because, this year had been in Covid-19 pandemic occurrence since late December 2019.

3. To describe how much things happened in the past.

Example:

They had met twice before marriage.

4. In reported speech after verb. Example:

I had finished doing all the exercises before I left the chat.

5. To express the implication of regret, with if conditional sentence

type 3. Example:

You should have got comments from teacher if you had tried to finish your homework.

#### 4. Past perfect continuous

##### a. The characteristics of the past perfect continuous tense

The characteristics of the past perfect continuous tense are sentence predicates that are often used in this tense in the form of: Had + Been + Present Participle.

Example of sentences:

I have been studying here. (I've been studying here.)

He had been reading a sports magazine. (He has been reading a sports magazine.)

##### b. The function of the past perfect continuous tense in sentence formation consists of several types, the following are their functions and uses:

###### 1. Expressing an event or events that occurred continuously in the past.

Example of sentences:

We have been working at an international hospital. (We have been working in an international hospital.)

I have been studying at an International School. (I have been studying at an international school.)

###### 2. Expressing an event or events and actions that took place for some time in the past.

Example of sentences:

She had been living in this city for ten years. (He (pr) has been living in this city for ten years.)

###### 3. Stating an event, occurrence and action that was done in the past and is taking place in the past.

Example of sentences:

I had been going to the bookstore. (I've been going to the bookstore.)

###### 4. Declare an event, another event occurred in the past.

Example of sentences:

She had been cleaning the house when her mother was cooking. (He (pr) was cleaning the house while his mother was cooking.)

##### c. When to use

Description of Time past perfect continuous tense is often used in this form are as the table below:  
When, after, before, etc. In spoken English, it turns out that this tense is rarely used and instead is the simple past tense .

Example: How long did you live here? (How long have you lived here?). I lived here for two years. (I lived here for two years.).

## C. Future tense

### 1. Simple Future tense

#### a. The Characteristics of Simple Future Tense

This tense is characterized by the use of the words *will*, *shall*, *be going to*. In addition, there are other characteristics of time expressions such as: tomorrow, later, three days later, and next week.

#### b. The Function of Simple Future Tense

As the name implies, its function is to explain an event that will occur (not yet happened). The main purpose of using the simple future tense pattern is to show the simple worth that is planned and the event which will happen. In addition, the simple future pattern can be used to construct conditional sentences.

#### c. When to Use Simple Future Tense

We use the simple future tense when describing a sentence or word that is intended to be done in the future (will happen). Simple future tense can describe an event that may or may not occur (spontaneously or planned). According to Sangmeister (2019), the better way to understand simple future tense is to imagine time as a line on which the past tense, the present tense, and the future are placed. So that it is easier to understand.

Some conditions for using the simple future tense:

#### 1. Sudden decision without a plan Examples:

Stay calm! The paramedic will be here soon. Stop! Don't smoke here.

#### 2. Predicting an event Examples:

Electric cigarette will cause the respiratory track weak.

#### 3. Express plans in mind and are being discussed by others Examples:

I'm going to take English class tomorrow. He will go to the clinic to take his lab test.

#### 4. Asking someone to do something Examples:

Will you promise not to smoke in the office?

#### 5. Forming conditional sentences type 1 Examples:

If the company allows their employees to smoke around the factory, it will cause fire.



## 2. Future continuous

### a. The Characteristics of Future continuous

1. Time signal for Future Continuous Tense such as: At the same time, At this time tomorrow, At 8 o'clock tomorrow, At this time next year, At the same time tomorrow, while, when, by this time.
2. Use will/shall + be + present participle as the predicate.

### b. The Function of Future continuous

1. To state the events actions taken within a specific time that occur in the future.
2. To state an event that will occur at a time that will occur continuously at a future time.
3. To inquire about the future politely.
4. To reveal events that are happening, that we hope to happen in the future.
5. To guess and predict about events that will come and are certain to happen.

### c. When to Use Future continuous

#### 1. Interrupted action in the future. Examples:

She will be arriving home after I call her.

I shall be sleeping if it rains tomorrow.

#### 2. Specific time as an interruption in the future. Examples:

Rana Will be helping my mom to make a cake at 10am.

#### 3. Parallel actions in the future.

Examples:

While Mom is cooking for breakfast, Dad will be getting ready for his work.

#### 4. Atmosphere in the future.

Example:

My classmates and I can't wait for our graduation party tomorrow. We will be sitting here with our parents. We will be feeling happy. Students from grade 10 are going to be dancing the traditional dance and students from grade 11 are going to be singing for us. It must be great tomorrow.

## 3. Future perfect

### a. The Characteristics of Future perfect

Future perfect tense has a function to express an action that will be completed at some time in the future. The basic formula for the future perfect tense is S + will + have + past participle (V-3) .

b. The Function of Future perfect

The future perfect tense function can be used for the following:

- a. Expressing an event or occurrence that will have been done in the past and will be completed in the future.

Example of sentences :

Ani will have done her house chores. (Ani will have done her homework.)

- b. Expressing work will have been completed at some time in the future.

Example of sentences :

By 2019, Putri will have been selling English book for 10 years

- c. When to Use Future perfect

Future Perfect Tense that are often used in the form of the future perfect tense are: by, before, until. Here are some examples of future perfect tense sentences in positive, negative and interrogative forms:

Examples of Positive Sentences:

I will have fixed the car.

By next year we will have been married for 20 years.

Examples of Negative Sentences:

By Sunday, I will not have finished this novel.

4. Future perfect continuous

- a. The Characteristics of Future perfect continuous

The characteristics of the future perfect continuous tense are as follows:

1. The predicate sentence that is often used in this tense is Shall or Will .

Example of sentences:

I shall have been cooking *Rendang*. (I would've been cooking the *Rendang*).

