

**Guidance in Developing  
English Teaching Materials for  
Junior and Senior High School  
Students**

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# Guidance in Developing English Teaching Materials for Junior and Senior High School Students

**Dra. An Fauzia Rozani Syafei, M.A**



Penerbit dan Percetakan

**BERKAH PRIMA**

Jl. Datuk Perpatih 287 Air Mati- Kota Solok  
Jl. Sudirman 240 Nankodok-Kota Payakumbuh  
Telp(0755)325869, (0752) 93248 HP.081261 385385  
Email : cvberkahprima007@gmail.com

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# Guidance in Developing English Teaching Materials for Junior and Senior High School Students

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**Disusun oleh** : **Dra. An Fauzia Rozani Syafei, M.A**  
**Editor** : **Dr. Kurnia Ningsih, M.A**

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# PREFACE

The textbook “Guidance in Developing English Teaching Materials for Junior and Senior High School Students” is designed for students or teachers who are going to teach English at junior and senior high school of Indonesia. The purpose of this textbook is to explain about teaching materials and how to develop them in relation to the curriculum and the context of Indonesian school. The focus of this textbook is on the English teaching materials for junior and senior high school.

This textbook draws upon and combines content from developmentally appropriate practices, a view on strategies and techniques which are effective for learning English and materials development related to EFL learners. Learning theories, teaching techniques and strategies, English curriculum for Indonesian students, and materials used with learners over 12 have been carefully analyzed and adapted for use with junior and senior high school learners.

There are five chapters of this textbook. Each chapter treats for special purposes. Chapter one provide an information about Instructional Materials and its function. Chapter two discusses about designing approach and principles of developing materials. Chapter three provide an information about the English Curriculum and syllabus for Junior and Senior High School of Indonesia. Chapter four is about how to select and develop the Instructional Materials. Then, chapter five discusses about the step by step guidance on how to develop the instructional materials by using Tomlinson’s text-driven approach. Then, because this textbook aims to help students of English Education Study Program in following the Developing English Language Teaching Materials course, so each chapter provides some tasks as an additional benefit to maintain their understanding on the concepts given.

August of the year 2022

An Fauzia Rozani Syafei

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# Chapter One

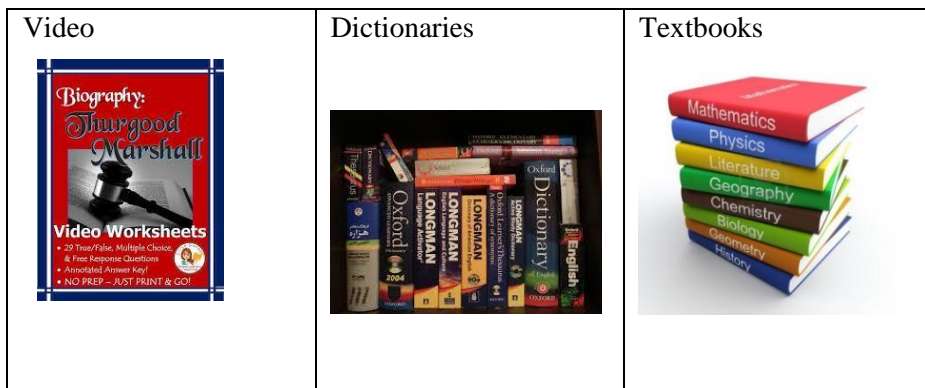
## Instructional materials and its function


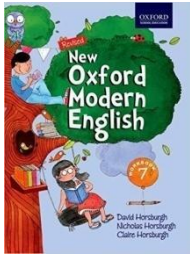

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The aim of this chapter is to provide an information about Instructional Materials and its function. We will begin the information about the concept of materials as teaching or learning materials, materials development, and focus on Instructional Materials in EFL. We will then move to the explanation on who will develop this instructional materials, why we need to develop them and how to develop them.

### A. What instructional materials are ?

Many people need to be sure with the concept of instructional materials, because this term congruents with what people called “learning materials” or “teaching materials”. To reduce this confusion, I choose to define instructional materials to everything used by teachers in facilitating the learning (Tomlinson, 1998; Richards and Schmidt, 2002). In English teaching, the materials could be recording on the disk, videos, dictionaries, textbooks, readers, workbooks or photocopied exercises. For example :







<p>Readers</p> 	<p>Workbooks</p> 	<p>Photocopied exercise</p> 
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Source: <https://www.teacherspayteachers.com>, <https://en.wikipedia.org>, <http://yoonsolutions.com>, <https://www.amazon.com>, <https://www.goodreads.com>, <https://www.pinterest.com>

They can also be newspapers, food packages, photographs, live talks by native speakers, instructions delivered by a teacher or discussions between learners, and tasks written on cards. (Task cards are highly motivating and effective teaching tool that can be used across the curriculum, because there is only one task per card. The students will feel the sense of accomplishment when one is completed before moving on to the next). For example:

<p>Newspapers</p> 	<p>food packages</p> 	<p>Photographs</p> 
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<p>live talks by native speakers</p> 	<p>instructions delivered by a teacher</p> 	<p>discussions between learners</p> 
<p>tasks written on cards</p> 	<p>Source:  <a href="https://www.dreamstime.com">https://www.dreamstime.com</a>,  <a href="https://www.packagingstrategies.com">https://www.packagingstrategies.com</a>,  <a href="https://www.adobe.com">https://www.adobe.com</a>, <a href="https://business.tutsplus.com">https://business.tutsplus.com</a>,  <a href="https://www.youtube.com">https://www.youtube.com</a>,  <a href="https://livinginthelayerscom.wordpress.com">https://livinginthelayerscom.wordpress.com</a>,  <a href="https://www.teacherspayteachers.com">https://www.teacherspayteachers.com</a></p>	

These materials can be anything which is deliberately used to increase the learners' knowledge. While, in Graves's word (2000), they are anything that the teacher may use in order to help learners get better understanding in learning a subject. Such materials can be in the forms of; textbooks, workbooks, texts, activities, etc. or in other words, everything that presents or informs about the language being learned can be used as instructional materials (Tomlinson, 1998).

Additionally, Graves (2000) said that instructional materials are tools that can be cut up into pieces and then rearranged to suit the needs, abilities, and interests of the students. These materials control the process of teaching and learning, because they will determine the components and method of learning; control the content, the method, and procedures of learning. In many cases, instructional materials are the center of instruction and become one of the most important influences on what goes on in the classroom.

By keeping this pragmatic concept of materials in mind, it can help materials developers to utilise as many sources of input as possible and. It also, even more importantly, can help teachers to realise that they are also material developers and that they are ultimately responsible for the materials that their learners use. Teachers may use the available learning materials like textbooks or develop their own by compiling from some sources such as newspaper, internet, article, and the like and then adapt them to adjust with learner needs. However, English teachers are recommended to develop learning materials by themselves in order to meet their learners' needs. To meet learners' needs, Tomlinson (1998) suggests that learning materials should give learners experiences to interact with authentic use of English through spoken and written texts.

### **B. What instructional materials in EFL program is?**

Teaching English in Indonesia is different from one in the native speakers' country or in ESL country, because here, English is an EFL (English as a Foreign Language) program. EFL means English is not used for formal communication and/or daily communication (Richards and Schmidt, 2002). Therefore, educators and English teachers in Indonesia should to be more productive and creative in implementing the ideal classroom for learning English. They should be able to provide instructional materials which can fulfill the learners' needs. That is why they must have abilities to develop teaching and learning materials using the available resources. It can be adapted materials which are found and even adopt the ones which are appropriate for the students. In conducting the efforts, teachers must always refer to the curriculum provided by the government then consider several principles of materials development.

Dick and Carey (2005) suggest that the design of instructional materials must be systematically in order to fulfill and facilitate effective teaching and learning process. In order to actualize an effective teaching and learning process, they proposed a systematic approach to design instructional materials that consist of nine steps; 1) identify an instructional goal, 2) conduct an instructional

analysis, 3) identity entry behaviours, characteristic, 4) write performance objectives, 5) develop criterion-referenced test items, 6) develop an instructional strategy, 7) develop and/or select instructional materials, 8) design and conduct formative evaluation, and 9) revise instruction. While, Heinich et al. (1996) proposed seven design elements of instructional materials as follows; 1) Rationale, 2) Instructional objectives, 3) Entry test, 4) Multimedia materials, 5) Learning activities, 6) Self test, and 7) post-test. From the two arguments above, in designing instructional materials the teacher must consult the curriculum first, then take several principles of materials development as the tools in developing the materials.

In Indonesia, English teaching is run through language skills; listening, speaking, reading, and writing. In the curriculum, the government put them into spoken language and written language, then classify them into interpersonal text, transactional text, and functional text. The text here means any extended sample of a language presented to learners in the form of written or spoken. So, if teachers want to know what instructional materials in EFL program is - they should think of the four skills that they are going to teach. And, some consideration below can be taken for granted.

### **Developing Materials for Listening**

Materials for listening might be the most difficult one to be developed by English teacher especially who teach English as foreign language. It is caused by limited sources of native speaker who can sound the English language to be recorded. Moreover, they have to be selected in an appropriate way in order to motivate students and make them listen without getting bored. The materials can be lectures, instructions, seminars, meetings, and discussions done by native. Then, they have to get key words, main ideas, speakers' attitude, and switches of register. Our role as a teacher, here, is to be attentive concerning our students' reactions and to the atmosphere of each lesson, so that it is crucial to attract

students' attention and satisfy their needs in an appropriate way without making them get bored or confused.

These listening materials must be followed by some tasks that must be designed by the developer in order to help students get listening competence. The tasks, then, should be designed carefully by considering some principles that will be elaborated later.

### **Developing Materials for Speaking**

Developing speaking materials are not easy for teachers, because it involves cultural understanding. Though those activities need more work but it is worth using them. They can make the speaking process seems easier and more active as they help in making the students' involvements more obvious. So, the use of speaking activities would highly improve students' retention. Such activities add variety to range of learning situations, maintain motivation, refresh learners during formal learning, encourage students' interest, help in making teacher-student distance less marginal, and provide more student-student communication. The more students get motivated, the more students get comfortable and can speak confidently. There are a lot of topics to speak about. We have listed some down here.

#### **Friends**

- How many real good friends do you have?
- Friends are important for everyone - What do think about it?
- What is more important - the appearance or the character of a person?
- How much time do you spend together with your friends?

#### **Shopping**

- How much money do you spend on ...?
- What are your favourite clothes?
- Who do you take with you when you go shopping?
- How do you spend your pocket money?
- How much pocket money do you get?
- Girls like shoes and boys like computers - What do you think about it?

### **Home town**

- What would you show a guest in your hometown?
- Tell something about the history of your hometown.
- How can young people spend their free time in your hometown?

### **Future**

- What are your plans for the future?
- Where do you want to live?
- In what kind of job do you see yourself in the following years?
- What do you think about a family later?
- What will be the most important things for you in the future?

### **Free Time, Holidays**

- What are your favourite free time activities?
- What kind of sports do you like?
- Tell about your holiday plans.
- Where would you like to be during your holidays?
- What country would you like to live in?

### **School, Job**

- Tell something about your favourite subjects at school.
- Tell something about your work experience.
- What is your dream job?
- A good job - what does this mean to you?
- What would you change at your school to make it more attractive?

### **Family life**

- Tell something about your family.
- Tell something about your free time activities.
- Speak about your hobbies.
- Speak about your favourite pop-group/singer.
- Tell something about your free time activities.
- Tell something about your favourite TV programmes/radio programmes.
- What kind of music do you like?
- Describe your room.
- Speak about pets at your house.
- Can children and their parents be good friends?

### **Food**

- What is your favourite food?

- Who in your family does the cooking? Why?
- What does healthy life mean for you?
- Tell something about your eating habits.
- Fast food - slow food. What is your opinion?
- What do you do to keep fit?
- A good party without alcohol/drugs is not possible.
- How often do you eat fish or vegetables?

### **Environment**

- What do you do to protect the environment?
- Tell something about the dangers of the nature.
- What do you prefer - living in a city or in the country?

### **Drugs**

- Tell something about the risks of drugs.
- Drugs are cool. What do you think?
- Should drugs be legalized?

While, teachers must also aware with the need for building students' knowledge on daily conversation that usually called transactional or interpersonal communication.

### **Developing Materials for Reading**

Materials for reading are the texts given to learners to practice them in order to achieve a specific aim or various ones. In *Oxford Dictionary*, activity is defined as “a thing that you do for interest or pleasure, or in order to achieve a particular aim”. Materials for reading play the role of activities; students are asked to read and try to comprehend as they are allowed to use dictionaries to learn new structures and vocabulary. Students have to skim, scan, relate graphs to text, relate diagrams to text, predict and sequence the structure of a text, and understand elliptical writing-telexes. Such activities are means of joy as well as of teaching and learning. They help students in using and practising their available language recourses as to develop their own skills, strategies and level of comprehension; they are the practical contribution of theoretical lessons. Each material for reading

is given to students in order to make them master specific points which themselves are helpful for their studies. Here are various topics for reading materials that can be given to our students.

## **Animals**

### **Whale**

- Do whales sleep?
- Whale oil
- Whale song

### **Dolphin**

- Dolphin's social behavior
- How do dolphins sleep?
- How to draw a dolphin?

### **Elephants**

- Difference between African and Asian elephants
- Elephants Ivory Trade

## **Art**

- What is art?
- Surrealism
- Cubism
- Filmmaking
- Charlie Chaplin
- Alfred Hitchcock
- Academy Awards
- Mickey Mouse
- Disney popular characters

## **Biographies**

- Ernest Hemingway
- George Orwell
- Virginia Woolf
- Edgar Allan Poe
- William Shakespeare
- Charles Dickens
- Walt Disney
- Van Gogh
- Pablo Picasso
- Salvador Dali

## **Countries**

- The Great Wall of China
- New York City
- New York Points of Interest
- List of English Speaking Countries

## **Culture**

- Youth
- Education
- The Educational System in England
- Tips to start the new school year
- Brain drain
- Citizenship
- Stereotypes
- Culture shock
- Culture shock experiences

## **The environment**

- Sustainable development
- Recycling
- Renewable energy
- 7 ways to protect the environment
- Pollution and its effect on the environment
- Climate Change
- The ozone layer depletion
- Rainforests

## **Health**

- Obesity
- Factors of good health
- Health tips
- The common cold
- Causes and treatment of hypertension
- Smoking and health problems
- Benefits of fasting

## **Holidays**

- World Water Day
- Earth Day
- Eid al Fitr (Moslem holiday)
- Eid al Adha
- Halloween
- Easter Day



- Easter Bunny
- Christmas
- Christmas shopping
- Santa Claus
- New year's Eve

### **Literature**

- The Old Man and the Sea
- Romeo and Juliet
- Famous Spring Poems
- Love poems

### **Organizations**

- The League of Nations
- United Nations
- UNICEF
- World Health Organization
- Food and Agriculture Organization
- World Food Programme

### **Politics**

- Democracy
- Public debt
- Recession
- The Great Depression
- Malcom X
- Martin Luther King
- Civil Rights Movement
- Obama's 2009 Nobel Prize
- Apartheid
- World War 1

### **Sport**

- Football
- The 2010 world cup (Soth Africa)
- The 2014 world cup (Brazil)
- The ancient Olympic Games
- A list of the Olympic Games host cities
- The modern Olympic Games
- Winter Olympic Games

### **Science and Technology**

- Technology
- Information technology

- The World Wide Web
- Robots
- The digital divide
- Computers
- Computer addiction
- The Internet
- What does cloud computing mean?
- *A Brief History of Time* by Stephen Hawking

### **Developing Materials for Writing**

When students are given a text and after reading it, they are asked to write something. Here, the aim of the material is to serve the skill of writing. Since students are not English ones, they are not asked to write using great styles. Instead, they have to write correct grammar and simple wording, and the importance of being coherent when writing.

Some adult students do not experience too many problems with coherence as there is classroom evidence to suggest that the ability to organize writing coherently is largely transferable from the mother tongue. Conversely, an absence of this ability in English in an adult student is bad news for the teacher as it may signal lack of practice in writing coherently in any language.

Teachers across the curriculum may include different kinds of writing to help their students, for example, writing-to-learn practices like learning logs, response journals, quick writes, etc.; writing to demonstrate learning to the teacher, such as essays, reports, and responses to prompts; and writing in realistic forms for authentic purposes and readers. Writing regularly for different purposes will help students develop as writers and can also help them learn in any study area. Teachers include writing not merely to help students develop communication skills but to promote learning and thinking. Even students in the early grades can begin to write, using whatever they have learned about printed text along with their drawings to help them construct meaning. How much classroom time is devoted to writing and how frequently students write in their classrooms are matters the teacher will have to determine. It is especially

important for young students to write frequently, perhaps each day. The point is that students need to engage in composing their thoughts, not merely complete skills exercises in preparation for some laterday when they actually will write.

### **C. What materials development are ?**

In relation to what have been stated before, materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximise the likelihood of intake: in other words to give and utilize information and provide experience of the using language, which is designed to promote language learning. It deals with the use of that material for learning purposes that implies its design, adaptation, production and evaluation. To support this idea, again, we take Tomlinson's (2011) statement that these materials have to be appealing in terms of content and presentation and challenging enough to help students figure out the language as well as gain confidence in their process; they have to promote interaction among learners and foster language acquisition by considering the learning styles of the students.

Taking this into account, we come across the notions of materials exploitation and evaluation. In his research about materials development, Tomlinson (2012) stated that exploitation is basically the use that teachers give to the course books in their classes, and evaluation is the opinions teachers have on the appropriateness of that material to elicit learning. These situations are common in our practice since there are plenty of publishing houses that offer textbooks and we are supposed to give an effective use of them because they are considered as an investment that cannot be wasted. Moreover, at the end of the process we have to give account of them by establishing how they were used, how often and if they were useful or not.

Therefore, it is necessary to understand what those processes entail and demand from teachers. So, in developing materials they need to identify learners' needs and consider the objective of the learning. Then, we analyze the needs and

collects materials suitable with the needs. After that, we should determine the possible approaches and techniques which can be used by considering the condition of the learners and the possible situations of language use which the students will encounter. Then, we can develop the materials by adapting them in order to improve or to make them more suitable to learners' needs. Adaptation, then, can be done by reducing, adding, omitting, modifying, and supplementing the learning materials (Tomlinson, 1998).

Hence, it is possible to conclude that in our regular practice, we undertake those processes of design, adaptation, exploitation and evaluation of materials, due to the fact that we are sensitive to our students' needs as well as to the characteristics of our settings. Consequently, when we do not agree on the structure or the content of the books, we usually tend to look for extra materials to introduce the topics, complement the activities presented in them or spread our practice; then we resort to look for authentic materials and use them in our classrooms.

Actually, the teachers are always concerned about how their practice can be really effective to foster students learning. To do so, it is important to introduce the concept of materials development that deals with the use of that material for learning purposes that implies its design, adaptation, production and evaluation. Moreover, that materials have to be appealing in terms of content and presentation and challenging enough to help students figure out the language as well as gain confidence in their process; they have to promote interaction among learners and foster language acquisition by considering the learning styles of the students. This means that we as a teacher are supposed to select the accurate materials that can give a proper account of the language to facilitate its acquisition. This is a process that also implies a conscious effort to take into account our students' interests, contexts, skills and learning styles and it involves certain commitment from us to adjust their practice and become aware that they are supposed to adapt what they find, as well as design or produce material that guides our own students' learning process.

Regarding to materials design, Howard and Major (2004) establish that there are some advantages when we as a teacher design our own material due to the fact that textbooks depict realities that are unknown to learners' situations and also, because at some workplaces we may not have enough resources. Thus, by applying this strategy, we can adjust materials to our own contexts and available resources. A second advantage that is when we as a teacher design our own materials that we can address students' learning needs and work on them specifically to guide their process towards success. One way of doing so is to incorporate students first language, culture, experiences and prior knowledge into the classroom through the materials. Other advantages are the possibilities teachers have to personalize their materials by putting their own style and organizing the lessons the way they consider suitable for their particular groups of students. These features allow us to keep our tasks with updated and interesting information about local or international events.

Moreover, it is necessary to address the concept of material adaptation that according to McGrath and, Islam and Mares, (as cited in Tomlinson, 2012), is the process in which teachers select existing material, rejecting some parts of them, adding extra sections, making input understandable, favoring different learning styles and fostering learners' autonomy so they can get acquainted with their own learning process. Moreover, Ramos and Aguirre (2014) argue that we must have the capacity to adapt materials that fit the needs of the students considering the population, and bring those materials into the classroom. These ideas are highly relevant if we consider that our practice is carried out within particular contexts.

Practically, developing materials of language teaching should concern with the authenticity, cultural based and content based. Authenticity leads the materials into authentic materials, while cultural and content will frame the materials into cultural based material and content based materials. Authentic material is any kind of material taken from the real world and not specifically created for the purpose of language teaching. Authentic materials are those taken

as they are in the original or natural sources. According to Morrow (as cited in Gilmore, 2007), authentic materials are excerpts of realistic messages, either oral or written, produced by someone to convey meaning to an authentic audience. These kind of materials are exposure to real language and its use in its own community. So, we can define as appropriate and good quality in terms of goal, objectives, learner needs and interest and natural in terms of real life and meaningful communication.

Based on this, Gilmore (2007) establishes that these kind of texts are an interesting source of input since they present an enormous language variety that can promote acquisition in learners. This kind of materials are significant since it increases students' motivation for learning and makes the learner be exposed to the real language. These authentic materials offer a much richer source of input for learners and have the potential to be exploited in different ways and on different levels to develop learners' communicative competence. Moreover, by using these materials teacher can meet the demand of importing the real language and use to the students, since authentic materials bring the real world into the classroom and significantly enliven the EFL classroom. Therefore, the incorporation of this type of materials into the EFL classroom implies a huge advantage for language learning. Additionally, the students have to interact with people from other countries. If they are not accustomed to expose to the authentic materials, they will find some obstacles in joining the English-speaking society. Thus, the authentic materials need to be used since they can expose the students to cultural features and generate a deeper understanding of and interest on the topic. These authentic materials includes menus, map, newspaper, store advertisements, travel brochures, catalogs, phone books, real estate pamphlets, and various pamphlet of tourism.

On the one hand, using authentic materials is very helpful because they have a positive impact on learners' motivation, satisfy learners' needs, and supply authentic cultural information and exposure to real language. On the other hand, using authentic materials may contain difficult language, difficult vocabulary

items and complex language structures as they can be too culturally (Basturkmen, 2010). Some interesting texts may go beyond students' level and current abilities. This would not make problems only for students, it may also struggle teachers. Simplified materials are materials used by teachers to facilitate the learning process. When using authentic materials may not be very helpful and it is difficult for students to understand them since the language and the use of words may be highly complex, thus, the use of simplified ones would be the solution. Simplified materials use understandable language, provide clear objectives, and focus on specific items of the lecture.

Cultural-based materials or materials for cultural awareness are the material that has information about culture that underlying language in order to get the meaning across. It means that teacher of foreign language should teach their students about the culture of the foreign language when teaching them the language. These kinds of materials can be as texts that have cultural content which provides exposure to live language that a foreign language students lacks. Culture is not something consisting of facts to be learnt, but a helpful tool to make students feel the need to speak and use the target language.

It is fundamental to identify that the real intention of this kind of materials is to make students aware of cultural aspects that are present in everyday life and how they overlay with social transactions. This concept is called cultural awareness that Quappe and Cantatore (2007) define as the basis for communication that implies being conscious of one's own cultural as well as the ones of people from different cultural backgrounds which allow creating new patterns of meaning and exchange. In this sense, Pulverness (as cited in Tomlinson, 2014) suggests that "to develop cultural awareness alongside language awareness, materials need to provide more than a token acknowledgement of cultural identity and address more thoroughly the kind of cultural adjustment that underlies the experience of learning a foreign language". Therefore, materials should have a variety of activities that expose students to different types of cultural features within the foreign language they are learning.

In fact, the author advises the use of “literary texts which mimic, or more directly represent, experiences of cultural estrangement”.

Moreover, Peterson and Coltrane (2003) argue that teachers enrich their practice by developing lesson plans with organized cultural activities such as authentic materials that can be adapted by teachers to suit students’ level. They also suggest using films, proverbs, role plays and literature. Moreover, these scholars coin the terms “culture capsules” and “cultural resources”, the first referring to items that are culturally relevant, and the second to the learners themselves as individuals immersed within a culture. The proposals of these two authors are quite valuable since they provide interesting sources of cultural input that can help teachers, as material developers, to enrich our practices. As a matter of fact, Rico (2012) highlights that materials should expose learners to three aspects: experiential learning, a structured approach to intercultural learning and an intercultural learning linked to language learning. These parameters may lead students to become aware of the importance of culture and its differences, through activities that make students react and reflect upon these aspects. From this perspective, the author makes a connection between materials and Intercultural Communicative Competence.

Content-Based Materials or Teacher-developed Materials is material that contain the language required for school learning and promotes thinking skills. Content-based material is specifically used for a content-based course. However, they also can be used in a conventional classroom. Content can be slipped into activities commonly used in the classroom. Content-based materials that will be used in the conventional classroom should be based on the curriculum and students’ interest.

Núñez, Téllez, Castellanos and Ramos (2009) point out that we teachers should develop materials because it is like embarking upon a fascinating task that allows your imagination to fly and go far beyond your capabilities. It could also be living an enjoyable and rewarding experience that implies careful thought, fondness, inspiration, originality and the occasion for you and your students to



develop both personally and professionally. This is basically an invitation for us, teachers to rely on our own capacities to be innovators in the classroom, to love our labor, and to find inspiration on everything we see to transform our labor into a tool to boost learning as well as to develop ourselves as people and professionals.

Regarding our personal and professional growth, Nuñez and Tellez (2015) concluded that being able to design materials is an aspect that leads us teachers to reflect upon our own teaching practices, finding ways to adjust them in order to innovate as well as influence our contexts. Moreover, materials development guides us teachers to select proper materials that meet the objectives of our classes and gives us self-confidence in the processes we carry out in the classroom.

Núñez, Téllez, Castellanos and Ramos (2009) also state that teachers become innovation leaders in their own classrooms by means of teacher-developed materials that are the result of teachers' reflection on the learning process and the appreciation of the EFL setting. This helps them to realize that students are integral human beings that have different learning styles and rhythms, abilities, interests, experiences and knowledge of their own. Thus, we are able to make decisions to readjust our practice to meet students' needs and make them feel motivated and engaged in their own learning process and not frustrated in their language acquisition.

Furthermore, Nuñez and Téllez (2009) argue that that in order to develop material, teachers have to consider the learners needs, expectations, contexts, learning styles and multiple intelligences. Moreover, the way the input is presented has to be catchy and easily understood by the students; the activities have to be designed in a way that students find them challenging but not frustrating, and also meaningful and relevant to their lives.

In other words, teacher-developed materials are the best way in which they can put their creativity, commitment and knowledge in-action at the service of the learners since they understand that it is their responsibility to create proper

learning environments that can benefit the students. Consequently, our practice can address all of our students' dimensions as human beings because we have the option to put different strategies into practice to reach realistic goals in our courses within specific contexts.

One way to define realistic goals that we need to consider at the moment of applying teacher-developed materials is through syllabus design. Stern (as cited in Núñez, Téllez, Castellanos and Ramos, 2009), present three main points for this purpose. Firstly, language focus in which the author gives many syllabi possibilities depending on how language teaching is perceived (Structural, Situational, Theme/topic based, Functional, Competency-based, Task-based, Content-based and Skill-based). Secondly, learning and the learner focus that implies the perspectives of the students in terms of learning strategies that are known as the steps to guide them; the interpersonal skills that rely on interactions as a learning booster; and finally, the affective goals that imply students' attitudes towards learning and the target language and its culture. Thirdly, social context that deals with aspects such as socio linguistic (proper use of language depending on the situations), socio political (critical thinking and effective participation in the society) and socio cultural (cultural understanding in terms of identity, customs and behavior).

Considering Stern's syllabus (as cited in Núñez, Téllez, Castellanos and Ramos, 2009) complex and holistic orientation in which he states the necessity of including socio cultural understanding, it is necessary to become acquainted with the ideas of Pulverness (as cited in Tomlinson, 2014) who claims that the experience of learning another language is more than simply the acquisition of an alternative means of expression. It involves a process of acculturation, akin to the effort required of the traveller, striving to come to terms with different social structures, different assumptions and different expectations. In this sense, learning another language entails being sensitive to a different culture which means understanding other perspectives, customs and world visions; and finally, adapting oneself to them.

#### **D. What should we do to develop instructional materials ?**

Developing instructional materials is not just an activity taking the text from authentic resources then put into a designated textbook, but there is a process of adapting that involves careful thought and intensive works from teachers or materials developer. The main reason in adaptation is unavailable materials that suit with the curriculum or syllabus provided by school, or in other words, published materials are necessarily constrained by the syllabus, unit template and other space concerns. Language was viewed primarily in structural terms and was not treated as a tool for communication, while learning was seen in terms of forming correct behavioural patterns. Despite an increased awareness and sensitivity to language as communication and learning as a developmental process, many teachers were finding themselves faced with materials that did not reflect these teaching and learning principles. Then, some reasons for adaptation can be seen as follow:

- Not enough grammar coverage in general
- Not enough practice of grammar points of particular difficulty to these learners
- Reading passage contain too much unknown vocabulary
- Comprehension questions are too easy, because the answer can be lifted directly from the text with no real understanding
- Listening passages are inauthentic, because they sound too much like written material being read out
- Not enough guidance on pronunciation
- Subject matter inappropriate for learners of this age and intellectual level
- Photographs and other illustrative material not culturally acceptable
- Amount of material too great/too little to cover in the time allocated to lessons
- No guidance for teacher on handling group work and role play activities with a large class.

- Dialogues too formal, and not really representative of everyday speech
- Audio material difficult to use because of problems to do with room size and technical equipment
- Too much or too little variety in the activities
- Vocabulary list and a key to the exercises would be helpful
- Accompanying tests needed

Adaptation is also appropriate when materials are not ideal, as presented in the following:

- Methods (e.g. an exercise may too mechanical, lacking in meaning, too complicated)
- Language content (e.g. there may be too much emphasis on grammar your students learn quickly or not enough emphasis on what they find difficult)
- Subject matter (e.g. topics may not be interesting to students or they may be outdated or not authentic enough)
- Balance of skills (e.g. there may be too much emphasis on skills in the written language or skills in the spoken language, or there may not be enough on integrating skills)
- Progression and grading (order of language items may need to be changed to fit an outside syllabus or the staging may need to be made steeper or more shallow)
- Cultural content (cultural references may need to be omitted or changed)
- Image (a coursebook may project an unfriendly image through poor layout, low quality visuals, etc.)
- Communicative materials do not provide enough opportunities for negotiation (personal or psychological) between the learner and the text

- Communicative materials do not provide enough opportunities for interpersonal or social negotiation between all participants in the learning process, between learners and teachers, and learners and learners.
- Activities and tasks do not promote enough communicative performance
- Activities and tasks do not promote enough metacommunicating opportunities
- Activities and tasks do not promote co-participation. Teachers and learners are not involved as co-participants in the teaching learning process.

### **E. Techniques for adapting materials**

McDonough and Shaw (1993) offer lists of techniques that may be used when adapting materials to fit a specific class. They are: adding (extending and expanding), deleting (subtracting and abridging), simplifying, reordering and replacing material.

#### **Adding**

When adding to published materials the teacher is supplementing the existing materials and providing more material. The teacher can do this by either extending or expanding.

##### *Extending*

When extending an activity the teacher supplies more of the same type of materials, thus making a quantitative change in the material. For example, an activity may practice a particular grammar point by asking the learner to complete a sentence with the missing verb in the correct form, such as the simple past. The coursebook may have provided ten sentences for this treatment, but the teacher may value this type of activity for her particular class and adapt the coursebook by adding five more sentences with missing verbs.

##### *Expanding*

Expanding classroom material is different from extending in that it adds something different to the materials; the change is qualitative. For instance, the teacher may feel her students need to be made aware of the different sounds of verb endings when used in the simple past but the coursebook does not address this phonetic issue. Consequently, she may add an activity or series of activities that deal with the phonetics of the past simple. The teacher may want to draw students' attention to the fact that, when pronouncing the verbs visited, played and worked, the endings (-ed) are pronounced /id/, /id/ and /t/ respectively. Other expansions could involve including a discussion to contextualize and personalize the topic of a particular unit of study, or including a TPR phase to make difficult language items in a reading or listening text more comprehensible.

It is important to note that addition to materials can come at the beginning, at the end or in the middle of the materials being adapted.

### **Deleting (Subtracting and Abridging)**

As with the technique of adding, material can be deleted both quantitatively (subtracting) or qualitatively (abridging). When subtracting, for example, a teacher can decide to do five of questions practising the simple past tense instead of the ten in the coursebook. When abridging, however, the teacher may decide that focusing attention on pronunciation may inhibit the learner's fluency and decide not to do any of the pronunciation exercise in a coursebook.

### **Simplifying**

When simplifying, the teacher could rewording instructions or text in order to make them more accessible to learners, or simplifying a complete activity to make it more manageable for learners and teachers. It is worth pointing out here that there is a distinct danger of distorting language when attempting to simplify a text and thus making the text inauthentic.

## **Reordering**

When reordering, the teacher has decide that it makes more pedagogic sense to sequence activities differently. An example is beginning with a general discussion before looking at a reading passage rather than using the reading as a basis for discussion.

## **Replacing Material**

When replacing material a teacher may decide that a more appropriate visual or text might serve an activity better than the ones presented in the published material. This is often the case with culturally specific or time specific activities. A teacher may decide to replace an illustration for one that students could identify with more closely or use information concerning a popular figure with whom the students are familiar than the one presented in the published materials.

Teachers may also decide to replace a whole activity depending on the goals of a particular class or lesson. For example, a reading activity might be replaced with a listening activity.

## **F. Why do we need to develop instructional materials ?**

Instructional materials in teaching are crucial to the success of student achievement. Since, the instructional components of lesson planning in teaching depend on the selection of teaching and learning materials. Instructional materials or usually called teaching/learning materials is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have the ability to support student learning.

There are five functions what instructional materials suppose to do. They should do as student learning support, lesson structure that can help to organize

the teaching learning process, differentiation of instruction, investment in a good teaching.

### **Student Learning Support**

Learning materials are important because they can significantly increase student achievement by supporting student learning. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some function in student learning.

### **Lesson Structure**

Learning materials can also add important structure to lesson planning and the delivery of instruction. Particularly in lower grades, learning materials act as a guide for both the teacher and student. They can provide a valuable routine. For instance, if you are a language arts teacher and you teach new vocabulary words every Tuesday, knowing that you have a vocabulary game to provide the students with practice regarding the new words will both take pressure off of you and provide important practice (and fun) for your students.

### **Differentiation of Instruction**

In addition to supporting learning more generally, learning materials can assist teachers in an important professional duty: the differentiation of instruction. Differentiation of instruction is the tailoring of lessons and instruction to the different learning styles and capacities within your classroom. Learning materials such as worksheets, group activity instructions, games, or homework assignments all allow you to modify assignments to best activate each individual student's learning style.



## **Investment in good teaching**

Getting your hands on valuable teaching materials is not nearly as difficult as it can seem at first. The Internet has many resources for teachers, most of them free, that can significantly increase the contents of your teaching toolbox. You can also make your own materials. Every learning material you develop will be an asset to you when you next teach a similar unit. An investment of time or money in good teaching materials is an investment in good teaching.

## **Summary**

- Instructional materials or learning materials or teaching materials are everything used by teachers in facilitating the learning. In English teaching, the materials could be recording on the disk, videos, dictionaries, textbooks, readers, workbooks or photocopied exercises. They can also be newspapers, food packages, photographs, live talks by native speakers, instructions delivered by a teacher or discussions between learners, and tasks written on cards.
- These materials are used to increase the learners' knowledge and help students get better understanding in learning a subject. These materials control the process of teaching and learning, because they will determine the components and method of learning; control the content, the method, and procedures of learning. In many cases, instructional materials are the center of instruction and become one of the most important influences on what goes on in the classroom.
- Materials development refers to anything which is done by teachers to provide sources of language input and to exploit those sources in ways which maximise the likelihood of intake: in other word to give and utilize information and provide experience of the using language, which is designed

to promote language learning. It deals with the use of that material for learning purposes that implies its design, adaptation, production and evaluation.

- Developing instructional materials is not just an activity taking the text from authentic resources then put into a designated textbook, but there is a process of adapting that involves careful thought and intensive works from teachers or materials developer. The main reason in adaptation is unavailable materials that suit with the curriculum or syllabus provided by school, or in other words, published materials are necessarily constrained by the syllabus, unit template and other space concerns.
- Techniques that may be used when adapting materials to fit to a specific class is adding (extending and expanding), deleting (subtracting and abridging), simplifying, reordering and replacing material.

**Task 1 :****Direction :**

Read this chapter carefully. You can also find another resources about materials development from your library or internet. Then, write your point of view about instructional materials in the form of short essay. Use the following questions to help you!

1. What is teaching or learning materials ? Are they same with instructional materials ?
2. What is materials development ?
3. Who should develops instructional materials ?
4. Why do we need to develop instructional materials ?
5. What should we have when we want to develop instructional materials ?
6. After understanding about what instructional materials are, where does the position of media in teaching and learning process ? Is the media the tool to carry the materials, or the content itself is the media ?

# Chapter Two

## Materials Development: designing approach and principles

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The aim of this chapter is to provide an information about designing approach and principles of developing materials. We will begin the information on the theory of teaching and learning as an approach in designing the materials, then move to the explanation on the principles of materials development. The principles we are going to discuss are Howard & Major's principles, Nunan's principles and Tomlinson's principles.

### **A. What theory of teaching and learning are considered in designing materials ?**

Students can learn in different environments and through different ways. Learning may take place beyond the boundary of textbooks and the classroom; it may take place through a diversity of learning materials and experiences. Though textbooks are not the only learning resources, they still play an important role in student learning. Moreover, many of us familiar with textbooks as teaching or learning materials than any other materials. Somehow, nowadays, textbooks have also completed by videos and audios, many publisher put the disk with the video or audio, side by side with the textbooks. Sometimes, textbooks come with other supplementary such as mini dictionary, posters, and workbooks. Textbooks now, are not only teaching materials for teachers, but also students' self-directed learning materials for preparation and revision purposes. So, in advance this book will put the textbook as the mainpoint in a disscussion as teaching or learning materials.