2. Although the sentence shows a singular third word, the word have does not change to has . Because it is a formula for a sentence that has been patented and cannot be changed.

Example of sentences:

I have been reading novel since for 2 weeks.

3. After the word have is the word been which indicates that the action is already being done.

b. The Function of Future perfect continuous

1. Serves to express an event or events that will occur at a time that will last for some time in the future.

Example of sentences:

I shall have been living in Malang for four years by next year.

2. Serves to express an event or events that will occur at a time that has been done in the past and will continue in the future.

Example of sentences:

Rosa will have been visiting her aunt for a week by the end of this year. (Rosa will already be visiting her aunt for a week towards the end of this year).

c. When to Use Future perfect continuous

That is often used in the form of the future perfect continuous tense is: for, during, next front, at this time tomorrow, for two weeks by next month, for two weeks before next month.

**D. Exercise**

Please complete the sentence with the verb in the bracket!

1. This semester, Ani and I..... ten classes. (to take)
2. My cat..... poison if I'm not here. (to eat)
3. My father.....sad news from his family since one hour. (to hear)
4. My brother ..... math. (to understand)
5. Ana and Mila..... each other for several months. (not to see)
6. My mom..... to go to Bali next week. (to plan)
7. Nagasaki and Hiroshima was bombed before Ir. Soekarno.....Indonesia's Independence.( to proclaim)
8. Universitas Negeri Padang.....a free quota for education before Telkomsel provided an education quota for every student. (to provide)
9. Online exams .....out even before the government instructed "social distancing" due to corona. (to carry)
10. To owner of boarding house .....the discount before tenants demands a price reduction. (to announce)
11. The police..... a criminal in the past 2 weeks. (catch)
12. Gita.....for two weeks. (to be sick)

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## **Active and passive voice**

### **A. Active voice**

Active voice is a verb form in which the subject of the sentence is the actor of the verb in the sentence. Thus in the active voice, the subject acts as the doer of the action. Active voice is the opposite of passive voice whose subject is the receiver of the action. Reporting from Grammarly, active sentences in English have a basic structure, namely subject, verb, and object.

#### **a. Characteristics of active voice**

One of the easy ways to identify active and passive sentences is by having "by" in the sentence. Active sentences do not use by, while passive sentences use "by".

1. When paired in Indonesian, active voice uses a verb that has the affix me- or ber-.
2. Therefore, the formula for the active voice sentence is: Subject (doer of the action) + verb (+ direct object/receiver of the action).
3. In this formula, the direct object can be a noun, pronoun, or noun substitute and is added only if the verb is a transitive verb. Example:

She drinks coffee every morning.

#### **b. When to use of Active Voice**

Before starting to write in English, there are times when you must first determine what your purpose in writing is.

Not only that, you also have to determine in advance what type of writing you want to make. This aims to find out what tense or type of sentence is right to be adapted to your writing.

If the writing you make has high urgency, and must be easy to understand and fast in processing. For example: instructions, prohibitions, and so on. If you want to write a formal writing like rich scientific, you can use the active voice. This is due to the nature of passive sentences which tend to be long-winded, twisted, and even hide facts.

### **B. Passive Voice**

Passive voice is a voice which modify the receiver of the action in the place of the subject. Passive voice is formed with an auxiliary verb and a past participle (V3) of a transitive verb. Object receiving the action which is more essential becomes the subject of the sentence and the action of the subject is optional. Object receiving the action is should be stressed. Passive voice can be used if the subject unknown or no need to mentioned. Passive

voice is often used in procedural text, reports, papers, and method section, scientific research.

Example: A project is finished in eight hours.

#### **a. When to Use Passive Voice**

1. The agent is unknown

Example:

My food has been eaten.

2. The actor is irrelevant

Example:

A large house will be built in that place.

3. You want to be vague about who is responsible Example:

The students were instructed to solve the scientific problem.

4. Talking about a general truth.

Example:

School rules can't be broken.

5. Focusing on the person or thing acted on. For example, it may be your main topic.

Example:

Thomas Edison was first invented bulb.

6. Use passive voice when you are writing in a scientific genre. Example:

Our planet is covered in a mass of gases.

#### **b. The Characteristics of Passive Voice**

Passive voice has several characteristics as following (Lena, 2013):

1. There is to be + verb
2. Average or most of the tenses use this formula to make a passive voice, but this is not the main requirement for making a passive voice because there are several tenses that use the verb 2 to make a passive voice.
3. The passive voice sentence is a sentence that has a predicate or verb.
3. Verbal sentences or sentences that can be changed to passive voice are verbal sentences that have an object.

Several functions of passive voice are:

1. The passive voice is used to emphasize on a person or object that is subjected to an action and not a person or object performing the action. So, the most significant thing or person will be the subject of the sentence.
2. Sometimes, we use passive voice when we unknown or don't want to mention who did the action.
3. The passive voice is often used in formal statements. Your writing will be clearer and easier to read by converting it to the active voice.
4. We emphasize on who or what did an action in passive voice using the preposition by. We better use active voice when we know who performed the action and are interested in the subject.

### C. Exercise

Write down five sentences using passive voice and the change to active voice!

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### **III. *The Sentences Constructions***

#### **A. simple sentence**

A simple sentence is a sentence that contains a single independent clause. In grammar, a clause is a group of words that contains a subject and a predicate. The subject is the word that indicates what a sentence is about or who or what is performing an action. A subject can be a noun (car, Tom), a noun phrase (short book, green apples), or a noun substitute (you, they). The predicate is a word that indicates what the subject is doing. A predicate is a verb (runs, is) and the words that govern or modify it (fast, hungry).