When designing materials, theory of teaching and learning should be considered by materials developer. This approach must be done purposely in order to reach the functions of materials itself in its jobs as learning materials. Tomlinson (2003) have listed the theories of teaching into the following summary to make us easy in doing the job as materials developer, they are as follow :

- Language teacher tend to teach most successfully if they enjoy their role and if they can gain some enjoyment themselves from the materials they are using.
- Language teacher is responsible for the initial generation of energy in a lesson because good materials can maintain and increase that energy.
- Language learner succeed best if learning is a positive, relaxed and enjoyable experience.
- Each learner is different from all the others in a class in terms of his or her personality, motivation, attitude, aptitude, prior experience, interest, needs, wants and preferred learning style.
- Each learner varies from day to day in terms of motivation, attitude, mood, perceived needs and wants and preferred learning style.
- Learners only learn what they really need or want to learn.
- Learners often say that what they want is focused language practice but they often seem to gain more enjoyment and learning from activities which stimulate them to use the language to say something they really want to say.
- Learners think, say and learn more if they are given an experience or text to respond to than if they are just asked for their views, opinions and interests.
- Learning materials lose credibility for learners if they suspect that the teacher does not value them.
- There are superficial cultural differences between learners from different countries (and these differences need to be respected and catered for) but there are also strong universal determinants of successful language teaching and learning.

- Successful language learning in a classroom (especially in large classes) depends on the generation and maintenance of high levels of energy.
- The most important thing that learning materials have to do is to help the learner to connect the learning experience in the classroom to their own life outside the course.
- The most important result that learning materials can achieve is to engage the emotions of learners. Laughter, joy, excitement, sorrow and anger can promote learning. Neutrality, numbness and nullity cannot.

From the view of learning theory, Tomlinson (2003) has listed the following summary :

- Deep processing of intake is required if effective and durable learning is to take place. Such processing is semantic in that the focus of the learner is on the meaning of the intake and in particular on its relevance to the learner.
- Affective engagement is also essential for effective and durable learning. Having positive attitudes towards the learning experience and developing self-esteem while learning are important determiners of successful learning. And so is emotional involvement. Emotions must be considered an essential part of learning as they are the very center of human mental life. They link what is important for us to the world of people, things and happenings.
- Making mental connections is a crucial aspect of the learning process. In order for learning to be successful, connections need to be made between the new and the familiar, between what is being learned and the learner's life and between the learning experience and its potential value in the future.
- Experiential learning is essential (though not necessarily sufficient) and, in particular, apprehension should come to the learner before comprehension.
- Learner will only learn if they need and want to learn and if they are willing to invest time and energy in the process. In other words, both instrumental and integrative motivation are vital contributors to learning success.

- Materials which address the learner in an informal, personal voice are more likely to facilitate learning than those which use a distant, formal voice.
- Multidimensional processing of intake is essential for successful learning and involves the learner creating a mental representation of the intake through such mental processes as sensory imaging (especially visualization), affective association and the use of the inner voice. We learn best when we see things as part of a recognised pattern, when our imagination are aroused, when we make natural associations between one idea and another, and when the information appeals to our senses. One of the best ways of achieving multidimensional representation in learning seems to be a whole person approach which helps the learner to respond to the learning experience with emotions, attitudes, opinions and ideas.

## **B. What principles should we take into account when we develop materials ?**

For the emergence in developing materials, especially for English Language teaching textbooks, it is important to discuss some principles to tie the above theories. These principles are based on the theories of teaching and learning, and added with some result of Second Language Acquisition Research on teaching and learning English. They are then we called as Howard & Major's principles, Nunan's principles and Tomlinson's principles.

According to Howard & Major (2015), there are nine principles of good and effective English Language teaching materials (textbooks)

### 1. Materials or textbooks should be contextualized

Those materials or textbooks should contextualize to the curriculum, the syllabus and scheme in which the textbooks are intended to address. In addition, textbooks should also contextualize to the experiences, realities and the first language of the learners.

### 2. Materials or textbooks should stimulate interaction and be generative in terms of language.

Those materials or textbooks should provide situations that demand where learners need to interact with each other regularly in a manner that reflects the type of interactions they will engage in outside of the classroom.

3. Materials or textbooks should encourage learners to develop learning skills and strategies.

Those materials or textbook should teach the learners about how to learn and that they help them to take an advantage of language learning opportunities outside the classroom. In addition, textbook can provide valuable opportunities for self-evaluation by providing the necessary activities which encourage the learners to assess their own learning and language development.

4. Materials or textbooks should allow for a focus on form as well as function. Those materials or textbook should encourage learners to take an analytical approach to the language in front of and around them, and to form and test their own hypotheses about how language works.
5. Materials or textbook should offer opportunities for integrated language use. Some courses may tend to focus on the productive skills only and listening and reading become second-rate skills. However, materials or textbooks should give learners opportunities to integrate all the language skills. According Bell & Gower (as cited in Howard & Major), at very least we listen and speak together, and read and write together.

6. Materials or textbooks should be authentic. Learners need to hear, see, and read the way native speakers communicate with each other naturally. Materials or textbooks should provide the passages that have not been produced specifically for language learning purpose. Materials or textbooks should provide the texts and the things learners are required to do with them reflect the language and behaviors required them in the world outside of the classroom.

7. Materials or textbooks should link to each other to develop to a progression of skills, understandings, and language items.



Those materials or textbooks should have a clear objective so that the activities provided by the textbook will have coherence that achieves the specific learning goals. The activities of the textbook should also give the opportunities for repetition and reinforcement of earlier learning.

8. Textbooks should be attractive.

Textbooks should be attractive in ‘look’ and ‘feel’. Textbook should be good to look at; density of the text on the page, the type size, and the cohesiveness and consistency of the layout. Textbook should be attractive in usability; e.g. if the activity is a gap-fill exercise, there is enough space for learners to handwrite for their responses.

9. Textbook should have appropriate instructions.

The instruction of the textbook should be written in concise and effective way so that the learners can understand the instruction of the textbook clearly.

While, Nunan (1988) identified the six principles of good materials or textbooks as follow:

1. Materials should be clearly linked to the curriculum they serve
2. Materials should be authentic in terms of text and task
3. Materials should stimulate interaction
4. Materials should allow learners to focus on formal aspects of the language
5. Materials should encourage learners to develop learning skills, and skills in learning
6. Materials should encourage learners to apply their developing skills to the world beyond the classroom.

Then, Tomlinson (2011) suggest the following principles if materials developer intends to construct their learning materials.

**1. Materials should achieve impacts (through novelty, variety, attractive presentation and appealing content)**

Impact is achieved when materials have a noticeable effect on learners, that is when the learners' curiosity, interest and attention are attracted. If this is achieved there is a better chance that some of the language in the materials will be taken in for processing. Materials can achieve impact through:

- a. Novelty (e.g. unusual topics, illustrations and activities)
- b. Variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different text types taken from many different types of sources; using a number of different instructor voices on a cassette)
- c. Attractive presentation (e.g. use of attractive colors; lots of white space; use of photographs)
- d. Appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaging stories; universal themes; local references).

One obvious point is that impact is variable. What achieves impact with a class in Brazil might not achieve the same impact with a class in Austria. And what achieves impact with ten learners in a class might not achieve impact with the other five. In order to maximise the likelihood of achieving impact the writer needs to know as much as possible about the target learners and about what is likely to attract their attention. In order to achieve impact the writer also needs to offer choice. The more varied the choice of topics, texts and activities the more likely is the achievement of impact.

## Example of novelty and attractive presentation

**ACTIVITY 1**

Before you listen to the conversation that express congratulation to others, let's watch the video and discuss it with your teacher!

Let's discuss it!

- In the video, you see someone winning a competition. How about you? Have you ever joined a competition before?
  - When did you go?
  - Where was the competition?
  - Did you win the competition or not?
  - How was your friend's reaction?
- Any other competitions that you know?
  - Where are they?
  - Which one do you see often in your school?
  - Are you interested to join it?
- If there is an Art or Math competition in your school, do you want to join it?
  - Which competition do you want to join?
  - Why do you want to join it?

**ACTIVITY 2**

Now, you are going to listen to and talk about the conversation that express congratulation to others. Imagine that you are the person who congratulates them. As you listen to the conversations, try to see in your mind how to express congratulation to others.

- Today is Diana's birthday.  
Selena : Hi Diana! Congratulations on your birthday.  
Diana : Thank you, Selena.  
Selena : I wish all the best for you!  
Diana : You are too kind, dear.
- Today is the graduation day in the school.  
Justin : Congrats on your graduation!  
Joe : Thank! I'm really happy about this.  
Justin : I wish you every success in your life!  
Joe : Thank you for saying so.
- Mike won English Debate Competition in their city today.  
Charlie : You won English Debate Competition, Mike. Well done!  
Mike : Thanks! I'm really happy about this.  
Charlie : I hope you go to World School Debating Championships.  
Mike : Oh, thank you! You are so kind!

## 2. Materials should help learners to feel at ease (e.g. through the use of white space to prevent clutter and the use of texts and illustrations which they can relate to their own culture, through a supportive approach which is not always testing them and through the use of a personal voice)

Most language learners benefit from feeling at ease and that they lose opportunities for language learning when they feel anxious, uncomfortable or tense. Materials can help learners to feel at ease in a number of ways. For example, most learners:

- ✓ feel more comfortable with materials with lots of white space than they do with materials in which lots of different activities are crammed together on the same page
- ✓ are more at ease with texts and illustrations that they can relate to their own culture than they are with those which are culturally alien
- ✓ are more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them.

Feeling at ease can also be achieved through a ‘voice’ which is relaxed and supportive, through content and activities which encourage the personal participation of the learners, through materials which relate the world of the book to the world of the learner and through the absence of activities which could threaten self-esteem and cause humiliation. The most important factor is that of the ‘voice’ of the materials. Materials developers do is to chat to the learners casually in the same way that good teachers do and to try to achieve personal contact with them by revealing their own preferences, interests and opinions. Try to achieve a personal voice by ensuring that what they say to the learners contains such as features of orality as:

- ✓ informal discourse (e.g. contracted forms, informal lexis)
- ✓ the active rather than the passive voice
- ✓ concreteness (e.g. examples, anecdotes)
- ✓ inclusiveness (e.g. not signalling intellectual, linguistic or cultural superiority over the learners).

### Example of a ‘voice’ which is relaxed and supportive

#### ACTIVITY 2



*Now, you are going to listen to and talk about the conversation that express congratulation to others. Imagine that you are the person who congratulates them. As you listen to the conversations, try to see in your mind how to express congratulation to others.*

- 3. Materials should help learners to develop confidence (through pushing learners slightly beyond their existing proficiency by involving them with task which are challenging but achievable).**

We can build learner’s confidence through activities which try to push learners slightly beyond their existing proficiency by engaging them in task which

are stimulating, which are problematic, but which are achievable too. It can also help if the activities encourage learners to use and to develop their existing extra linguistic skills, such as those which involve being imaginative, being creative or being analytical. Elementary level learners can often gain greater confidence from making up a story, writing a short poem or making a grammatical discovery than they can from getting right a simple drill.

For example, in developing the exercise we can create the production activities as below:

**Exercise**

Write the dialogues based on the situation given.

**Situation 1**  
Today is B's graduation party.

A greets B	B responds A.
A congratulates B.	B responds and says A is kind.
A wishes B a	B thanks A.


**Situation 2**  
B goes to A's birthday party and congratulates B..

A greets B.	B responds A and congratulates B.
A responds B.	B wishes A all the best.
A thanks B.	B responds A.

**Situation 3**  
B joins a singing contest and wins it. A congratulates B..

A greets B	B responds A.
A congratulates B.	B says thanks.
A hopes B a good luck for B's next competition.	B thanks A.

A. Now, in group you will rewrite the passages. Decide what animal, thing, and public building that you want to inform. You also can change the information about the existence of animal, the amount of thing, and the location of the building.

Pictures of animal, thing, and building	Clue: choose the possible word in the bracket to complete the sentences. Use the internet to help you finding the fact.	Your text
 <b>Scorpion</b>	<p>This is a (scorpion/mites/spider). There are almost (100/20,000/2,000) scorpion species, but only 30 or 40 have strong enough poison to kill a person. Scorpions are (four-legged/eight-legged/six-legged) arthropods with no wings or antennae. The scorpions are belong to (crustaceans/insects/arachnids) group. Most (arachnids/crustaceans/insects) live on land; but, a few species can be found in fresh and salt water habitats.</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

#### **4. What is being taught should be perceived by learners as relevant and useful**

In general English materials it can be achieved by narrowing the target readership and/or by researching target learners are interested in and what they really want to learn the language for. Perception of relevance and utility can also be achieved by relating teaching points to interesting and challenging classroom tasks and by presenting them in ways which could facilitate the achievement of the task outcomes desired by the learners.

#### **5. Materials should require and facilitate learner self-investment (through giving learners responsibility for making decisions and through encouraging them to make discoveries about the language for themselves)**

Materials can help learners to achieve this self-investment by providing them with choices of focus and activity, by giving them topic control and by engaging them in learner-centered discovery activity. One of profitable ways of doing this is to get learners interested in a written or spoken text, to get them to respond to it globally and affectively and then to help them to analyse a particular linguistic feature of it in order to make discoveries for themselves. Other ways of achieving learner investment are involving the learners in mini projects, involving them in finding supplementary materials for particular units in a book and giving them responsibility for making decisions about which texts to use and how to use them.

#### **6. Learners must be ready to acquire the points being taught both in terms of linguistic, developmental readiness and of psychological readiness too.**

According to Krashen, each learner will only learn from the new input what he is ready to learn. Readiness can be achieved by materials which create situations requiring the use of variational features not previously taught, by

materials which ensure that the learners have gained sufficient mastery over the developmental features of the previous stage before teaching a new one, and by materials which roughly tune the input so that it contains some features which are slightly above each learner's current state of proficiency. It can also be achieved by materials which get learners to focus attention on features of the target language which they have not yet acquired so that they might be more attentive to these features in future input.

But perhaps the most important lesson for materials developers from readiness research is that we cannot expect to select a particular point for teaching and assume that all the learners are ready and willing to learn it. It is important to remember that the learner is always in charge and that 'in the final analysis we can never completely control what the learner does, for he selects and organises, whatever the input.

**7. Materials should expose the learners to language in authentic use, ideally to a rich and varied input which includes unplanned, semi-planned and planned discourse and which stimulates mental response.**

Materials can provide exposure to authentic input through the advice they give, the instructions for their activities and the spoken and written texts they include. They can also stimulate exposure to authentic input through the activities they suggest (e.g. interviewing the teacher, doing a project in local community, listening to the radio, etc). In order to facilitate acquisition, the input must be comprehensible. This means that there is no point in using long extracts from newspapers with beginners, but it does not mean that beginners cannot be exposed to authentic input. They can follow instructions intended to elicit physical responses, they can listen to dramatic renditions of stories, they can listen to songs, they can fill in forms.

Ideally materials at all levels should provide frequent exposure to authentic input which is rich and varied. In other words the input should vary in

style, mode, medium and purpose and should be rich in features which are characteristic of authentic discourse in the target language. And, if the learners want to be able to use the language for general communication, it is important that they are exposed to plan, semi-planned and unplanned discourse (e.g. a formal lecture, an informal radio interview and a spontaneous conversation). The materials should also stimulate learner interaction with the input rather than just passive reception of it. This does not necessarily mean that the learners should always produce language in response to the input; but it does mean that they should at least always do something mentally or physically in response to it.

**8. The learners' attention should be drawn to linguistic features of the input (so that they are alerted to subsequent instances of the same feature in future input)**


It is important to understand that this claim does not represent a back to grammar movement. It is different from previous grammar teaching approaches in a number of ways. In the first place the attention paid to the language can be either conscious or subconscious. For example, the learners might be paying conscious attention to working out the attitude of one of the characters in a story, but might be paying subconscious attention to the second conditionals which the character uses. Or they might be paying conscious attention to the second conditionals, having been asked to locate them and to make a generalisation about their function in the story. The important thing is that the learners become aware of a gap between a particular feature of their interlanguage (i.e. how they currently understand or use it) and the equivalent feature in the target language. Such noticing of the gap between output and input can act as an 'acquisition facilitator'. It does not do so by immediately changing the learner's internalized grammar but by alerting the learner to subsequent instances of the same feature in future input. So there is no immediate change in the learners' proficiency (as seems to be aimed at by such grammar teaching approaches as the conventional Presentation-



Practice-Production approach). There is, however, an increased likelihood of eventual acquisition provided that the learners receive future relevant input.

Material developer can construct the activities that encourage the learner to aware with the language features from the previous text they read. The activities can be as follow :

*Now, you are going to gain awareness of language use from the labels that give information to others by analysing the same feature used in other equivalent texts.*

Text	Language features		
	Special terms	Imperative sentence	Noun phrase
<p>Medicine label</p>  <p>Brand name: equate ibuprofen.</p> <p>Formula: Ibuprofen 200 mg (NSAID)</p> <p>Uses: Temporarily relieves minor aches and pain due to Headache, The common cold.</p> <p>Direction: Adult and children 12 years and older: take 1 tablet every 4 to 6 hours while symptoms persist, if pain or fever does not respond to 1 tablet, 2 tablet may be used.</p> <p>Warning : Ibuprofen may cause severe allergic reaction.</p>			

**9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes (in order to automatize existing procedural knowledge, to check the effectiveness of their existing hypotheses and to develop strategic competence)**

Most researchers seem to agree that learners should be given opportunities to use language for communication rather than just to practise it in

situations controlled by the teacher and the materials. Using language for communication involves attempts to achieve a purpose in a situation in which the content, strategies and expression of the interaction are determined by learners. Such attempts can enable the learners to check the effectiveness of their internal hypotheses, especially if the activities stimulate them into pushed output which is slightly above their current proficiency. They also help the learners to automatise their existing procedural knowledge (i.e. their knowledge of how the language is used) and to develop strategic competence. Ideally teaching materials should provide opportunities for such interaction in a variety of discourse modes ranging from planned to unplanned through, for example:

- ✓ Information or opinion gap activities which require learners to communicate with each other and/or the teacher in order to close the gap (e.g. finding out what food and drink people would like at the class party)
- ✓ Post-listening and post-reading activities which require the learners to use information from the text to achieve a communicative purpose (e.g. deciding what television programmes to watch, discussing who to vote for, writing a review of a book or film)
- ✓ Creative writing and creative speaking activities such as writing a story or improvising a drama
- ✓ Formal instruction given in the target language either on the language itself or on another subject

The activity to support this principle can be create as in the example below :

B. Now, explain the text you have made in front of the class. Use some pictures to make your presentation interesting. You can see the following pictures to inspire you.

Pictures for explaining the report text : US Independence Day



**10. Materials should take into account that the positive effects of instruction are usually delayed ( and therefore should not expect effective production immediately to follow initial presentation but should rather ensure recycling and frequent and ample exposure to the instructed features in communicative use)**

Research into the acquisition of language shows that it is a gradual rather than an instantaneous process and that this is equally true for instructed as well as informal acquisition. Acquisition results from the gradual and dynamic process of internal generalisation rather than from instant adjustments to the learner's internal grammar. It follows that learners cannot be expected to learn a new feature and be able to use it effectively in the same lesson. They might be able to rehearse the feature, to retrieve it from short-term memory or to produce it when prompted by the teacher or the materials. But this does not mean that learning has already taken place.

Most of us are familiar with the situation in which learners get a new feature correct in the lesson in which it is taught but then get it wrong the following week. This is partly because they have not yet had enough time, instruction and exposure for learning to have taken place. The inevitable delayed effect of instruction suggests that no textbook can really succeed if it teaches features of the language one at a time and expects the learners to be able to use them straightaway.

In order to facilitate the gradual process of acquisition, it is important for materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use. This is particularly true of vocabulary acquisition, which requires frequent, spaced and varied recycling in order to be successful. It is equally important that the learners are not forced into premature production of the instructed features (they will get them wrong) and that tests of proficiency are not conducted immediately after instruction (they will indicate failure or an illusion of success).

**11. Materials should take into account that learners differ in learning styles (and should therefore ensure that they cater for learners who are predominantly visual, auditory, kinaesthetic, studial, experiential, analytic, global, dependent or independent)**

Different learners have different preferred learning styles. So, for example, those learners with a preference for studial learning are much more likely to gain from explicit grammar teaching than those who prefer experiential learning. And those who prefer experiential learning are more likely to gain from reading a story with a predominant grammatical feature (e.g. reported speech) than they are from being taught that feature explicitly. This means that activities should be variable and should ideally cater for all learning styles.

Styles of learning which need to be catered for in language learning materials include:

- ✓ Visual (e.g. learners prefer to see the language written down)
- ✓ Auditory (e.g. learners prefer to hear the language)
- ✓ Kinaesthetic (e.g. learners prefer to do something physical, such as following instructions for a game)
- ✓ Studial (e.g. learners like to pay conscious attention to the linguistic features of the language and want to be correct)

- ✓ Experiential (e.g. learners like to use the language and are more concerned with communication than correctness)
- ✓ Analytic (e.g. learners prefer to focus on discrete bits of the language and to learn them one by one)
- ✓ Global (e.g. learners are happy to respond to whole chunks of language at a time and to pick up from them whatever language they can)
- ✓ Dependent (e.g. learners prefer to learn from a teacher and from a book)
- ✓ Independent (e.g. learners are happy to learn from their own experience of the language and to use autonomous learning strategies)

## **12. Materials should take into account that learners differ in affective attitudes and therefore materials should offer variety and choice**

Ideally language learners should have strong and consistent motivation and they should also have positive feelings towards the target language, their fellow learners and the materials they are using. But, of course, ideal learners do not exist and even if they did exist one day, they would no longer be ideal learners the next day. Each class of learners using the same materials will differ from each other in terms of long- and short-term motivation and of feelings and attitudes about the language, their teachers, their fellow learners and their learning materials, and of attitudes towards the language, the teacher and the materials. Obviously no materials developer can cater for all these affective variables, but it is important for anybody who is writing learning materials to be aware of the inevitable attitudinal differences of the users of the materials.

One obvious implication for the materials developer is to diversify language instruction as much as possible based upon the variety of cognitive styles and the variety of affective attitudes likely to be found amongst a typical class of learners. Ways of doing this include:

- ✓ Providing choices of different types of text

- ✓ Providing choices of different types of activities
- ✓ Providing optional extras for the more positive and motivated learners
- ✓ Providing variety
- ✓ Including units in which the value of learning English is a topic for discussion

### **13. Materials should permit a silent period at the beginning of instruction**

The silent period can facilitate the development of an effective internalised grammar which can help learners to achieve proficiency when they eventually start to speak in the L2.

Most researchers would agree that forcing immediate production in the new language can damage the reluctant speaker affectively and linguistically and many would agree with Dulay, Burt, and Krashen that:

*Communication situation in which students are permitted to remain silent or respond in their first language may be the most effective approach for the early phases of language instruction. This approach approximates what language learners of all ages have been observed to do naturally, and it appears to be more effective than forcing full two way communication from the very beginning of L2 acquisition.*

The important point is that the materials should not force premature speaking in the target language and they should not force silence either. Ways of giving learners the possibility of not speaking until they are ready include:

- ✓ Starting the course with a TPR approach in which the learners respond physically to oral instructions from a teacher or CD
- ✓ Starting with a listening comprehension approach in which the learners listen to stories in the target language, which are made accessible through the use of sound effects, visual aids and dramatic movement by teacher
- ✓ Permitting the learners to respond to target language questions by using their first language or through drawings and gestures.

The activities for supporting the above principle can be as in the example below; by asking the students to watch the video that have a relation to the lesson being taught. After watching the video the teachers invite the learners to have light discussion on the video being watched.



*Before you read the labels of medicine, food, and drink, let's watch the video, then discuss it with your teacher!*



*Let's discuss it !*

1. Have you ever seen the labels of medicine, food, and drink?

- Where did you see them?
- What were the things that you found at the labels?
- Did you concern the amount about calories that written in the food and drink labels?

2. Do you know other product of medicine?

- What is the name of the product?
- Where you buy it?
- Did you see the expired date before you buy it?

3. Will you see the nutrition facts, the ingredients or the expired date before buying medicine, food and drink?

- Will you tell your family or your friend to see the expired date the nutrition facts, the ingredients and

**14. Materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities (through a variety of non-trivial activities requiring a range of different types of processing)**

A narrowly focused series of activities which require very little cognitive processing (e.g. mechanical drills; rule learning; simple transformation activities) usually leads to shallow and ephemeral learning unless linked to other activities

which stimulate mental and affective processing. However, a varied series of activities making, for example analytic, creative, evaluating and rehearsal demands on processing capacity can lead to deeper and more durable learning. In order for this deeper learning to be facilitated, it is very important that the content of the materials is not trivial or banal and that it stimulates thought and feelings in the learners. It also important that the activities are not too simple and that they cannot be too easily achieved without the learners making use of their previous experience and their brains.

The maximisation of the brain's learning potential is a fundamental principle of Lozanov's Suggestopedia. Suggestopedia does this through engaging the learners in a variety of left and right brain activities in the same lesson (e.g. reciting a dialogue, dancing to instructions, singing a song, doing a substitution drill, writing a story).

#### **15. Materials should not rely too much on controlled practice**

It is interesting that there seems to be very little research which indicates that controlled practice activities are valuable. It is clear and uncontroversial to say that most spontaneous performance is attained by dint of practice, but it provides no evidence to support this very strong claim. Automaticity is achieved through practice but provides no evidence to support this claim. Controlled practice appears to have little long term effect on the accuracy with which new structures are performed and has little effect on fluency.

#### **16. Materials should provide opportunities for outcome feedback (on the effectiveness of the learner in achieving communication objectives rather than just feedback on the accuracy of the output)**

Feedback which is focused first on the effectiveness of the outcome rather than just on the accuracy of the output can lead to output becoming a profitable source of input. Or in other words, if the language that the learner



produces is evaluated in relation to the purpose for which it is used, that language can become a powerful and informative source of information about language use. Thus a learner who fails to achieve a particular communicative purpose (e.g. borrowing something, instructing someone how to play a game, persuading someone to do something) is more likely to gain from feedback on the effectiveness of their use of language than a learner whose language is corrected without reference to any non linguistic outcome. It is very important, for materials developers to make sure that language production activities have intended outcomes other than just practising language.

### **C. What textbooks qualities should we focused?**

Quality textbooks, including both printed and electronic textbooks (e-textbooks), which support a learner-focused curriculum contain the core elements of the subject curriculum, as well as learning strategies useful for the study of the subject. Being important sources of reading for students, quality textbooks help develop students' ability to learn through reading. The amount and quality of the texts to be included therefore deserve greater attention. Other desirable features of a good textbook include interactivity, the ability to arouse the interest of students, and the capacity to actively engage and involve them in the learning process. In other words, good textbooks tell, involve and interact with students.

In relation to the quality of the textbooks, there is a demand from the reviewer to have some criteria as the guidance. In fact, this guidance is not only needed by them but the teacher who develop their own materials also. For them, the purposes of developing the Guiding Principles for Quality Textbooks are to provide criteria in selecting quality textbooks for their students, to serve as a reference for textbook writers and developers of learning materials, and to provide criteria for reviewers. The Guiding Principles include criteria for quality textbooks in areas such as Content, Learning and Teaching, Structure and Organisation, Language, Textbook Layout (for printed textbooks only), Technical and Functional Requirements as well as Pedagogical Use of e-Features

(for e-textbooks only). These principles are generic and central to textbooks for kindergartens, all subjects at primary and secondary levels, although some principles may be more applicable to certain subjects and levels than others. Besides, using electronic learning resources to enhance interactive and self-directed learning has become a global trend in education. The interactive and diversified sets of e-textbooks developed in line with our local curricula are an alternative to printed textbooks. Schools may select to adopt e-textbooks according to their students' learning needs and capacity, as well as the school infra structure and technical support. This set of Guiding Principles is also applicable to e-textbooks. The Guiding Principles cover the following areas: Content, Learning and Teaching, Structure and Organisation, Language, Textbook Layout(for printed textbooks only), Pedagogical Use of e-Features(for e-textbooks only), Technical and Functional Requirements (for e-textbooks only). The following sections describe the main features which characterise quality textbooks.

### **1. Content**

A textbook of a particular subject area manifests or translates the four components of the curriculum (aims, content, learning/teaching strategies, assessment) for the purpose of student learning.

- The aims, targets and objectives align with those laid down in the relevant curriculum or subject guide.
- The content is self-contained and sufficient to address effectively the learning targets of the curriculum without requiring the use of additional supplementary materials associated with the text books. The core elements of the subject curriculum are included. No superfluous information is covered, in order to leave room for students to learn how to learn. If the materials included are non-core, non-foundation topics or serve for enrichment only, they should be properly indicated.
- The content is current. Information and data are relevant and accurate. The sources of information are appropriately indicated.

- Concepts are correct and precise. Ideas are coherent. There are adequate examples and illustrations. Such examples and illustrations are interesting and relevant to students' experience. In the development of concepts, new ones are built on old ones and are introduced when and where appropriate.
- There is an appropriate balance between depth and breadth in the treatment of the subject content.
- The level of difficulty of the content is consistent with the curriculum requirements and the cognitive level of students.
- Appropriate consideration is given to students' prior knowledge and learning experience. There is continuity in the development of concepts and skills to facilitate a smooth transition between different key stages of learning / year levels. Connections between related topics or concepts are highlighted. There is no unnecessary repetition in content.
- There are multiple perspectives and balanced view points on issues.
- There is no bias in content, such as over-generalisation and stereotyping. The content and illustrations do not carry any form of discrimination on the grounds of gender, age, race, religion, culture, disability etc., nor do they suggest exclusion.
- To encourage and facilitate students to read larger amounts of materials on their own, selected further reading lists or related websites are included to let students read extensively. An index is included to make easy reference.

## **2. Learning and Teaching**

The development of generic skills is fostered by engaging students in various learning activities to help students learn how to learn. There is a balanced coverage of cognitive skills of all levels, e.g. skills in information gathering, remembering, focusing, organising, integrating, analysing, generating, etc.

- a. Generic skills are developed through learning and teaching in the contexts of different subjects.
- b. There is a balanced coverage of cognitive skills of all levels.

- Higher-order thinking skills which require analysis, evaluation and judgement, and not just recalling and comprehension of facts, are progressively incorporated taking into consideration students' ability and developmental needs.
  - Deep processing, critical and creative thinking are encouraged through involving students in less structured problems and more open-ended questions, and further reading.
  - Students are required to experience the process of learning such as by searching for information from various sources.
  - Meta-cognitive skills, which include the ability to analyse, evaluate and control one's own thinking processes and to plan one's action strategically, are also developed.
  - Learning strategies are included, for example, in the student's guide, or suggested in learning activities.
- c. Positive values and attitudes are cultivated through the learning and teaching in the contexts of different subjects and KLAs. (Exemplars are available in the relevant curriculum or subject guides.)
- d. The content is arranged in suitable learning chunks, which can be used independently or flexibly linked together to form alternative learning paths to cater for student diversity. The strategies and activities on learning, teaching and assessment allow flexible use to cater for students' ability and learning styles, etc. Appropriate support and challenging tasks are provided to cater for students' different abilities.
- e. Learning activities which are essential to achieving the learning targets are included. Students' performance in these activities provides feedback on how well they learn and directions for further learning and teaching.
- f. Learning activities are designed to facilitate students to actively integrate, practise and apply new knowledge. To achieve such purposes, the CORE or other similar models are used in designing learning tasks. (CORE refers to:

Connect to students' prior knowledge, Organise new content, Reflect on what has been learned, and Extend by transferring knowledge to new contexts).

- g. They foster life-long and life-wide learning, with real life exposure and use of authentic materials and community resources where appropriate.
- h. The learning activities are interesting. They involve and motivate students to learn.
- i. The learning activities have clear instructions.
- j. A range of varied and meaningful activities is provided. Tasks and exercises are appropriate, balanced in number, and congruent with the instructional strategies and learning targets.
- k. Suggestions for reflection, self-, peer- and group-assessment can be incorporated as appropriate to the learning objectives and learning activities in order to help improve learning. Activities requiring extended and open-ended responses and a variety of response styles with considerable elaboration are included. The activities help students recognise the objectives of the chapters/units as well as their own learning goals, assess their own learning, and reflect on what and how they have learned so as to enable them to take further steps to improve their learning.

### **3. Structure and Organisation**

An appropriate structure of the content is provided to facilitate learning.

- a. The content sequence is appropriate and logical. Key words and concepts are identified and highlighted.
- b. The structure of the content is made apparent by means of functional devices including table of contents, chapter titles, headings and outlines.
- c. An overview of the learning targets can be put at the beginning and a summary at the end of each unit of study/chapter/module. A simple student's guide can be put in an introductory section to teach students how to use the textbook.

### **4. Language**

Textbooks are important sources of reading for students. The amount and quality of texts to be included therefore deserves attention.

- a. The texts are of high quality and facilitate students to learn directly and independently from them, and construct meaning on their own (i.e. read to learn).The level of difficulty of the language is commensurate with the language ability of the target students, with new vocabulary progressively introduced in context at appropriate times.
- b. Coherent passages are included to help students process text content.
- c. Students are provided with opportunities to make good use of language to study the subject, i.e. to use reading, writing, listening and speaking as tools to discover, clarify and extend meaning for constructing knowledge in a given subject.
- d. Familiar and interesting language is used to motivate learning and understanding. The text connects with students' prior knowledge, for example, by including analogies and examples that are familiar to students' experience.
- e. The language is accurate and precise.
- f. Students are provided with help in understanding and using the vocabulary and specific patterns of discourse of the subject.

#### **5. Textbook Layout – for printed textbooks only**

- a. The layout is logical and consistent. The materials are well-organised, with appropriate use of space and margin for ease of reading, but avoiding unnecessary use of blank space.
- b. Illustrations such as photographs, pictures and graphs are accurate, appropriate, effective and suitably annotated to stimulate and facilitate learning.They serve to direct students to the instructional focus rather than distract them from it. A number of factors come into play to make the graphics useful for learning. Specifically, the graphics are relevant to the text. Photographs and illustrationsare not just added to lighten up the presentation. Their referenceto the text is obvious, either through direct cueing or proximity to the relevant text segment; the sequencing of the graphics is appropriate to show a developmental process; and an appropriatebalance is struck between text and graphics.

- c. To help reduce the weight of textbooks, light weight paper is used. Textbooks can be separated into a few thin volumes, printed in separate modules or bound in loose-leaves. This can help develop in students the ability to manage information as part of their learning. They are thin and compact in size. The relative ease of completion can help create a sense of satisfaction in students.
- d. The design facilitates the reuse of textbooks. For example, materials for one-off use (e.g. stickers that can be used only once) and tearing off pages from the textbook should be avoided as far as possible. The sources of figures and statistics, etc. are appropriately indicated so that students can search for the most up-to-date information if necessary.
- e. The font type is one that is commonly used. To avoid confusion, the font type and font size are consistent throughout the textbooks. Based on the “Eyecare” Circular issued by the Education Bureau, the minimum font size is equivalent to font size 12 in “Microsoft Word” for legibility. However, in order to avoid eye strain and for more comfort of reading, larger size fonts are recommended, especially for lower levels.

#### **6. Pedagogical Use of e-Features – for e-textbooks only**

e-Features, including multimedia, interactive activities, learning tools and hypertexts can enhance the effectiveness of learning, teaching and assessment activities. They are designed in consideration of students’ abilities and pedagogical needs.

- a. Interactive activities and multimedia content such as photographs, pictures, graphs and video clips are accurate, appropriate, effective and suitably annotated to stimulate and facilitate learning. They serve to direct students to the instructional focus rather than distract them from it.
- b. The sequencing of the multimedia content as well as interactive activities for learning, teaching and assessment is appropriate to show a developmental process; and an appropriate balance is struck between text and multimedia content and/or interactive activities.

- c. Multimedia, interactive activities and learning tools are easy to operate in consideration of the needs and abilities of learners with a view to enhancing learning and teaching effectiveness.
- d. The design/selection of the tools for annotation, note-taking, bookmarking, highlighting, online dictionary, etc. are appropriate and effective in facilitating learning.
- e. Key topics/terms within the e-textbook and their hypertexts are available. The glossary of terms is selected in line with the curriculum aims and objectives. Appropriate interface for accessing the glossary is provided.

### **7. Technical and Functional Requirements – for e-textbooks only**

- a. The e-textbook should be compatible with a multitude of common computing devices and more than one common contemporary operating system. The e-textbook can also be used with more than one free-of-charge contemporary browser or reader. If DRM is employed, the necessary software or plugin should be provided to users free-of-charge.
- b. The availability of appropriate interface and features for navigation and search, such as Table of Contents, links to the Table of Contents, location of current page, as well as the next and the previous page buttons, etc. Hypertext, index and keyword search function are available. All hyperlinks are valid and copyright cleared.
- c. Consistent and intuitive layout of content. Use common font types with larger font sizes. Content is fit into one page for easy reading. No need to install extra plug-in for playing video and audio clips.
- d. Free-of-charge online dictionary and tools that facilitate learning are provided, such as tools for annotation, note-taking, bookmarking and highlighting (as claimed by the publisher).
- e. Appropriate content, other than video and audio materials are capable of being downloaded to a computing device for offline reading with free-of-charge browsers or readers.



f. Other e-features of the e-textbook as claimed by the publisher should function properly.

### **Summary**

1. The theories of teaching that should be consider to make us easy to develop materials:

- Language teacher tend to teach most successfully if they enjoy their role and if they can gain some enjoyment themselves from the materials they are using.
- Language teacher is responsible for the initial generation of energy in a lesson because good materials can maintain and increase that energy.
- Language learner succeed best if learning is a positive, relaxed and enjoyable experience.
- Each learner is different from all the others in a class in terms of his or her personality, motivation, attitude, aptitude, prior experience, interest, needs, wants and preferred learning style.
- Each learner varies from day to day in terms of motivation, attitude, mood, perceived needs and wants and preferred learning style.
- Learners only learn what they really need or want to learn.
- Learners often say that what they want is focused language practice but they often seem to gain more enjoyment and learning from activities which stimulate them to use the language to say something they really want to say.
- Learners think, say and learn more if they are given an experience or text to respond to than if they are just asked for their views, opinions and interests.
- Learning materials lose credibility for learners if they suspect that the teacher does not value them.
- There are superficial cultural differences between learners from different countries (and these differences need to be respected and catered for) but

there are also strong universal determinants of successful language teaching and learning.