A simple sentence contains only a single clause that stands alone and makes grammatical sense. A simple sentence has only one subject and one predicate, as in Tom is hungry.

A simple sentence can also have a compound subject (two or more subjects doing the same action), a compound predicate (two or more actions being performed), and modifiers that describe the subject or predicate (such as adjectives, adverbs, and direct objects). Because it has only one clause, though, it is still a simple sentence.

#### **B. Compound Sentence**

A compound sentence is a sentence containing at least two independent clause joining together with coordinating conjunction namely for, and, nor, but, or, yet, and so. Those coordinating conjunction often links the two independent clauses and is begin with a comma (Andersen, 2014).

Examples:

We want government policy on education function well in the form of the availability of professional human resources, an appropriate curriculum, and infrastructures, so that the effectiveness and efficiency of school management is optimal. Educational administration should be known not only by the principal, but it should also be known by teachers and school office staff in accordance with their respective function and position.

#### **1. When to Use Compound Sentence**

Compound sentences can be used when you want to coordinate or connect two or more clauses that give each sentence the same status as a sentence. Clauses in compound statements can be connected using conjunctions or punctuation. The clauses in a compound statement can

be linked using punctuation or conjunctions (Deviyana, 2017). Compound sentences also can be used when you want to give a richer detail and make paragraphs more engaging to those who read them.

## **2. The Characteristics of Compound Sentence**

Some characteristics of compound sentence are (Sari, Syarif & Zul, 2018; Lena, 2013):

1. Including two or more independent clause.
2. The clause are connected by coordinate conjunction such as and, but, or, nor, for, yet, so, etc.
3. Has a subject (something or someone that is spoken of in a sentence).
4. Having an activity (a verb or something that has been done).
5. Has a conclusion (no question about the meaning of the end of the sentence).

## **3. The Functions of Compound Sentence**

According to Andersen (2014), the functions of compound sentence are:

1. To combine similar ideas.

Example:

Teacher is a professional position, and as a professional position it must meet certain qualifications.

2. To compare or contrast ideas.

Example:

She was a clever and talented student, but her parents had financial issues in supporting her study.

3. To convey cause and effect or chain of events.

Example:

The school board of director did not come to the agreement, so they postponed their decision until tomorrow.

4. To elaborate on a claim or extend reasoning.

Example:

Students and teachers are not allowed to use cell phones in the class for not being disturbed learning.

## C. Complex Sentence

Complex sentence is simple sentences that are developed, in which it consists of one independent clause and at least one dependent clauses (subordinate clauses), and the relationship between them is very close.

Independent clause is a clause that can stand alone or the essence of a sentence, while dependent clause is a clause that depends on the other sentence. Independent clause and dependent clause are usually associated with a comma “,” or a conjunction. In a complex sentence, there is only one independent clause or core sentence. Without a dependent clause, an independent clause can stand as a meaningful sentence. Meanwhile, the dependent clause cannot stand alone and will show an incomplete sentence. The characteristic of a dependent clause in a complex sentence is usually preceded by a conjunction.

Conjunctions is a word that can connect words with words, phrases with phrases, and clauses with clauses. There are two types of conjunction:

### 1. Coordinating Conjunction

Coordinating conjunction is a word that connects a phrase or clause whose structure is equal, for example, a noun with a noun, an adjective with an adjective, etc. (e.g. for, and, nor, but, or, yet, so). In general, the coordinating conjunction is located in the middle of a sentence, but it can also be located at the beginning of a sentence as a transition to the next sentence. If coordinating conjunction is used to connect two clauses, then put a comma before the conjunction.

### 2. Subordinating Conjunction

Subordinating conjunction is a word that connects an independent clause (main sentence) with a dependent clause (clause). Words classified as subordinating conjunctions are:

- a. Subordinating conjunction describing the relationship of time: after, as soon as, as long as, before, once, still, till, until, when, whenever, while.

Examples:

The group of pupils shows the same interest when thinking about seasonal clothing.

While reading books can open up people’s idea, their real experiences have the most influence on what they should do with their business.

Whenever the student references their knowledge, teacher respects their way of thinking and idea and encourages them speak bravely.

- b. Subordinating conjunction which describes the relationship between places: where, wherever.

Examples:

Remember your own childhood, when you might have been shocked to deal with culture differences.

- c. Subordinating conjunction which describes a condition: if, even if, in case, unless, otherwise.
- d. Subordinating conjunction which describes the causal relationship:

as, because, in order that, since, so that.

Examples:

Sometimes children find it difficult with English because the approach used does not work for them.

The role of community is also needed as a form of their involvement to solve every social problem in society.

- e. Subordinating conjunction which describes the relationship of contradiction: although, even though, though, while.

Examples:

Students wanted the classroom to be replaced with wider classroom although they knew that the existing class they use was sophisticated.

Complex sentence is grammatical assemblies composes of multiple clauses.

Two types of clauses can be distinguished:

1. statements with coordinate clauses; and
2. statement with a subordinate clause.

There are three basic types subordinate clauses construction in the complex sentences, namely:

1. Construction with noun clause.
2. Construction with relative clause.
3. Construction with adverbial clause.

According to Diessel (2004), there are two type of process to develop complex sentence as follow:

1. Complex sentence type including complement and relative clause developed through clause expansion.
2. Complex sentence type containing adverbial clauses developed through clause integration.

### **The Characteristic of Complex Sentences**

Complex statements usually consists of a subordinating conjunction (e.g., because, when, although) or relative pronoun (e.g., that, which, who) and dependent and independent clause.

### **The Functions of Complex Sentences**

There are four function of using the complex sentence as follow:

1. Combining same ideas.

2. Comparing or contrasting idea.
3. Conveying cause and effect or chain of events.
4. Elaborating on a claim or extend reasoning

**D. Exercise**

1. Write down three sentences using simple sentence!

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2. Write down three sentences using compound sentence!

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3. Write down three sentences using complex sentence!

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#### **IV. The modal auxiliaries**

Modals (also called modal verbs, modal auxiliary verbs, modal auxiliaries) are significant verbs that act unmorally in English (Husein, *et. al.*, 2017). They are not same from normal verbs like “work, play, visit...” and provide extra information about the function of the main verb that follows it.

##### **A. When to Use of Modal Verbs**

Modal verbs are use as follow (Husein, *et. al.*, 2017; Lena, 2013):

1. Asking permission—may, can, could. Example:  
    May I take leave?
2. Making a request—can, could. Example:  
    Could you close the door, please?
3. Showing a possibility—may, might, could. Example:  
    It might snow during the daytime.
4. Giving advice or suggestion—should. Example:  
    They should bring an umbrella when they go out.
5. Expressing necessity or compulsion—must, have to. Examples:  
    ou mYust wear helmet while riding a motorbike.
6. Making prohibition- must. Example:  
    ou mYust not smoke in the classroom.
7. Giving a promise or intention—will, shall. Example:  
    I will go to the cinema with you on Sunday.
8. Wishing—may. Example:  
    May Allah Bless You!

##### **B. The Characteristic of Modal Verbs**

Here are some characteristics of modal verbs: Followed by infinitives or Verb based.

- Indicate modality to express certainty, possibility, willingness, obligation, necessity, and ability.

### C. Functions of Modal Verbs

According to Husein, *et. al.* (2017), functions of modal verbs are to state possibility, necessity, ability, and willingness. Modal verbs are placed before the main verb to modify the meaning of the main verb. These auxiliary verbs include: can, could, may, might, will, would, shall, should, must, and ought to (phrasal modal verb) (Nugroho, 2019).

### D. Exercise

Choose the correct alternatives and fill in the gaps!

3. ....(Must/Could/Should) Covid-19 be reduced if the government implemented a lock down system?
4. The public believes that the actions taken by the government .....(might/must/can)overcome Covid-1.
5. It has been ordered, so when they get there, they (would, should, might) find it waiting for them.

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## V. Descriptive Text Reading

### Inclusive Elementary School

The inclusive schools in Indonesia are advanced by children's rights to acquire education. Normal students can access their education in regular schools, while disabled students go to special needs schools. Not all disabled students can access their education well in special needs schools, so the government is attempting to acquire their education at the school nearby their place of residence specifically programmed and called an inclusive elementary school.

Inclusive elementary schools provide educational services for disabled children irrespective of their physical, intelligence, social emotionality, and other conditions to learn together with normal children who attend regular schools. The existence of inclusive schools is an attempt to erase the boundaries that have emerged in the society, namely disabled children should attend special needs educational institutions as well. With the inclusive school, disabled children can attend a regular school like children who are not disabled.

Inclusive schools are considered to be able to provide a variety of benefits both for the general public and for disabled children. The community will begin to convey the existent of disabled children. This has an impact on the psychological needs of disabled children, namely catering opportunities for the self-confidence development in disabled children.

It can be concluded that inclusive school is a regular school in which there are students with special needs and normal students. Inclusive school contributes accessibility to disabled children to study in regular school in accordance with their requirements and thus they can interact with other normal students.

#### C. Please Answer the Following Questions!

1. What is the text above about?

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2. What is the inclusive school?

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3. What are the advantages of inclusive school?

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4. Who can study in inclusive school?

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5. What do you think the differences between inclusive school and public school?

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6. Why can't all disabled students access their education in special needs school?

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7. What are the benefits of inclusive schools for disabled children?

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8. How do inclusive schools erase the boundaries between disabled and non-disabled students in the society?

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9. On what purpose do the inclusive schools exist?

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10. If you are a teacher in the inclusive school, what will you do to help disabled students?

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### **Role of Guidance and Counseling in the Elementary School**

School is an educational institution that has an important role in shaping the character of a student, either as a person or a community fellow member. According to this issue, the school caters guidance and counseling services to help students develop their potential and shape their character.

The role of guidance and counseling in the school is to assist students in overcoming issues like problem in social life, relationship with friends, and family issues. Guidance and counseling is actually required by students in elementary schools because students from there are not ready to challenge an issue, they do not have the positive understandability and the positive thought about issues being confronted like family issues, for example, lack of parent’s attention, parents behaving impudently and so on, friendship issues like bullying and socializing issues, for example, lack of interaction in society. The role of counseling is to help solving the student’s problem and provide an understanding so that students can think positively and solve the problems they face. Eventually, attitudes, behaviors, and ways of thinking of students are broader and positive when experiencing problems.

Guidance and counseling in elementary school is required to contribute support to students and improve their potential. In addition, guidance and counseling teachers will also assist classroom teachers in providing guidance and services for elementary school students so that guidance and counseling services are optimal. Elementary school aged children need special attention so that they can attain learning achievement and all of their potential can

be improved in an optimal and most desirable way without experiencing significant obstacles and problems.

**C. Answer the Following Questions!**

1. Why we need counseling teacher in an elementary school or more?

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2. What is the best way to make children of elementary school age able to share their problems with the teacher?

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3. An elementary school teacher, they should also be able to provide guidance and counseling to students. Therefore, do we also need a guidance and counseling teacher?

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4. Whether guidance and counseling teachers should enter the classroom every day, to see the development of children or only need once a week?