- Successful language learning in a classroom (especially in large classes) depends on the generation and maintenance of high levels of energy.
- The most important thing that learning materials have to do is to help the learner to connect the learning experience in the classroom to their own life outside the course.
- The most important result that learning materials can achieve is to engage the emotions of learners.

2. The theories of teaching that should be consider to make us easy to develop materials:

- Deep processing of intake is required if effective and durable learning is to take place.
- Affective engagement is also essential for effective and durable learning.
- Making mental connections is a crucial aspect of the learning process.
- Experiential learning is essential (though not necessarily sufficient) and, in particular, apprehension should come to the learner before comprehension.
- Learner will only learn if they need and want to learn and if they are willing to invest time and energy in the process.
- Materials which address the learner in an informal, personal voice are more likely to facilitate learning than those which use a distant, formal voice.
- Multidimensional processing of intake is essential for successful learning and involves the learner creating a mental representation of the intake through such mental processes as sensory imaging (especially visualization), affective association and the use of the inner voice.

3. Howard & Major (2015) principles of good and effective English Language teaching materials:

- Materials or textbooks should be contextualized

- Materials or textbooks should stimulate interaction and be generative in terms of language.
- Materials or textbooks should encourage learners to develop learning skills and strategies.
- Materials or textbooks should allow for a focus on form as well as function.
- Materials or textbook should offer opportunities for integrated language use.
- Materials or textbooks should be authentic.
- Materials or textbooks should link to each other to develop to a progression of skills, understandings, and language items.
- Textbooks should be attractive.
- Textbook should have appropriate instructions.

4. Nunan's (1988) principles of good materials:

- Materials should be clearly linked to the curriculum they serve
- Materials should be authentic in terms of text and task
- Materials should stimulate interaction
- Materials should allow learners to focus on formal aspects of the language
- Materials should encourage learners to develop learning skills, and skills in learning
- Materials should encourage learners to apply their developing skills to the world beyond the classroom.

5. Tomlinson's (2011) principles in developing learning materials:

- Materials should achieve impacts (through novelty, variety, attractive presentation and appealing content)

- Materials should help learners to feel at ease (e.g. through the use of white space to prevent clutter and the use of texts and illustrations which they can relate to their own culture, through a supportive approach which is not always testing them and through the use of a personal voice)
- Materials should help learners to develop confidence (through pushing learners slightly beyond their existing proficiency by involving them with task which are challenging but achievable).
- What is being taught should be perceived by learners as relevant and useful
- Materials should require and facilitate learner self-investment (through giving learners responsibility for making decisions and through encouraging them to make discoveries about the language for themselves)
- Learners must be ready to acquire the points being taught both in terms of linguistic, developmental readiness and of psychological readiness too.
- Materials should expose the learners to language in authentic use, ideally to a rich and varied input which includes unplanned, semi-planned and planned discourse and which stimulates mental response.
- The learners' attention should be drawn to linguistic features of the input (so that they are alerted to subsequent instances of the same feature in future input)
- Materials should provide the learners with opportunities to use the target language to achieve communicative purposes (in order to automatize existing procedural knowledge, to check the effectiveness of their existing hypotheses and to develop strategic competence)
- Materials should take into account that the positive effects of instruction are usually delayed ( and therefore should not expect effective production immediately to follow initial presentation but should rather ensure

recycling and frequent and ample exposure to the instructed features in communicative use)

- Materials should take into account that learners differ in learning styles (and should therefore ensure that they cater for learners who are predominantly visual, auditory, kinaesthetic, studial, experiential, analytic, global, dependent or independent)
- Materials should take into account that learners differ in affective attitudes and therefore materials should offer variety and choice
- Materials should permit a silent period at the beginning of instruction
- Materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities (through a variety of non-trivial activities requiring a range of different types of processing)
- Materials should not rely too much on controlled practice
- Materials should provide opportunities for outcome feedback (on the effectiveness of the learner in achieving communication objectives rather than just feedback on the accuracy of the output)

## **Task 2 :**

### **Direction :**

Read this chapter carefully, then find another resources about the principles and techniques of developing instructional materials from your library or internet. Write your point of view about the principles and the techniques. Use the following questions to help you!

1. What can you conclude from the theory of teaching and learning in relation to principles of developing instructional materials. Do you think the theories are important to construct the principles? Why? And how important are they?
2. What techniques can you derive from the principles discussed in this chapter? Is there any similarities or relevancies among the principles (that come from different expert)? Do you think the techniques must be applied in constructing the materials later? Why?

# Chapter Three

## Materials Development: English Curriculum and Syllabus of *SMP* and *SMA*

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The aim of this chapter is to provide an information about the English Curriculum and syllabus for Junior and Senior High School of Indonesia. We will begin with the overview toward the main competencies and basic competencies assigned by the government. Then, move to the information on the approach of teaching and everything that have relation to the way of teaching English including the methods and technique should be applied during the teaching and learning process. After that, this chapter will offer us the classification of texts that should be given to the students and provide the topics of the lesson in detail.

### **A. What competencies are assigned in the 2013 Curriculum ?**

To develop instructional materials, teachers must consult the curriculum and the syllabus to make sure the competencies assigned by the government. The 2013 English curriculum stated that the competencies that must be reached is communicative competence that involves interpersonal text, transactional text and functional text of English for daily communication. The texts are about themselves, family, people, animals and things around them. While, for the written texts are descriptive, recount, narrative, procedure, report, explanation, analytical exposition, and news item; as stated in the following quotation from the syllabus :

Kurikulum bahasa Inggris dikembangkan mengacu pada Kompetensi Inti (KI). KI meliputi aspek sikap, pengetahuan, dan ketrampilan yang selanjutnya menghasilkan Kompetensi Dasar (KD). Pengembangan KD diharapkan mampu menghasilkan siswa yang mampu melakukan tindakan Bahasa secara interpersonal, transaksional, dan fungsional dalam kegiatan menangkap dan menyusun makna yang dapat direalisasikan dalam berbagai jenis teks untuk mencapai fungsi sosial dengan menggunakan struktur teks dan unsur kebahasaan yang sesuai dengan konteksnya. Adapun proses pembelajarannya bersifat dialogis, kolaboratif, terbimbing, dan menumbuhkan kemandirian pada siswa.

Secara umum kompetensi Bahasa Inggris adalah kemampuan berkomunikasi dalam tiga jenis wacana, (1) interpersonal, (2) transaksional, dan (3) fungsional, secara lisan dan tulis, pada tataran literasi informasional, untuk melaksanakan fungsi sosial, dalam konteks kehidupan personal, sosial budaya, akademik, dan profesi. Siswa dipandu untuk menggunakan berbagai bentuk teks untuk kebutuhan literasi dasar, dengan struktur yang berterima secara koheren dan kohesif serta unsur-unsur kebahasaan secara tepat. Berikut

ruang lingkup kompetensi dan materi Bahasa Inggris.

#### SMP/MTs

KOMPETENSI	RUANG LINGKUP MATERI
<p>Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi;</p> <p>Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dalam kehidupan dan kegiatan siswa sehari-hari;</p> <p>Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, kongkret dan imajinatif yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat, serta terkait</p>	<p>Teks-teks pendek dalam wacana interpersonal, transaksional, fungsional khusus, dan fungsional dalam bentuk teks descriptive, recount, narrative, procedure, report, explanation, analytical exposition, dan news item, pada tataran literasi informasional;</p> <p>Penguasaan setiap jenis teks mencakup tiga aspek, yaitu fungsi sosial, struktur teks, dan unsur kebahasaan, yang ketiganya ditentukan dan dipilih sesuai tujuan dan konteks komunikasinya;</p>



<p>dengan mata pelajaran lain dan dunia kerja;</p> <p>Menangkap makna dan menyusun teks lisan dan tulis, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.</p>	<p>Sikap mencakup menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan;</p> <p>Keterampilan mencakup menyimak, berbicara, membaca, menulis, dan menonton, secara efektif, dengan lingkungan sosial dan alam dalam lingkup pergaulan dunia;</p> <p>Unsur-unsur kebahasaan mencakup penanda wacana, kosa kata, tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan kerapian tulisan tangan;</p> <p>Modalitas: dengan batasan makna yang jelas.</p>
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#### SMA/MA

<i>KOMPETENSI</i>	<i>RUANG LINGKUP MATERI</i>
<p>Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi;</p> <p>Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dalam kehidupan dan kegiatan peserta didik sehari-hari;</p> <p>Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, kongkrit dan imajinatif yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat,</p>	<p>Teks-teks pendek dalam wacana interpersonal, transaksional, fungsional khusus, dan fungsional descriptive terkait tempat wisata dan bangunan bersejarah terkenal, recount terkait peristiwa bersejarah, narrative terkait legenda rakyat, procedure berbentuk manual dan kiat-kiat (tips), explanation tentang gejala alam dan sosial, analytical exposition terkait isu aktual, dan news item pada tataran literasi informasional;</p> <p>Penguasaan setiap jenis teks mencakup tiga aspek, yaitu fungsi sosial, struktur teks, dan unsur kebahasaan, yang ketiganya ditentukan dan dipilih sesuai tujuan dan konteks komunikasinya;</p>

<p><i>serta terkait dengan mata pelajaran lain dan dunia kerja;</i></p> <p><i>Menangkap makna dan menyusun teks lisan dan tulis, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, ber-terima, dan lancar.</i></p>	<p><i>Sikap mencakup menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong,kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan;</i></p> <p><i>Keterampilan mencakup menyimak, berbicara, membaca, menulis, dan menonton, secara efektif, dengan lingkungan sosial dan alam dalam lingkup pergaulan dunia;</i></p> <p><i>Unsur-unsur kebahasaan mencakup penanda wacana, kosa kata, tata bahasa,ucapan, tekanan kata, intonasi, ejaan,tanda baca, dan kerapian tulisan tangan;</i></p> <p><i>Modalitas: dengan batasan makna yang jelas.</i></p>
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Then, the curriculum stated that the junior and senior high school should have the following competencies :

- Communicative competence which is developed through learning interpersonal, transactional and functional texts
- Cognitive competence which is developed through providing activities that involves critical thinking by considering Bloom taxonomy
- Socioemotional competence which is developed through moral education by embracing the ancestor high values

The above competencies are taken from the 2013 curriculum as follow:

*Mata pelajaran Bahasa Inggris untuk jenjang pendidikan SMP/MTs dan SMA/MA bertujuan mengembangkan potensi siswa agar memiliki kompetensi komunikatif dalam teks interpersonal, transaksional, dan fungsional, dengan menggunakan berbagai teks berbahasa Inggris lisan dan tulis. Melalui penggunaan teks-teks tersebut, siswa dibimbing untuk menggunakan pengetahuan faktual, konseptual, dan prosedural, serta menanamkan nilai-nilai luhur karakter bangsa, dalam konteks kehidupan di lingkungan rumah, sekolah,*

dan masyarakat. Secara khusus, lulusan SMP/MTs dan SMA/MA diharapkan mampu:

<i>Kompetensi lulusan SMP/MTs</i>	<i>Kompetensi lulusan SMA/MA</i>
<p><i>Menunjukkan perilaku yang beretika dalam lingkungan personal, sosial budaya, akademik, dan profesi;</i></p> <p><i>Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dan sederhana, dalam kehidupan dan kegiatan siswa sehari-hari;</i></p> <p><i>Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang dan benda, kongkrit dan imajinatif, yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat;</i></p> <p><i>Menangkap makna dan menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, beretika, dan lancar.</i></p>	<p><i>Menunjukkan perilaku berbahasa Inggris yang mencerminkan sikap orang beriman, berperilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.</i></p> <p><i>Memiliki pengetahuan faktual, konseptual, prosedural, dan metakognitif tentang fungsi sosial, struktur makna (urutan makna atau yang kita kenal dengan struktur teks), dan unsur kebahasaan berbagai teks berbahasa Inggris yang berpotensi mengembangkan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</i></p> <p><i>Memiliki keterampilan mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan penggunaan berbagai teks dalam bahasa Inggris yang dipelajari di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah bahasa Inggris.</i></p>

Then, based on those competencies it can be concluded that basic competencies involves the following assumptions:

- English is learned to facilitate the students communicating through it purposefully, particularly in understanding various texts.
- The texts the students learned must have the goal to carry out a social function.

- Communicative function carried out during the learning means communicating the factual, procedural, and conceptual information.
- The text with genre brings 3 aspects namely social function, generic structure, and language feature that should be explain during the learning process to help the students comprehend the texts.

## **B. What materials should be taught at Junior and Senior High School of Indonesia ?**

The materials should be taught at Junior and Senior High School stated in 2013 curriculum are as follow:

- Interpersonal Text (*teks interaksi interpersonal* - conversation)
- Transactional Text (*teks interaksi transaksional* - conversation and written)
- Functional Text (*teks fungsional*): is any text that we read on a daily basis for the purpose of accomplishing something, getting us to the next step of what we need to do, or helps us make decisions and complete tasks. Some examples that students easily recognize are recipes, directions, menus, fliers, and text with genre (descriptive, narrative, procedure, etc)
- Short Functional Text (*teks fungsional khusus*) is a short text that has particular meaning and purpose, and can be used in our daily life. It may be in the form of prohibition, invitation, greeting cards, short message, shopping list, notice, announcement, etc.

From the classification above, we can group the texts into spoken texts and written texts. Spoken texts consist of conversation in the form of interpersonal texts/conversations and transactional texts/transactional conversations. While written texts are transactional texts, functional texts/texts with genre and short functional texts. The 2013 curriculum classifies them in

detail by putting the grade in which the texts are taught. The following tables are the list taken from the curriculum:

*SMP/MTs*

<i>TEKS INTERAKSI INTERPERSONAL</i>
<ul style="list-style-type: none"> <li>● <i>Sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta tanggapannya (7)</i></li> <li>● <i>Permintaan perhatian, pengecekan pemahaman, penghargaan kinerja, serta permintaan dan pengungkapan pendapat (8)</i></li> <li>● <i>Suruhan, ajakan, permintaan ijin (8)</i></li> <li>● <i>Harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta tanggapannya, sesuai dengan konteks penggunaannya (9)</i></li> </ul>
<i>TEKS INTERAKSI TRANSAKSIONAL</i>
<ul style="list-style-type: none"> <li>● <i>Jati diri, dengan memperhatikan nomina dan pronomina subjective, objective, possessive (7)</i></li> <li>● <i>Nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan memperhatikan kosa kata terkait, angka kardinal dan ordinal (7)</i></li> <li>● <i>Nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan kosa kata terkait, dan article adan the, plural dan singular(7)</i></li> <li>● <i>Sifat orang, binatang, benda dengan memperhatikan kosa kata terkait, be, adjective (7)</i></li> <li>● <i>Tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya, dengan memperhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense(7)</i></li> <li>● <i>Kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya, dengan memperhatikan kata kerja bantu modal can, will (8)</i></li> <li>● <i>Keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya, dengan memperhatikan kata kerja bantu modalmust, should (8)</i></li> <li>● <i>Keberadaan orang, benda, binatang, dengan memperhatikan unsur kebahasaan there is/are (8)</i></li> <li>● <i>Keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan unsur kebahasaan simple present tense (8)</i></li> <li>● <i>Keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan unsur kebahasaan present continuous tense (8)</i></li> <li>● <i>Perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan unsur kebahasaan degree of comparison (8)</i></li> </ul>

<ul style="list-style-type: none"> <li>● <i>Keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan unsur kebahasaan simple past tense (8)</i></li> </ul>
<ul style="list-style-type: none"> <li>● <i>Maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, dengan memperhatikan unsur kebahasaan will, be going to, (dis)agreement(9)</i></li> <li>● <i>Keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, dengan memperhatikan unsur kebahasaan present continuous, past continuous, will+continuous(9)</i></li> <li>● <i>Keadaan/tindakan/kegiatan/kejadian yang sudah/telah dilakukan/terjadi di waktu lampau dikaitkan dengan keadaan sekarang, tanpa menyebutkan waktu terjadinya secara spesifik, dengan memperhatikan unsur kebahasaan present perfect tense(9)</i></li> <li>● <i>Keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya, dengan memperhatikan unsur kebahasaan passive voice(9)</i></li> </ul>
<b>TEKS FUNGSIONAL KHUSUS</b>
<ul style="list-style-type: none"> <li>● <i>Lirik lagu terkait kehidupan remaja SMP/mts. (7)</i></li> <li>● <i>Greeting card, terkait dengan hari-hari spesial (8)</i></li> <li>● <i>Pesan singkat dan pengumuman/pemberitahuan (notice), terkait kegiatan sekolah (8)</i></li> <li>● <i>Lirik lagu terkait kehidupan remaja SMP/mts (8)</i></li> <li>● <i>Label, terkait obat/makanan/minuman (9)</i></li> <li>● <i>Iklan, terkait produk dan jasa (9)</i></li> <li>● <i>Lirik lagu terkait kehidupan remaja SMP/mts (9)</i></li> </ul>
<b>TEKS FUNGSIONAL</b>
<ul style="list-style-type: none"> <li>● <i>Deskripsi orang, binatang, dan benda. (7)</i></li> <li>● <i>Teks personal recount terkait pengalaman pribadi di waktu lampau (8)</i></li> <li>● <i>Resep makanan/minuman dan manual, pendek dan sederhana</i></li> <li>● <i>Fairytales(termasuk di dalamnya fable dan folktales), pendek dan sederhana (9)</i></li> <li>● <i>Information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di kelas IX (9)</i></li> </ul>

## SMA/MA

<b>TEKS INTERAKSI INTERPERSONAL</b>
<i>Ucapan selamat dan memuji bersayap (extended), serta menanggapi(10)</i>
<b>TEKS INTERAKSI TRANSAKSIONAL</b>
<ul style="list-style-type: none"> <li>● <i>Jati diri, dengan memperhatikan unsur kebahasaan pronoun, subjective,objective, possessive (10)</i></li> <li>● <i>Niat melakukan suatu tindakan/kegiatan, dengan memperhatikan unsur kebahasaan kata kerj bantu modal be going to, would like to (10)</i></li> </ul>

- *Keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan kata kerja dalam bentuk simple past tense vs present perfect tense (10)*
- *Saran dan tawaran, dengan memperhatikan kata kerja bantu modal should dan can (11)*
- *Pendapat dan pikiran, dengan memperhatikan unsur kebahasaan think, I suppose, in my opinion (11)*
- *Hubungan sebab akibat, dengan memperhatikan unsur kebahasaan because of ..., due to ..., thanks to ... (11)*
- *Keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan kata kerja dalam bentuk passive voice (11)*
- *Menawarkan jasa, dengan memperhatikan ungka[pan May I help you?, What can I do for you? What if...? (12)*
- *Pengandaian diikuti oleh perintah/saran, dengan memperhatikan unsur kebahasaan if dengan imperative, can, should (12)*

#### **TEKS FUNGSIONAL KHUSUS**

- *Pemberitahuan (announcement), terkait kegiatan sekolah (10)*
- *Lirik lagu terkait kehidupan remaja sma/ma/smk/mak /smk/mak (10)*
- *Undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja (11)*
- *Surat pribadi, terkait kegiatan diri sendiri dan orang sekitarnya (11)*
- *Lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK (11)*
- *Surat lamaran kerja (12)*
- *Teks caption menyertai gambar/foto/tabel/grafik/bagan (12)*
- *Manual penggunaan teknologi dan kiat-kiat (tips) (12)*
- *Lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK (12)*

#### **TEKS FUNGSIONAL**

- *Teks deskriptif, terkait tempat wisata dan bangunan bersejarah terkenal(10)*
- *Recount, terkait peristiwa bersejarah (10)*
- *Naratif, terkait legenda rakyat (10)*
- *Eksposisi analitis terkait isu aktual. (11)*
- *Explanation terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas xi (11)*
- *Prosedurdalambentuk manual (12)*
- *News itemterkait berita sederhana dari koran/radio/tv (12)*

### **C. What spoken and written texts should be taught to junior and senior high school students?**

To teach them English, we should introduce the students to spoken and written language. Spoken language, as assigned in the 2013 curriculum are daily conversations that consist of interpersonal dialogs (*teks interaksi interpersonal*)

and transactional dialogs (*teks interaksi transaksional*). These conversations later will be called spoken text. While, written language or written texts that should be taught in English class at junior and senior high school consist of transactional text, functional text and short functional text. Transactional text is in the form of simple passages for teaching vocabulary and grammar, functional text is the reading text with genre, while short functional text is the text as used in daily activities.

**The spoken texts are :**

<i>Menyapa,berpamitan, mengucapkan terimakasih, dan meminta maaf, serta tanggapannya (kelas 7, KD3.1)</i>	<ul style="list-style-type: none"> <li>● greetings and leave-taking</li> <li>● thanking people</li> <li>● apologizing</li> </ul>
<i>Jati diri (kelas 7, KD 3.2)</i>	introducing self
<i>nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun (kelas 7, KD 3.3)</i>	<ul style="list-style-type: none"> <li>● asking about day and date, or month and year (<i>menanyakan nama hari, bulan dan tahun</i>)</li> <li>● asking and telling the time (<i>menanyakan jam dan rentangan waktu dalam hari seperti in the morning, in the afternoon dan sejenisnya</i>)</li> <li>● asking about the schedule of an activity (<i>menanyakan jadwal kegiatan/aktivitas</i>)</li> </ul>
<i>Meminta perhatian,mengecek pemahaman, menghar-gai kinerja, meminta dan mengungkapkan pendapat (kelas 8, KD 3.1)</i>	<ul style="list-style-type: none"> <li>● getting people's attention and interrupting</li> <li>● checking for understanding and asking for clarification showing appreciation to other</li> <li>● asking and giving opinion.</li> </ul>
<i>keharusan, larangan, dan himbauan dengan unsur kebahasaan must, should (kelas 8, KD 3.3)</i>	giving suggestion
<i>Menyuruh (would you like ...),mengajak (let's...), meminta ijin (may I ....), (kelas 8, KD 3.4)</i>	<ul style="list-style-type: none"> <li>● asking someone to do something</li> <li>● inviting someone to do something</li> <li>● asking for permission</li> </ul>
<i>Harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi (kelas 9, KD 3.1)</i>	congratulate someone and celebrate good news



<i>Maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan (kelas 9, KD 3.2)</i>	talking about intention in doing something then express your agreeing or disagreeing
<i>Jati diri dan hubungan keluarga (kelas 10, KD 3.1)</i>	talking about self and family
<i>Ucapan selamat dan memuji bersayap (extended) (kelas 10, KD 3.2)</i>	Congratulate someone for his achievement ( <i>untuk menyampaikan pujian atas pencapaian seseorang - congratulations for + verb ing</i> )
<i>Niat melakukan suatu tindakan/kegiatan, dengan unsur kebahasaan be going to, would like to (kelas 10, KD3.3)</i>	talking about future plan and intention
<i>Saran dan tawaran, dengan memperhatikan kata kerja bantu modal should dan can (kelas 11, KD 3.1)</i>	asking and giving advice
<i>Pendapat dan pikiran, dengan memperhatikan unsur kebahasaani think, I suppose, in my opinion (kelas 11, KD 3.2)</i>	talking about agree disagree
<i>Menawarkan jasa, dengan memperhatikan ungkapan May I help you?, What can I do for you? What if ...? (kelas 12, KD 3.1)</i>	asking for and giving a favor

**The written text are:**

### **1. Transactional Texts : simple passages for teaching vocabulary and grammar**

<i>Nama dan jumlah binatang, benda, dan bangunan publik (kelas 7, KD 3.4)</i>	Noun (name of animals, things, and public buildings)
<i>Sifat orang, binatang, benda (kelas 7, KD 3.5)</i>	Adjective ( + person, animals, and things)
<i>tingkah laku/ tindakan/fungsi orang, binatang, benda, dengan unsur kebahasaan kalimat declarative, interrogative, simple present tense, (kelas 7, KD 3.6)</i>	Verb and linking verb (verb 1 and to be: is, are)
<i>Kemampuan dan kemauan, melakukan suatu tindakan, dengan unsur kebahasaan can, will (kelas 8, KD 3.2)</i>	Modal auxiliary: can, will (showing ability and willingness)

<i>Keberadaan orang, benda, binatang, dengan unsur kebahasaan there is/are (kelas 8, KD 3.6)</i>	Quantifiers (count and uncount) and preposition
<i>perbandingan jumlah dan sifat orang, binatang, benda, dengan unsur kebahasaan degree of comparison, (kelas 8, KD 3.9)</i>	Degree of comparison (to compare people, animals, or things)
<i>informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan unsur kebahasaan <b>simple present tense</b>, (kelas 8, KD 3.7)</i>	Sentences in the form of Simple Present Tense
<i>informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan unsur kebahasaan <b>present continuous tense</b>, (kelas 8, KD 3.8)</i>	Sentences in the form of Present Continuous tense
<i>informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan unsur kebahasaan <b>simple past tense</b> (kelas 8, KD 3.10)</i>	Sentences in the form of Simple past tense
<i>informasi terkait keadaan/tindakan/kegiatan/ kejadian yang sedang dilakukan/ terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, dengan unsur kebahasaan <b>present continuous, past continuous, will + continuous</b>, (kelas 9, KD 3.5))</i>	Sentences in the form of present continuous, past continuous, and will + continuous
<i>informasi terkait keadaan/tindakan/kegiatan/ kejadian yang sudah/ telah dilakukan/terjadi di waktu lampau dikaitkan dengan keadaan sekarang, tanpa menyebutkan waktu terjadinya secara spesifik,</i>	Sentences in the form of Present perfect tense

dengan unsur kebahasaan <i>present perfect tense</i> , ( <i>kelas 9, KD 3.6</i> )	
informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya, dengan unsur kebahasaan <i>passive voice</i> , ( <i>kelas 9, KD 3.8</i> )	Sentences in the form of Passive voice (present tense, present continuous tense, past tense, past continuous, simple future, future continuous tense)
informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan unsur kebahasaan <i>simple past tense vs present perfect tense</i> , ( <i>kelas 10, KD 3.6</i> )	Sentences in the form of Simple past and Present perfect tense
informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan unsur Kebahasaan <i>passive voice</i> , ( <i>kelas 11, KD 3.5</i> )	Sentences in the form of Passive voice (present perfect tense, past perfect tense, future perfect tense)
informasi terkait hubungan sebab akibat, dengan unsur kebahasaan <i>because of ..., due to ..., thanks to ...</i> , ( <i>kelas 11, KD 3.7</i> .) <b>Note:</b> topik materi ini adalah <b>cause and effect sentences</b>	Sentences to show cause and effect – using the form of because of, due to, and thanks to
informasi terkait pengandaian diikuti oleh perintah/saran, dengan unsur kebahasaan <i>if dengan imperative, can, should</i> , ( <i>kelas 12, KD 3.5</i> )	If conditional sentences

## 2. Functional text: reading text with genre

<i>Teks deskriptif - informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana (kelas 7, KD 3.7)</i>	Descriptive text : people, animal, things
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<i>Teks personal recount - informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana (kelas 8, KD 3.11)</i>	Personal recount text
<i>Teks prosedur - informasi terkait resep makanan/ minuman dan manual, pendek dan sederhana (kelas 9, KD 3.4)</i>	Procedure text : recipe and manual
<i>Teks naratif - fairytales, pendek dan sederhana (kelas 9, KD 3.7)</i>	Narrative text : fairytales
<i>Teks information report - informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana (kelas 9, KD 3.9)</i>	Informational report text – natural or social science
<i>Teks deskriptif - informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana (kelas 10, KD 3.4)</i>	Descriptive text : object of tourism and historical buildings
<i>Teks recount - informasi terkait peristiwa bersejarah (kelas 10, KD 3.7)</i>	Factual Recount text : historical events
<i>Teks naratif – legenda rakyat, sederhana (kelas 10, KD 3.8)</i>	Narrative text : folklore from UK, US, or Australia
<i>Teks eksposisi analitis - informasi terkait isu aktual (kelas 11, KD 3.4)</i>	Analytical exposition text
<i>Teks explanation – informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI (kelas 11, KD 3.8)</i>	Explanation text : natural or social science
<i>Teks news item – informasi terkait berita sederhana dari koran/radio/TV (kelas 12, KD 3.4)</i>	News item text
<i>Teks prosedur – informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana (kelas 12, KD 3.6)</i>	Procedure text : manual of electronic stuff and some tips dealing with maintenance of the stuff

### 3. Short functional text : text as used for daily activities

<i>Lirik lagu terkait kehidupan remaja SMP/SMA. (kelas 7: KD 3.8, kelas 8: KD 3.13, kelas 9 : KD 3.11, kelas 10 : KD 3.9 , kelas 11: KD 3.6, kelas 12: KD 3.7)</i>	English pop song : <ul style="list-style-type: none"> <li>● friendship (grade 7)</li> <li>● love to parents (grade 8)</li> <li>● empathy (grade 9)</li> <li>● humanism (grade 10)</li> <li>● environmental conservation (grade 11)</li> <li>● world peace (grade 12)</li> </ul>
<i>Greeting card, terkait dengan hari-hari spesial (kelas 8, KD 3.5)</i>	Greeting cards : Birthday, mother day, graduation day, holiday, father day, thanksgiving etc
<i>Pesan singkat dan pengumuman/pemberitahuan (notice), terkait kegiatan sekolah (kelas 8, KD 3.12)</i>	<ul style="list-style-type: none"> <li>● Notice: warning and caution</li> <li>● Memo</li> <li>● Announcement</li> </ul>
<i>Label, terkait obat/makanan/minuman (kelas 9, KD 3.3)</i>	Food and drug label
<i>Iklan, terkait produk dan jasa (kelas 9, KD 3.10)</i>	Ads : product and services
<i>Pemberitahuan (announcement), terkait kegiatan sekolah (kelas 10, KD 3.5)</i>	School announcement
<i>Undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja (kelas 11, KD 3.3)</i>	Invitation letter : school and workplace
<i>Surat pribadi, terkait kegiatan diri sendiri dan orang sekitarnya (kelas 11, KD 3.6)</i>	Personal letter
<i>Surat lamaran kerja (kelas 12, KD 3.2)</i>	Job application letter
<i>Teks caption menyertai gambar/foto/ tabel/ grafik/bagan (kelas 12, KD 3.3)</i>	Caption on the picture or table for research report

Based on the topics above, the syllabuses of English lesson for grade 7, 8, and 9 have been arranged as follow:

**a) Kelas : VII**

**Alokasi Waktu: 4 jam pelajaran/minggu**

*Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (indirect teaching) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.*

*Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut. Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini.*

<b>Kompetensi Dasar</b>	<b>Materi Pokok</b>	<b>Pembelajaran</b>
<p><i>Siswa mampu:</i></p> <p><i>3.1 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya</i></p> <p><i>4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</i></p>	<p><b>Fungsi sosial</b>  <i>Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.</i></p> <p><b>Struktur teks</b>  <i>- Memulai</i>  <i>- Menanggapi (diharapkan/di luar dugaan)</i></p> <p><b>Unsur kebahasaan</b>  <i>- Ungkapan-ungkapan yang lazim digunakan</i>  <i>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i></p> <p><b>Topik</b>  <i>Interaksi antara siswa di dalam dan di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan</i></p>	<p><i>- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</i></p> <p><i>- Mengidentifikasi ungkapan yang sedang dipelajari</i></p> <p><i>- Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda</i></p> <p><i>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</i></p> <p><i>- Membiasakan menerapkan tindakan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</i></p> <p><i>- Melakukan refleksi tentang proses dan hasil belajar</i></p>

	<i>perilaku yang termuat di KI</i>	
<p>Siswa mampu: 3.2 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive)</p> <p>4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Fungsi sosial</b> Berkenalan, memperkenalkan diri sendiri/orang lain.</p> <p><b>Struktur teks</b> - Memulai - Menanggapi (diharapkan/di luar dugaan)</p> <p><b>Unsur kebahasaan</b> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya - Verba: be, have, go, work, live (dalam simple present tense) - Subjek Pronoun: I, You, We, They, He, She, It - Kata ganti possessive my, your, his, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b> Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan penting</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal tentang keluarganya</li> <li>- Memaparkan jati dirinya yang sebenarnya</li> <li>- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Siswa mampu: 3.3 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun,</p>	<p><b>Fungsi sosial</b> Menyebutkan/ menanyakan waktu dari keadaan/peristiwa/ kegiatan</p> <p><b>Struktur teks</b> - Memulai - Menanggapi (diharapkan/di luar dugaan)</p> <p><b>Unsur kebahasaan</b></p>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan pemaparan tentang waktu terjadi-nya keadaan/kejadian/ peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</li> <li>- Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun</li> </ul>

<p>sesuai dengan konteks kegunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>- Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <p>- Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty first of May</i>)</p> <p>- Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>1st, 2nd, 23rd, 31st, of May</i>)</p> <p>- Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight</i></p> <p>- Waktu (tulis): <i>01:00; 02:15; 06:50; 08:15</i></p> <p>- Artikel <i>the</i> untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the evening</i></p> <p>- Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>)</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b> Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>dengan ucapan dan tekanan kata yang benar, satu per satu.</p> <p>- Menyatakan secara lisan waktu terjadinya berbagai keadaan /peristiwa/kegiatan</p> <p>- Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/ peristiwa/kegiatan dengan unsur kebahasaan yang benar</p> <p>- Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>
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<p>Siswa mampu: 3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the</i>, plural dan singular)</p> <p>4.4 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Fungsi sosial</b> Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.</p> <p><b>Struktur teks</b> - Memulai - Menanggapi (diharapkan/di luar dugaan)</p> <p><b>Unsur kebahasaan</b> - Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik - Penyebutan benda dengan <i>a</i>, <i>the</i>, bentuk jamak (-s) - Penggunaan kata penunjuk <i>this</i>, <i>that</i>, <i>these</i>, <i>those</i> ... - Preposisi untuk <i>in</i>, <i>on</i>, <i>under</i> untuk menyatakan tempat - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b> Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>- Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar - Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang - Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya - Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu: 3.5 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan</p>	<p><b>Fungsi sosial</b> Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</p>	<p>- Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks</p>

<p>sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be, adjective)</p> <p>4.5 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Struktur teks</b></p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait sifat orang, benda, binatang</li> <li>- Kosakata, terkait dengan ciri fisik (a.l. red, big, dark, loud), selera (a.l. nice, beautiful, cute), mental (a.l. clever, smart), psikologis (a.l. happy, sad, disappointed, angry, wild), budi (a.l. kind, good, polite)</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b></p> <p>Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah</li> <li>- Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya</li> <li>- Bertanya jawab tentang sifat orang, benda, binatang terkenal</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Siswa mampu:</p> <p>3.6 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat</p>	<p><b>Fungsi sosial</b></p> <p>Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya.</p> <p><b>Struktur teks</b></p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait tingkah laku/tindakan/</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</li> <li>- Didiktekan guru, siswa menulis teks-teks tersebut dengan tulis tangan,</li> </ul>

<p><i>declarative, interrogative, simple present tense)</i></p> <p>4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>fungsi orang, binatang, benda</i></p> <ul style="list-style-type: none"> <li>- Kalimat deklaratif (positif dan negatif) dalam simple present tense</li> <li>- Kalimat interogatif: Yes/No question; Whquestion</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b> Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p><i>dengan ejaan dan tanda baca yang benar</i></p> <ul style="list-style-type: none"> <li>- Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal</li> <li>- Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain.</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Siswa mampu:</p> <p>3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.7 Teks Deskriptif 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p>	<p><b>Fungsi sosial</b> Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik</p> <p><b>Struktur teks</b> Dapat mencakup:</p> <ul style="list-style-type: none"> <li>- identifikasi (nama keseluruhan dan bagian)</li> <li>- sifat yang menjadi pencirinya</li> <li>- fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.</li> </ul> <p><b>Unsur kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Kalimat deklaratif (positif dan negatif), dan interogatif (Yes/No question; Wh-question),</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik</li> <li>- Bertanya tentang informasi yang terkait di dalam teks tersebut.</li> <li>- Menggunakan alat analisis (tabel atau bagan mindmap) untuk mempelajari sistematika deskripsi yang diterapkan</li> <li>- Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/ menyatakan kekaguman/ mempromosikan</li> <li>- Dalam kelompok membuat</li> </ul>

<p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dalam simple present tense – -Nomina singular dan plural dengan atau tanpa a, the, this, those, my,their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <b>Topik</b> Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI</p>	<p>proyek kecil: dengan bantuan mind-map, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu: 3.8 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 4.8 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p><b>Fungsi sosial</b> Mengembangkan nilai-nilai kehidupan dan karakter yang positif <b>Unsur kebahasaan</b> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <b>Topik</b> Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</p>	<p>- Membaca, menyimak, dan menirukan lirik lagu secara lisan. - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya</p>

**b) Kelas : VIII**

**Alokasi Waktu: 4 jam pelajaran/minggu**

<b>Kompetensi Dasar</b>	<b>Materi Pokok</b>	<b>Pembelajaran</b>
<p>Siswa mampu: 3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi</p>	<p><b>Fungsi Sosial</b> Menjaga hubungan interpersonal dengan guru dan teman <b>Struktur Teks</b></p>	<p>- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan,</p>

<p>interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, meng-hargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Ungkapan a.l. Excuse me, Is it clear?, Great, I think so., dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b></p> <p>Interaksi antara siswa dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>Siswa mampu:</p> <p>3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will)</p> <p>4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan,</p>	<p><b>Fungsi sosial</b></p> <p>Menjelaskan, membanggakan, berjanji, mengajak, dan sebagai nya.</p> <p><b>Struktur teks</b></p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/diluar dugaan)</li> </ul> <p><b>Unsur kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: can, will.</li> <li>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>- Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk</li> </ul>

<p>melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan  <b>Topik</b>  Interaksi antara siswa di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>melakukan tindakan tindakan tertentu  - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab  - Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:  3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i>)  4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Fungsi sosial</b>  Menyuruh, melarang, dan menghimbau.  <b>Struktur teks</b>  - Memulai  - Menanggapi (diharapkan/di luar dugaan)  <b>Unsur kebahasaan</b>  - Ungkapan keharusan, larangan, himbauan dengan modal <i>must, (don't) have to..., should,</i>  - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i>  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan  <b>Topik</b>  Interaksi antara siswa dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>- Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar  - Menanyakan hal-hal yang tidak diketahui atau yang berbeda  - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang  - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan tindakan tertentu  - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab  - Melakukan refleksi tentang</p>

		<i>proses dan hasil belajarnya</i>
<p>Siswa mampu: 3.4 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi nya, sesuai dengan konteks penggunaannya</p> <p>4.4 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi nya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Fungsi sosial</b> Menjaga hubungan interpersonal dengan guru dan teman.</p> <p><b>Struktur teks</b> - Memulai - Menanggapi (diharapkan/di luar dugaan)</p> <p><b>Unsur Kebahasaan</b> - Ungkapan <i>a.l let's ..., can you ..., would you like ..., may I, please.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b> Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> <li>- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Bertanya jawab dengan teman tentang tindakan menyuruh, mengajak, meminta ijin, dan menanggapi nya</li> <li>- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>Siswa mampu: 3.5 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting cards</i>, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai</p>	<p><b>Fungsi sosial</b> Menjaga hubungan interpersonal dengan guru dan teman.</p> <p><b>Struktur Teks</b> Teks <i>greeting cards</i> dapat mencakup</p> <ul style="list-style-type: none"> <li>- Identifikasi (nama peristiwa, hari istimewa) bersifat khusus</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting cards</i> untuk hari spesial tertentu</li> <li>- Mengidentifikasi dan menyebutkan ucapan selamat</li> </ul>



<p>dengan konteks penggunaannya</p> <p>4.5 menyusun teks khusus dalam bentuk greeting cards, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>- Ungkapan khusus yang relevan</p> <p>- Gambar, hiasan, komposisi warna</p> <p><b>Unsur Kebahasaan</b></p> <p>- Ungkapan a.l. Congratulations. Well done. Good job., dll.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, &amp; tulisan tangan</p> <p><b>Topik</b></p> <p>Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>yang ada dengan ucapan dan tekanan kata yang benar</p> <p>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa greeting cards untuk event lain</p> <p>- Mengidentifikasi perbedaan dan persamaan, dan memberikannya penilaiannya</p> <p>- Membuat greeting cards terkait hari istimewa yang relevan dengan siswa saat itu.</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:</p> <p>3.6 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)</p> <p>4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan</p>	<p><b>Fungsi sosial</b></p> <p>Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya.</p> <p><b>Struktur teks</b></p> <p>- Memulai</p> <p>- Menanggapi (diharapkan/di luar dugaan)</p> <p><b>Unsur Kebahasaan</b></p> <p>- Ungkapan dengan There is/are</p> <p>- Kata jumlah yang tidak tertentu: little, few, some, many, much, a lot (of).</p> <p>- Frasa kata depan: in, on, under, in front of, below, above, dan lain lain.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b></p> <p>Keberadaan orang, binatang,</p>	<p>- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <p>- Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</p> <p>- Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</p> <p>- Membuat teks pendek untuk</p>



<p>unsur kebahasaan yang benar dan sesuai konteks</p>	<p>benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar</p> <ul style="list-style-type: none"> <li>- Mempresentasikan dikelompok lain dan bertanya jawab tentang isi teks</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Siswa mampu: 3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense) 4.7 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan /kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan</p>	<p><b>Fungsi sosial</b> Menjelaskan, mendeskripsikan <b>Struktur teks</b> - Memulai - Menanggapi (diharapkan/di luar dugaan) <b>Unsur kebahasaan</b> - Kalimat deklaratif dan interogatif dalam Simple Present Tense. - Adverbia: always, often, sometimes, never, usually, every - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <b>Topik</b> Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks</li> <li>- Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</li> <li>- Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah</li> <li>- Mengumpulkan informasi tentang hal-hal yang biasa, sering,</li> </ul>

<p>unsur kebahasaan yang benar dan sesuai konteks</p>		<p>kadang-kadang, biasanya dilakukan dikeluarganya untuk membuat teks-teks pendek dan sederhana</p> <ul style="list-style-type: none"> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Siswa mampu: 3.8 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense) 4.8 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Fungsi sosial</b> Menjelaskan, mendeskripsikan</p> <p><b>Struktur teks</b></p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam Present Continuous Tense</li> <li>- Adverbia: now</li> <li>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b> Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi</li> <li>- Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka</li> <li>- Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video)</li> <li>- Membuat teks pendek berdasarkan tampilan visual lainnya</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang</li> </ul>

		<i>proses dan hasil belajarnya</i>
<p><i>Siswa mampu:</i>  3.9 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i>)  4.9 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Fungsi sosial</b>  Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi.  <b>Struktur teks</b>  - Memulai  - Menanggapi (diharapkan/di luar dugaan)  <b>Unsur kebahasaan</b>  - Kalimat perbandingan positif, komparatif dan superlatif dengan: <i>as ... as, -er, -est, more ..., the most</i> .  - Perbandingan jumlah: <i>more, fewer, less</i>  - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i>  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan  <b>Topik</b>  Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>- Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar  - Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.  - Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda  - Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya  - Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui  - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya  - Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p><i>Siswa mampu:</i>  3.10 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi</p>	<p><b>Fungsi sosial</b>  Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/ terjadi, di waktu</p>	<p>- Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian,</p>

<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)</p> <p>4.10 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>lampau.</p> <p><b>Struktur teks</b></p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam bentuk Simple Past Tense</li> <li>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b></p> <p>Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>kegiatan yang terjadi di masa lampau</p> <ul style="list-style-type: none"> <li>- Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>- Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami</li> <li>- Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Siswa mampu</p> <p>3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai</p>	<p><b>Fungsi sosial</b></p> <p>Melaporkan, mengambil teladan, membanggakan</p> <p><b>Struktur teks</b></p> <p>Dapat mencakup</p> <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> </ul> <p><b>Unsur kebahasaan</b></p>	<ul style="list-style-type: none"> <li>- Menyimak guru membaca beberapa teks recount tentang pengalaman pribadi seseorang</li> <li>- Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis</li> <li>- Menggunakan bagan untuk mempelajari alur cerita</li> </ul>

<p>dengan konteks penggunaannya</p> <p>4.11 Teks recount</p> <p>4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)</p> <p>4.11.2 menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam Simple Past tense</li> <li>- Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dsb.</li> <li>- Adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya.</li> <li>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b> Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> <li>- Menuliskan beberapa teks pendek yang didiktekan guru dengan tulisan tangan.</li> <li>- Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil dari teks, dengan ejaan dan tanda baca yang benar</li> <li>- Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks pendek dan sederhana</li> <li>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Siswa mampu:</p> <p>3.12 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.12 teks pesan singkat dan pengumuman/pemberitahuan (notice)</p>	<p><b>Fungsi sosial</b> Memberi informasi tindakan dilaksanakan sesuai yang diharapkan.</p> <p><b>Struktur text</b> Dapat mencakup:</p> <ul style="list-style-type: none"> <li>- Judul atau tujuan pengumuman</li> <li>- Informasi rinci yang diumumkan</li> </ul> <p><b>Unsur kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar</li> <li>- Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</li> <li>- Mempelajari contoh dan kemudian mempresentasikan</li> </ul>

<p>4.12.1 menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah</p> <p>4.12.2 menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b> Kegiatan, kejadian, peristiwa, dan hal penting bagi siswa dan guru yang dapat menumbuhkan perilaku yang termuat di KI</p> <p><b>Multimedia</b> Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar</p> <p>- Membuat pengumuman/pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:</p> <p>3.13 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.13 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p><b>Fungsi sosial</b> Mengembangkan nilai-nilai kehidupan dan karakter yang positif</p> <p><b>Unsur kebahasaan</b> - Kosakata dan tata bahasa dalam lirik lagu</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b> Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</p>	<p>- Membaca, menyimak, dan menirukan lirik lagu secara lisan</p> <p>- Menanyakan hal-hal yang tidak diketahui atau berbeda</p> <p>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>

c) **Kelas : IX**

**Alokasi Waktu: 4 jam pelajaran/minggu**

<b>Kompetensi Dasar</b>	<b>Materi Pokok</b>	<b>Pembelajaran</b>
<p>Siswa mampu:            3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapiinya, sesuai dengan konteks penggunaannya            4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapiinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Fungsi sosial</b>            Menjaga hubungan interpersonal dengan guru dan teman  <b>Struktur teks</b>            - Memulai            - Menanggapi (diharapkan/di luar dugaan)  <b>Unsur kebahasaan</b>            - Ungkapan a.l. Congratulations, I hope so, I wish you luck; dll.            - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan  <b>Topik</b>            Prestasi dan kebahagiaan yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar            - Mengidentifikasi ungkapan yang sedang dipelajari            - Menanyakan hal-hal yang tidak diketahui atau yang berbeda.            - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.            - Melakukan percakapan terkait tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi            - Melakukan refleksi tentang proses dan hasil belajar</p>
<p>Siswa mampu:            3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/ kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur</p>	<p><b>Fungsi sosial</b>            Membuat rencana, menunjukkan kesungguhan, mengarahkan  <b>Struktur teks</b>            - Memulai            - Menanggapi (diharapkan/di luar dugaan)  <b>Unsur Kebahasaan</b>            - Kalimat deklaratif dan interogatif dengan modal: will, be going to.</p>	<p>- Membaca beberapa teks pendek yang berisi rencana dan kemauan untuk melakukan perbaikan diri            - Bertanya jawab tentang rencana dan kemauan yang disebutkan dalam teks.            - Menyimak, membaca, dan menirukan, guru membacakan teks-teks tersebut dengan suara lantang</p>

<p>kebahasaan <i>to, in order to, so that</i> (<i>dis</i>)<i>agreement</i>)  4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Ungkapan persetujuan: <i>I agree. That's a good idea. I don't think it's a good idea.</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b>  Tindakan dan kegiatan siswa di sekolah, rumah, dan lingkungan sekitar yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Bertanya jawab dengan teman tentang rencana dan kemauan untuk menghadapi ujian akhir sebaik-baiknya</li> <li>- Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya.</li> <li>- Mempresentasikan dikelompok lain dan bertanya jawab tentang isi teks</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Siswa mampu:  3.3 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk label, dengan meminta dan memberi informasi terkait obat/ makanan/minuman, sesuai dengan konteks penggunaannya  4.3 menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk label pendek dan sederhana, terkait obat/makanan/minuman</p>	<p><b>Fungsi sosial</b>  Memilih obat/makanan/minuman yang sehat dan aman, menghindari efek negatif, dan mendapatkan hasil terbaik</p> <p><b>Struktur Teks</b>  Dapat mencakup, nama asli dan nama dagang obat, deskripsi, volume, bahan, cara menggunakan, cara menyimpan, tanggal kadaluarsa</p> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Istilah khusus terkait dengan produk.</li> <li>- Kalimat imperatif</li> <li>- Tata bahasa: frasa nominal untuk menyebut benda, cara menyebut jumlah/ukuran</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dan mengidentifikasi berbagai informasi yang tertera di Label obat/makanan/minuman dengan menuliskan informasi ke dalam tabel analisis</li> <li>- Mempelajari contoh mempresentasikan isi tabel, dan kemudian belajar menyampaikan secara lisan dengan ucapan dan tekanan kata yang benar</li> <li>- Melakukan langkah-langkah yang sama yang telah dilakukan sebelumnya untuk mengamati label makanan dan minuman</li> <li>- Mempresentasikan hasil analisis secara lisan di depan kelompok lain</li> </ul>



	<p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b> Informasi tentang obat/makanan/ minuman yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu: 3.4 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.4 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual</p>	<p><b>Fungsi sosial</b> Mendapatkan hasil terbaik secara efektif dan efisien, menghindari kerusakan, kecelakaan, dan pemborosan</p> <p><b>Struktur Teks</b> Dapat mencakup</p> <ul style="list-style-type: none"> <li>- nama makanan, minuman,</li> <li>- alat, mesin, bahan, aparatus yang diperlukan,</li> <li>- cara memasak, menggunakan dalam bentuk langkah-langkah kerja secara berurutan</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Kosa kata khusus terkait dengan produk,</li> <li>- Frasa nominal untuk menyebut benda</li> <li>- kata sambung <i>first, next, then, finally.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b> Resep makanan/minuman, manual peralatan yang terkait dengan kehidupan siswa yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>- Didektekan beberapa resep makanan/ minuman oleh guru menulis dengan tangan beberapa resep di buku catatan masing-masing sambil mengucapkan setiap kata dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Dengan menggunakan tabel, menganalisis struktur nomina yang digunakan untuk menyebutkan bendabenda</li> <li>- Dengan cara yang sama menganalisis struktur kalimat yang menyebutkan langkah kerja</li> <li>- Mencermati manual, dan berlatih membacakan dengan suara lantang, dengan ucapan dan tekanan kata yang benar</li> <li>- Menyalin resep makanan/minuman dari buku resep dengan ditulis tangan kemudian ditempel di dinding kelas atau majalah dinding</li> <li>- Melakukan refleksi tentang</li> </ul>

		<i>proses dan hasil belajarnya</i>
<p>Siswa mampu: 3.5 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan present continuous, past continuous, will+continuous)</p> <p>4.5 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Fungsi sosial</b> Mendeskripsikan, melaporkan, menjelaskan</p> <p><b>Struktur teks</b> - Memulai - Menanggapi (diharapkan/di luar dugaan)</p> <p><b>Unsur kebahasaan</b> - Kalimat deklaratif dan interogatif dalam present continuous tense, past continuous, dan continuous dengan modal will. - Klausa adverbial dengan kata sambung when... , while... - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b> Keadaan/tindakan/kegiatan/kejadian di rumah, sekolah, dan lingkungan sekitar siswa, yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>- Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang sedang berlangsung pada saat ini, satu titik waktu di masa lampau dan di waktu yang akan datang - Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar - Bertanya jawab tentang kegiatan/ peristiwa yang sedang berlangsung pada saat ini, satu titik waktu di masa lampau dan di waktu yang akan datang yang disebutkan dalam teks lain lagi - Mengumpulkan informasi tentang kesibukan beberapa orang dalam teks-teks pendek dan sederhana dengan menyebutkan apa yang sedang dilakukan saat ini, pada satu titik waktu lampau dan yang akan datang - Menempelkan karyanya di dinding kelas atau majalah dinding - Melakukan refleksi tentang</p>

		<i>proses dan hasil belajarnya</i>
<p>Siswa mampu: 3.6 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sudah/ telah dilakukan/ terjadi di waktu lampau dikaitkan dengan keadaan sekarang, tanpa menyebutkan waktu terjadinya secara spesifik, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan present perfect tense)</p> <p>4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan keadaan/tindakan/kegiatan/kejadian yang sudah/ telah dilakukan/ terjadi di waktu lampau dikaitkan dengan keadaan sekarang, tanpa menyebutkan waktu terjadinya secara spesifik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Fungsi sosial</b> Mendeskripsikan, melaporkan, menjelaskan.</p> <p><b>Struktur teks</b> - Memulai - Menanggapi (diharapkan/di luar dugaan)</p> <p><b>Unsur kebahasaan</b> - Kalimat deklaratif dan interogative dalam present perfect tense. - Kata sambung: since, for; kata penunjuk waktu now - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b> Keadaan/tindakan/kegiatan/kejadian di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>- Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau tanpa menyebutkan waktu terjadinya secara spesifik - Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar. - Bertanya jawab tentang kegiatan/peristiwa di waktu lampau tanpa menyebutkan waktu terjadinya secara spesifik yang mereka dan anggota keluarga atau temannya alami - Mengumpulkan informasi tentang untuk membuat teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang</p>

		<i>proses dan hasil belajarnya</i>
<p>Siswa mampu: 3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i>s, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.7 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>fairytale</i>s</p>	<p><b>Fungsi sosial</b> Mendapatkan/memberikan hiburan, mengambil teladan nilai-nilai luhur <b>Struktur teks</b> Dapat mencakup: - Orientasi - Evaluasi - Krisis - Resolusi - Reorientasi <b>Unsur kebahasaan</b> - Kalimat deklaratif dan interogatif dalam simple past tense - Frasa adverbial: <i>a long time ago, once upon a time, in the end, happily ever after</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <b>Topik</b> Cerita yang memberikan keteladanan dan dapat menumbuhkan perilaku yang termuat di KI</p>	<p>- Menyimak guru membacakan beberapa teks <i>fairytale</i>s, sambil bertanya jawab tentang isi cerita - Mempelajari cara membacakan dongeng dengan menyimak dan meniru guru membaca cerita, ucapan, dan tekanan kata yang benar - Menanyakan informasi terkait isi teks yang sedang dipelajari. - Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan - Membaca satu cerita lagi dan bertanya jawab dengan teman tentang isi ceritanya - Melengkapi ringkasan cerita dengan kata-kata dan ungkapan yang tepat sesuai cerita - Membacakan ringkasan dengan suara nyaring dalam kelompok masing-masing - Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu: 3.8 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis</p>	<p><b>Fungsi sosial</b> Mendeskripsikan, memaparkan secara obyektif <b>Struktur teks</b> - Memulai</p>	<p>- Membaca dan mencermati beberapa deskripsi tentang makanan khas dengan banyak</p>

<p>yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan <i>passive voice</i>)</p> <p>4.8 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks. (perhatikan unsur kebahasaan <i>passive voice</i>)</p>	<p>- Menanggapi (diharapkan/di luar dugaan)</p> <p><b>Unsur kebahasaan</b></p> <p>- Kalimat deklaratif dan interogatif dalam <i>passive voice</i></p> <p>- Preposisi</p> <p>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b></p> <p>Hasil kerajinan, makanan, dsb. yang sangat dikenal yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>menggunakan kalimat pasif</p> <p>- Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil dari teks dengan ejaan dan tanda baca yang benar</p> <p>- Mengumpulkan informasi tentang beberapa benda yang dideskripsikan dengan banyak menggunakan kalimat pasif</p> <p>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan temantemannya, secara lisan, dengan ucapan dan tekanan kata yang benar</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu</p> <p>3.9 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>information report</i> lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.9 teks <i>Information Report</i></p> <p>4.9.1 menangkap makna secara</p>	<p><b>Fungsi sosial</b></p> <p>Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif</p> <p><b>Struktur teks</b></p> <p>Dapat mencakup:</p> <p>- Jenis, golongan, spesies dari objek secara umum</p> <p>- Unsur-unsur rincian deskripsi</p>	<p>- Membaca beberapa teks <i>information report</i> terkait mata pelajaran lain di Kelas IX</p> <p>- Menggunakan alat analisis, mengidentifikasi bagianbagian struktur teks <i>information report</i> dan mengamati cara penggunaannya, seperti yang dicontohkan</p> <p>- Bertanya jawab tentang beberapa teks lain lagi</p>

<p>kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX</p> <p>4.9.2 menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>tentang objek pada umumnya</p> <p><b>Unsur kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam simple present tense dan passive voice</li> <li>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>□ Topik Tumbuhan, hewan, teknologi, dan gejala/peristiwa alam dan sosial terkait dengan mata pelajaran lain di Kelas IX yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>dengan topik yang berbeda</p> <ul style="list-style-type: none"> <li>- Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>- Mempresentasikan teksnya kepada teman-teman yang mendatangi</li> <li>- Tiap kelas membuat satu proyek menulis booklet tentang flora fauna lokal, yang hasilnya akan dilombakan dengan kelas lain.</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>Siswa mampu:</p> <p>3.10 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait produk dan jasa, sesuai dengan konteks penggunaannya</p> <p>4.10 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk iklan, pendek dan sederhana, terkait produk dan jasa</p>	<p><b>Fungsi sosial</b> Mempromosikan produk dan jasa</p> <p><b>Struktur Teks</b> Dapat mencakup:</p> <ul style="list-style-type: none"> <li>- Visual</li> <li>- Logo</li> <li>- Headline</li> <li>- Sub-headline (lebih rinci daripada headline)</li> <li>- Body (uraian pesan yang lebih detail dari subheadline)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Ungkapan dan kata sesuai dengan kekhasan setiap iklan</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati contoh iklan pendek dan sederhana dan mengidentifikasi bagian-bagian iklan dan ungkapan atau kata yang digunakan dengan menggunakan tabel analisis</li> <li>- Menggunakan tabel analisis, mencermati beberapa iklan lain untuk mengidentifikasi bagian-bagiannya</li> <li>- Mengidentifikasi persamaan</li> </ul>

	<p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b> Produk dan jasa terkait dengan kehidupansiswa SMP/MTs yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>dan perbedaan beberapa iklan dari segi isi dan bentuk</p> <p>- Mempresentasikan hasil analisis secara lisan di depan kelompok lain</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:</p> <p>3.11 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.11 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p><b>Fungsi sosial</b> Mengembangkan nilai-nilai kehidupan dan karakter yang positif</p> <p><b>Unsur kebahasaan</b></p> <p>- Kosakata dan tata bahasa dalam lirik lagu</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b> Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</p>	<p>- Membaca, menyimak, dan menirukan lirik lagu secara lisan</p> <p>- Menanyakan hal-hal yang tidak diketahui atau berbeda</p> <p>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>

**d) Kelas: X**

**Alokasi waktu : 2 jam pelajaran/minggu**

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam

mengembangkan karakter peserta didik lebih lanjut. Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

<b>Kompetensi Dasar</b>	<b>Materi Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)</p> <p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Fungsi Sosial</b> Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru</p> <p><b>Struktur Teks</b> - Memulai - Menanggapi (diharapkan/di luar dugaan)</p> <p><b>Unsur Kebahasaan</b> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: be, have, go, work, live (dalam simple present tense) - Subjek Pronoun: I, You, We, They, He, She, It - Kata ganti possessive my, your, his, dsb. - Kata tanya Who? Which?How? Dst. - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b> Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan</p>	<p><b>Fungsi Sosial</b> Menjaga hubungan interpersonal dengan guru, teman dan orang</p>	<p>- Menyimak dan menirukan beberapa contoh percakapan</p>



<p>dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapinya, sesuai dengan konteks penggunaannya</p> <p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>lain.</p> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapinya</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b></p> <p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Bertanya jawab untuk mengiden-tifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya mengidentifikasi persamaan dan perbedaannya</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/ kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat</p>	<p><b>Fungsi Sosial</b></p> <p>Menyatakan rencana, menyarankan, dsb.</p> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan atau di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video)</li> <li>- Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya</li> <li>- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan</li> </ul>

<p>melakukan suatu tindakan/ kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan  <b>Topik</b>  Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>- Bermain game terkait dengan niat mengatasi masalah  - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.  - Melakukan refleksi tentang proses dan hasil belajar.</p>
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya  4.4 Teks deskriptif  4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal  4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan</p>	<p><b>Fungsi Sosial</b>  Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.  <b>Struktur Teks</b>  Dapat mencakup  - Identifikasi (nama keseluruhan dan bagian)  - Sifat (ukuran, warna, jumlah, bentuk, dsb.)  - Fungsi, manfaat, tindakan, kebiasaan  <b>Unsur kebahasaan</b>  - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal  - Adverbia terkait sifat seperti quite, very, extremely, dst.  - Kalimat deklaratif dan interogatif dalam tense yang benar  - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan  <b>Topik</b></p>	<p>- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.  - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, mind map, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain  - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan didalam kelompok masing-masing, dan kemudian mempresentasikan dikelompok lain  - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.</p>

<p>unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.</p>
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya 4.5 Teks pemberitahuan (announcement) 4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement) 4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><b>Fungsi Sosial</b> Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah <b>Struktur Teks</b> - Istilah khusus terkait dengan jenis pemberituannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna <b>Unsur Kebahasaan</b> - Ungkapan dan kosa kata yang lazim digunakan dalam announcement (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <b>Topik</b> Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI <b>Multimedia</b> Layout dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.</p>	<p>- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (announcement) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (announcement) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.</p>
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks</p>	<p><b>Fungsi Sosial</b> Menjelaskan, mendeskripsikan,</p>	<p>- Menyimak dan menirukan beberapa contoh percakapan</p>

<p>interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</p> <p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>menyangkal, menanyakan, dsb.</p> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam simple past tense, present perfect tense.</li> <li>- Adverbial dengan since, ago, now; klausa dan adverbial penunjuk waktu</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b></p> <p>Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>terkait dengan intonasi, ucapan dan tekanan kata yang tepat</p> <ul style="list-style-type: none"> <li>- Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut</li> <li>- Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat didalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.</li> <li>- Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung</li> <li>- Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p> <p>4.7 Teks recount –peristiwa bersejarah</p>	<p><b>Fungsi Sosial</b></p> <p>Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</p> <p><b>Struktur Teks</b></p> <p>Dapat mencakup:</p> <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> </ul> <p><b>Unsur Kebahasaan</b></p>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan tekanan kata yang benar, dan bertanya jawab tentang isi teks</li> <li>- Menyalin teks tsb dalam buku teks masing-masing mengikuti</li> </ul>

<p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan</li> <li>- Adverbia penghubung waktu: first, then, after that, before, when, at last, finally, dsb.</li> <li>- Adverbia dan frasa preposisional penunjuk waktu</li> <li>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b> Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</p> <ul style="list-style-type: none"> <li>- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya</li> <li>- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia</li> <li>- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<p><b>Fungsi Sosial</b> Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan</p> <p><b>Struktur Teks</b> Dapat mencakup:</p> <ul style="list-style-type: none"> <li>- Orientasi</li> <li>- Komplikasi</li> <li>- Resolusi</li> <li>- Orientasi ulang</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan</li> <li>- Kosakata: terkait karakter, watak, dan setting dalam legenda</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya</li> <li>- Didikatkan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada</li> <li>- Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang</li> </ul>

	<ul style="list-style-type: none"> <li>- Adverbia penghubung dan penunjuk waktu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca &amp; tulisan tangan</li> </ul> <p><b>Topik</b> Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>benar, dengan saling mengoreksi</p> <ul style="list-style-type: none"> <li>- Membaca satu legenda lain, bertanya jawab tentang isinya, dan Kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<p><b>Fungsi sosial</b> Mengembangkan nilai-nilai kehidupan dan karakter yang positif</p> <p><b>Unsur kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca &amp; tulisan tangan</li> </ul> <p><b>Topik</b> Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> <li>- Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>- Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>- Mengambil teladan dari pesan-pesan dalam lagu</li> <li>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

e) Kelas: XI

Alokasi Waktu : 2 jam pelajaran/minggu

<b>Kompetensi Dasar</b>	<b>Materi Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)</p>	<p><b>Fungsi Sosial</b> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p>	<ul style="list-style-type: none"> <li>- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi saran dan tawaran dengan ucapan dan tekanan kata yang benar</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan modal yang tepat untuk diisikan ke</li> </ul>

<p>4.1 Menyusun teks interaksi tran-saksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawar-an, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>- Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i>  - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i>  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan  <b>Topik</b>  Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>dalam kalimat-kalimat rumpang  - Diberikan beberapa situasi, mem-buat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas  - Melakukan pengamatan di ling-kungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya  - Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya.  (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)  4,2 Menyusun teks interaksi tran-saksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan</p>	<p><b>Fungsi Sosial</b>  Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.  <b>Struktur Teks</b>  - Memulai  - Menanggapi (diharapkan/di luar dugaan)  <b>Unsur Kebahasaan</b>  - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i>  - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i>  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan  <b>Topik</b>  Situasi yang memungkinkan munculnya pernyataan tentang penda-pat dan pikiran yang dapat</p>	<p>- Menyaksikan/menyimak bebe-rapa interaksi dalam media visual (gambar atau video) yang melibat-kan pernyataan pendapat dan pikiran  - Mengidentifikasi dan menyebut-kan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud  - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketa-hui atau berbeda  - Diberikan beberapa situasi peser-ta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas  - Melakukan pengamatan di ling-kungan daerahnya dan sekitarnya dan kemudian menyatakan</p>



<p>sesuai konteks</p>	<p>menumbuhkan perilaku yang termuat di KI</p>	<p>pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar</p>
<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya 4.3 Teks Undangan Resmi 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/ tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>☐☐ Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi <b>Struktur Teks</b> Dapat mencakup: - Sapaan - Isi - Penutup <b>Unsur Kebahasaan</b> - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <b>Topik</b> Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI <b>Multimedia</b> Layout yang membuat tampilan teks lebih menarik.</p>	<p>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>3.4 Membedakan fungsi sosial,</p>	<p><b>Fungsi Sosial</b></p>	<p>- Membaca dua teks eksposisi analitis tentang isu-isu aktual yang</p>



<p>struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>Menyatakan pendapat, mengenga-ruhi, dengan argumentasi analitis</p> <p><b>Struktur Teks</b> Dapat mencakup</p> <ul style="list-style-type: none"> <li>- Pendapat/pandangan</li> <li>- Argumentasi secara analitis</li> <li>- Kesimpulan</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Ungkapan seperti <i>I believe, I think</i></li> <li>- Adverbia <i>first, second, third ...</i></li> <li>- Kata sambung <i>Therefore, Con-sequently, based on the arguments</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b> Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</p>	<p>berbeda.</p> <ul style="list-style-type: none"> <li>- Mencermati satu tabel yang menganalisis unsur-unsur ekspo-sisi, bertanya jawab, dan kemudian menerapkannya untuk mengana-lisis satu teks lainnya</li> <li>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelom-pokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya</li> <li>- Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</li> <li>- Membuat teks eksposisi menyata-kan pandangannya tentang satu hal di sekolah, desa, atau kotanya.</li> <li>- Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan</p>	<p><b>Fungsi Sosial</b> Mendeskripsikan, memaparkan secara obyektif</p> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p>	<ul style="list-style-type: none"> <li>- Membaca dan mencermati bebe-rapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif</li> <li>- Membacakan deskripsi setiap produk budaya</li> </ul>

<p>pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)</p> <p>4.5 Menyusun teks interaksi tran-saksional lisan dan tulis yang Melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/k kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>- Kalimat deklaratif dan interogatif dalam passive voice</p> <p>- Preposisiby</p> <p>- Nomina singular dan plural dengan atau tanpa a, the, this, hose, my, their, dsb.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b> Benda, binatang, tumbuh-tumbuh-an, yang terkait dengan mata pela-jaran lain yang menumbuhkan perilaku yang termuat di KI</p>	<p>secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</p> <p>- Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar</p> <p>- Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiat-an diri sendiri dan orang sekitar-nya, sesuai dengan konteks penggunaannya</p> <p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam</p>	<p><b>Fungsi Sosial</b> Menjalin kedekatan hubungan antar pribadi</p> <p><b>Struktur Teks</b> Dapat mencakup</p> <p>- Tempat dan tanggal</p> <p>- Penerima</p> <p>- Sapaan</p> <p>- Isi surat</p> <p>- Penutup</p> <p><b>Unsur Kebahasaan</b></p> <p>- Ungkapan keakraban yang lazim digunakan dalam surat pribadi</p> <p>- Nomina singular dan plural deng-an atau tanpa a, the, this, those, my, their, dsb.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p><b>Topik</b> Pengalaman, informasi, hal lain yang terkait</p>	<p>- Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekan-an kata yang benar.</p> <p>- Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar</p> <p>- Mencermati satu tabel yang menganalisis unsur-unsur ekspo-sisi, bertanya jawab, dan kemudian menerapkannya untuk menganali-sis dua surat pribadi lainnya</p> <p>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelom-pokkan dan menyusun kembali</p>

<p>bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>menjadi tiga surat pribadi yang koheren, seperti aslinya  - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya  - Melakukan refleksi tentang proses dan hasil belajar</p>
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.  (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)  4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Fungsi Sosial</b>  Menjelaskan, memberikan alasan, mensyukuri, dsb.  <b>Struktur Teks</b>  - Memulai  - Menanggapi (diharapkan/di luar dugaan)  <b>Unsur Kebahasaan</b>  - Kata yang menyatakan hubungan sebab akibat: because of ..., due to ..., thanks to ...  - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan  <b>Topik</b>  Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.</p>	<p>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat  - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud  - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda  - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pernyataan sebab akibat dan kemudian dibacakan ke kelas  - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya  - Melakukan refleksi tentang proses dan hasil belajar</p>
<p>3.8 Membedakan fungsi sosial,</p>	<p><b>Fungsi Sosial</b>  Menjelaskan, memberi</p>	<p>- Membaca beberapa teks informasi report terkait</p>

<p>struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p>	<p>gambaran alasan terjadinya suatu fenomena</p> <p><b>Struktur Teks</b> Dapat mencakup:</p> <ul style="list-style-type: none"> <li>- fenomena</li> <li>- identitas gejala</li> <li>- rangkaian penjelasan</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Adverbia first, then, following, finally</li> <li>- Hubungan sebab-akibat (if–then, so, as a consequence, since, due to, because of, thanks to</li> <li>- Kalimat pasif, dalam tenses yang present</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b> Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI</p>	<p>mata pelajaran lain di Kelas IX</p> <ul style="list-style-type: none"> <li>- Menggunakan alat analisis, meng-identifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicon-tohkan</li> <li>- Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</li> <li>- Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.</li> <li>- Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>- Mempresentasikan teksnya kepada teman teman yang datang membaca</li> <li>- Melakukan langkah yang sama dengan topik fenomena sosial</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/ MAK</p> <p>4.9 Menangkap makna secara kon-tekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/ MAK</p>	<p><b>Fungsi sosial</b> Mengembangkan nilai-nilai kehi-dupan dan karakter yang positif</p> <p><b>Unsur kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Kos a kata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b> Hal-hal yang dapat memberikan keteladanan dan menumbuhkan</p>	<ul style="list-style-type: none"> <li>- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca</li> <li>- Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya</li> <li>- Menyimak, dan menirukan guru membaca lirik lagu secara ber-makna</li> <li>- Menyebutkan bagian-bagian</li> </ul>

	<i>perilaku yang termuat di KI</i>	<p>yang terkait dengan pesan-pesan tertentu</p> <ul style="list-style-type: none"> <li>- Membahas pemilihan kata tertentu terkait dengan tema lagu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
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**f) Kelas: XII**

**Alokasi Waktu : 2 jam pelajaran/minggu**

<b>Kompetensi Dasar</b>	<b>Materi Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapi, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>May I help you?, What can I do for you? What if ...?</i>)</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan menawarkan jasa, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Fungsi sosial</b> Menjalin dan menjaga hubungan interpersonal.</p> <p><b>Struktur teks</b></p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Ungkapan yang sesuai untuk menawarkan jasa, seperti <i>May I help you?, What can I do for you? What if ...?</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b> Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> <li>- Mencermati beberapa interaksi yang melibatkan penawaran jasa dalam/dengan tampilan visual (gambar, video)</li> <li>- Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya</li> <li>- Diberikan beberapa situasi, menyiapkan interaksi untuk bermain peran yang melibatkan penawaran jasa dan pelaksanaannya</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>

<p>3.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri, latar belakang pendidikan/ pengalaman kerja, sesuai dengan konteks penggunaannya</p> <p>4.2 Surat lamaran kerja</p> <p>4.2.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja</p> <p>4.2.2 Menyusun teks khusus surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><b>Fungsi sosial</b> Menimbulkan kesan positif tentang kesesuaian pelamar dengan pekerjaan yang dilamar</p> <p><b>Struktur teks</b> Dapat mencakup</p> <ul style="list-style-type: none"> <li>- Tempat dan tanggal</li> <li>- Penerima dan alamatnya</li> <li>- Sapaan</li> <li>- Isi surat</li> <li>- Penutup</li> <li>- Tanda tangan dan nama lengkap</li> </ul> <p><b>Unsur kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Ungkapan dan kosakata yang sesuai</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b> Pekerjaan dan pemenuhan kualifikasi yang dapat menumbuhkan perilaku yang termuat dalam KI.</p>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa surat lamaran dengan ucapan, dan tekanan kata yang benar.</li> <li>- Mengaitkan kualifikasi dengan pekerjaan yang dilamar, dan membahas kesesuaiannya</li> <li>- Mencermati perbedaan dan persamaan kalimat-kalimat pembuka, pernyataan kualifikasi, dan bagian-bagian lainnya</li> <li>- Dengan mengambil kalimat-kalimat dari surat-surat lamaran yang telah dipelajari maupun lainnya, memilih untuk membuat setiap bagian surat lamaran kerja disesuaikan dengan persyaratan yang tertera di iklan lowongan kerja</li> <li>- Bertukar dengan tiga teman untuk membahas kualitas surat masing-masing, saling memberi masukan untuk melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks caption, dengan memberi dan meminta informasi</p>	<p><b>Fungsi sosial</b> Mendeskripsikan, mengomentari gambar, foto, tabel, grafik, bagan</p> <p><b>Struktur text</b> Dapat mencakup</p>	<ul style="list-style-type: none"> <li>- Mencermati beberapa caption beserta fotonya dari koran</li> <li>- Menyimak dan menirukan guru membacakan semua caption, dan ucapan dan tekanan kata yang</li> </ul>

<p>terkait gambar/foto/tabel/grafik/bagan, sesuai dengan konteks penggunaannya</p> <p>4.3 Teks penyerta gambar (caption)</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk caption terkait gambar/foto/tabel/ grafik/bagan</p> <p>4.3.2 Menyusun teks khusus dalam bentuk teks caption terkait gambar/ foto/tabel/grafik/bagan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>- Tindakan/peristiwa/kegiatan</p> <p>- Orang/benda yang terlibat</p> <p>- Lingkup situasi</p> <p><b>Unsur kebahasaan</b></p> <p>- Frasa nominal untuk benda, orang, binatang, lokasi, dsb. yang menjadi fokus, dengan atau tanpa a, the, this, those, my, their, dsb.</p> <p>- Frasa verbal terkait gambar/foto/tabel/grafik dalam tense yang sesuai</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan Tangan</p> <p><b>Topik</b></p> <p>Kegiatan, peristiwa, data, fakta aktual dari koran yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>benar.</p> <p>- Mencermati satu tabel yang menganalisis unsur-unsur caption, bertanya jawab, dan kemudian menerapkannya untuk menganalisis beberapa caption lainnya</p> <p>- Mengumpulkan beberapa caption dari koran beserta gambar/ foto/tabel/grafik/bagan. Dalam kerja kelompok: saling membacakan, menganalisis dengan tabel</p> <p>- Membuat caption untuk beberapa foto pribadi: Menggunakan tabel yang sama, merancang untuk membuat caption foto-foto tsb</p> <p>- Menempelkan di dinding kelas untuk dibaca temannya</p> <p>- Membahas captionnya dengan teman dan guru yang datang membaca</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana koran/ radio/TV</p>	<p><b>Fungsi sosial</b></p> <p>Memberi informasi terkini</p> <p><b>Struktur text</b></p> <p>Dapat mencakup</p> <p>- Judul (Headlines)</p> <p>- Paragraf pembuka(newsworthy)</p> <p>- Latar belakang kejadian (Back-ground events) berupa rangkaian paragraf yang merinci isi paragraf pembuka.</p> <p>- Kutipan</p> <p><b>Unsur kebahasaan</b></p>	<p>- Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX</p> <p>- Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan</p> <p>- Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</p>



	<ul style="list-style-type: none"> <li>- Past tense , Present Perfect Tense, Future Tense</li> <li>- Kalimat Pasif</li> <li>- Kalimat Langsung dan Tak Langsung</li> <li>- Kata sandang (Article)</li> <li>- Kutipan langsung dan tidak langsung</li> <li>- Kata depan (Prepositions)</li> <li>- Kalimat Nominal singular dan plural</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li><b>Topik</b> Kejadian, peristiwa, kegiatan yang menarik dan layak menjadi berita yang dapat menumbuhkan perilaku yang termuat dalam KI.</li> </ul>	<ul style="list-style-type: none"> <li>- Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.</li> <li>- Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>- Mempresentasikan teksnya kepada teman-teman yang mendatangi</li> <li>- Melakukan langkah yang sama dengan topik fenomena sosial</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>if</i> dengan <i>imperative</i>, <i>can</i>, <i>should</i>)</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, dengan memperhatikan fungsi sosial,</p>	<p><b>Fungsi Sosial</b> Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.</p> <p><b>Struktur Teks</b> Dapat mencakup</p> <ul style="list-style-type: none"> <li>- Memberi informasi</li> <li>- Meminta informasi</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait dengan kalimat pengandaian</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Topik</b></p>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh interaksi pengandaian diikuti oleh perintah/saran, yang diperagakan dengan ucapan dan tekanan kata yang benar.</li> <li>- Mengidentifikasi ungkapan pengandaian dengan saran dari contoh-contoh yang ada, dilihat dari isi dan cara pengungkapannya.</li> <li>- Bertanya dan mempertanyakan terkait fungsi sosial/struktur teks/ unsur kebahasaan yang digunakan dalam interaksi yang dipelajari.</li> <li>- Mencoba secara mandiri secara lisan dan tertulis melakukan tindakan</li> </ul>



<p>struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Kegiatan, tindakan, kejadian, peristiwa, yang relevan dengan kehidupan peserta didik sebagai pelajar dan remaja, yang dapat menumbuhkan perilaku yang termuat dalam KI.</p>	<p>komunikatif terkait pengan-daian.  - Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan terkait dengan pengan-daian sesuai dengan konteks penggunaannya.  - Melakukan tindakan memberi dan meminta informasi terkait pengan-daian  - Melakukan refleksi tentang proses dan hasil belajarnya.</p>
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiatkiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya  4.6 Teks prosedur  4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips)  4.6.2 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><b>Fungsi sosial</b>  Memberi informasi untuk mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb.  <b>Struktur text</b>  Dapat mencakup  - Tujuan  - Bahan/material  - Langkah-langkah (steps)  <b>Unsur kebahasaan</b>  - Tata bahasa: kalimat imperatif, negatif dan positif  - Ungkapan dan kosa kata yang lazim digunakan dalam manual dan tip  - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca &amp; tulisan tangan  <b>Topik</b>  Tindakan dan kegiatan yang lazim atau terkait dengan hidup peserta</p>	<p>- Menyaksikan dan menirukan beberapa contoh teks prosedur berbentuk manual dan tips.  - Mempelajari contoh tabel analisis dari teks tersebut dan melengkapi tabel analisis yang disediakan guru.  - Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing.  - Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari teks prosedur dan tips  - Menganalisis dan membandingkan beberapa teks prosedur lain dengan memperhatikan struktur teks, dan unsur kebahasaan.  - Membuat, mempresentasikan/ menerbitkan sebuah teks prosedur yang ada di sekitar kehidupan peserta didik</p>

	<i>didik di sekolah, rumah, dan ma-syarakat, yang dapat menumbuh-kan perilaku yang termuat dalam KI.</i>	- Melakukan refleksi tentang proses dan hasil belajar.
3.7 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/ MAK 4.7 Menangkap makna secara kon-tekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK	<b>Fungsi sosial</b> Menghibur dan menyampaikan pesan moral. <b>Unsur kebahasaan</b> - Ungkapan yang mengandung informasi dan nilai moral terkait topik dari lagu. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca & tulisan tangan <b>Topik</b> Lagu yang mengandung keteladan-an dan inspirasi yang dapat me-numbuhkan perilaku yang termuat dalam KI.	- Menyimak dan menirukan lirik lagu secara lisan. - Bertanya dan mempertanyakan tentang fungsi sosial dan unsur kebahasaan dari lirik lagu, secara kontekstual. - Membacakan dan menyalin lirik lagu dengan memperhatikan fungsi sosial dan unsur kebahasaan. - Membaca dan menyimak lirik lagu yang dipelajari. - Mendiskusikan tema dan isi lagu. - Melakukan refleksi tentang proses dan hasil belajar.