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5. What methods can be used by such guidance and counseling to provide correct viewing understanding in solving a problem?

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6. Why guidance and counseling teachers must be able to work together with other primary school teachers?

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7. If there are problems with students, for example a broken home, must the guidance and counseling teacher provide an understanding to the parents of these students?

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8. Is it necessary in primary school, to hold a meeting once a month between guidance and counseling teachers with parents of students, to explain student development?

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9. How can a teacher understand the different characters of a child?

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10. Is it necessary for elementary school children to be given time to talk about their life to the guidance and counseling teacher, like once a week?

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## **The Importance of Building Character Education in Early Childhood**

Education is the procedure of internalizing norms into a person and his/her social awareness so that it makes him/her civilized. Character education is a system of teaching character values to students that contributes knowledge, awareness, and actions to proceed these values in regards with the Almighty God, oneself, and those around him/her.

Character education is crucial to start at early childhood because it is concerned to the issue of what is right and what is wrong and at the same time it contributes to learn of how to introduce habits about various good behaviors in life so that children have awareness. A child, who is introduced from childhood and instilled character education, is expected and when he/she grows up the character he gets will become a habit for him. Therefore, the active role of parents, educators, and the community advance the character education values at any opportunity, especially in early childhood both in the family and the community.

Thus, character education should begin from the family that is the initial environment for children's character growth. After the family, character education must be a compulsory teaching since elementary school. Children are the generation that will determine the fate of the nation in the future. The character of children formed now will largely determine the fate of the nation in the future. The character of children formed now will largely determine the character of the nation in the future. The character of children will be well-formed, if in the process of growth and development that they get have enough space to express themselves freely.

### **C. Answer the Following Questions!**

1. How should the active role of parents be in building character education in early childhood?

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2. What kind of character education should be instilled in early childhood?

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3. What is the active role of educators in building character education in early childhood?

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4. What character values should be instilled in early childhood?

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5. How to instill good character education in early childhood?

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6. What is the active role of the community in building character education in early childhood?

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7. What kind of children's character will determine the character of the nation in the future?

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8. What effort are being made to synchronize families, educators and the community in character building in early childhood?

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9. How can we optimize character education in early childhood?

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10. In what age children should character education be emphasized once?

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**Differences and Abilities of Disabled Children**

Disabled children also known as children with special needs or exceptional children, is a familiar word heard in the era of modern society. When facing children with special needs, most people think that the children have a disability and abnormal neurological development since childhood with different characteristics of those who tend to be difficult to communicate normally or understand the emotions and feelings of others, as well as the difficulties in social relationships. These make other parents with normal children complain, and even some of them deliberately keep their children away from special needs because of the differences in terms both physical and behavioral. The differences are not badness that harms others, yet the flaw needs special attention from all people in society.

First of all, children with special needs receive unpleasant treatment from others. Most of them are being bullied at school and this act would offend them. Although these children have difficulty in understanding others' emotionality and they lack sensitivity to the surrounding environment, the disabled children also have feelings like normal children. They want to be able to live a normal life. In response to such act, we should accept this distinction. Children with special needs tend to be guided and educated easily by patient and sincere people.

Second, children with special needs can obtain an achievement. There is something attractive about children with special needs, although most of them tend to be difficult to be directed and they act whatever they want, in fact, they have a high inquisitiveness.



Children with special needs have advantages, such as more creativity, better visual ability, bigger brains, and more intelligent. Diverse instances of achievements are attained by disabled people, for example, Albert Einstein and Isaac Newton could accomplish the glories of achievement with ideas and inventions. Other instances like Daniel Tam met who is the author of the best-selling book, Temple Grandin becomes a professor in zoology, Habibie Afsyah is successful as an internet marketer, and many others. These evidences show that behind the differences in a child with special needs, there is a talent that can be achieved, for every child who is born on this world has a useful role for human life when he/she is supported and educated properly.

Therefore, we have to believe that the differences between us and children with special needs are wonderful. Let them grow as human nature as no one in this world who wants to be born in conditions of special needs. When they go through life as special needs, children need to fight to survive. Some of us may not be lucky to have a deficiency or defect. However, it does not mean we humiliate them because of their shortcomings.

**C. Answer the Following Questions!**

1. Just like normal children, children with special needs also need to get the same treatment from their environment, how do you make other people aware of this?

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2. Children with special needs must get a lot of attention from the surrounding environment, especially from the family. However, many parents of children with special needs are not aware of and do not play an active role in supporting their children. So, how do you educate parents like that?

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3. Based on the above reviews, children with special needs can have many achievements. However, some children with special needs do not get this opportunity. What efforts can be made to support the achievements of children with special needs?

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4. Children with special needs have different learning styles and learning abilities from normal children. Are there educational methods that are devoted to developing the learning abilities of children with special needs?

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5. Emotional support is very necessary for the development of children with special needs, how do we convey our feelings to children with special needs who tend to be insensitive in understanding the feelings of others?

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6. Children with special needs are often not confident due to discriminatory treatment from the surrounding environment, what can be done to build self-confidence for children with special needs?

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7. How do teachers respond to children with special needs who tend to be difficult to direct?

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8. Children with special needs need a special assistant or teacher who is ready to handle children with special needs, but in fact many of the assistants for children with special needs are not ready to carry out their duties in dealing with children with special needs.

What things can be done in handling this case and how to determine the readiness of a child companion with special needs in carrying out their duties?

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9. What efforts can the government make in providing access to facilities and infrastructure in the public environment for children with special needs?

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10. How can you create a friendly and safe environment for children with special needs?

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## **VI. Popular Science Reading Text**

### **A. SQ4R – A Study and Reading Strategy**

SQ4R is an effective strategy to help all students get the information that they need from textbooks. It works for average, learning disabled, and gifted students whether they are in elementary school or college.