From the syllabuses above we can elaborate the materials into the following arrangements :

#### **A. TOPICS AND MATERIALS FOR TEACHING SPOKEN TEXT (CONVERSATIONS)**

<b>GRADE 7</b>
3.1 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan <b>menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf</b> , serta menanggapi, sesuai dengan konteks penggunaannya
<b>Topics :</b> greetings and leave taking, thanking people, and apologizing
<b>Material :</b> there are 3 kinds of spoken texts namely greetings and leave taking (menyapa/berpamitan), thanking people (terima kasih), apologizing (minta maaf). The spoken texts should reflect an authentic situation of greetings and leave-taking, thanking, and apologizing. Find the examples of conversation in the speaking books such as Person to Person, Breakthrough, and Speaking Naturally
<b>Title of this unit :</b> Socializing with people

**Aim :** In this unit you will learn the conversations on how to greet and say goodbye, how to thank to other people, and how to apologize to others

3.2 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **jati diri**, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive)

**Topic :** introducing self

**Material :** some conversations on how to introduce yourself and tell a little bit about yourself to other such as your name, what do you do, where do you come from, what is your address, and what does your father/mother do. Consider the appropriate situation for young students as junior high school students. The spoken texts should reflect an authentic situation so try to find the examples of conversation in the speaking books such as Person to Person, Breakthrough, and Speaking Naturally

**Title of this unit :** Hi, I am Cassandra.....

**Aim :** In this unit you will learn some conversations on how to introduce and tell a little bit about yourself to others

3.3 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun**, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)

**Topics:** asking about day and date or month and year, telling time and schedule

**Material :** there are 3 kinds of spoken texts namely **asking about day and date, or month and year** (*nama hari, bulan dan tahun*), **asking and telling the time** (*menanyakan jam dan rentangan waktu dalam hari seperti in the morning, in the afternoon dan sejenisnya*), **asking about the schedule of an activity** (*menanyakan jadwal kegiatan/aktivitas*). The contexts of asking about day and date, or month and year, usually are in doing a registration, asking about someone date of birth. While, the context of asking and telling time are when someone do not have a watch and he wants to know what time it is or when someone wants to know the time of services are open or closed. Then, the context of asking about the schedule is usually occur when someone wants to know about the schedule or the timetable such as school timetable, the schedule of sport competition and so on. Find the examples of conversation in the speaking books such as Person to Person or Breakthrough.

**Title of this unit:** Tell me about the time

**Aim :** In this unit you will learn some conversations on how to ask about day and date or month and year, how to ask about time, and how to ask about the schedule of an activity

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## GRADE 8

3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan **meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi**, sesuai dengan konteks penggunaannya

**Topics :** getting people's attention and interrupting, checking for understanding or clarifying, showing appreciation, and giving opinion

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**Material :** there are 4 kinds of spoken texts namely **getting people’s attention and interrupting** (meminta perhatian), **checking for understanding and asking for clarification** (mengecek pemahaman), **showing appreciation to other** (menghargai kinerja), **asking and giving opinion** (meminta dan mengungkapkan pendapat). The spoken texts should reflect an authentic situation so try to find the examples of conversation in the speaking books such as Person to Person, Breakthrough, and Speaking Naturally

**Title of this unit :** Excuse me, ma’am....

**Aim :** In this unit you will learn some conversations on how to get people’s attention, how to clarify something, how to appreciate others and give opinion to others.

*3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should)*

**Topics :** giving suggestion

**Material :** some conversations on how to give suggestion to other. The context is when we meet someone get health problem or some troubles, we usually ask him by saying “what’s wrong with you?” or “are you OK?” or he directly tells us that he has a headache, so we must suggest him to go to a doctor or do something. Consider the appropriate situation for young students as junior high school students. The spoken texts should reflect an authentic situation so try to find the examples of conversation in the speaking books such as Person to Person, Breakthrough, and Speaking Naturally

**Title of this unit :** You should go to the health center.... !

**Aim :** In this unit you will learn some conversations on how to give suggestion to others.

*3.4 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi nya, sesuai dengan konteks penggunaannya*

**Topics:** asking someone to do something, suggesting someone to do something, asking for permission

**Material :** there are 3 kinds of spoken texts namely asking someone to do something or as polite requests (would you like to ...), suggesting someone to do something (let’s ...), asking for permission (may I .... ). Each conversation has a different context, so you must find the authentic examples from the speaking book in order not to make a mistake.

**Title of this unit :** May I ....

**Aim :** In this unit you will learn some conversations on how to ask someone to do something, how to suggest someone to do something, and asking for permission

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## GRADE 9

*3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapinya, sesuai dengan konteks penggunaannya*

**Topics :** congratulate someone and celebrate good news

**Material :** some conversations on how to congratulate someone and celebrate good news such as graduation or winning a competition. The preposition *on* is used when expressing one’s good wishes in the context of a happy event such as Congratulations on your

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achievement! Congratulations on your new book! Congratulations on winning the competition!

To congratulate someone in a meaningful way usually start with an exclamation of congratulations/share how happy you are, then give a compliment on their hard work or hard-earned success, such as ..... Congrats on finishing your big project! It was definitely a success due to your creativity and commitment. And now I hope you get some much deserved time to relax.

**Title of this unit :** Congratulation on ..... !

**Aim :** In this unit you will learn some conversations on how to congratulate someone and celebrate good news

*3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan*

*tulis yang melibatkan tindakan memberi dan meminta informasi terkait **maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan**, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan to, in order to, so that (dis)agreement)*

**Topics :** talking about intention and expressing agreement or disagreement

**Material :** there are 2 kinds of spoken texts namely **talking about intentions**, and **expressing agreeing or disagreeing**. Each conversation has different context, so you must find the authentic examples from the speaking book in order not to make a mistake (Breakthrough 3, p.31, p.41)

**Title of this unit :** What do you think if ..... ?

**Aim :** In this unit you will learn some conversations on how to tell your intention express your agreement or disagreement

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## GRADE 10

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*3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **jati diri dan hubungan keluarga**, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)*

**Topic :** talking about self and family

**Material :** some conversations on how to tell about yourself and your family to other. The conversation is between friend who wants to know more about him and his family. They usually ask about their parents and siblings, what are they doing or their age (Find in Person to Person)

**Title of this unit :** I come from big family

**Aim :** In this unit you will learn some conversations on how to tell other about yourself and family.

*3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan **memberikan ucapan selamat dan memuji bersayap** (extended), serta menanggapi, sesuai dengan konteks*

**Topic :** congratulate someone for his achievement

**Material :** some conversations on how to congratulate someone for his achievement ( congratulations for + verb **ing**). Congratulations can be offered as praise for someone's achievement. In that context, the preposition to use is for, such as Congratulations for completing 100 days without an accident! Congratulations for leading the Scouts to safety! Congratulations for saving the farm from foreclosure!

**Title of this unit :** Congratulation for .....

**Aim :** In this unit you will learn some conversations on how to congratulate others for their achievement

*3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **niat melakukan suatu tindakan/kegiatan**, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be going to, would like to)*

**Topic :** talking about future plans and intentions

**Material :** some conversations about future plans and intentions: talking about future education, talking about future holiday plans

**Title of this unit :** What are you going to do on this weekend?

**Aim :** In this unit you will learn some conversations on how to tell others about your future plan or your intention

## **GRADE 11**

*3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can)*

**Topic :** asking and giving suggestion

**Material :** some conversations about giving suggestion when someone get some problems or troubles related to their health or other common problems such as do not know how to do something or what to do.

**Title of this unit :** You should see a doctor....

**Aim :** In this unit you will learn some conversations on how to give suggestion to others

*3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **pendapat dan pikiran**, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)*

**Topic :** Giving opinion

**Material :** some conversations about giving opinion that occurs in a formal/informal discussion. In this conversation, people usually discuss about a specific topic related to social aspects such as the lifestyle, common problems, new trends, etc.

**Title of this unit :** Do you agree..... ?

**Aim :** In this unit you will learn some conversations on how to say your agreement or disagreement with other people

## **GRADE 12**

*3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan **menawarkan jasa**, serta menanggapi, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *May I help you?*, *What can I do for you?* *What if ...?*)*

**Topic :** asking for and giving a favour

**Material :** some conversations on asking for and giving a favor. This conversation usually occurs when we see someone who needs help or we need someone else to help us to do something.

**Title of this unit :** Do me a favor, please.....

**Aim :** In this unit you will learn some conversations on how to ask a favor and give a favor to others

## **B. TOPICS AND MATERIALS FOR TEACHING WRITTEN TEXT**

### **B.1. SIMPLE PASSAGES FOR TEACHING VOCABULARY AND GRAMMAR**

#### **GRADE 7**

3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **nama dan jumlah binatang, benda, dan bangunan publik** yang dekat dengan kehidupan siswa sehari hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)

**Topic :** noun (kata benda)

**Materials :** word list for noun such as name of animal, name of thing, and name of public buildings. These words later must be presented in a simple passage, so the word nouns are taught through the sentences in short passages.

**Title of this unit :** Name of animals, things, and public buildings

**Aim :** In this unit you will learn several sentences that tells about the name of animals, things, and public buildings

3.5 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan **sifat orang, binatang, benda** sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be, adjective)

**Topic :** adjective (kata sifat – menerangkan kata benda)

**Materials :** words list for adjective that explain the person, animal or thing. The adjectives can be as just adjective or in the form of noun phrase such as in the sentences *Ben is an adorable baby* or *Linda's hair is gorgeous*. These words later must be presented in a simple passage, so the word adjectives are taught through the sentences in short passages.

**Title of this unit :** Characteristics of people, animals, and things

**Aim :** In this unit you will learn several sentences that tells about the characteristics of people, animals, and things.

3.6 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan **tingkah laku/ tindakan/fungsi orang, binatang, benda**, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)

**Topic :** verb and linking verb

**Materials :** words list for verb that shows what the person or animal do, and linking verb to explain the function of the things. These words later must be presented in a simple passage, so the word verbs/linking verbs are taught through the sentences in short passages.

**Title of this unit :** What do they do ..... ? and What for is it ..... ?



**Aim :** In this unit you will learn several sentences that tells about what the people or the animal do and what the things are for

## **GRADE 8**

3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **kemampuan dan kemauan**, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will)

**Topic :** modal auxiliaries can and will

**Materials :** sentences that show someone ability or willingness. These sentences will teach students about modal auxiliaries can and will and occur in short passages.

**Title of this unit :** I can play ..... I will join the competition .....

**Aim :** In this unit you will learn several sentences that tells about someone ability and willingness

3.6 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **keberadaan orang, benda, binatang**, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)

**Topic :** quantifiers with countable and uncountable nouns and preposition

**Materials :** sentences that have quantifiers with countable dan uncountable nouns (how much, how many; a little, a few, a number of, a lot of ....) and sentences that have preposition. These sentences are explain about person, thing, or animal, and presented in the form of short passages.

**Title of this unit :** There are a lot of .....

**Aim :** In this unit you will learn several sentences that explain about the quantity and the position that have relation to people, things, and animals.

3.9 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **perbandingan jumlah dan sifat orang, binatang, benda**, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan degree of comparison)

**Topic :** degree of comparison - positive (as + adj + as), comparative (adj + er), superlative (adj+est)

**Materials :** sentences that have adjectives as degree of comparison (positive, comparative, superlative) related to person, animal, or thing. These sentences are presented in short passages.

**Title of this unit :** She is prettier than .....

**Aim :** In this unit you will learn several sentences that have degree of comparison on person, things or animals

3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan **simple present tense**)

**Topic :** Simple Present Tense – habitual and general truth



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**Materials :** sentences in the form of simple present, only to tell habitual and general truth. These sentences are presented in short passages. The focus is also on the verb 1 and the use of do and does for negative and interrogative form.

**Title of this unit :** Simple Present Tense

**Aim :** In this unit you will learn several sentences in the form of simple present tense.

*3.8 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan **present continuous tense**)*

**Topic :** Present Continuous Tense

**Materials :** sentences in the form of present continuous tense. These sentences are presented in short passages. The focus is also on the verb-ing, so it must be provided the word list of verb-ing later.

**Title of this unit :** Present Continuous Tense

**Aim :** In this unit you will learn several sentences in the form of present continuous tense.

*3.10 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan **simple past tense**)*

**Topic :** Simple Past Tense

**Materials :** sentences in the form of simple past tense. These sentences are presented in short passages. The focus is also on the verb 2 in the form of regular and irregular, so it must be provided the word list for regular and irregular verb 2

**Title of this unit :** Simple Past Tense

**Aim :** In this unit you will learn several sentences in the form of simple past tense.

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## GRADE 9

*3.5 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang sedang dilakukan/ terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan **present continuous, past continuous, will + continuous**)*

**Topic :** Present Continuous Tense, Past Continuous Tense, Future Continuous Tense

**Materials :** sentences in the form of present continuous tense, past continuous tense, and future continuous tense. These sentences are presented in short passages. The focus is also on the verb used in each tenses.

**Title of this unit :** Present Continous, Past Continuous, and Future Continuous Tense

**Aim :** In this unit you will learn several sentences in the form of simple present continuous, past continuous, and future continuous tense.

*3.6 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang sudah/telah dilakukan/terjadi di waktu lampau dikaitkan dengan keadaan sekarang, tanpa menyebutkan waktu terjadinya secara*

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*spesifik, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan **present perfect tense**)*

**Topic :** Present Perfect Tense

**Materials :** sentences in the form of present perfect tense. These sentences are presented in short passages. The focus is also on the past participle/V3

**Title of this unit :** Present Perfect Tense

**Aim :** In this unit you will learn several sentences in the form of present perfect tense.

*3.8 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan **passive voice**)*

**Topic :** passive voice (simple present, simple past, simple future)

**Materials :** passive sentences in the form of simple present, simple past, simple future. These sentences are presented in short passages. The focus is also on the participle form.

**Title of this unit :** Passive Voice

**Aim :** In this unit you will learn several sentences in the form of passive voice

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## **GRADE 10**

*3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)*

**Topic :** Simple Past Tense and Present Perfect Tense

**Materials :** sentences in the form of simple past tense and present perfect tense. These sentences are presented in short passages. The focus is also on the verb used in each tenses.

**Title of this unit :** Simple Past Tense and Present Perfect Tense

**Aim :** In this unit you will learn several sentences in the form of simple past tense and present perfect tense.

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## **GRADE 11**

*3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan **passive voice**)*

**Topic :** passive voice (present continuous, present perfect, past continuous, past perfect, future continuous, future perfect)

**Materials :** passive sentences in the form of present continuous, present perfect, past continuous, past perfect, future continuous, future perfect. These sentences are presented in short passages. The focus is also on the participle form

**Title of this unit :** Passive Voice

**Aim :** In this unit you will learn several sentences in the form of passive voice

*3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi*

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terkait **hubungan sebab akibat**, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)

**Topic** : cause and effect sentences.

**Materials** : cause and effect sentences or sentences that have the conjunction *because of*, *due to*, and *thanks to*. These sentences are intended to show *cause-effect relationship*. These sentences usually occur in *explanation text*.

**Title of this unit** : Cause and effect relationship

**Aim** : In this unit you will learn several sentences that have cause and effect relationship

## GRADE 12

3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *if* dengan imperative, can, should)

**Topic** : if conditional sentences

**Materials** : if conditional sentences that have can and should. These sentences may be taken from random text such as written or spoken, because conditional sentences rarely used in the form of written text.

**Title of this unit** : If I have much money, I can .....

**Aim** : In this unit you will learn several sentences in the form of if conditional

## B.2. SHORT TEXT FOR TEACHING FUNCTIONAL TEXTS/TEXT WITH GENRE

### GRADE 7

3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa **teks deskriptif** lisan dan tulis dengan memberi dan meminta informasi terkait dengan **deskripsi orang, binatang, dan benda** sangat pendek dan sederhana, sesuai dengan konteks penggunaannya

**Topic** : Descriptive Text

**Materials** : written texts in the form of descriptive text about missing people, animals: vertebrates, amphibi, or mammals, things: fashion products e.g. bag, shoes, clothes, jewelry

**Title of this unit** : Let's describe ..... !

**Aim** : In this unit you will learn some texts that describing a person, an animal, and a thing

### GRADE 8

3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa **teks personal recount** lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

**Topic** : Personal Recount Text

**Materials** : written texts in the form of recount text related to past experience of a person that usually occurs as an autobiography or biography of scientist, artist, athlete, leader, writers)

**Title of this unit :** Biography of Abraham Lincoln

**Aim :** In this unit you will learn some recount texts that tell about the past life of the famous people

## **GRADE 9**

*3.4 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya*

**Topic :** Procedure Text

**Materials :** written texts in the form of procedure text about recipe and manual of cooking equipment

**Title of this unit :** I love cupcakes .....

**Aim :** In this unit you will learn some procedure texts that explain on how to make the cupcakes and use the mixer.

*3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya*

**Topic :** Narrative Text

**Materials :** written texts in the form of narrative text. The type of narrative is fairytales which typically has feature entities such as dwarfs, dragons, elves, fairies, giants, gnomes, goblins, griffins, mermaids, talking animals, trolls, unicorns, or witches, and usually magic or enchantments.

**Title of this unit :** Let's read my fairytales

**Aim :** In this unit you will learn a fairytales that tells about goblin in one kingdom

*3.9 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya*

**Topic :** Report Text

**Materials :** written texts in the form of report text that has information about scientific observation on natural/social phenomena taken from reference articles, lectures, scientific articles, or textbooks

**Title of this unit :** Fauna in Galapagos

**Aim :** In this unit you will learn some report texts that explain about natural/social phenomena

## **GRADE 10**

*3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya*

**Topic :** Descriptive Text

**Materials :** written texts in the form of descriptive text that describe about tourism site/object. The text is about the place/the building from abroad not from Indonesia.

**Title of this unit :** The famous tourism site

**Aim :** In this unit you will learn some descriptive texts that describe about tourism site

3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa **teks recount** lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

**Topic :** Factual Recount Text

**Materials :** written texts in the form of factual recount text that has an information about historical events from the past. The text can be present a report on experiment done by a scientist or a report on crime made by a police.

**Title of this unit :** Traditional Festivals in US

**Aim :** In this unit you will learn some recount texts that explain about historical events in America

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa **teks naratif** lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya

**Topic :** Narrative Text – Legend/Folklore

**Materials :** written texts in the form of narrative text. The type of the text is folklore from Europe, America, or Australia

**Title of this unit :** Jack O’Lantern

**Aim :** In this unit you will learn a folklore from America

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## GRADE 11

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa **teks eksposisi analitis** lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya

**Topic :** Analytical Exposition Text

**Materials :** written texts dalam bentuk analytical exposition text that has an argument on something in order to explain about how something happen. This text is an argumentative text that intend to make the reader understand about what is going on exactly.

**Title of this unit :** Our school systems today

**Aim :** In this unit you will learn some analytical exposition texts that explain about someone argumentation on educational problems

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa **teks explanation** lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya

**Topic :** Explanation Text

**Materials :** written texts dalam bentuk explanation text that explain about the process in details, usually about natural/social phenomena and technology

**Title of this unit :** How something works

**Aim :** In this unit you will learn some analytical exposition texts that explain about someone argumentation on educational problems

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## GRADE 12

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa **teks news item** lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya

**Topic :** News Item Text

**Materials :** written texts in the form of news item text that has news on what happen or what is going on around the world. The text can be taken from online newspaper or from digital media.

**Title of this unit :** Today News

**Aim :** In this unit you will learn some news item texts that inform us about what has happened to someone or community

*3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya*

**Topic :** Procedure Text

**Materials :** written texts in the form of procedure text about how to use something and some tips in using the technology (manual and tips)

**Title of this unit :** How to use it ?

**Aim :** In this unit you will learn some procedure texts that explain on how to use the digital camera and some tips on use the camera.

### **B.3. SHORT TEXT FOR TEACHING SHORT FUNCTIONAL TEXT**

#### **GRADE 7**

*3.8 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs*

**Topic :** Song Lyric

**Materials :** written texts taken from the lyric of English pop song. The theme is friendship

**Title of this unit :** That's What Friends are For by Rod Stewart

**Aim :** In this unit you will learn the lyrics of the song that teach us to realize the importance of friendship in our life

#### **GRADE 8**

*3.5 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting cards, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya*

**Topic :** Greeting cards

**Materials :** written texts taken from the greeting cards for special days such as birthday, christmas, new years, mother's day, father's day, thanksgiving, or graduation.

**Title of this unit :** Happy holiday.....

**Aim :** In this unit you will learn some greeting cards that express your feeling on someone's special day/occasion

*3.12 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya*

**Topic :** Notice, Memo, and Announcement

**Materials :** written texts taken from notice, memo, and announcement. Notice can be a sign found at the school such as “keep quiet”, “turn off your mobile phone”; memos are about additional class or program from principal or teacher; and announcement dealing with school program.

**Title of this unit :** Please, read it !

**Aim :** In this unit you will learn some notices, memos, and announcements that inform about school activities

*3.13 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs*

**Topic :** Song Lyric

**Materials :** written texts taken from the lyric of English pop song. The theme is love to parents

**Title of this unit :** You raise me up by Josh Groban

**Aim :** In this unit you will learn the lyrics of the song that teach us about the importance of parents’ love in our life

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## Grade 9

*3.3 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk label, dengan meminta dan memberi informasi terkait obat/makanan/minuman, sesuai dengan konteks penggunaannya*

**Topic :** Food and drug label

**Materials :** written texts taken from food/drink or drug label that has an information about the ingredient/composition, expire date, dosage, etc

**Title of this unit :** Food and Drug Labels

**Aim :** In this unit you will learn some labels of food and drug that inform about the ingredient or composition and other importance information about the food and drugs

*3.10 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait produk dan jasa, sesuai dengan konteks penggunaannya*

**Topic :** Advertisements

**Materials :** written texts taken from advertisements on selling product (school stuff) and service (service of electronics devices or tutor on school subject, extra curricular activity)

**Title of this unit :** Advertisements

**Aim :** In this unit you will learn some advertisements that inform us about the products and services before buying or utilizing them

*3.11 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs*

**Topic :** Song Lyric

**Materials :** written texts taken from the lyric of English pop song. The theme is empathy

**Title of this unit :** You are not Alone by Michael Jackson

**Aim :** In this unit you will learn the lyrics of the song that teach us to realize the importance of empathy in our life

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## GRADE 10

3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk **pemberitahuan** (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya

**Topic :** Announcements

**Materials :** written texts taken from some school announcements

**Title of this unit :** Announcements

**Aim :** In this unit you will learn some announcements that inform us about our school activities

3.9 Menafsirkan fungsi sosial dan unsur kebahasaan **lirik lagu** terkait kehidupan remaja SMA/MA/SMK/ MAK

**Topic :** Song Lyric

**Materials :** written texts taken from the lyric of English pop song. The theme is humanism

**Title of this unit :** Black or White by Michael Jackson

**Aim :** In this unit you will learn the lyrics of the song that teach us to realize the importance of humanity in our world

---

## GRADE 11

3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk **undangan resmi** dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya

**Topic :** Formal invitation/Invitation Letter

**Materials :** written texts taken from invitation letter such as Parents-Teacher Association meeting, and office regular or annual meeting

**Title of this unit :** School and Office Invitation Letter

**Aim :** In this unit you will learn about some invitation letters that inform about school and office activities

3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk **surat pribadi** dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya

**Topic :** Personal Letter

**Materials :** written texts taken from personal letter sended by someone to the friend.

**Title of this unit :** My Letters

**Aim :** In this unit you will learn some personal letters that tell us about someone (personal) activities

3.9 Menafsirkan fungsi sosial dan unsur kebahasaan **lirik lagu** terkait kehidupan remaja SMA/MA/SMK/ MAK

**Topic :** Song Lyric

**Materials :** written texts taken from the lyric of English pop song. The theme is conservation

**Title of this unit :** Earth Song by Michael Jackson

**Aim :** In this unit you will learn the lyrics of the song that teach us to realize the importance of conservation toward our environment

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## GRADE 12



3.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk **surat lamaran kerja**, dengan memberi dan meminta informasi terkait jati diri, latar belakang pendidikan/ pengalaman kerja, sesuai dengan konteks penggunaannya

**Topic :** Job application letter

**Materials :** written texts taken from various job application letter

**Title of this unit :** Job application letters

**Aim :** In this unit you will learn about some job application letters that inform them on how to compose the application letter completing with the CV

3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks **caption**, dengan memberi dan meminta informasi terkait gambar/foto/tabel/grafik/bagan, sesuai dengan konteks penggunaannya

**Topic :** Caption

**Materials :** written texts taken from a caption on picture, table, or graph in the textbook, journal, or scientific report.

**Title of this unit :** Caption for Picture, Table and Graph

**Aim :** In this unit you will learn about several sentences that inform us about picture, table and graph on the articles

3.7 Menafsirkan fungsi sosial dan unsur kebahasaan **lirik lagu** terkait kehidupan remaja SMA/MA/SMK/ MAK

**Topic :** Song Lyric

**Materials :** written texts dalam bentuk lirik lagu berbahasa Inggris dengan tema world peace

**Title of this unit :** Heal the World by Michael Jackson

**Aim :** In this unit you will learn the lyrics of the song that teach us to realize the importance of world peace and humanity

## **D. How should the teachers teach English to the students of Junior and Senior High School of Indonesia ?**

The 2013 curriculum suggests scientific approach (observing, questioning, collecting information, associating and communicating) in teaching process. It also involves problem-based learning, discovery learning, explorative learning, and project-based learning. The process of teaching is student-centered, then authenticity, contextualized and meaningfulness are the basis of it. While, during the learning process, the students are encouraged to collaborate with their peer or group, to be active and responsible to their own learning. Teachers' role are to guide and facilitate them and make sure the activities of

learning, knowing, understanding, and comprehending ideas, attitudes, values, skills, and information of English occur.

In relation to the strategies above, the curriculum offers the learning activities as follow:

- To gain the language function, students are asked to use the language communicatively through the four skills namely listening, speaking, reading and writing. In doing this, the texts are learned based on communicative language teaching by involving students with problem-based learning, discovery learning, explorative learning, and project-based learning tasks.
- The learning process involves the activities of observing, questioning, collecting information or do a language practice, associating, and communicating the ideas. Those activities can be done respectively or randomly.
- The learning process embraces the imitation and habituation by considering the authenticity of the language (the English culture).
- The learning process involves the use of various media to familiarize students with digital era.
- The learning process uses critical thinking as the basis of knowing, understanding and comprehending the topics given.
- In relation to English as Foreign Language in Indonesia, the teachers and students through the English language should appreciate the local wisdom by including the Indonesian matters to their material of teaching, especially in the phase of language production such as speaking and writing activities.

## **Summary**

1. The 2013 English curriculum stated that the competencies that must be reached is communicative competence that involves interpersonal text, transactional text and functional text of English for daily communication. The texts are about themselves, family, people, animals and things around them.

While, for the written texts are descriptive, recount, narrative, procedure, report, explanation, analytical exposition, and news item.

2. The materials at Junior and Senior High School stated in 2013 curriculum are as follow:

- Interpersonal Text (*teks interaksi interpersonal* - conversation)
- Transactional Text (*teks interaksi transaksional* - conversation and written)
- Functional Text (*teks fungsional*): is any text that we read on a daily basis for the purpose of accomplishing something, getting us to the next step of what we need to do, or helps us make decisions and complete tasks. Some examples that students easily recognize are recipes, directions, menus, fliers, and text with genre (descriptive, narrative, procedure, etc)
- Short Functional Text (*teks fungsional khusus*) is a short text that has particular meaning and purpose, and can be used in our daily life. It may be in the form of prohibition, invitation, greeting cards, short message, shopping list, notice, announcement, etc.

3. Spoken language in the 2013 curriculum are daily conversations that consist of interpersonal dialogs (*teks interaksi interpersonal*) and transactional dialogs (*teks interaksi transaksional*). While, written language or written texts consist of transactional text, functional text and short functional text. Transactional text is in the form of simple passages for teaching vocabulary and grammar, functional text is the reading text with genre, while short functional text is the text as used in daily activities.

### Task 3:

Read the junior and senior high school (*SMP* and *SMA*) English syllabus (grade 7 to grade 12). Pay attention to *KD3* (Basic Competence # 3) and *KD4* (Basic Competence # 4)

#### Directions :

1. Find the topics based on *KD3* (from the syllabus of *SMP* and *SMA*). Pay attention to the text type assigned. There are 4 types of text being taught, namely *teks interaksi interpersonal* usually in the form of conversation, *teks interaksi transaksional* usually in the form of conversation and simple passages (usually to teach vocabulary and grammar), *teks fungsional khusus* usually in the form of short text (to teach short functional text such as letter, announcement, notice, etc), and *teks fungsional* usually in the form of long paragraph (to teach text with genre such as descriptive, narrative, news item, etc).

Later, we call *teks interaksi interpersonal dan transaksional dalam bentuk percakapan* as spoken text or simply conversation, *teks interaksi transaksional dalam bentuk tulisan* as written text in the form of simple passages, functional text (descriptive, narrative, news item, etc), and short functional text (letter, announcement, notice, etc).

2. Look for the authentic resources (you can use the book from your grammar course, listening/speaking course, reading course). Then, choose the text that suitable to the syllabus and do an adaptation by adding, deleting, reordering, simplifying, or replacing techniques (consider the level of the students – whether junior or senior high).
3. Write an explanation on the social function, text structure, and language features of the text you are going to teach. Find the explanation from the appropriate resources such as grammar book, theory of reading, encyclopedia, or dictionary, and mention the references after the explanation by informing the book and the year of publishing. Use the simple words because the students who will use the book are the students of *SMP* or *SMA*.
4. Look at the examples below, so you can do the task easily.

# THE STEP BY STEP GUIDANCE

**Stage 1 :** take KD3 from the syllabus, find the topic (be careful - sometimes in one KD3, there are 3 or 4 topics that can be taught for several meetings), then browse the internet to find the texts from the authentic resources such as books/e-books, web for teacher resources, scientific magazines, e-news, etc. After that, you may adapted the text to make it appropriate for your students.

**STAGE 2 :** Look for the authentic resources (you can use the book from your grammar course, listening/speaking course, reading course). Then, choose the text that suitable to the syllabus and do an adaptation by adding, deleting, reordering, simplifying, or replacing techniques (consider the level of the students – whether junior or senior high). You can use the following examples as a guidance.

## A. Constructing materials for teaching spoken text

<b>Grade 7, KD 3.1</b> mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan <b>menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf</b> , serta menanggapinya, sesuai dengan konteks penggunaannya
<b>Topic:</b> Greetings and Leave taking
<b>Resources:</b> Speaking Naturally, Cambridge, 2011
<b>Texts:</b>

1. Original text : ..... (put your text here)

2. Texts being adapted :

Conversation 1

Situation : Mr. Thomas meets Sarah in front of the bookstore. Then, they greet each other.

Sarah : Good Morning, Mr. Thomas.

Mr. Thomas : Good Morning, Sarah. Nice to see you this morning.

Sarah : Nice to see you too, Sir.

Conversation 2

Situation : Anna meets Mr. Johnson. Then, they greet each other and talk about the next class. After that, they say goodbye each other.

Anna : Good afternoon , Sir.

Mr. Johnson : Good afternoon.

Anna : Have you got your lunch , Sir ?

Mr. Johnson : Of course. Do you have class now?

Anna : Yes, Sir. I have a biology class. I'll be back to the class, Sir. Have a nice day, Sir.

Mr. Johnson : You too.

**The language concepts** (social function, text structure, language features)

**The social function :**

**Greetings :** To establish contact with another person, to recognize his or her existence, and to show friendliness.

**Leave taking :** To end a conversation (Speaking Naturally, 2000)

**The Expression of greetings and leave taking:**

Greetings	Response	Leave taking	Response
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<p>Good morning.</p> <p>Good afternoon.</p> <p>Good evening.</p> <p>How are you ?</p> <p>How are you doing ?</p> <p>Hello.</p> <p>Hi.</p>	<p>Good morning, I'm glad to see you.</p> <p>Good afternoon.</p> <p>Good evening.</p> <p>Fine, thanks.</p> <p>Not bad.</p> <p>Hello.</p> <p>Hi.</p>	<p>Good night.</p> <p>Good bye.</p> <p>Have a nice week end !</p> <p>See you later.</p> <p>Talk to you later.</p> <p>Good to see you.</p> <p>Goodbye.</p>	<p>Good night.</p> <p>Good bye.</p> <p>You, too.</p> <p>So long, take care.</p> <p>Bye. Take it easy.</p> <p>Goodbye. Take care of yourself.</p>	
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## B. MATERIALS FOR TEACHING WRITTEN TEXT (vocabulary, grammar, text with genre)

### Grade 7, KD3.4 (teaching vocabulary)

*mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **nama dan jumlah binatang, benda, dan bangunan publik** yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)*

**Topic: noun** (*nama dan jumlah binatang, benda, dan bangunan public – teaching vocabulary*)  
**Name of Animals (Insects), Things (groceries), and Public Buildings**

**Resources: e.g. Wikipedia**

#### **Texts:**

Text 1: Animals

### INSECTS

Since there are three-quarters of a million insect species, it's best to just look at some of the common ones. They include **ants, aphids, beetles, butterflies, cicadas, cockroaches, dragonflies, fleas, flies, grasshoppers, leaf hoppers, lice, mayflies, praying mantis, stink bugs, silverfishes, termites, walking sticks**. All insects have six legs which are arranged in pairs. They also have two antennae and most of them have two compound eyes. Typically you will find two pairs of wings on insects, with some of them having only one pair, like flies. A few insects have no wings, like ants, fleas, and lice. Insects are the only invertebrates that can fly.

**Text 2: Things (groceries)**



# Family Grocery List

## Meat & Fish

- Skinless white meat
- Lean cuts of red meat
- Fish (tuna, salmon, mackerel)

## Fresh Produce

- Onions, garlic
- Apples, oranges, bananas
- Bell peppers, zucchini, squash

## Grains & Bread

- Pasta
- Rice
- Bread
- All-purpose flour
- Corn flakes
- Oatmeal
- Granola

## Condiments

- Salt & pepper
- Basil, oregano, cumin
- Honey
- Vinegar
- Ketchup & mustard

## Canned Goods

- Kidney beans
- Lima beans
- Black beans
- Chopped tomatoes
- Soups

## Dairy & Eggs

- Milk
- Eggs
- Cheese
- Yogurt

skinless white meat  
 Lean cuts of red meat  
 Tuna  
 Salmon  
 Mackerel  
 Pasta  
 Rice  
 Bread  
 Flour  
 Corn flakes  
 Oatmeal  
 Granola  
 Kidney beans  
 Lima beans  
 Chopped tomatoes  
 Soups  
 Onions  
 Garlic  
 Apples  
 Oranges  
 Bananas  
 Bell peppers  
 Zucchini

Squash  
 Salt  
 Pepper  
 Basil  
 Oregano  
 Cumin  
 Honey  
 Vinegar  
 Ketchup  
 Mustard  
 Milk  
 Eggs  
 Cheese  
 yogurt

Text 3: Public Buildings

Public Buildings

Public buildings are any type of building that is accessible to the public and is funded from public sources. Public buildings generally serve the purpose of providing a service to the public. This list includes **public schools, libraries, courthouses and post offices.**

**Libraries**

Public libraries are a type of building that is accessible to the public. People visit libraries for many purposes including checking out books, magazines, publications, music and movies.

**Schools**

Public schools exist in nearly every town in this country. These schools are for grades kindergarten through 12th grade.

**Courthouses**

The courthouse is a public building that is also funded through the government. The public utilize a courthouse for many different purposes. Trials are held at courthouses, important documents are retrieved and most health departments are located within a courthouse.

**Post Offices**

A post office is a government owned public building. A post office is a not-for-profit organization that is open to the public. The post office performs many different mail functions including receiving it, handling it and delivering it.

**The language concepts** (social function, text structure, language features):

- **The function of noun :** ..... (please find from the reference)

- **Text Structure :**

The position of noun in a sentence

Subject/Noun	Verb/Linking Verb	Object/Noun
Public buildings	Are	any type of building .....
A post office	is	a government owned public building

- **Language features : Name of animals, things, public buildings (noun)**

Animal (Arthropod)	Things (Groceries)	Public Buildings
ants, aphids, beetles,	skinless white meat lean cuts of red meat tuna	post office library school

butterflies, cicadas, cockroaches, dragonflies, fleas, flies, grasshoppers, leaf hoppers, lice, mayflies, praying mantis, stink bugs, silverfishes, termites, walking sticks ..... ..... .....	salmon mackerel pasta rice bread flour corn flakes oatmeal granola kidney beans lima beans chopped tomatoes soups onions garlic apples oranges bananas bell peppers zucchini .....	bank hospital museum mosque church ..... .....
---	--	--

<b>Singular</b>	<b>Plural</b>	<b>Article</b>
ant aphid beetle butterfly a can of soup, a jar of jelly/jam, a box of cereal, a package of pasta,	ants aphids beetles butterflies	a an the

	a carton of milk, a bottle of wine, a loaf of bread.			
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**Grade 9, KD3.9 (teaching text with genre)**

*membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya*

**Topic : An informational report**

(informs or instructs and presents details of events, activities, individuals, or conditions without analysis)

**Resources:** [www.writing-a.com](http://www.writing-a.com)

**Texts 1**

**Yam Festivals**

Many countries have holidays to celebrate their food. One of these holidays is the yam festival. Yams are an important crop to many people. They are the main food in parts of Africa.

They are also important in Jamaica. The yam festival is full of tradition. People thank the gods and their ancestors for the yam harvest. The oldest man eats the first yam, and then everyone shares the rest.

The yam festival is a lot like Thanksgiving. Both holidays let people give thanks for good food.

**Text 2**

**Butterflies**

Butterflies are flying insects. There are many kinds of butterflies. They are found all over the world. Every butterfly has a main body, six legs, four wings, and two antennae. Their wings have different colors and patterns on them.

Many butterflies live by flowers. Butterflies use their wings to fly from flower to flower. They drink a sweet liquid in the flowers called nectar. Butterflies also hide in flowers so that their enemies don't see them.

### Text 3

#### The Amazing Butterfly

A butterfly goes through many changes as it grows. It begins as a tiny egg. The egg is smaller than your little toenail. After a few months, the egg hatches. A small caterpillar, or larva, crawls out. The caterpillar is very hungry. It will eat lots of green plants and begin to grow very quickly. When it is fully grown, the caterpillar forms a hard shell around its body called a chrysalis. It goes through many changes inside the chrysalis. Soon an adult butterfly breaks out.

The butterfly looks very different from the caterpillar. It now has a small body with four large wings and six legs. The butterfly has two antennae on its head that it uses to smell and feel. It also has two huge eyes. The butterfly's long tongue helps it suck up nectar like using a straw.

Many kinds of butterflies live all over the world, and they can be beautiful to watch. Butterflies are among nature's most amazing insects.

**The language concepts** (social function, text structure, language features):

#### The Social Function of Informational Report:

An informational report informs or instructs and presents details of events, activities, individuals, or conditions without analysis.

#### The generic structure of informational report

Generic structure	Example (please, take from the text provided)
1. General classification: Stating classification of general aspect of thing; animal, public place, plant,	..... ..... ..... (type your text here!)

etc which will be discussed in general	
2. Description: Describing the thing which will be discussed in detail; part per part , customs or deed for living creature and usage for materials	..... ..... ..... (type your text her!)

**Language features of informational report:**

Language features	Example (take the example from the text provided)
1. focus on generic participant	..... ..... (type your text here!)
2. a report text uses relating verb and action verb	..... ..... (type your text here!)
3. a report text uses of simple present tense	..... ..... (type your text here!)
4. the language used in a report text is a scientific language	..... ..... (type your text here!)
5. a report text uses conditionals and logical connectives	..... ..... (type your text here!)

**Grade 8, KD3.7 (teaching grammar)**

*menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan **simple present tense**)*

**Note :** materi berupa teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal

**Topic: Simple Present Tense**

**Resources:**

**L.G. Alexander, Practice and Progress, 1987**

**Text 1**

### **The Best Art Critics**

I am an art student and I paint a lot of pictures. Many people pretend that they understand modern art. They always tell you what a picture is about. Of course, many pictures are not about anything. They are just pretty patterns. We like them in the same way that we like pretty curtain material. I think that young children often appreciate modern pictures better than anyone else. They notice more. My sister is only seven, but she always tells me whether my pictures are good or not. She came into my room yesterday. "What are you doing?" she asked. "I'm hanging this picture on the wall," I answered. "It's a new one. Do you like it?" She looked at it critically for a moment. "It's all right," she said, "but isn't it upside down?" I looked at it again. She was right! It was!

**Text 2**

My name is Annie and this is what I normally do. I love to walk on the mountain. During the week I wake up early and go for a small walk on the mountain. I usually go with my father or my brother. We like to get some fresh air before we start our day. We live in the country far away from the city. We think that our country life is wonderful because we are away from the noise and pollution of the city. We often walk for about one-half hour and then return to our home. I always take my bus after our walk and at about 8:30 a.m. and arrive at school at 9:00 a.m. My father takes his car and goes to town to work. He works at a veterinary clinic. He is a vet and loves to help animals. We have 3 dogs and two cats.

On the week end we wake up early and go for a hike on the mountain. It is so nice to smell the fresh air and see the wild animals. We stay there for about three hours and bring our lunch with us. As you can see my family loves nature.

**The language concepts** (social function, text structure, language features):

- **The function of Simple Present Tense :**  
Simple present tense is for ..... (find the explanation from the grammar book)
- **The text structure :**

**The structure of the Simple Present Tense Sentences:**

		Subject	Verb1/to be	Object	
+		I He	wake up is	a vet	early
-		I He	do not wake up does not	a vet	early
?	<b>Do</b> <b>Does</b>	I he	wake up	a vet	early

- **Language feature : v1/to be**

Verb 1	Meaning	To be
Go	.....	am
Like	.....	are
Live	.....	is
Notice	.....	
Paint	.....	
Pretend	.....	
Stay	.....	
Take	.....	
Tell	.....	
Think	.....	
Walk	.....	
Wake	.....	



Work	.....	

### C. MATERIALS FOR TEACHING SHORT FUNCTIONAL TEXT

**Grade 10, KD3.5 (teaching ads)**

*Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya*

*Note: pilihan teks adalah announcement yang dikeluarkan oleh sekolah level SMA*

**Topic:**

**School Announcements**

**Resources: Gabriella Charter School, LA and Sartell community, US posted on internet**

ALL ARE WELCOME!!

Gabriella CHARTER SCHOOL

ART! MUSIC! FOOD VENDORS! FUN!!

# COMMUNITY ARTS FESTIVAL!!

FREE! SATURDAY JUNE 4TH, 12PM-4PM FREE!

ENTRANCE TO FESTIVAL ON LEMOYNE BETWEEN MONTANA AND SCOTT

## MAKE YOUR OWN ART!

Dance and Music Workshops!

### STUDENT ART EXHIBITION!!

FACEPAINTING! PERFORMANCES! TODDLER AREA! AND MORE!

Gabriella Charter School  
1435 Logan Street Los Angeles, CA 90026  
213.413.5741 www.gabriellacharterschool.org

## BIKE TO SCHOOL DAY CELEBRATION

WEDNESDAY, MAY 9TH  
2:30pm—5pm\*  
LION'S PARK  
1030 1ST St N, Sartell

Bring your own bike

Major events:

- > Helmet fitting
- > bike tune-ups
- > bicycle obstacle course
- > free food (hot dogs, snacks, beverages)
- > free bounce house
- > lawn games
- > bike giveaway (one girls and one boys)
- > fire truck, police car, and Metrobus vehicles

\*IN CASE OF RAIN EVENT WILL BE CANCELED

\*ALL AGES WELCOME\*

Sponsors

THE NATURE CHURCH

SHIP

Sartell

PROJECT BrainSafe

REVOLUTION CYCLE and SKI

Sartell

FEELING GOOD MN

METRO BUS

The language concept (social function, text structure, language features):

The social function of announcement is :

Used for giving people some information of what has happened or what will happen (wikipedia)

<b>Text Structure</b>		<b>Examples</b>
Purpose	The text that contains what event will be held	(please, take from the announcement provided)
Publishing day, date & place	Day and Date realization. The text that contains when the event will be held. The text that contains where the event will be held.	(please, take from the announcement provided)
Informing sender	The text that contains name of the person who will be contacted.	(please, take from the announcement provided)

(Interaction, 2000)

<b>Language features</b>	<b>Examples</b>
Using simple present	Make your own art !
Using simple (passive) future	In case of heavy rain, the event will be cancelled
Using concrete noun.	Bike, helmet

(Interaction, 2000)

**Grade 12, KD3.7 (teaching song lyrics)**

*Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/ MAK*

**Topic: Heal the World by Michael Jackson**

**Resources: Lyrics licensed by musixmatch - Copyright © 2000-2020 AZLyrics.com**

**Texts**

**Heal the World**

[Intro: Child]

Think about the generations and say that we wanna make it a better place for our children, and our children's children, so that they, they, they know it's a better world for them, and think, if they can make it a better place...

[Verse 1]

There's a place in your heart  
And I know that it is love  
And this place could be much brighter than tomorrow  
And if you really try  
You'll find there's no need to cry  
In this place, you will feel there's no hurt or sorrow

[Pre-Chorus 1]

There are ways to get there  
If you care enough for the living  
Make a little space  
Make a better place

[Chorus]

Heal the world  
Make it a better place  
For you and for me and the entire human race  
There are people dying  
If you care enough for the living  
Make a better place for you and for me

[Verse 2]

If you want to know why  
There's a love that cannot lie  
Love is strong, it only cares for joyful giving  
If we try, we shall see  
In this bliss, we cannot feel  
Fear or dread, we stop existing and start living

[Pre-Chorus 2]

Then it feels that always  
Love's enough for us growing  
So make a better world  
To make a better world

[Chorus]

Heal the world  
Make it a better place  
For you and for me and the entire human race  
There are people dying  
If you care enough for the living  
Make a better place for you and for me

[Bridge]

And the dream we were conceived in will reveal a joyful face  
And the world we once believed in will shine again in grace  
Then why do we keep strangling life?  
Would this Earth crucify its soul?  
Though it's plain to see  
This world is heavenly  
Be God's glow

[Verse 3]

We could fly so high

Let our spirits never die  
In my heart, I feel you are all my brothers  
Create a world with no fear  
Together, we'll cry happy tears  
See the nations turn their swords into  
Ploughshares

[Pre-Chorus 3]

We could really get there  
If you cared enough for the living  
Make a little space  
To make a better place

[Chorus]

Heal the world  
Make it a better place  
For you and for me  
And the entire human race  
There are people dying  
If you care enough for the living  
Make a better place  
For you and for me  
Heal the world  
Make it a better place  
For you and for me and the entire human race  
There are people dying  
If you care enough for the living  
Make a better place for you and for me  
Heal the world (Heal the world)  
Make it a better place  
For you and for me and the entire human race  
There are people dying  
If you care enough for the living  
Make a better place for you and for me

[Post-Chorus]

There are people dying  
If you care enough for the living  
Make a better place for you and for me  
There are people dying  
If you care enough for the living  
Make a better place for you and for me

[Outro: Michael Jackson & Child]

Make a better place (You and for me)  
Make a better place (You and for me)  
Make a better place (You and for me)  
(You and for me)  
Heal the world we live in (You and for me)  
Save it for our children (You and for me)  
Heal the world we live in (You and for me)  
Save it for our children (You and for me)  
Heal the world we live in (You and for me)  
Save it for our children (You and for me)  
Heal the world we live in (You and for me)  
Save it for our children

**The language concept** (social function, text structure, language features):

**Social function :**

To entertain and educate the reader through the beauty of its language and the moral value in its lyrics



## **Text Structure : (not being taught, only as an information)**

Intro, Verse, Bridge, Chorus/Reff, Ending

### **Intro**

*Intro adalah bagian awal atau pengantar dari sebuah lagu. Pada umumnya, intro berupa instrumen musik yang nadanya memang diambil dari bagian lagu tersebut (biasanya bagian Chorus / Reff). Namun tidak jarang, intro juga berupa Chorus / Reff yang memang dinyanyikan di awal. Intinya, intro adalah pembukaan dari sebuah lagu.*

### **Verse**

*Verse sering juga disebut dengan bait, yaitu bait-bait lagu yang dinyanyikan setelah Intro. Verse inilah bagian yang “menceritakan” tema dari lagu tersebut. Biasanya berupa awal “cerita” dari lagu tersebut atau bisa juga merupakan basa-basi saja (namanya juga pengantar, hehehe). Pola nada dan pola kalimat yang digunakan biasanya sama (seperti puisi, ya begitulah bait). Singkat kata, Verse adalah bagian yang “menceritakan” tema lagu.*

### **Bridge**

*Bridge, sesuai dengan arti katanya (berasal dari bahasa Inggris), yaitu jembatan. Bridge berfungsi menjembatani antar [bagian lagu](#), umumnya antara Verse dengan Chorus / Reff, Verse dengan Interlude dan Chorus / Reff dengan Interlude.*

### **Chorus / Reff**

*Banyak yang mengira Chorus dan Reff adalah sama. Namun sebenarnya kedua bagian ini merupakan bagian yang berbeda. Yang membuat Penikmat Musik mengira Chorus dan Reff merupakan bagian yang sama karena keduanya merupakan inti dari sebuah lagu, sehingga sering membuat menjadi disalah artikan. Adapun Perbedaan Chorus dan Reff adalah sebagai berikut :*

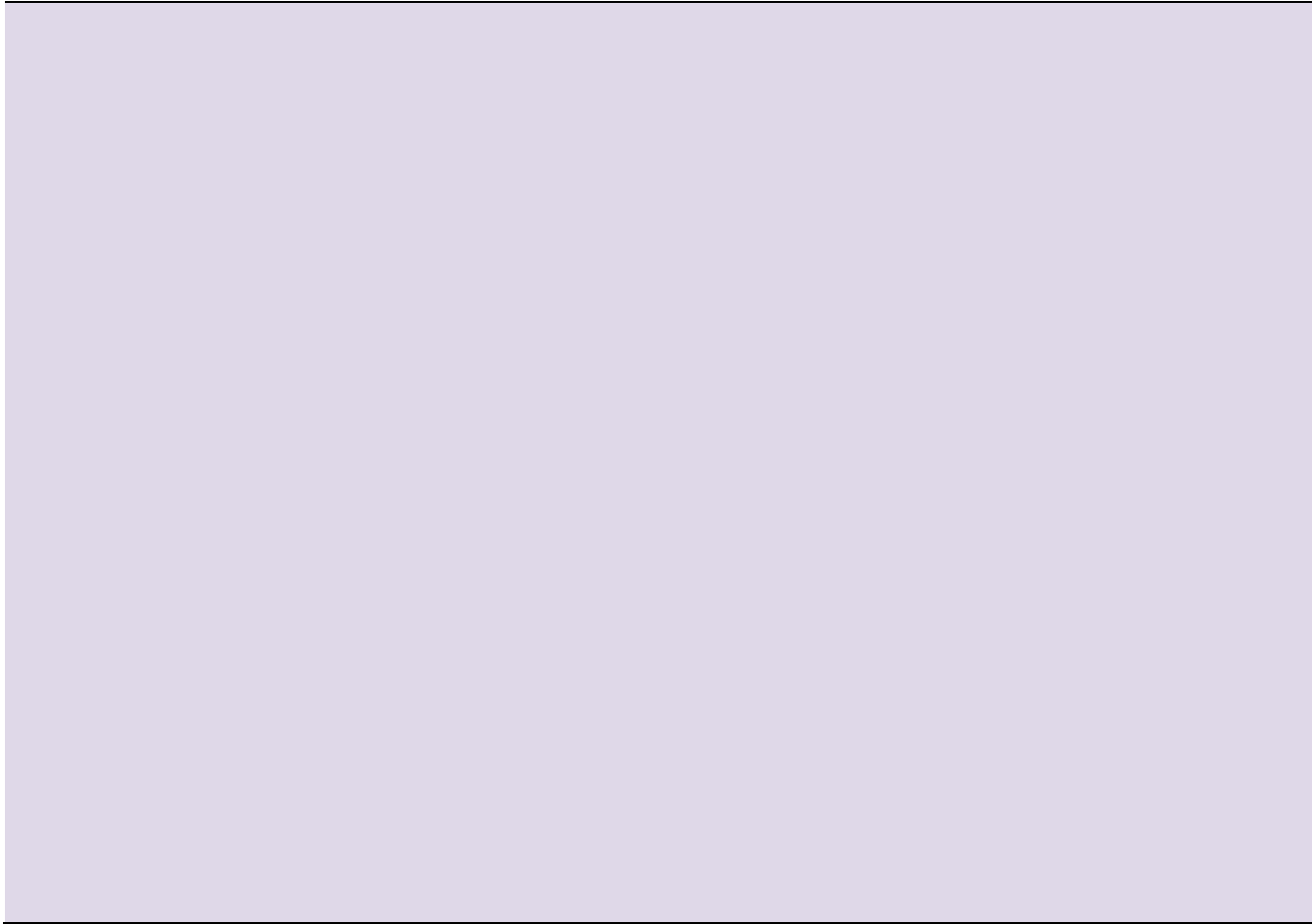
*Chorus merupakan bagian yang paling ditunggu-tunggu dalam sebuah lagu, biasanya kalimat / bagian utama dari sebuah lagu. Chorus memiliki nilai yang lebih tinggi dari Verse. Chorus biasanya sudah merupakan pengembangan / lanjutan dari Verse, yang mengandung lompatan klimaks. Pola nada yang terdapat pada Chorus berbeda dengan pola nada yang digunakan pada bagian Verse. Perbedaan ini membuat Chorus lebih nyaman didengarkan, dibandingkan dengan Verse, sehingga membuat para Penikmat Musik lebih mudah mengingat bagian Chorus daripada Verse. Chord yang digunakan juga biasanya berbeda dengan bagian Verse. Sedangkan Reff / Refrain berarti perulangan dan biasanya makna yang terkandung di dalamnya lebih sederhana daripada Chorus. Pola perulangan nada dan syairnya juga sama, namun bisa saja syairnya sedikit dimodifikasi, hanya saja biasanya tidak jauh dari Reff yang pertama.*

### **Interlude**

*Interlude adalah bagian dimana Si Pemain Instrument menunjukkan permainan instrument-nya tanpa diiringi suara penyanyi. Yang paling umum adalah Pemain Gitar, Pemain Bass dan Pemain Keyboard. Kalaupun ada suara Si Penyanyi, paling hanya sebagai suara latar saja untuk menambah harmonisasi dari musik yang ditonjolkan oleh Pemain Instrument. Ya sama seperti Intro, hanya saja dimainkan di bagian tengah lagu, bukan di [bagian awal](#).*

### **Ending**

*Ending merupakan [bagian lagu](#) yang paling akhir ataupun penutup lagu. Ending biasa disebut dengan Coda yaitu berupa Looping (perulangan) saja sampai akhirnya lagu berhenti, baik dengan vokal maupun hanya musik saja. Namun biasanya juga disebut dengan Fade Out, jika perulangannya perlahan-lahan menghilang / volumenya semakin lama semakin mengecil.*



**Language Features:** (Vocabularies and phrases connected to the theme of the song)

Vocabularies	Meaning	Phrases	Meaning
Generation	Generasi	Heal the world	Pulihkan kondisi dunia
Hurt	.....	Would this Earth crucify its soul	.....
sorrow	.....	Cares for joyful living	.....
Save		This world is heavenly	
Care		Be God's glow	
die		People dying	
the living		Entire human race	
ploughshares		Make a little space	
fear		Make a better place	
dread		Care for the living	
plain		Turn their swords into	
dream		we were conceived in will reveal a joyful face	
reveal		we once believed in will shine again in grace	
joyful		keep                    strangling                    life	
grace			
shine			

**Vocabulary/Phrase related to the theme**

# Chapter Four

## Selecting and developing the instructional materials

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The aim of this chapter is to provide an information about how to select and develop the Instructional Materials. We will begin with the information on selecting process in preparing the instructional materials, especially for English. Then, move to the practice on collecting the text, selecting the texts (based on the curriculum used), and adapting those texts. This practice will be based on a text-driven approach that introduced by Tomlinson.

### **A. The 1<sup>st</sup> phase of Tomlinson' text driven approach: preparing the instructional materials**

To develop instructional materials, teachers can use many approaches. One approach suggested by Tomlinson is a text-driven approach that consist of text collection, text selection, text experience, readiness activities, experiential activities, intake response activities, development activities, input response activities, trialling, evaluation, and revision. Text collection, text selection, and text experience can be classified into the first phase called preparation. Readiness activities, experiential activities, intake response activities, development activities and input response activities are the second phase that can be called constructing materials, as the main activity in materials development. Then, the third phase is trialling, evaluation and revision that are also called as post activity to decide whether the materials is good or not.

To do the selecting in preparing the instructional materials, we will apply the text collection, text selection and text experience. Later, to develop materials into a textbook, the rest of activities will be applied.

### **1. Text Collection**

To start the activity of developing materials, text collection must be done appropriately by the teachers. Text collection is an activity to find or create the text, written or spoken, as the source of learning. Such texts can come from literature, songs, newspapers and magazines, non-fictions books, radio and television programmes and films. This library development stage is ongoing and context free. Its purpose is to create a resource with the potential for subsequent matching to particular context of learning. In doing this activity, teachers should consider an affective engagement of the students for durable learning.

### **2. Text Selection**

After doing the text collection, teachers can move their work into text selection. In this stage teachers select from the library of potential texts (either one text for a particular lesson or a number of texts for a set of materials or a textbook). As the materials are going to be driven by the text, this stage is very important and should be criterion-referenced. Initially, it is a good idea to apply the criteria explicitly; but eventually this can be done intuitively.

The criteria to achieve effective selection are:

- Does the text engage me cognitively and affectively?
- Is the text likely to engage most of the target learners cognitively and affectively?
- Are the target learners likely to be able to connect the text to their lives?
- Are the target learners likely to be able to connect the text to their knowledge of the world?
- Are most of the target learners likely to be able to achieve multidimensional mental representation of the text?

- Is the text likely to stimulate divergent personal responses from the target learners?
- Is the linguistic level of the text likely to present an achievable challenge to the target learners?
- Is the cognitive level of the text likely to present an achievable challenge to the target learners?
- Is the emotional level of the text suitable for the age and maturity of the target learners?
- Is the text likely to contribute to the personal development of the learners?
- Does the text contribute to the ultimate exposure of the learners to a range of genres (e.g., short stories, poems, novels, songs, newspaper articles, brochures, advertisements, etc.)?
- Does the text contribute to the ultimate exposure of the learners to a range of text types (e.g., narrative, description, persuasion, information, justification, etc.)?

Then, teachers would rate each text on a five-point scale and would not select any text which did not achieve at least 4 on each of the criteria above. To make it simple, the teachers can create the form of questionnaire as below:

**Use the questionnaire below to achieve effective selection:**

<b>Text Selection</b>	
Rate each text on a five-point scale and would not select any text which did not achieve at least 4 on	<ul style="list-style-type: none"> <li>● Procedure: select a text suitable in level and theme for your target learners</li> <li>● Principles: texts need to be matched with learners</li> <li>● Objective : to find a text with the potential for useful engagement for the target learners</li> </ul>

each of the criteria					
<b>The criteria to achieve effective selection are:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Does the text engage me cognitively and affectively?					
Is the text likely to engage most of the target learners cognitively and effectively?					
Are the target learners likely to be able to connect the text to their lives?					
Are the target learners likely to be able to connect the text to their knowledge of the world?					
Are most of the target learners likely to be able to achieve multidimensional mental representation of the text?					
Is the text likely to stimulate divergent personal responses from the target learners?					
Is the linguistic level of the text likely to present an achievable challenge to the target learners?					
Is the cognitive level of the text likely to present an achievable challenge to the target learners?					
Is the emotional level of the text suitable for the age and maturity of the target learners?					
Is the text likely to contribute to the personal development of the learners?					
Does the text contribute to the ultimate exposure of the learners to a range of genres (e.g., short stories, poems, novels, songs, newspaper articles, brochures, advertisements, etc.)?					
Does the text contribute to the ultimate exposure of the learners to a range of text types (e.g., narrative, description, persuasion, information, justification, etc.)?					

#### 4. Text Experience

The last stage in doing the preparation of instructional materials is text experience. In this activity teachers read or listen to it again experientially in order to re-engage with the text. This re-engagement is essential so that they can design activities which help the target learners to achieve similar engagement. Without

this stage there is a danger that they study the text as a sample of language and end up designing activities which focus the learners on linguistics features of the text, not the meaning in the text.

Of course, if the teachers fail to re-engage with the text they should reconsider the decision to select it to drive the materials. But, they still can use the text by doing a revision on it in term of adapting materials. They are: adding (extending and expanding), deleting (subtracting and abridging), simplifying, reordering and replacing material. So, they can add the activity of adapting materials into text experience as a continuous activity to complete this stage, as the following example:

**Adding: extending**

<p>When extending an activity the teacher supplies more of the same type of materials, thus making a quantitative change in the material.</p>	<p>Adapting Materials</p>
<p>For example, an activity may practice a particular grammar point by asking the learner to complete a sentence with the missing verb in the correct form, such as the simple past. The coursebook may have provided ten sentences for this treatment, but the teacher may value this type of activity for her particular class and adapt the coursebook by adding five more sentences with missing verbs.</p>	<ol style="list-style-type: none"> <li>1. He (eats/ate/eaten) several apples yesterday</li> <li>2. They (went/go/are going) to the lake last night</li> <li>3. ....</li> <li>4. ....</li> <li>5. ....</li> <li>6. ....</li> <li>7. ....</li> <li>8. ....</li> <li>9. ....</li> <li>10. ....</li> </ol> <p style="text-align: center;">___ adding ___</p> <ol style="list-style-type: none"> <li>11. The book (is/was/were) in the room this morning</li> <li>12. Many people (come/came/have come) here last week</li> <li>13. ....</li> <li>14. ....</li> <li>15. ....</li> </ol>



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**Adding: expanding**

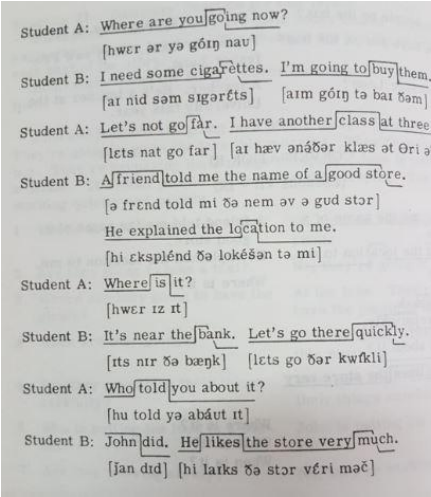
<p>Expanding classroom material is different from extending in that it adds something different to the materials; the change is qualitative.</p>	<p>Adapting Materials</p>
<p>For instance, the teacher may feel her students need to be made aware of the different sounds of verb endings when used in the simple past but the coursebook does not address this phonetic issue. Consequently, she may add an activity or series of activities that deal with the phonetics of the past simple. The teacher may want to draw students' attention to the fact that, when pronouncing the verbs visited, played and worked, the endings (-ed) are pronounced /id/, /id/ and /t/ respectively.</p>	<p>Practice 4.            1. explain – explained ..... /id/            2. study – studied ..... /id/            3. learn – learnt ..... /t/            4. try – tried ..... /id/            5. practice – practiced ..... /t/            ___ adding ___</p>

**Deleting: substracting**

<p>When subtracting, for example, a teacher can decide to do five of exercises practising the simple past tense instead of the ten in the coursebook.</p>	<p>Adapting Materials</p>
<p>Practice 4            Direction:            Write the sentence in the form of simple past tense:            1. explain    I explained it            2. study        .....</p>	<p>Practice 4            Direction:            Write the sentence in the form of simple past tense:            1. explain    I explained it            2. study        .....</p>

8. open .....	
9. ....	
10. ....	

**Deleting: abridging**

<p>When abridging, the teacher may decide that focusing attention on pronunciation may inhibit the learner’s fluency and decide not to do any of the pronunciation exercise in a coursebook.</p>	<p>Adapting Materials</p>
<p>Practice 3          Direction: Practice the conversations below with your partner. Pay attention to the phonetic symbol in the brackets, to make your pronunciation better. Do it several times before performing it in front of the class.</p>  <p>Student A: Where are you going now?          [hwɜr ər yə góɪŋ naʊ]          Student B: I need some cigarettes. I'm going to buy them.          [aɪ nɪd səm sɪgəreɪts] [aɪm góɪŋ tə baɪ ðəm]          Student A: Let's not go far. I have another class at three.          [lets nat go fɑr] [aɪ hæv ənəðər klæs ət θri a          Student B: A friend told me the name of a good store.          [ə frɛnd told mi ðə nem əv ə gud stɔr]          He explained the location to me.          [hi ɛksplɛnd ðə lokéʃən tə mi]          Student A: Where is it?          [hwɜr ɪz ɪt]          Student B: It's near the bank. Let's go there quickly.          [ɪts nɪr ðə bæŋk] [lets go ðər kwɪkli]          Student A: Who told you about it?          [hu told yə əbaút ɪt]          Student B: John did. He likes the store very much.          [dʒən dɪd] [hi laɪks ðə stɔr vɛrɪ mʌtʃ]</p>	<p>Practice 3          Direction: Practice the conversations below with your partner before performing it in front of the class.</p> <p>Student A : Where are you going now ?          Student B : I need some cigarettes. I'm going to buy them          Student A : Let's not go far. I have another class at three o'clock          Student B : A friend told me the name of a good store. He explained the location to me.          Student A : Where is it ?          Student B : It's near the bank. Let's go there quickly          Student A : Who told you about it ?          Student B : John did. He likes the store very much</p>

**Simplifying**

<p>When simplifying, the teacher could rewording instructions or text in order to</p>	<p>Adapting Materials</p>
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<p>make them more accessible to learners, or simplifying a complete activity to make it more manageable for learners and teachers.</p>	
<p style="text-align: center;"><b>Public Buildings</b></p> <p>Public buildings are any type of building that is accessible to the public and is funded from public sources. Typically, public buildings are funded through tax money by the U.S. government or state or local governments. All types of governmental offices are considered public buildings. Public buildings generally serve the purpose of providing a service to the public. Many of these services are provided free to residents. This list includes public schools, libraries, courthouses and post offices.</p> <p><b>Libraries</b> Public libraries are a type of building that is accessible to the public. Libraries are funded from the government through tax dollars. Libraries offer services to residents in the local county. They are an essential part of communities and offer many types of services. People visit libraries for many purposes including checking out books, magazines, publications, music and movies. The public can also visit a library to access the Internet, make photocopies and to join different types of programs. Libraries often offer programs such as children’s reading programs, book reviews and crocheting clubs.</p> <p><b>Schools</b> Another type of public building is schools. Public schools exist in nearly every town in this country. These schools are for grades kindergarten through 12th grade. Many public schools are divided by grades where elementary grades are held in a different building than junior high and high</p>	<p style="text-align: center;"><b>Public Buildings</b></p> <p>Public buildings are any type of building that is accessible to the public and is funded from public sources. Public buildings generally serve the purpose of providing a service to the public. This list includes <b>public schools, libraries, courthouses and post offices.</b></p> <p><b>Libraries</b> Public libraries are a type of building that is accessible to the public. People visit libraries for many purposes including checking out books, magazines, publications, music and movies.</p> <p><b>Schools</b> Public schools exist in nearly every town in this country. These schools are for grades kindergarten through 12th grade.</p> <p><b>Courthouses</b> The courthouse is a public building that is also funded through the government. The public utilize a courthouse for many different purposes. Trials are held at courthouses, important documents are retrieved and most health departments are located within a courthouse.</p> <p><b>Post Offices</b> A post office is a government owned public building. A post office is a not-for-profit organization that is open to the public. The post office performs many different mail functions including receiving it, handling it and delivering it.</p>

<p>school. Public schools are also funded through the government. Children are required to attend school and the public schools offer free education to all students. Most public schools do however charge a technology fee and book rental fee.</p> <p><b>Courthouses</b>  Courthouses are a common public building found in nearly every county in the country. A county, which can be made up of several towns, typically has one courthouse for the entire county. The courthouse is a public building that is also funded through the government. The public utilize a courthouse for many different purposes. Trials are held at courthouses, important documents are retrieved and most health departments are located within a courthouse.</p> <p><b>Post Offices</b>  A post office is a government owned public building. A post office is a not-for-profit organization that is open to the public. The post office performs many different mail functions including receiving it, handling it and delivering it. The public can also rent post office boxes, obtain passport applications and purchase money orders there.</p>	
<b>Reordering</b>	
<p>When reordering, the teacher has decided that it makes more pedagogic sense to sequence activities differently, for example beginning with a general discussion before looking at a reading passage rather than using the reading as a basis for discussion.</p>	Adapting Materials
<p><b>ARTHROPODS</b></p> <p>Arthropods are animals that are members of the phylum Arthropoda. More than 80% of all of the animals in the world are arthropods. A large</p>	<p><b>INSECTS</b></p> <p>Since there are three-quarters of a million insect species, it's best to just look at some of the common ones. They include ants, aphids, beetles, butterflies, cicadas, cockroaches, dragonflies, fleas, flies, grasshoppers, leaf</p>

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majority of arthropods belong to the three main groups:

Insects, Arachnids, and Crustaceans.

**a. Insects (Subphylum Hexapoda)**

Since there are three-quarters of a million insect species, it's best to just look at some of the common ones.

They include ants, aphids, beetles, butterflies, cicadas, cockroaches, dragonflies, fleas, flies, grasshoppers, leaf hoppers, lice, mayflies, praying mantis, stink bugs, silverfishes, termites, walking sticks.

All insects have six legs which are arranged in pairs. They also have two antennae and most of them have two compound eyes. Typically you will find two pairs of wings on insects, with some of them having only one pair, like flies. A few insects have no wings, like ants, fleas, and lice. Insects are the only invertebrates that can fly.

**b. Arachnids (Subphylum Chelicerata)**

The three main orders of arachnids are Scorpionida (scorpions), Acarina (ticks and mites), and Araneae (spiders). There are over 100,000 species of arachnids. Common ones include: black widow spider, brown recluse, chiggers, crab spiders, daddy longlegs, harvestmen, mites, orb weavers, scorpions, spiders, ticks, vinegaroons, whip tailed scorpions, and wind scorpions.

Arachnids are eight-legged arthropods with no wings or antennae. Most arachnids live on land; but, a few species can be found in fresh and salt water habitats.

**c. Crustaceans (Subphylum Crustacea)**

The number of species of crustaceans is over 40,000. Some of the common ones include: barnacles, brine shrimp, crabs, crayfish, fish, lice, horseshoe shrimp, krill, lobsters, seed shrimp, and shrimp. All

hoppers, lice, mayflies, praying mantis, stink bugs, silverfishes, termites, walking sticks.