"S" stands for survey. It involves skimming and scanning a chapter or assignment to get an idea of what the material is all about and how it is organized. Students do this by reading all the headings and subheadings in the assignment as well as the summary, if there is one. They also look at all pictures, charts, tables, maps, and graphs and read their captions.

"Q" stands for question. It involves writing a question (who, what, when, where, why how) for each heading and subheading in an assignment. If a heading is "The Causes of the Revolutionary War," the question could be: "What were the causes of the Revolutionary War?" The questions make students think about what they are going to learn. It gives purpose to their reading.

"R" stands for read. Students read the paragraph or paragraphs under a particular heading or subheading to get an answer to the question they developed. Note they are only reading a small amount of material. Difficult material may have to be reread. They should pay particular attention to underlined, bold printed, and italicized words and phrases. And they need to write down all terms that they do not understand to look up after completing the assigned reading.

"R" stands for recite. Once a section under a heading or subheading has been read, students should recite aloud in their own words the answer to their question for it. If a student doesn't know the answer, the section needs to be reread. If a question still cannot be answered, they may need to write a better question for the material.

"R" stands for wRite. Once students have recited an answer, they should write it down under the question. They may also write down brief notes or examples under the question, if needed for better understanding.

"R" stands for Review. It is to be done after answers to all questions have been written down. The review includes skimming over the headings and subheadings again, reciting the important ideas under each heading and subheading, and answering all the questions. If a question can't be answered, the material as well as the answer to the question should be reread. This step should be

repeated the next day and at the end of the week, as well as before tests. Review is crucial as most children forget 80 percent of what they have read within two weeks. Students who review frequently perform much better on tests.

### **1. Students' Guide To SQ4R (Popular Science Text Reading)**

1. SURVEY Read headings and subheadings.

Look at all illustrations.

Read captions under illustrations.

Read chapter summary.

2. QUESTION Write a question for each heading and subheading in an assignment.

3. READ Read only the material under a heading or subheading to search for an answer to your question for it.

4. RECITE Recite the answer to the question in step 3.

5. WRITE Write down the answer you recited in step 4 under its question.

6. REVIEW Do after step 5 is completed for all questions.

Skim over all headings and subheadings.

Recite answers to each question.

Repeat this step the next day, the end of the week, and before a test.

### **B. Exercise**

#### **Effect of ICT on Education**

The rapid development of information and communication technology (ICT) cannot be avoided because it influences on education. The worldwide needs strain our global education to ever and invariably set technical development in regards of developing the educational quality, setting the utilization of ICT for education, in regards with the learning process.

The development of ICT has greatly helped our worldwide education, in regards with making the circumstance easier to find data and information related to topics discussed in the learning process. In addition, the effect of ICT on education can also be seen from the development of cyber teaching or virtual teaching, which is the learning agenda, processed by utilizing the Internet. The other agenda which is progressively popular nowadays is E-learning, namely the learning model utilizing ICT media on the Internet.

ICT in our global education can have positive or negative effects. The positive impact of ICT on education is 1) communication as an educational scope is processed by utilizing communication media like telephone, computers, internet, e-mail, and so forth; 2) mutual

relationship between teachers and students cannot be done through face-to-face interaction, but however they can utilize other types of media such as E-learning. While the negative effects caused by the development of ICT in education are: 1) e-learning leads to reform the role of teachers; 2) cyber crime, for instance, stealing crucial educational assets which is remained secretive with media.

From the description above it can be concluded that information and communication technology have a massive influence on education. There are many benefits which can be conveyed by the teacher to help in the learning process, but the negative impact of information and communication technology is outweighed. However, teachers can control and supervise students to prevent students from the negative impact of technological development.

**Answer the Following Questions!**

1. What causes the development of ICT to be so helpful in the field of education?

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2. What is the positive impact of ICT on education?

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3. What is the negative impact of ICT on education?

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4. What is meant by e-learning?

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5. Current ICT and education are inseparable, give your reasons!

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6 What is the evidence of the influence of ICT on the development of education in the world?

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7. How can the negative impact of ICT on education be avoided?

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8. What is the effect of ICT on education?

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9. What are examples of cyber crime in education?

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10. What communication media can be used as a scope of education?

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## **VII. Total Physical Response**

### **A. Total Physical Response**

James Asher, American psychologist, founded a language teaching method known as **Total Physical Response (TPR)** in the 1970s. He believed that when activity is combined with language, learning is increased. TPR is a comprehension approach, emphasizing the importance of input in the initial phase. TPR is a stress-free method of learning language. Students learn language through listening and alter it to action, eventually students can speak spontaneously.

### **B. Advantages of using TPR**

Total Physical Response has a lot of benefits, particularly for beginners and young learners.

1. The pairing of movement with language is innately associated with effective learning
2. Students actively use both the left and right sides of their brains
3. It works with both small and large groups
4. It sharpens students' listening skills
5. Students are not required to speak until they are ready to, therefore creating a "safe zone" that greatly lowers inhibitions and stress
6. Students will appreciate the change of pace and potential for humor—even teenagers will crack a smile!
7. Kinesthetic learners (who respond well to physical activities) and visual learners (who learn best with visual cues) will get a lot out of TPR. (This is another reason why it's important to know your students' personalities and learning types.)
8. As no one is called upon individually, TPR is great for introverted students
9. Limited materials and planning mean it's simple for teachers to prepare

TPR can be used when teaching:

1. Vocabulary, particularly verbs
2. Difficult to explain actions (think wiggle, slide, launch)
3. Storytelling and narrative language

#### 4. Imperatives and classroom language

### **C. How to use TPR in class**

#### 1. Prepare

Select the vocabulary that you are going to teach. Gather any equipment, props or pictures you will need to illustrate the meaning of the words.