All insects have six legs which are arranged in pairs. They also have two antennae and most of them have two compound eyes.

Typically you will find two pairs of wings on insects, with some of them having only one pair, like flies. A few insects have no wings, like ants, fleas, and lice. Insects are the only invertebrates that can fly.

<p>crustaceans have ten legs or more and most of them are found living in water. The majority of aquatic crustaceans live in salt water; but, a few live in lakes and rivers. Woodlice are one of the small numbers of crustaceans who live on land.</p>	
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Replacing

<p>When replacing material a teacher may decide that a more appropriate visual or text might serve an activity better than the ones presented in the published material.</p>	<p>Adapting Materials</p>
<p><b>Let's go to the supermarket or grocery store</b></p> <p>When you go in, you'll take a shopping cart – or a basket if you only want to buy a few things. To ask an employee of the store for help, you can say: “Where can I find ketchup?” or “Do you have non-fat milk?” The employee might refer you to an aisle – aisles are the corridors in the supermarket. Or they might tell you to go to one of these sections of the store:</p> <ul style="list-style-type: none"> <li>• Dairy section – Milk, yogurt, butter, and cheese</li> <li>• Produce section – Fresh fruits and vegetables</li> <li>• Frozen food section – Ice cream, pre-prepared meals</li> <li>• Bakery – Bread, muffins, cakes</li> <li>• Deli – Sliced meat and cheese for sandwiches</li> <li>• Ethnic foods – International foods</li> </ul>	 <p><b>Family Grocery List</b></p> <ul style="list-style-type: none"> <li><b>Meat &amp; Fish</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Skinless white meat</li> <li><input type="checkbox"/> Lean cuts of red meat</li> <li><input type="checkbox"/> Fish (tuna, salmon, mackerel)</li> </ul> </li> <li><b>Fresh Produce</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Onions, garlic</li> <li><input type="checkbox"/> Apples, oranges, bananas</li> <li><input type="checkbox"/> Bell peppers, zucchini, squash</li> </ul> </li> <li><b>Grains &amp; Bread</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pasta</li> <li><input type="checkbox"/> Rice</li> <li><input type="checkbox"/> Bread</li> <li><input type="checkbox"/> All-purpose flour</li> <li><input type="checkbox"/> Corn flakes</li> <li><input type="checkbox"/> Oatmeal</li> <li><input type="checkbox"/> Granola</li> </ul> </li> <li><b>Condiments</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Salt &amp; pepper</li> <li><input type="checkbox"/> Basil, oregano, cumin</li> <li><input type="checkbox"/> Honey</li> <li><input type="checkbox"/> Vinegar</li> <li><input type="checkbox"/> Ketchup &amp; mustard</li> </ul> </li> <li><b>Canned Goods</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Kidney beans</li> <li><input type="checkbox"/> Lima beans</li> <li><input type="checkbox"/> Black beans</li> <li><input type="checkbox"/> Chopped tomatoes</li> <li><input type="checkbox"/> Soups</li> </ul> </li> <li><b>Dairy &amp; Eggs</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Milk</li> <li><input type="checkbox"/> Eggs</li> <li><input type="checkbox"/> Cheese</li> <li><input type="checkbox"/> Yogurt</li> </ul> </li> </ul>

If the store doesn't have the item available right now, the employee will say: "Sorry, it's out of stock."

"Sorry, we're out of unsalted peanuts at the moment." In this case, you can return to the store later to check if the item is available.

If the store never offers the item, the employee will say: "Sorry, we don't carry mango juice." In this case, you need to go to a different store to find it.

You can buy food in different types of packaging: a can of soup, a jar of jelly/jam, a box of cereal, a package of pasta, a carton of milk, a bottle of wine, a loaf of bread.

## **B. The 2<sup>nd</sup> phase of Tomlinson' text driven approach : constructing the materials**

Constructing the materials is the second phase of this approach that consist of readiness activities, experiential activities, intake response activities, development activities, input response activities. These activities are the second phase that can be called as main activity in materials development.

### **1. Readiness Activities**

In readiness activities, the instructional materials get the learners ready for the reading experience. It is aiming to help the learners achieving mental readiness when reading text in English. The activities will be lead to stimulate mental activity that have relevancy to the content of the text. The activities are done by activating connections, arousing attention, generating relevant visual images and getting the learner to use inner speech to discuss relevant topics with themselves. So, the important thing here is all learners open and activate their minds, not by answering the questions correctly. These activities are not

necessarily getting the learners to talk but are aiming primarily to get the learners to think. Teachers (through the materials in the textbook) could ask the learners to visualize, to draw, to think of connections, to mime, to articulate their views, to recount episodes from their lives, to share their knowledge, to make predictions or anything which gets them to activate connections in their minds which will help them when they start to read and think about (to experience) the text.

For example, if the text is about a sad moment, they can be asked to visualize that similar moment in their own lives to help them to empathize with the sufferer in the text. If the text is about one object, they can be asked to think about it and then describing it. If the text about a child's first day at school they can be asked to think about and then share with a partner their first day at school. And, because the activities aim at mental readiness rather than language practice, any activity involving talking to others can be done in the L1 if the students have not acquired the English yet. The important point is that the lesson starts in the learners' minds and not in the text and that the activities help the learners to gain a personal experience of the text which connects it to their lives.

#### Summary

- Procedure : Devise activities which could help the learners achieve mental readiness for experiencing the text
- Principles : Experiencing a text is a multidimensional process involving sensory imaging, inner speech and the establishment of affective and cognitive connections
- Objectives: To help the learners to experience a target language text in the multidimensional way they would automatically use when experiencing an L1 text

To construct this readiness activity, teachers must take the topic from the syllabus first (look at the *KD* or basic competency #3 of 2013 English Curriculum). Then, classify it focus whether spoken text (teaching conversation) or written text (teaching functional text, short functional text, grammar, and vocabulary). Pay attention to the instruction that must lead the students to think by themselves, what kind of action should be done. It will help them, from the very beginning,



to construct the habit of thinking critically. The example of instructions will be arranged for you to make you easy in making it later. The following are the classifications of teaching focus and the examples of Basic Competences used to design the Readiness Activity. It is also followed by the examples on instructions that can be put later in each unit of your textbook.

Basic Competences #3	Topics and Aims
<b>Teaching focus : spoken text (conversation)</b>	
<p><b>Grade 7, KD 3.1</b>            mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi,sesuai dengan konteks penggunaannya</p>	<p><b>Topics:</b>            Greetings and Leave taking, Thanking People, Apologizing  <b>Aims:</b>            In this unit you will learn some conversations on how to greet people and say goodbye, how to thank to other, and how to apologize to other</p>
<b>Teaching focus : written text (simple passages: teaching vocabulary, grammar and functional text)</b>	
<p><b>Grade 7, KD 3.4 : (vocabulary- noun)</b>  <i>mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)</i></p>	<p><b>Topic:</b>            the name of animals, things, and public buildings (<i>nama dan jumlah binatang, benda, dan bangunan publik</i>)  <b>Aim:</b>            In this unit you will learn some vocabularies about the name of animals, things, and public buildings.</p>
<p><b>Grade 8, KD3.7 (teaching grammar)</b>  <i>menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)</i></p>	<p><b>Topic :</b>            Simple Present Tense  <b>Aim:</b>            In this unit you will learn several short texts that have some sentences in the form of simple present tense</p>

<p><b>Grade 9, KD3.9 (teaching text with genre)</b>  <i>membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya</i></p>	<p><b>Topic :</b>  Informational Report</p> <p><b>Aim:</b>  In this unit you will learn some informational report texts taken from some references or articles</p>
<b>Teaching focus : short functional texts</b>	
<p><b>Grade 10, KD3.5 (teaching ads)</b>  <i>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</i></p>	<p><b>Topic :</b>  School Announcements</p> <p><b>Aim:</b>  In this unit you will learn some announcements that have information about school activities</p>
<b>Teaching focus : Song Lyrics</b>	
<p><b>Grade 7, KD 3.8 :</b>  <i>menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</i></p>	<p><b>Topic :</b>  Heal the World by Michael Jackson</p> <p><b>Aim:</b>  In this unit you will learn the lyrics of the song that teach us to realize the importance of world peace and humanity</p> <p><b>Topic :</b>  You raise me up by Josh Groban</p> <p><b>Aim:</b>  In this unit you will learn the lyrics of the song that reminds people to love and appreciate their parents who always support them when they have problems</p>

After having the topic as mentioned above, the teachers can construct the readiness activity or observing stage (as called in scientific approach) by designing activities which could help the learners achieve mental readiness for experiencing the text. The activities are watching the video or other activities that provide them to have a silent period (to give them a chance to think and make themselves comfortable with the new topic). To make this activity become meaningful, teachers should ask the students to share their similar experience as

the content of the video they have been watched. This activity can be as questioning stage in the scientific approach suggested by 2013 English curriculum. The following are the examples of the activities :

Grade KD 3	Topic	Readiness activity
<b>Teaching Focus : Spoken Text (conversation)</b>		
Grade 7 KD 3.1	<p><b>Topics:</b> Greetings and Leave taking, Thanking People, Apologizing</p> <p><b>Aim:</b> In this unit you will learn some conversations on how to greet people and say goodbye, how to thank and how to apologize to other</p>	<p>Instruction :</p> <p>Before you listen to and talk about the conversations on how to greet people and say good bye, how to thank, and how to apologize to other, let's watch the video and discuss with your teacher.</p> <div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p><b>video</b></p> </div> <p>Let's discuss the video !</p> <ol style="list-style-type: none"> <li>1. From the video, you have watched people greet and say good bye to others, did you also do it to your friends when you meet them ? <ul style="list-style-type: none"> <li>● What did you say to greet them ?</li> <li>● What did you say when you want to leave them ?</li> <li>● Do you greet every people you meet or just greet the people you know?</li> <li>● How about saying good bye ? Do you also say good bye to people you don't know ?</li> </ul> </li> <li>2. From the video, you have watched people thank to others, did you also do it to your friends when you get something from them ?</li> <li>3. From the video, you have watched people apologize to others, did you also do it to your friends when you make a mistake?</li> </ol>
<b>Teaching focus : written text (vocabulary, grammar and functional text)</b>		
Grade 7, KD 3.4	<p><b>Topic:</b> the name of animals, things, and public buildings (<i>nama dan jumlah binatang, benda, dan bangunan publik</i>)</p>	<p>Instruction :</p> <p>Before you read some short texts that have new vocabularies about the name of animals, things (groceries), and public buildings, let's watch the video and discuss with your teacher.</p>

	<p><b>Aim:</b> In this unit you will learn some vocabularies about the name of animals, things, and public buildings.</p>	<div style="text-align: center; border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 0 auto;"> <b>video</b> </div> <p>Let's discuss the video !</p> <p>1. From the video, you have the information about the name of animals, things (groceries), and public buildings. Have you seen them before ?</p> <ul style="list-style-type: none"> <li>● Where did you see them ?</li> <li>● What are your feeling about them ?</li> <li>● Did you interested to know more ?</li> <li>● What are other thing that you can share with us ?</li> </ul>
<p>Grade 8, KD 3.7</p>	<p><b>Topic :</b> Simple Present Tense</p> <p><b>Aim:</b> In this unit you will learn several short texts that have some sentences in the form of simple present tense</p>	<p>Instruction :</p> <p>Before you read several short texts that have some sentences in the form of simple present tense, let's watch a video and discuss with your teacher.</p> <div style="text-align: center; border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 10px auto;"> <b>video</b> </div> <p>Let's discuss the video !</p> <p>1. In the video, you have read some sentences in the form of simple present tense.</p> <ul style="list-style-type: none"> <li>● Have you ever learned about how to make an English sentence before ?</li> <li>● What kind of sentence did you learn ? Simple or complex sentence ?</li> <li>● Have you ever heard about tenses before ?</li> <li>● Is it difficult for you to learn English sentences ?</li> <li>● Did you interested to make it by yourself ?</li> </ul>
<p>Grade 9, KD 3.9</p>	<p><b>Topic :</b> Informational Report</p> <p><b>Aim:</b> In this unit you will learn some informational report texts taken from some references and articles</p>	<p>Instruction :</p> <p>Before you read some informational report texts that inform you about Yam Festivals and Butterflies, let's watch a video and discuss with your teacher.</p> <div style="text-align: center; border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 10px auto;"> <b>video</b> </div> <p>Let's discuss the video !</p>

		<p>1. From the video, you have the information about Yam Festival and Butterflies.</p> <ul style="list-style-type: none"> <li>● Have you seen any festivals like that before ?</li> <li>● Do you think we have such festival in our tradition?</li> <li>● Can you tell us about that festival ?</li> <li>● Do you like that kind of festival ?</li> <li>● From the information about butterflies, do you have any experience with this animals that you can share with us ?</li> <li>● Do you thing butterfly is an amazing animal?</li> </ul>
<b>Teaching focus : written text (short functional texts)</b>		
<p>Grade 10, KD 3.5</p>	<p><b>Topic :</b> School announcements <b>Aim:</b> In this unit you will learn some announcements that have information about school activities</p>	<p>Instruction : Before you read some announcements that have information about school activities, let's watch a video and discuss with your teacher.</p> <div style="text-align: center; border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 10px auto;"> <p><b>video</b></p> </div> <p>Let's discuss the video !</p> <p>1. From the video, you have seen some announcements. Have you read the announcements like that before ?</p> <ul style="list-style-type: none"> <li>● Where did you see them ? On school announcement board or your local newspaper ?</li> <li>● Did you familiar with the activities announced by that school ?</li> <li>● Did you interested to joint it ?</li> <li>● Do you know other school activities that you can share with us ?</li> </ul>
<b>Teaching focus : Song Lyrics</b>		
<p>Grade 12, KD 3.7</p>	<p><b>Topic :</b> Heal the World by Michael Jackson <b>Aim:</b> In this unit you will learn the lyrics of the song that teach us to realize the importance of world peace and humanity</p>	<p>Instruction : Before you listen to and read the lyrics of the song: Heal the World, that teach us to realize the importance of world peace and humanity, let's watch a video and discuss with your teacher.</p> <div style="text-align: center; border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 10px auto;"> <p><b>video</b></p> </div> <p>Let's discuss the video !</p>

		<p>1. From the video, you have seen the impact of the war toward people and the place. Have you seen the news about war before ?</p> <ul style="list-style-type: none"> <li>● What do you feel when you see them in that horrible situation?</li> <li>● Did you scare or sad seeing it?</li> <li>● Did you think we need to stop it ?</li> <li>● Do you have any suggestion that you can share with us ?</li> </ul>
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## 2. Experiential Activities

The second activities that should be provided in each unit of the textbook is experiential activities. These are activities which are designed to help the learners to imagine the text in their minds when they read it or listen to it which facilitate them with personal engagement. It is done through encouraging them to do such mental activities to represent the text while reading or listening, and which do not interrupt the processing of it nor add difficulty or complexity to the task. They could include, for example, trying to visualize the text as they read about it, using inner speech to give their responses to provocative points in a text, trying to follow a description of a journey on a mental map or thinking of examples from their own lives to illustrate or contradict points made in a text. The activities should not involve writing answers to questions nor discussing things in pairs or groups, since this can interrupt the experience and make representation more difficult.

These activities need to be given to the learners just before they start to read or listen to the text and should be given through concise and simple instructions which are easy to remember and apply, as in Tomlinson's example:

*You are going to listen to a poem about a child's first day at school. Imagine that you are that child and that you are standing alone in the playground at the beginning of your first day at school. As you listen to the poem, try to see in your mind what the child could see in the playground.*

Experiential activities can be either related to a given text, as in the example above, or they can be part of a process approach (that also called

experiencing the text) which involves the learners in participating in the creation of the text, as in the examples below:

**1. Teacher's read aloud activity :**

The teacher reads aloud a text and pauses at salient points while learners shout out predictions of the next word or phrase. (Here, the learners try to remember the words that have been read before – it means, the first activity in this experiential activities is read the text silently, then do this teacher's reads aloud activity)

Note: this activity is appropriate with the spoken text such as conversation and song, but also for written text such as simple passages or paragraph

The instruction can be as follow :

- *Your teacher will read aloud the first part of the dialogue and the students will read the next.*
- *Your teacher will play the song, then the students will sing the refrain together.*

Another version of teacher's read aloud activity is: the teacher reads aloud the text and ask the students to repeat after her.

The instruction can be as follow :

- *Your teacher will read aloud the dialogue part by part and the students will repeat it.*
- *Your teacher will read the passages part by part and the students will repeat it.*

**2. Teacher's dictation activity :**

The teacher dictates a text, then pauses at salient points, while learners compare what they have written with their partners, and then write the next line/words. (Here, the learners are permitted to look back to the text in order to write the next line/words).

Note: This version is for written text with 2 or 3 short paragraphs only

The instruction can be as follow :

- *Your teacher will dictate the odd sentences, then the students continue to write the even sentences by blackening the grey one. (or)*
- *Your teacher will dictate the odd sentences, then the students continue to write the even sentences by copying from the text.*

Another version of teacher's dictation activity is : the teacher dictates all of the text to the students. This activity is for short functional texts such as notice, label, greeting cards, etc

The instruction can be as follow :

- *Your teacher will dictate all texts, while the students will write it down on their workbook.*

### **3. Learners' act it out activity :**

The teacher reads aloud a text while the learners act it out what the character do in the story or act what the text ask to do.

Note : this activity is appropriate with narrative text, explanation text, or procedure text

The instruction can be as follow :

- *Your teacher will read the text aloud while the students act what the characters did in the story. Pay attention to the pictures provided.*
- *Your teacher will read the text aloud while the students show the process by using the media provided.*

### **4. Teacher's read aloud most of the text activity:**

The teacher reads aloud most of a text and then gets groups of learners to write their own endings. (Here, the learners can improvise by themselves to write the ending of the text. In case, they have troubles in writing it – teachers allow them to use dictionary or just to rewrite the ending/last part of the text)

Note : this activity is appropriate with narrative text , news item text, or discussion text..



The instruction can be as follow :

- *Your teacher will read the text aloud then the students will continue to rewrite the last part of the text on the workbook.*

#### 5. Learners' write the final version activity :

The teacher gives the learners draft texts on which an 'editor' has written suggested changes in the wording and then gets them to write out a final version of their own. (Here, the learners are permitted to look back to the draft text in order to write the new one).

Note : this activity is appropriate with short functional texts such as letter, ads, announcement, or, label.

The instruction can be as follow :

- *Your teacher will give the draft text on which has suggested changes in the wording, then the students will write out the final version of it.*

#### Summary

- Procedure : Devise whilst reading or listening activities which will help the learners to process the text in an experiential way
- Principles : L2 learners tend to process a text in a studial way in an insecure attempt to achieve total comprehension
- Objectives: To help the learners to move away from their tendency to study texts so that they can engage with the text instead experientially

The example of experiential activities below are the continuation of the readiness activity above, and we also can call it as Learning Activity. The examples given still based on the teaching focus : spoken text (interpersonal/transactional text), written text (functional text, short functional, simple passages for teaching vocabulary and grammar) in which later can be used as a model in constructing the materials based on English curriculum 2013.

#### 1. The example of materials development for spoken text

**Grade 7, KD 3.1**

*mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya*

**KD 4.1**

*menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks Pembelajaran :*

- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar
- Mengidentifikasi ungkapan yang sedang dipelajari
- Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda
- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa
- Membiasakan menerapkan tindakan yang sedang dipelajari. Dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas
- Melakukan refleksi tentang proses dan hasil belajar

**Topic:**

*Teks Interaksi Interpersonal* : Greetings and Leave taking, Thanking, Apologizing  
(note: for this example the topic will be discussed only Greetings and Leave Taking)

**Resources:**

Speaking Naturally, Cambridge, 2011

**LEARNING ACTIVITY**

**Directions :**

You will listen to and talk about some conversations on how to greet and say good bye to others. Imagine that you meet someone else then greet him or saying good bye to him. As you listen to the conversations, try to see in your mind how to greet or saying good bye to others.

**Conversation 1**

Situation : Mr. Thomas meets Sarah in front of the bookstore.  
Then, they greet each other.

Sarah : Good Morning, Mr. Thomas.  
 Mr. Thomas : Good Morning, Sarah.  
                   Nice to see you this morning.  
 Sarah : Nice to see you too, Sir.



<https://www.englishcafe.co.id>

(sources: ..... )

**Conversation 2**

Situation : Anna meets Mr.Johnson. Then, they greet each other and talk about the next class. After that, they say goodbye each other.

	Anna : Good afternoon , Sir.
	Mr. Johnson : Good afternoon.



<https://www.123rf.com>

Anna : Have you got your lunch , Sir ?  
 Mr. Johnson : Of course. Do you have class now?  
 Anna : Yes, Sir. I have a biology class. I'll be back to the class, Sir. Have a nice day, Sir.  
 Mr. Johnson : You too.

(sources: .....)

Now, your teacher will read aloud the dialogue part by part and the students will repeat it together.

**Conversation 1**

Mr. Thomas meets Sarah in front of the bookstore. Then, they greet each other.

Teacher's part	Students' part
Sarah : Good Morning, Mr. Thomas.	Sarah : Good Morning, Mr. Thomas.
Mr. Thomas : Good Morning, Sarah. Nice to see you this morning.	Mr. Thomas : Good Morning, Sarah. Nice to see you this morning.
Sarah : Nice to see you too, Sir.	Sarah : Nice to see you too, Sir

Now, your teacher will read aloud the first part of the dialogue and the students will continue shouting out the next.

**Conversation 2**

Situation : Anna meets Mr.Johnson. Then, they greet each other and talk about the next class. After that, they say goodbye each other.

Teacher's part	Students' part
Anna : Good afternoon , Sir.	Anna : _____
Mr. Johnson :	Mr. Johnson : Good afternoon.
_____	Anna : _____
Anna : Have you got your lunch, Sir?	Mr. Johnson : Of course. Do you have class now?
Mr. Johnson :	Anna : _____
_____	_____
_____	Mr. Johnson : You too.
Anna : Yes, Sir. I have a biology class. I'll be back to the class, Sir. Have a nice day, Sir.	

Mr. Johnson : \_\_\_\_\_

### LANGUAGE CONCEPT

#### The social function :

- **Greetings** : To establish contact with another person, to recognize his or her existence, and to show friendliness.
- **Leave taking** : To end a conversation (Speaking Naturally, 2000)

#### The Expression of greetings and leave taking:

Greetings	Response	Leave taking	Response
Good morning.	Good morning,	Good night.	Good night.
	I'm glad to see	Good bye.	Good bye.
Good	you.	Have a nice week end	You, too.
afternoon.	Good afternoon.	!	So long, take
Good evening.	Good evening.	See you later.	care.
How are you ?	Fine, thanks.	Talk to you later.	Bye. Take it easy.
How are you	Not bad.	Good to see you.	Goodbye. Take
doing ?	Hello.		care
Hello.	Hi.	Goodbye.	of yourself.
Hi.			

#### The language Features :

Pronouns	Meaning
I	
You	
He	
She	
They	
We	

Vocabularies	Meaning
Good morning	
Good afternoon	
Good evening	
Good night	
Hi	
Hello	
How are you	
Good bye	
See you	
Talk to you later	

## 2. The example of materials development for written text (vocabulary and functional text)

### Grade 7, KD3.4

mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **nama dan jumlah binatang, benda, dan bangunan publik** yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)

### KD4.4

menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Pembelajaran:

- Mencermati beberapa **teks pendek berisi penyebutan benda-benda** di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar
- Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar
- Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah
- Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang
- Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya
- Melakukan refleksi tentang proses dan hasil belajarnya

**Topic: noun** (nama dan jumlah binatang, benda, dan bangunan public – *teaching vocabulary*)

**Name and the amount of Animals (insects), Things (groceries), and Public Buildings**

**Resources: Wikipedia**

### LEARNING ACTIVITY

#### Directions :

You will read some short texts that have information about arthropod (animals), groceries (things), and public buildings. Imagine that you are the person who learn about them at school. As you read the text, try to see in your mind the names and where the animals are, the quantity of the things, and the location of the public buildings.

#### Text 1: Animals

##### INSECTS

Since there are three-quarters of a million insect species, it's best to just look at some of the common ones. They include ants, aphids, beetles, butterflies, cicadas, cockroaches, dragonflies, fleas, flies, grasshoppers, leaf hoppers, lice, mayflies, praying mantis, stink bugs, silverfishes, termites, walking sticks. All insects have six legs which are arranged in pairs. They also have two antennae and most of them have two compound eyes. Typically you will find two pairs of wings on insects, with some of them having only one pair, like flies. A few insects have no wings, like ants, fleas, and lice. Insects are the only invertebrates that can fly.

#### Text 2: Things (groceries)



INSECTS	
<b>Teacher</b>	Since there are three-quarters of a million insect species, it's best to just look at some of the common ones.
<b>Student 1</b>	They include ants, aphids, beetles, butterflies,
<b>Student 2</b>	cicadas, cockroaches, dragonflies, fleas, flies,
<b>Student 3</b>	grasshoppers, leaf hoppers, lice, mayflies, praying mantis,
<b>Student 4</b>	stink bugs, silverfishes, termites, walking sticks.

**Text 2**

Your teacher will dictate all texts, while the students will write it down on their workbook.

**Family Grocery list**

Meat and Fish ..... ..... .....	Fresh Produce ..... ..... .....
Grains & Bread ..... ..... .....	Condiments ..... ..... .....
Canned Goods ..... .....	Dairy & Eggs ..... .....

**Text 3**

Your teacher will dictate the odd sentences, then the students continue to write the even sentences by blackening the grey one

**Public Buildings**

(1) . (2)Public buildings generally serve the purpose of providing a service to the public. (3)This list includes public schools, libraries, courthouses and post offices.

**Libraries**

(1)Public libraries are a type of building that is accessible to the public. (2)People visit libraries for many purposes including checking out books, magazines, publications, music and movies.

**Schools**

(1)Public schools exist in nearly every town in this country. (2)These schools are for grades kindergarten through 12th grade.

**Courthouses**

(1)The courthouse is a public building that is also funded through the government. (2)The public utilize a courthouse for many different purposes. (3)Trials are held at courthouses, important documents are retrieved and most health departments are located within a courthouse.

**Post Offices**

(1)A post office is a government owned public building. (2)A post office is a not-for-profit organization that is open to the public. (3)The post office performs many different mail functions including receiving it, handling it and delivering it.

dings are

**LANGUAGE CONCEPT**

- **The function of noun :** ..... (please find from the reference)

- **Text Structure :**

Subject/Noun	Verb/Linking Verb	Object/Noun
Public buildings	Are	any type of building .....
A post office	Is	a government owned publ

- **Language features :** Name of animals, things, public buildings (noun)

<b>Animal (Arthropod)</b>	<b>Things (Groceries)</b>	<b>Public Buildir</b>
---------------------------	---------------------------	-----------------------



ants, aphids, beetles, butterflies, cicadas, cockroaches, dragonflies, fleas, flies, grasshoppers, leaf hoppers, lice, mayflies, praying mantis, stink bugs, silverfishes, termites, walking sticks ..... ..... .....	skinless white meat Lean cuts of red meat Tuna Salmon Mackerel Pasta Rice Bread Flour Corn flakes Oatmeal Granola Kidney beans Lima beans Chopped tomatoes Soups Onions Garlic Apples Oranges Bananas Bell peppers Zucchini .....	Post office Library School Bank Hospital Museum Mosque Church ..... .....
---	--	--

Singular	Plural	Article
ant aphid beetle butterflie a can of soup, a jar of jelly/jam, a box of cereal, a package of pasta, a carton of milk, a bottle of wine, a loaf of bread.	ants aphids beetles butterflies	a an the

**Grade 9**  
***KD 3.9*** (teaching functional text)

membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa **teks information report** lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya

**KD 4.9.1** menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks **information report** lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX

**KD 4.9.2** menyusun teks **information report** lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

**Topic : An informational report**

(informs or instructs and presents details of events, activities, individuals, or conditions without analysis)

**Resources:** [www.writing-a.com](http://www.writing-a.com)

**LEARNING ACTIVITY**

**Directions :**

You will read some **informational report** texts about **Yam Festivals**, **Butterflies**, and **The Amazing Butterfly**. Imagine that you are the person who learn about them at school. As you read the text, try to see in your mind the general classification and the description of the object being explained.

**Text 1**

**Yam Festivals**

Many countries have holidays to celebrate their food. One of these holidays is the yam festival. Yams are an important crop to many people. They are the main food in parts of Africa.

They are also important in Jamaica. The yam festival is full of tradition. People thank the gods and their ancestors for the yam harvest. The oldest man eats the first yam, and then everyone shares the rest.

The yam festival is a lot like Thanksgiving. Both holidays let people give thanks for good food.

**Text 2**

**Butterflies**

Butterflies are flying insects. There are many kinds of butterflies. They are found all over the world. Every butterfly has a main body, six legs, four wings, and two antennas. Their wings have different colors and patterns on them.

Many butterflies live by flowers. Butterflies use their wings to fly from flower to flower. They drink a sweet liquid in the flowers called nectar. Butterflies also hide in flowers so that their enemies don't see them.

**Text 3**

**The Amazing Butterfly**

A butterfly goes through many changes as it grows. It begins as a tiny egg. The egg is smaller than your little toenail. After a few months, the egg hatches. A small caterpillar, or larva, crawls out. The caterpillar is very hungry. It will eat lots of green plants and begin to grow very quickly. When it is fully grown, the caterpillar forms a hard shell around its body

called a chrysalis. It goes through many changes inside the chrysalis. Soon an adult butterfly breaks out.

The butterfly looks very different from the caterpillar. It now has a small body with four large wings and six legs. The butterfly has two antennas on its head that it uses to smell and feel. It also has two huge eyes. The butterfly's long tongue helps it suck up nectar like using a straw.

Many kinds of butterflies live all over the world, and they can be beautiful to watch. Butterflies are among nature's most amazing insects.

**Your teacher will dictate the odd sentences from the text, then students will continue writing the even sentences by blackening the grey one.**

Text 1: Yam Festivals

Many countries have holidays to celebrate their food (1). One of these holidays is the yam festival (2). Yams are an important crop to many people (3). They are the main food in parts of Africa (4).

They are also important in Jamaica (5). The yam festival is full of tradition (6). People thank the gods and their ancestors for the yam harvest (7). The oldest man eats the first yam, and then everyone shares the rest(8).

The yam festival is a lot like Thanksgiving (9). Both holidays let people give thanks for good food(10).

**Your teacher will dictate all sentences and the students will write on their workbook**

Text 2: Butterflies

**1st paragraph**

1st sentence	
2nd sentence	
3rd sentence	
4th sentence	
5th sentence	

**2nd paragraph**

1st sente nce	
2nd sente nce	
3rd sente nce	
4th sente nce	

Your teacher will dictate the odd sentences, then the students will copy the even sentences from the text.

Text 3: The Amazing Butterfly

**1st paragraph**

- (1) .....
- (2) .....
- (3) .....
- (4) .....
- (5) .....
- (6) .....
- (7) .....
- (8) .....
- (9) .....
- (10) .....

**2nd paragraph**

- (11) .....
- (12) .....
- (13) .....
- (14) .....
- (15) .....

**3rd paragraph**

- (16) .....
- (17) .....

### 3. The example of materials development for teaching grammar

**Grade 8, KD3.7**

*menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/*

*kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan **simple present tense**)*

**KD 4.7**

*menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan / kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks*

*Pembelajaran:*

- Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar
- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks
- Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain
- Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah
- Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana
- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya
- Melakukan refleksi tentang proses dan hasil belajarnya

**Topic: Simple Present Tense**

**Resources:**

**L.G. Alexander, Practice and Progress, 1987**

**LEARNING ACTIVITY**

**Directions :**

You will read some short texts that uses the sentences in the form of simple present tense. Imagine that you are the person who reads the simple text about someone daily activities or habitual. As you read the text, try to see in your mind how people use the sentences in the form of simple present tense.

**Text 1**

### **The Best Art Critics**

I am an art student and I paint a lot of pictures. Many people pretend that they understand modern art. They always tell you what a picture is about. Of course, many pictures are not about anything. They are just pretty patterns. We like them in the same way that we like pretty curtain material. I think that young children often appreciate modern pictures better than anyone else. They notice more. My sister is only seven, but she always tells me whether my pictures are good or not. She came into my room yesterday. "What are you doing?" she asked. "I'm hanging this picture on the wall," I answered. "It's a new one. Do you like it?" She looked at it critically for a moment. "It's all right," she said, "but isn't it upside down?" I looked at it again. She was right! It was!

**Text 2**

My name is Annie and this is what I normally do. I love to walk on the mountain. During the week I wake up early and go for a small walk on the mountain. I usually go with my father or my brother. We like to get some fresh air before we start our day. We live in the country far away from the city. We think that our country life is wonderful because we are away from the noise and pollution of the city. We often walk for about one-half hour and then return to our home. I always take my bus after our walk and at about 8:30 a.m. and

arrive at school at 9:00 a.m. My father takes his car and goes to town to work. He works at a veterinary clinic. He is a vet and loves to help animals. We have 3 dogs and two cats. On the week end we wake up early and go for a hike on the mountain. It is so nice to smell the fresh air and see the wild animals. We stay there for about three hours and bring our lunch with us. As you can see my family loves nature.

**Your teacher will read the odd sentences from the text, then students will continue writing the even sentences by blackening the grey one.**

Text 1: The Best Art Critics

I am an art student and I paint a lot of pictures (1). Many people pretend that they understand modern art(2). They always tell you what a picture is about(3). Of course, many pictures are not about anything(4). They are just pretty patterns(5). We like them in the same way that we like pretty curtain material(6). I think that young children often appreciate modern pictures better than anyone else(7). They notice more. My sister is only seven, but she always tells me whether my pictures are good or not(8). She came into my room yesterday(9). “What are you doing?” she asked(10). “I’m hanging this picture on the wall,” I answered(11). “It’s a new one. Do you like it?”(12) She looked at it critically for a moment(13). “It’s all right,” she said, “but isn’t it upside down(14)?” I looked at it again(15). She was right!(16) It was (17)!

**Your teacher will dictate the odd sentences and the students will copy the even sentences from text 2**

1st sentence	
2nd sentence	
3rd sentence	
4th sentence	
5th sentence	
6th sentence	
7th sentence	
8th sentence	
9th sentence	
10th sentence	
11th sentence	
12th sentence	
13th sentence	
14th sentence	
15th sentence	

**LANGUAGE CONCEPTS**

- **The function of Simple Present Tense :**

Simple present tense is for ..... (find the explanation from the grammar book)

- **The text structure :**

		Subject	Verb1/to be	Object	
+		I He	wake up is	a vet	Early
-		I He	do not wake up does not	a vet	Early
?	<b>Do Do es</b>	I He	wake up	a vet	early

- **Language feature : v1/to be**

Verb 1	Meaning	To be
Go	.....	am
Like	.....	are
Live	.....	is
Notice	.....	
Paint	.....	
Pretend	.....	
Stay	.....	
Take	.....	
Tell	.....	
Think	.....	
Walk	.....	
Wake	.....	
Work	.....	

**4. The example of materials development for teaching short functional text**

**Grade 10**

**KD3.5 (teaching announcement)**

*Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya*

**KD4.5**

*4.5 Teks pemberitahuan (announcement)*

- 4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)
- 4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

**Pembelajaran:**

- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (announcement) dengan intonasi, ucapan, dan tekanan kata yang benar.
- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur Kebahasaannya
- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain
- Membuat teks pemberitahuan (announcement) untuk kelas atau teman
- Melakukan refleksi tentang proses dan hasil belajar.

**Topic:**

**School Announcements**

**Resources:** Gabriella Charter School, LA and Sartell community, US posted on internet

**LEARNING ACTIVITY**

**Directions :**

You will read some announcements posted on school display. Imagine that you are the student who reads these school announcements. As you read the text, try to see in your mind how people announce the events or activities.



ALL ARE WELCOME!!

Gabriella CHARTER SCHOOL

ART! MUSIC! FUN!!  
FOOD VENDORS!

# COMMUNITY ARTS FESTIVAL!!

FREE! SATURDAY JUNE 4TH, 12PM-4PM FREE!

ENTRANCE TO FESTIVAL ON LEMOYNE BETWEEN MONTANA AND SCOTT

## MAKE YOUR OWN ART!

Dance and Music Workshops!

## STUDENT ART EXHIBITION!!

FACEPAINTING! PERFORMANCES! TODDLER AREA! AND MORE!

Gabriella Charter School  
1435 Logan Street Los Angeles, CA 90026  
213.413.5741 www.gabriellacharterschool.org

### BIKE TO SCHOOL DAY CELEBRATION

WEDNESDAY, MAY 9TH  
2:30pm—5pm\*  
LION'S PARK  
1030 1ST St N, Sartell

*Bring your own bike*

**Major events:**

- > Helmet fitting
- > bike tune-ups
- > bicycle obstacle course
- > free food (hot dogs, snacks, beverages)
- > free bounce house
- > lawn games
- > bike giveaway (one girls and one boys)
- > fire truck, police car, and Metrobus vehicles

TIN CASE OF RAIN EVENT WILL BE CANCELED

**\*ALL AGES WELCOME\***

**Sponsors**



<https://docplayer.info/52839371>  
<https://ms-my.facebook.com/Sartell-Lions-Club>

Now, your teacher will give the draft texts on which an ‘editor’ has written suggested changes in the wording and then gets them to write out a final version of their own.

ALL ARE WELCOME!!

Gabriella CHARTER SCHOOL

ART! MUSIC! FOOD VENDORS! FUN!!

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FACEPAINTING!, PERFORMANCES!, TODDLER AREA!, AND MORE!!