#### 2. Teacher Modeling

Mention the new vocabulary word for the students. As you do this, use gestures, facial expressions, props or body movement to illustrate the meaning of the word

#### 3. Student Modeling

Have student volunteers mimic the same gestures, facial expressions, use of props or body movement modeled as you say the word.

#### 4. Student Participation

Have all students mimic the same gestures, facial expressions, use of props or body movement modeled by the teacher and student volunteers. Ask them to say the word as they are making the movement. Vary this activity by then doing the action and while students say the word.

#### 5. Writing

Write the word or phrase where all students can see it so that students can make the connection between oral and written words.

#### 6. Repetition and Practice

Word or phrase using the same method. Review and practice words with students multiple times to ensure learning. Recycle words regularly to make sure that students do not forget old words.

Here is a basic method for using Total Physical Response in the classroom:

The teacher performs an action, both demonstrating and saying it (e.g., “I’m brushing my teeth,”). Be prepared to exaggerate, use gesture, facial expressions, and props if necessary

Call on the students to repeat the action

Repeat once more

Write the verb/phrase on the board

Repeat with other verbs and return to them regularly during the semester to check retention

### **D. Variation of TPR**

#### 1. TPR Circles

Organize the students into a circle around the teacher. The teacher says the word and the last person to do the action is out. This person then stands behind the

teacher and watches for the student who does the action last. Eventually there is only one student, he or she is the winner.

2. TPR Simon Says

Play Simon Says. The teacher gives a command and students should only do it if the teacher "Simon says..." at the start. The teacher might say, "Simon says, 'slice some bread'" or "Simon says, 'chop an onion'" and the students must do the action. However if the teacher says, "Whisk an egg" the students shouldn't do this. If anyone does the action that Simon doesn't say then they are out and have to watch for the mistakes of the other student.

3. TPR Sounds

The teacher will first get the students to do the actions connected with each vocabulary word. Then, the teacher adds a sound related to the word and the students practice hearing the word and doing the action along with making the sound. The students are then ready to give commands to each other.

**E. Exercise**

Practice the implementation of TPR in teaching English to young learners!

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## **XI. Media and Lesson Plan**

### **I. Media of Teaching English to Young Learners**

Media of teaching English to young learners can be defined as tools that teacher used in teaching English to young learners. Media can be classified into three kinds namely visual, audio, and audio visual media.

Media has several functions in teaching English to young learners:

1. Simplify the process of English teaching and learning to young learners
2. Limited the used of mother tongue or first language
3. Improve students' motivation and interest
4. Help students to understand the new concept easily
5. Improve the quality of English learning and teaching
6. Create an attractive and interactive teaching and learning English to young learners

#### **a. The characteristics of learning media**

The some characteristics of media are:1) clear learning objectives, 2) subject matter presented in accordance with competence, 3) concept truth, 4) clear learning process flow, 5) clear instructions for use, 6) there is basic cognitive process, 7 are able to generate student learning motivation, 8) have interesting passage, 9) pictures, animations, texts, colors are presented harmoniously, harmonious, and proportional, 10) interactive, 11) easy navigation, and 12) the language used can be understood by students.

There are three characteristics of media as follows: first, fixative characteristics, characteristics that explain the ability of media to record, store, preserve, and reconstruct events and objects. Media characteristics describe a recording of events or objects that occur at a certain time can be transported regardless of time. The second characteristic is manipulative, a media feature that can transform an event or object. The third is the distributive characteristic, which describes the distribution of a medium to a large number of students by providing a stimulus experience that is almost the same as the event. In this characteristic of distributive media, distribution can use video recordings, audio, diskettes.

## b. Examples of Learning Media

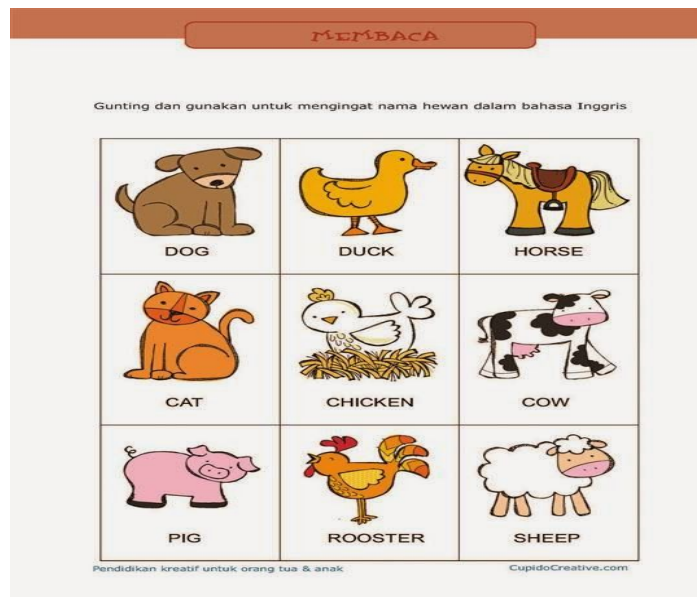
### 1. Posters

Poster can be defined as a graphic representation of some strong emotional appeal that is carried out through a combination of graphic aids such as pictures, cartoon letters and other visual arts on a placard. It aims to convey a certain message, teach a certain thing, provide an overview etc. For learning English, the use of posters can strengthen students' understanding of a material.



### 2. Flashcard

Flashcards are small cards with pictures or symbols used for learning. In the classroom, flashcards are usually used to teach vocabulary and reading



### 3. Interactive computer media

With computers we can enter fun educational programs. Such as the display of colorful images that can move and are supported by sound or singing, examples of interactive computer media are animation and video



## II. Lesson Plan of Teaching English to Young Learners

### A. How to Plan Ahead for Successful TPR Lessons

The most important aspect to remember about TPR, as a teacher, is that it's merely a tool to be wielded. Like any other tool controlled by people, its use in the classroom can be clever and tactical, bringing about excitement and new learning opportunities for the students—or it can be used a blunt and ineffective instrument if thought isn't put into the process beforehand.

For this reason, creating a thought-out and well-written lesson plan before class begins can improve the process and ensure your students are getting the best experience possible from your lessons.

Of course, your very first TPR lesson plan, and a few after that, should be your most detailed plans, but then as you gain more and more experience you'll find you can quickly and easily replicate past activities from in the classroom to be adapted to current word lists and skill levels.

Either way, a successful TPR classroom will include dozens of activities designed to engage students and utilize your lesson plan goals.

As you develop your individual TPR style, you can mix and match various strategies to see what fits your personality, age group and students the best. During this time it's best to keep a collection of all TPR activities in a personal computer document or physical folder, with notes on what works and what could be adjusted, so you can quickly reference them when creating future lesson plans.

A final note for TPR lessons is on grammar, a topic that's heavily covered in traditional and lecture-style classrooms. In a TPR classroom, grammar is still taught, but instead of being the classroom focus, it's often introduced organically and as an aside, where the teacher may correct poor grammar or help create new phrases by assisting with grammar. One great activity you can introduce into your TPR lessons is watching YouTube videos.

## **B. TPR lesson plan can be set up as follow:**

### 1. Identify Objectives and Write Up Target Vocabulary

While it can easily be overlooked, establishing your class objectives can make all the difference during later evaluation to decipher what worked—and what didn't—in the classroom. For this reason, you should always have a sub-header at the very top of your TPR lesson plan outlining the goals that you wish to accomplish by the end of class.

Next, draft a list of your target ESL vocabulary for easy reference. Remember this should be clear, surrounded by white space so you can find it easily, and it can consist of **either English words or phrases** depending on your students' language level.

Then put a sub-header for "Preparation" below the objectives and leave a blank space underneath—we'll come back to fill this out later on.

### 2. Choose TPR Activities to Incorporate into Your Classroom



Now to the meat of our TPR lesson plan. Ideally, for a 50-minute class, you'll have about 25 to 30 minutes of activities picked out, and these TPR activities should follow a clear narrative sequence that you can build on and increasingly engage the students' language skills.

There are tons of activities you can choose from, which you'll become more familiar and comfortable with as you dive into the world of TPR—we'll suggest several effective and versatile ones below.

- 1) **Simon Says:** This classic game makes TPR simple, since students must listen to your ESL commands and move accordingly. There's a reason it has stuck around so long as one of the best options for TPR. This game brings an element of competition along with quick thought into learning games.
- 2) **TPR song and dance activities:** There are dozens of songs available online that are designed to get a physical reaction from students, whether they work through imperative commands or silly play-acting games. For example, check out "Bingo" by Super Simple Songs. This version of the classic song is particularly suitable because it includes clear actions for each verse for the students to follow. "Freeze Dance" by the Kiboomers plays like a party game and will keep your students' energy and physical activity up while they hop, twirl and of course freeze to the music.
- 3) **Act It Out:** For a slightly more advanced classroom, encourage the students to tell a story with the new target vocabulary. The story should include physical gestures that demonstrate students' understanding of the vocabulary (whether it's miming nouns, demonstrating action verbs, etc.).
- 4) **Cross the River:** This game brings physical activity to basic "True/False" questions. Have all the students stand in the middle of the classroom (in the "river") and tell them which side of the classroom indicates truth or falsehood. Then, once you make a statement, they must choose a side of the room to cross to that indicates whether they believe your statement is true or false. For beginner or elementary classes, stick with visuals and use simple phrases such as "this is a lion" (while holding up a picture of an elephant) or "an elephant is very small." Intermediate or advanced students can interpret more complex statements, such as "A lion must eat other animals to survive."

### 3. Prepare Your Activities and TPR Commands

Once you have your activities picked out, go back to the “Preparation” section of your lesson plan. Make a note of any links you’ll need to access during class (like with the songs noted above) or classroom setup you’ll need to do before the first bell.

Now is also a good time to add the planned activities to a budding TPR resource document so you can take notes on how they worked immediately after the class.

One important note by James Asher himself is that it’s highly recommended to write down any and all commands you plan to use in class beforehand. This is because this style of classroom teaching is designed to move very quickly, and if you have to slow down to think up a new command it can bring jarring halts and take away from your students’ learning time.

### 4. Consider How to Check for Understanding

As with any lesson plan, you’ll need to think ahead for classroom assessment after the TPR activities. Typically you can plan about 15 minutes at the end of class to check for student understanding of the objectives.

If your students aren’t yet literate, you can assess their understanding with simple yes/no questions, or questions that they can use their bodies to respond to. For example, if you’re teaching a series of animals, you can show a picture of any animal and ask “Is this a \_\_\_?” and fill in the blank with a vocabulary word.

Be sure to get your students moving when they answer, such as standing up to indicate “yes” and sitting to indicate “no” as a response.

Another option is to use single word assessments, where students match a spoken word with a picture or written word, etc. Of course, if you’re feeling creative and your students are a bit more advanced, you can also work in clever concept-checking games like Jeopardy to keep the students motivated throughout the class

## C. Exercise

### 1. Make an learning media for young learners!

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### 2. Write a lesson plan using TPR!

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