Gabriella Charter School  
1435 Logan Street Los Angeles, CA 90026  
213.413.5741 www.gabriellacharterschool.org

Sunday July 7th

NORTH HIGH SCHOOL

10 a.m - 4 p.m

NORTH HIGH SCHOOL

Note:  
the 2nd announcement also has the same form of exercise

## LANGUAGE CONCEPT

### The social function of announcement is :

Used for giving people some information of what has happened or what will happen (wikipedia)

Text Structure	Component	Examples
Purpose	The text that contains <b>what event</b> will be held	(please, take from the announce
Publishing day, date & place	Day and Date realization. The text that contains <b>when the event</b> will be held. The text that contains <b>where the event</b> will be held.	(please, take from the announce
Informing sender	The text that contains name of <b>the person who will be contacted.</b>	(please, take from the announce

Language features	Examples
Using simple present	Make your own art !
Using simple (passive) future	In case of heavy rain, the event will be cancelled
Using concrete noun.	Bike, helmet

## Grade 12

### KD3.7 (teaching song lyrics)

*Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK*

**KD4.7:** *Menangkap makna terkait fungsi sosial dan unsure kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK*

*Pembelajaran:*

- Membaca, menyimak, dan menirukan lirik lagu secara lisan
- Menanyakan hal-hal yang tidak diketahui atau berbeda
- Mengambil teladan dari pesan-pesan dalam lagu
- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu
- Melakukan refleksi tentang proses dan hasil belajarnya

**Topic: Heal the World by Michael Jackson**

**Resources: Lyrics licensed by musixmatch - Copyright © 2000-2020 AZLyrics.com**

### LEARNING ACTIVITY

#### Directions :

You will listen to and talk about the song “Heal the World” by Michael Jackson. Imagine that you are the child who face the worst condition of the world because of war or disaster. As you listen to the song, try to see in your mind how to heal it and make the world a better place to live in..

**Text: Heal the World**

<p>[Intro: Child] Think about the generations and say that we <del>wanna</del> make it a better place for our children, and our children's children, so that they, they, they know it's a better world for them, and think, if they can make it a better place...</p> <p>[Verse 1] There's a place in your heart And I know that it is love And this place could be much brighter than tomorrow And if you really try You'll find there's no need to cry In this place, you will feel there's no hurt or sorrow</p> <p>[Pre-Chorus 1] There are ways to get there If you care enough for the living Make a little space Make a better place</p> <p>[Chorus] Heal the world Make it a better place For you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p> <p>[Verse 2] If you want to know why There's a love that cannot lie Love is strong, it only cares for joyful giving If we try, we shall see In this bliss, we cannot feel Fear or dread, we stop existing and start living</p> <p>[Pre-Chorus 2] Then it feels that always Love's enough for us growing So make a better world To make a better world</p> <p>[Chorus] Heal the world Make it a better place For you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p> <p>[Bridge] And the dream we were conceived in will reveal a joyful face And the world we once believed in will shine again in grace Then why do we keep strangling life? Would this Earth crucify its soul? Though it's plain to see This world is heavenly Be God's glow</p>	<p>[Verse 3] We could fly so high Let our spirits never die In my heart, I feel you are all my brothers Create a world with no fear Together, we'll cry happy tears See the nations turn their swords into Ploughshares</p> <p>[Pre-Chorus 3] We could really get there If you cared enough for the living Make a little space To make a better place</p> <p>[Chorus] Heal the world Make it a better place For you and for me And the entire human race There are people dying If you care enough for the living Make a better place For you and for me Heal the world Make it a better place For you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me Heal the world (Heal the world) Make it a better place For you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me [Post-Chorus] There are people dying If you care enough for the living Make a better place for you and for me There are people dying If you care enough for the living Make a better place for you and for me</p> <p>[Outro: Michael Jackson &amp; Child] Make a better place (You and for me) Make a better place (You and for me) Make a better place (You and for me) (You and for me) Heal the world we live in (You and for me) Save it for our children (You and for me) Heal the world we live in (You and for me) Save it for our children (You and for me) Heal the world we live in (You and for me) Save it for our children (You and for me) Heal the world we live in (You and for me) Save it for our children</p>
--	--

Now, your teacher will play the first part of the song and the students will continue singing the refrain together.

Teacher's part (play the song)

Students' part (sing together)

<p>[Verse 1]  There's a place in your heart  And I know that it is love  And this place could be much brighter  than tomorrow  And if you really try  You'll find there's no need to cry  In this place, you will feel there's no hurt  or sorrow</p> <p>[Pre-Chorus 1]  There are ways to get there  If you care enough for the living  Make a little space  Make a better place</p>	
	<p>[Chorus]  Heal the world  Make it a better place  For you and for me and the entire  human race  There are people dying  If you care enough for the living  Make a better place for you and for  me</p>
<p>[Verse 2]  If you want to know why  There's a love that cannot lie  Love is strong, it only cares for joyful  giving  If we try, we shall see  In this bliss, we cannot feel  Fear or dread, we stop existing and start  living</p> <p>[Pre-Chorus 2]  Then it feels that always  Love's enough for us growing  So make a better world  To make a better world</p>	
	<p>[Chorus]  Heal the world  Make it a better place  For you and for me and the entire  human race  There are people dying  If you care enough for the living  Make a better place for you and for  me</p>

[Bridge]

And the dream we were conceived in will  
    reveal a joyful face  
And the world we once believed in will  
    shine again in grace  
Then why do we keep strangling life?  
    Would this Earth crucify its soul?  
    Though it's plain to see  
    This world is heavenly  
    Be God's glow

[Verse 3]

    We could fly so high  
    Let our spirits never die  
In my heart, I feel you are all my brothers  
    Create a world with no fear  
    Together, we'll cry happy tears  
    See the nations turn their swords into  
    Ploughshares

[Pre-Chorus 3]

    We could really get there  
If you cared enough for the living  
    Make a little space  
    To make a better place

[Chorus]

    Heal the world  
    Make it a better place  
    For you and for me  
And the entire human race  
    There are people dying  
If you care enough for the living  
    Make a better place  
    For you and for me  
    Heal the world  
    Make it a better place  
For you and for me and the entire  
    human race  
    There are people dying  
If you care enough for the living  
Make a better place for you and for  
    me  
    Heal the world (Heal the world)  
    Make it a better place  
For you and for me and the entire  
    human race  
    There are people dying  
If you care enough for the living  
Make a better place for you and for  
    me

[Post-Chorus]

    There are people dying  
If you care enough for the living  
Make a better place for you and for  
    me

There are people dying  
 If you care enough for the living  
 Make a better place for you and for  
 me

[Outro: Michael Jackson & Child]  
 Make a better place (You and for me)  
 Make a better place (You and for me)  
 Make a better place (You and for me)  
 (You and for me)  
 Heal the world we live in (You and for  
 me)  
 Save it for our children (You and for me)  
 Heal the world we live in (You and for  
 me)  
 Save it for our children (You and for me)  
 Heal the world we live in (You and for  
 me)  
 Save it for our children (You and for me)  
 Heal the world we live in (You and for  
 me)  
 Save it for our children

**Social function :**

To entertain and educate the reader through the beauty of its language and the moral value in its lyrics

**Text Structure :**

- Lyric : ..... e.g. ....
- Stanza : ..... e.g. ....
- Personification : ..... e.g. ....
- Metaphor : ..... e.g. ....

**Language Features:** (Vocabularies and phrases related to the theme of the song)

Vocabularies	Meaning	Phrases	Meaning
Generation Hurt sorrow Save Care die the living ploughshares fear dread plain dream reveal joyful grace shine	(write the meaning for each words here)	Heal the world Would this Earth crucify its soul Cares for joyful living This world is heavenly Be God's glow People dying Entire human race Make a little space Make a better place Care for the living Turn their swords into we were conceived in will reveal a joyful face we once believed in will shine again in grace keep strangling life	(write the meaning for each phrases here)

### 3. Intake Response Activities

Intake Response Activities are the activities constructed by the material developer to help the learners to develop and articulate what they have taken in from the text. These activities focus on the mental representation which the learners have achieved from the experiential activities, and then invite the learners to reflect on this representation rather than return to the text. So, the learners are encouraged to remember what they have read or listened before. Unlike conventional comprehension questions, these activities do not test learners on their comprehension of the text. But, these activities give the learners a positive start to their post-reading/listening responses by inviting them to share with others what the text means to them. They cannot be wrong because they are not being asked about the text but about their personal representation of it. However, it is possible that their representation is only partial (or even superficial) and the process of sharing of it with others can help to extend and deepen it. It is “OK”



for them, because this part is still a process of taking the content on the text being learnt into “their head”.

Intake response activities could ask the learners to think about and then articulate their feelings and opinion about what was said or done in the text. They could ask them to visualize, to draw or to mime what they can remember from the text. Or they could ask them to summarize the text to someone who has not read it or to ask clarification questions of the teacher or of someone else who knows the text well.

These activities should not be graded or criticized but the teacher can help the learners to deepen their initial responses by asking questions, by guiding them to think back to particular sections of the text or by ‘feeding’ them extracts from the text to stimulate further thought and discussion.

#### Summary

- Procedure : Devise activities which help learners to articulate and develop their mental representations of the text
- Principles : Learning is facilitated by starting positively from what the learners do know and understand
- Objectives: To encourage learners to process their representation of a text rather than the text itself and to encourage them to be relaxed and confident in their response to texts

The example of Intake Response Activities below are the continuation of the Experiential Activities above. This activity can be called as Practicing Activity because we will provide the students with tasks. The examples given still based on the teaching focus : spoken text (interpersonal/transactional text), written text (functional text, short functional text), grammar, and song lyrics – in which later can be used as a model in constructing the materials based on English curriculum 2013.

### 1. The example of materials development for spoken text

Grade 7, KD 3.1

mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan **menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf**, serta menanggapi, sesuai dengan konteks penggunaannya

**KD 4.1**

menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks

**Topic:**

Teks Interaksi Interpersonal : Greetings and Leave taking, Thanking, Apologizing  
(note: for this example the topic will be discussed only Greetings and Leave Taking)

**Resources:**

Speaking Naturally, Cambridge, 2011

**PRACTICING ACTIVITY**

**Directions:**

You will listen to the conversations on how to greet and say good bye to others again. While listening to them, try to think about what they are saying, then tell what you feel or give your opinions on what was said in those dialogs.

<p><b>Conversation 1</b></p> 	<p><b>Conversation 2</b></p> 
--	---

**Task 1 :**

Now, visualize the expression of greeting and saying good bye that you can remember. Use the pictures below to help you.

**Conversation 1 :** Mr. Thomas meets Sarah in front of the bookstore. Then, they greet each other.

<p>Greeting other .....</p>	<p>the response of greeting : ..... .....</p>
	

**Conversation 2 :** Anna meets Mr.Johnson. Then, they greet each other and talk about the next class. After that, they say goodbye each other.



**Task 2:**

Now, tell the conversations you have listened to your friend. Use the following questions to help you !

Questions	Your answer	What you want to tell
<p>Conversation 1</p> <ul style="list-style-type: none"> <li>● Where did Sarah and Mr. Thomas meet?</li> <li>● What did Sarah say to Mr. Thomas?</li> <li>● What did Mr. Thomas respond?</li> <li>● What did Sarah say?</li> <li>● Do you think we should greet everybody ? Why ?</li> </ul>	<p>(The students will write the answer of the question on the left, to guide them writing the draft for 'what they want to tell' later)</p>	<p>(The students will write the draft here based on the answer from the question provided)</p>
<p>Conversation 2</p> <ul style="list-style-type: none"> <li>● Where did Anna and Mr. Johnson meet?</li> <li>● What did Anna say to Mr. Johnson?</li> <li>● What did Mr. Johnson reply?</li> <li>● What did Anna ask to Mr. Johnson?</li> <li>● What did Mr. Johnson answer?</li> <li>● What did Anna say, then?</li> <li>● And, what did Mr. Johnson respond?</li> </ul>	<p>(The students will write the answer of the question on the left, to guide them writing the draft for 'what they want to tell' later)</p>	<p>(The students will write the draft here based on the answer from the question provided)</p>



Pictures	Information from the text	
	Name ..... ..... ..... ..... .....	..... .. ..... .. ..... .. ..... ..
	Name ..... ..... ..... ..... .....	..... .. ..... .. ..... .. ..... ..
	Name ..... ..... ..... ..... .....	..... .. ..... .. ..... .. ..... ..

**Task 2 :**

Please tell about the insects, the groceries, and the public buildings from the text you have read. Use the following question to help you.

**Questions**

**Write what you want to tell here**

<p><b>Invertebrates</b>          What are the names of the insects?          Where do they live?          How many species are they now ?          ..... add another question here .....</p>	<hr/> <hr/> <hr/> <hr/>
<p><b>Groceries</b>          What are the names of meat and fish?          What are the names of grains and bread ?          ..... add another question here .....</p>	<hr/> <hr/> <hr/> <hr/>
<p><b>Public buildings</b>          What are the name of the buildings?          What are the buildings are for?          ..... add another question here .....</p>	<hr/> <hr/> <hr/> <hr/>

**Grade 9**

**KD 3.9 (teaching functional text)**  
*membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya*

---

**KD 4.9.1** menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX

**KD 4.9.2** menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

---

**Topic : An informational report**  
 (informs or instructs and presents details of events, activities, individuals, or conditions without analysis)

---

**PRACTICING ACTIVITY**

**Directions:**  
 Now, you will read the report text about **Yam Festivals, Butterflies, and The Amazing Butterfly**, again. While reading the texts, try to think about the information there, then tell what you feel or give your opinions on what was written in the texts.

<p><b>Text 1: Yam Festivals</b>  <a href="https://en.wikipedia.org">https://en.wikipedia.org</a></p> 	<p><b>Text 2: Butterflies</b>  <a href="https://www.theguardian.com/environment">https://www.theguardian.com/environment</a></p> 	<p><b>Text 3: The Amazing Butterfly</b>  <a href="https://www.maritimradio.co.uk">https://www.maritimradio.co.uk</a></p> 
--	--	---

**Task 1 :**

Draw the the general classification and the description of the object being explained. Use the graphic organizer below to help you!

**Text 1 : Yam Festivals**

My name \_\_\_\_\_ Date \_\_\_\_\_

**SUMMARY GRAPHIC ORGANIZER**

Title: \_\_\_\_\_

**Main Idea**

\_\_\_\_\_

**Four Important Details:**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

**Summary of the Passage in ONE sentence**

\_\_\_\_\_

\_\_\_\_\_

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<https://id.pinterest.com>

## Text 2 : Butterflies

Name:

### Animal Research

Animal Name:  Picture of Animal:

Where does this animal live?

How big is this animal and what does it look like?

What does this animal like to eat?

Interesting Fact #1 -

Interesting Fact #2 -

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<http://mrsderita.weebly.com>

## Text 3 : The Amazing Butterfly

**BUTTERFLIES**  
INFORMATIVE WRITING  
REPORT PAPERS & BONUS PRINTABLES

**STARTING SENTENCES**  
START WITH AN INTERESTING SENTENCE

**WHAT DO BUTTERFLIES EAT?**

**LIFE CYCLE**

**WORDS TO KNOW**

**are**  
**can**  
**have**

**CHALLENGE**  
Use the words in the box to write a paragraph about butterflies.

<https://www.teacherspayteachers.com/>



**Task 2 :**

Please summarize the informational report text about **Yam Festivals, Butterflies, and The Amazing Butterflies**. Use the following question to help you in making the summary.

Yam Festivals	Butterflies	The Amazing Butterflies
What is the text talking about? What is the Yam Festivals? Why is Yam important to many people in Africa? What do the people do in Yam Festivals? Who eats the first	question 1 question 2 question 3 question 4 question 5 question 6 .....	question 1 question 2 question 3 question 4 question 5 question 6 .....

Summary Text 1	Summary Text 2	Summary Text 3
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**3. The example of materials development for teaching grammar**

**Grade 8, KD3.7:** *menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)*

**KD 4.7**

*menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan /kegiatan/kejadian yang dilakukannya/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks*

**Topic: Simple Present Tense**

**PRACTICING ACTIVITY**

**Directions:**

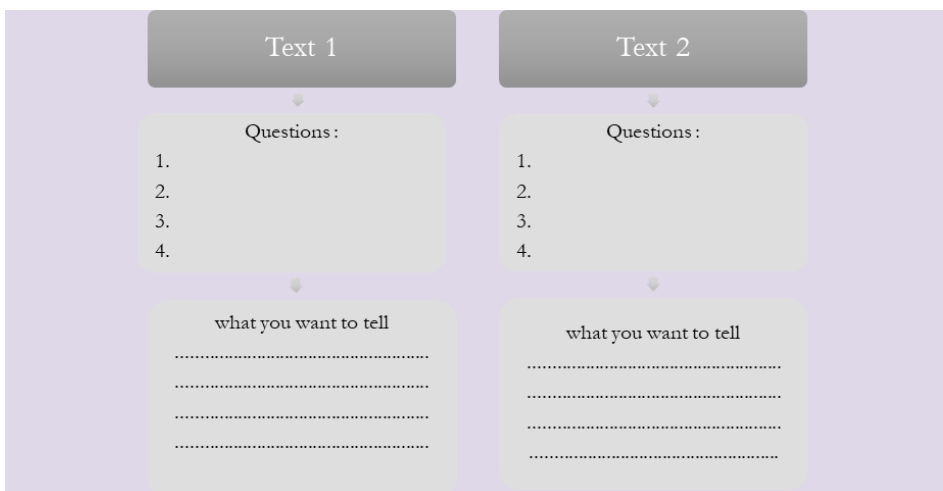
Now, you will read some short texts that uses the sentences in the form of simple present tense again. While reading the texts, try to think about the meaning in each sentences, then tell what you feel or give your opinions on what was written in the texts.

**Task 1 :**

Draw the the sentences in the form of simple present tense from the texts above and put into the table below!

Text 1	Text 2
1. .....	1. .....
2. .....	2. .....
3. .....	3. .....
4. .....	4. .....
5. .....	5. .....
6. .....	6. .....
7. .....	7. .....
8. .....	8. .....
9. .....	9. .....
10. .....	10. .....
11. .....	11. .....
12. .....	12. .....
13. .....	13. .....
14. .....	14. .....
15. .....	15. .....
16. .....	16. .....
17. .....	

**Task 2 :** Please tell the texts above to someone who has not heard it. Use the following question to help you .



**4. The example of materials development for teaching short functional text**

**Grade 10, KD3.5:** *Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya*

**KD4.5**

4.5 *Teks pemberitahuan (announcement)*

4.5.1 *Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)*

4.5.2 *Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*

**Topic: School Announcements**

**PRACTICING ACTIVITY**

**Directions:**

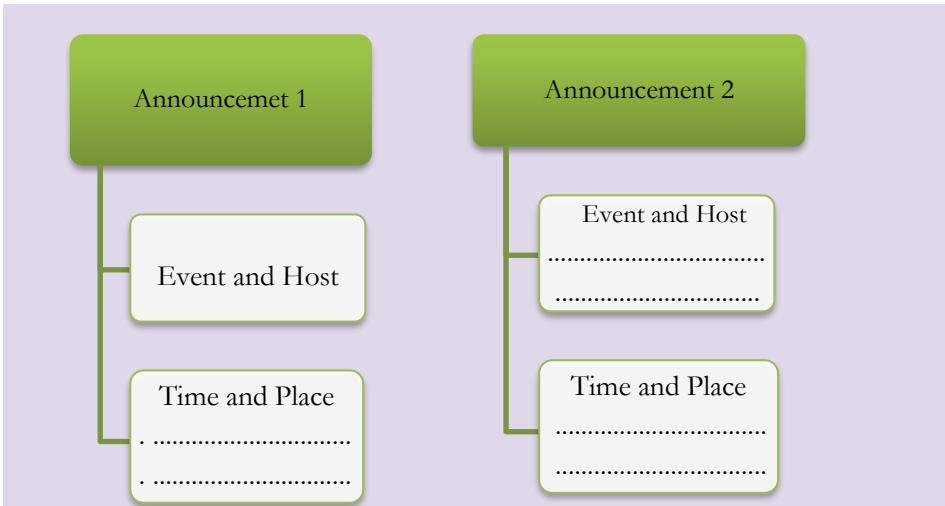
You will read the previous announcements again. While reading the texts, try to think about the information on them, then tell what you feel or give your opinions on what was written in the texts.

Announcement 1

Announcement 2

**Task 1 :**

Draw the the important information from the announcements above and put into the infographic below!



**Task 2 :**

Please tell the information on the announcement above to other people who do not read them. Use the following question to help you.

The form consists of two columns, 'Text 1' and 'Text 2', each in a dark blue box. Below each text box is a 'Questions :' section in a light grey box, containing five numbered lines (1. to 5.) with dotted lines for writing. Below the questions section is another light grey box labeled 'what you want to tell' with five horizontal dotted lines for writing.

**Grade 12**

**KD3.7 (teaching song lyrics)**

*Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK*

**KD4.7**

*Menangkap makna terkait fungsi sosial dan unsure kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK*

**Topic: Heal the World by Michael Jackson**

**PRACTICING ACTIVITY**

**Directions:**

You will listen to the song again. While listening, try to think about the lyrics, then articulate what you feel or give your opinions on what was said in the song.

..... Teacher plays the audio to the students, once again .....

**Task 1 :**

Now, visualize the meaning conveyed on each stanza. Use the pictures and expressions below to help you.

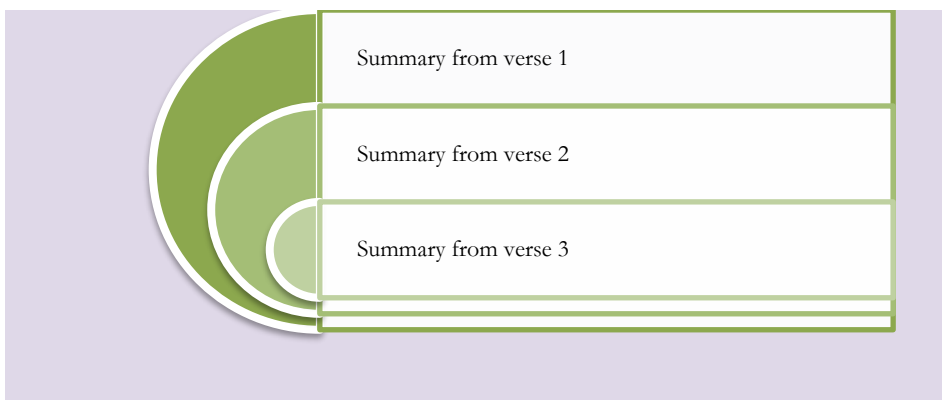
<p><b>Peaceful Places</b></p> <p>Make it a better place For you and for me and the entire human race</p>  	<p>Love is only cares for joyful giving</p> <p>There are people dying</p>  	<p>In this place, you will feel hurt or sorrow</p> <p>Heal the world Make it a better place</p>  
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Source of pictures: <https://travel.amerikanki.com/>, <https://www.gcgi.info>,  
<https://healthplanet.com/category/health-wellness/>,  
<https://www.google.com/search?q=akibat+perang+palestina>,

**Task 2 :**

Now, tell the song you have listened to your friend. Use the following questions to help you in making a summary of it !

<p>Verse 1</p> <p>Questions: 1) ..... 2) ..... 3) .....</p> <p>Answers : 1) ..... 2) ..... 3) .....</p>		
<p>Verse 2 and Bridge</p> <p>Questions : 1) ..... 2) .....</p> <p>Answer : 1) ..... 2) .....</p>	<p>Verse 3</p> <p>Question : .....</p> <p>Answer : .....</p>	
<p>Pre chorus 1 and chorus 1</p> <p>Question : .....</p> <p>Answer : .....</p>	<p>Pre chorus 2 and chorus 2</p> <p>Question : .....</p> <p>Answer : .....</p>	<p>Pre chorus 3 and chorus 1</p> <p>Question : .....</p> <p>Answer : .....</p>



#### **4. Development Activities**

Development activities are the activities which provide opportunities for meaningful language production based on the learners' representations of the text. These activities involve the learners going back to the text before going forward to produce something new. So, as in Tomlinson's example, after reading a story called 'Sentenced of Death' about a man in Liverpool that has four hours to live, the learners in group rewrite the story but it is based on their own situation; the name of the man, the town he lives, or other condition such as the name of the family, or the crime he has done. This task is suitable for the spoken text and short functional text such as letters, notice, greeting card, etc

Other example of activities are; after reading several sentences in the form of grammar being taught (e.g. degree of comparison, be adjective, or tenses) learners are asked to write the new sentences. Or after reading a story with the title 'They Came from the Sea: Part 1', learners sit in a circle and take turns to suggest the next sentences of the story: 'They Came from the Sea: Part 2'. The learners can improvise in writing it based on their capability on grammar and vocabularies. The material developers can help the learners by giving them some guided questions or story mapping on the textbook. Those examples of tasks are suitable for functional text and for teaching grammar and vocabularies, but we

must give some words or phrases to help them develop their own paragraph/sentences)

While, the other activities can be as follow ; after working out with an advertisement of a vehicle called the C5, the learners are asked to design an improved C6 and then write an advertisement to promote this vehicle. This task is suitable for short functional text such as letters, notice, ads, announcements, greeting card, etc

The point of the Development Activities is that the learners can base their language production both on what they have already understood from the text and on connections with their own lives. While talking or writing they will gain opportunities to learn new language and develop new skills and, if they are affectively engage in an achievable challenge, they will learn a lot from each other and from the teacher.

#### Summary

- Procedure : Devise activities which help learners to use their representation of the text as the basis for language production activities
- Principles : Mental connection facilitate learning
- Objectives: To help learners express themselves in the target language intelligently and creatively

The example of Development Activities or we also can call it as Creating Activity are the continuation of the Intake Response Activities above. The examples given still based on the teaching focus : spoken text (interpersonal/transactional text), written text (functional text, short functional text), grammar, and song lyrics – in which later can be used as a model in constructing the materials based on English curriculum 2013.

#### 1. The example of materials development for teaching spoken text (conversation)

**KD 3.1**

*mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya*

**KD 4.1**

*menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks*

**Topic:**

Teks Interaksi Interpersonal : Greetings and Leave taking

**Resources:**

Speaking Naturally, Cambridge, 2011

**CREATING ACTIVITY****Directions :**

You will listen to the conversations on how to greet and say good bye to others again, before making your own conversation. Sit in pairs and take turn to suggest the expressions for making your own dialogs.

**Task 1**

Now, write the conversations based on the situation given. Use the previous conversations to help you find the appropriate expressions.

**Situation 1 :** A and B are friends. They meet at the school yard this morning. A and B greet each other.

A	B
1. Say good morning to B 2. Tell B he must attend the biology class soon and say bye	1. say good morning to A 2. say bye too

**Situation 2 :** A is a teacher and B is a student. They meet at the bookstore. They greet and say good bye each other

A	B
1. say hello to B 2. tell B he must go back to the school and say good bye	1. say good afternoon to A 2. say good bye too

**Situation 3 :** A is a school librarian. B is a student. B meets A in a library because B wants to borrow a book there. So B greet A first, before asking a book to A

A	B
1. say good morning to B and ask how can she help B 2. tell B that the book is on the bookshelves no. 4	1. say good morning to A and tell her that she needs a math book 2. say thank you

**Task 2**

Now, write the conversation into the the table below then perform it in front of the class. Use some properties to make your performance alive. You can see the following pictures to inspire your role play.



**Situation 1 :** A and B are friends. They meet at the school yard this morning. A and B greet each other.



A : .....  
B : .....  
A : .....  
B : .....

**Situation 2 :** A is a teacher and B is a student. They greet each other after class and say good bye



A : .....  
B : .....  
A : .....  
B : .....

**Situation 3 :** A is a school librarian. B is a student. B meets A in a library because B wants to borrow a book there. So B greet A first, before asking a book to A



A : .....  
B : .....  
A : .....  
B : .....

**2. The example of materials development for teaching written text (vocabulary and functional text)**

**Grade 7**

**KD 3.4 : (vocabulary)**

*mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)*

**KD4.4**

*menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks*

**Topic:** (nama dan jumlah binatang, benda, dan bangunan public – *teaching vocabulary* )

Name and the amount of Animals (insects), Things (groceries), and Public Buildings

**Resources:** Wikipedia

**CREATING ACTIVITY**




**Directions :**

You will read the texts that have information about the name of animals, things, and public buildings again, before making your own text. Sit in group of four, then take turn to suggest the sentences for making your own text.




**Task 1**

Now, in group you will rewrite the name of insects, groceries, and public buildings to complete the task. Use the picture to help you in deciding what animal, thing, and public building you need to name it.




**Insect**

			Picture	Picture	Picture	Picture	Picture
..... ..	.....	..... .	..... .	..... .	..... .	..... .	..... ...
Picture	Picture	Picture	Picture	Picture	Picture	Picture	Picture
..... .	.....	.....	.....	.....	.....	.....	..... .

## Groceries

			Picture	Picture	Picture	Picture	Picture
.....	.....	.....	.....	.....	.....	.....	.....
..	.	.	.	.	.	.	..
Picture	Picture	Picture	Picture	Picture	Picture	Picture	Picture
.....	.....	.....	.....	.....	.....	.....	.....
..	.	.	.	.	.	.	.

## Public Buildings

			Picture	Picture	Picture	Picture	Picture
.....	.....	.....	.....	.....	.....	.....	.....
..	.	.	.	.	.	.	..
Picture	Picture	Picture	Picture	Picture	Picture	Picture	Picture
.....	.....	.....	.....	.....	.....	.....	.....
..	.	.	.	.	.	.	.

## Task 2

Now, tell your friend about the name of insects, groceries, and public buildings above in front of the class. Then, post the pictures on your display board.



## Grade 9

### **KD 3.9 (teaching functional text)**

*membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa **teks information report** lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya*

**KD 4.9.1** *menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX*

**KD 4.9.2** *menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*

### **Topic : An informational report**

(informs or instructs and presents details of events, activities, individuals, or conditions without analysis)

**Resources:** [www.writing-a.com](http://www.writing-a.com)

### **CREATING ACTIVITY**

#### **Directions :**

You will read some informational report texts about **Yam Festivals**, **Butterflies**, and **The Amazing Butterfly**, before making your own text. Sit in group of four, then take turn to suggest the sentences for making your own text.

#### **Task 1**

Now, in group you will write your own informational report text. Decide whether festival or animal that you want to inform. Use the generic structure and the language features you have learned to help you composing your text.

PICTURE	Clue: rearrange the jumble sentences below to produce your own report text.	Your text
<p data-bbox="220 407 481 437"><b>US Independence Day</b></p> <p data-bbox="220 498 499 521"><a href="https://www.travelchannel.co">https://www.travelchannel.co</a></p>  <p data-bbox="220 814 244 837"><a href="#">m</a></p>	<p data-bbox="534 407 766 437">General classification:</p> <p data-bbox="534 468 830 620">1.The celebrations are done by people with a festive combination of vacations, barbeques, parties, sparklers and fireworks.</p> <p data-bbox="534 651 830 803">2. Every year on <b>July 4th</b>, families and friends across the United States celebrate the country's <b>Independence Day</b>.</p>	<p data-bbox="857 407 1077 468">US Independence Day</p> <p data-bbox="857 506 1077 529">.....</p> <p data-bbox="857 536 900 559">.....</p> <p data-bbox="857 567 1077 590">.....</p> <p data-bbox="857 597 900 620">.....</p> <p data-bbox="857 628 1077 651">.....</p> <p data-bbox="857 658 1077 681">.....</p> <p data-bbox="857 689 1077 712">.....</p> <p data-bbox="857 719 1077 742">.....</p> <p data-bbox="857 750 1077 773">.....</p> <p data-bbox="857 780 1077 803">.....</p>
 <p data-bbox="220 1157 456 1180"><a href="https://www.tripbeam.com">https://www.tripbeam.com</a></p>  <p data-bbox="220 1500 424 1523"><a href="https://www.6sqft.com">https://www.6sqft.com</a></p>	<p data-bbox="534 833 674 864">Description :</p> <p data-bbox="534 902 830 1169">1.The <b>National Mall</b> is the epicenter of <b>Independence Day</b> celebrations, with a parade along Constitution Avenue and beautiful evening fireworks over the <b>Washington Monument</b>.</p> <p data-bbox="534 1207 830 1321">2.What better place to celebrate <b>US Independence</b> than the nation's capital city?</p> <p data-bbox="534 1359 830 1530">3.New York City has one of the best pyrotechnic shows in the country, setting off thousands of <b>fireworks on the Hudson River</b>.</p> <p data-bbox="534 1568 830 1683">4.Many of the top <a href="#">attractions in Washington DC</a> host fun family events on <b>July 4th</b>, complete</p>	<p data-bbox="857 833 900 856">.....</p> <p data-bbox="857 864 1077 887">.....</p> <p data-bbox="857 894 1077 917">.....</p> <p data-bbox="857 925 1077 948">.....</p> <p data-bbox="857 955 1077 978">.....</p> <p data-bbox="857 986 1077 1009">.....</p> <p data-bbox="857 1016 1077 1039">.....</p> <p data-bbox="857 1047 1077 1070">.....</p> <p data-bbox="857 1077 1077 1100">.....</p> <p data-bbox="857 1108 1077 1130">.....</p> <p data-bbox="857 1138 1077 1161">.....</p> <p data-bbox="857 1169 1077 1191">.....</p> <p data-bbox="857 1199 1077 1222">.....</p> <p data-bbox="857 1229 1077 1252">.....</p> <p data-bbox="857 1260 1077 1283">.....</p> <p data-bbox="857 1290 1077 1313">.....</p> <p data-bbox="857 1321 1077 1344">.....</p> <p data-bbox="857 1351 1077 1374">.....</p> <p data-bbox="857 1382 1077 1405">.....</p> <p data-bbox="857 1412 1077 1435">.....</p> <p data-bbox="857 1443 1077 1466">.....</p> <p data-bbox="857 1473 1077 1496">.....</p> <p data-bbox="857 1504 1077 1527">.....</p> <p data-bbox="857 1534 1077 1557">.....</p> <p data-bbox="857 1565 1077 1587">.....</p> <p data-bbox="857 1595 1077 1618">.....</p> <p data-bbox="857 1626 1077 1648">.....</p> <p data-bbox="857 1656 1077 1679">.....</p>



## The Koala



The Koala bear lives in Australia. The koala is not actually a bear, it is a marsupial. This means that when they have offspring, the baby koala (called a joey) is born approximately 2cm's long and then travels to a protective pouch on their mother's tummy. They then continue to grow for 6 months.

The koala has sharp claws and live in tree ranges. They are nocturnal animals and sleep a lot during the day.

Description	Habitat and Diet	Facts
<ul style="list-style-type: none"> <li>• Mammals</li> <li>• Marsupials</li> <li>• Furry</li> <li>• Warm blooded</li> <li>• Sharp claws</li> <li>• Fussy eaters</li> <li>• Live in trees</li> <li>• Make noises such as burping sounds and snoring!</li> <li>• 60 - 85cm long</li> </ul>	<ul style="list-style-type: none"> <li>• Like to 2 to 3 Types of Eucalyptus plants</li> <li>• Live in the Forests of Eastern Australia</li> <li>• Habitat is under threat.</li> </ul>	<ul style="list-style-type: none"> <li>• The koala bear is not actually a bear</li> <li>• The Females can have up to one joey a year</li> <li>• A 'joey' is the name of a baby koala</li> <li>• Koalas are marsupials.</li> <li>• They used to be hunted in the 1920s an 1930s but people have made more effort to protect them.</li> <li>• The leaves of the Eucalyptus tree are toxic to humans but koalas have an adapted digestive system that allows them to consume these leaves safely.</li> </ul>

<https://www.pinterest.com.au/bunoza/writing/>

4. They only drink water in extreme circumstances when they are sick or when they cannot derive enough water from the Eucalypt leaves.
5. The word koala comes from an aboriginal word meaning "no drink" because koalas derive approximately 90% of their hydration from Eucalyptus leaves.
6. Koalas eat between 200-500 grams of leaves every day and are quite fussy about the species of Eucalypt leaf that they eat.
7. They live in koala communities as they prefer and need the company of other koalas for survival.
8. Koalas live in bushland in Australia. They can be found both inland and in coastal areas of tall Eucalypt trees.
9. They have strong muscular limbs and claws that aid in climbing and balancing in trees.
10. Koalas are covered in thick woolly fur suitable for protection from warmth and cold.
11. These mammals are not bears, they are marsupials.
12. Many people incorrectly use the term "koala bear" which is incorrect.





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Pictures for explaining the report text : Koala

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3. The example of materials development for teaching written text (grammar)

**Grade 8**

***KD3.7***

*menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan **simple present tense**)*

***KD 4.7***

*menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks*

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**Topic:** Simple Present Tense

**Resources:** L.G. Alexander, Practice and Progress, 1987

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**CREATING ACTIVITY**

**Directions :**

You will read some short texts that uses the sentences in the form of simple present again, before making your own text. Sit in group of four, then take turn to suggest the sentences for making yours.

### Task 1

Now, in group you will make the sentences in the form of simple present. Decide what verb you must use to complete the sentences. Use the word in the brackets to help.

## Simple Present Tense

### I. Write affirmative sentences. Use the verbs in parenthesis.

1. Mary and I \_\_\_\_\_ (go) to the cinema every Friday.
2. Claudia and her friends \_\_\_\_\_ (have) lunch once a month.
3. My brother Peter \_\_\_\_\_ (do) karate three days a week.
4. Mr. Dean \_\_\_\_\_ (be) a baker. He has a big bakery.
5. Mr. and Mrs. Parker \_\_\_\_\_ (come) from Canada.
6. My parents \_\_\_\_\_ (love) to travel.
7. Joan is a good teacher. She \_\_\_\_\_ (prepare) her class with enthusiasm.
8. Ben is a good swimmer. He \_\_\_\_\_ (swim) 400mts very fast.
9. Sebastian \_\_\_\_\_ (study) at Bellas Artes School. He \_\_\_\_\_ (draw) beautiful pictures.
10. Ben's sisters \_\_\_\_\_ (be) ballet dancers.

### II. Write negative sentences. Use the verbs in parenthesis.

1. My brother \_\_\_\_\_ (not like) to dance but he loves having a good talk.
2. Gina \_\_\_\_\_ (not live) in Paracas, she lives in Pisco.
3. My parents \_\_\_\_\_ (not be) lawyers, they work in a school.
4. My school workers \_\_\_\_\_ (not do) the homework on time.
5. Georgia \_\_\_\_\_ (not cook) well. She wants to have some cooking lessons.
6. My cousin Lucas \_\_\_\_\_ (not have) to walk his dog, he pays to someone else to do that.
7. If you \_\_\_\_\_ (not study) on time, you will have many problems.
8. Please, \_\_\_\_\_ (not forget) to do the chores.
9. Mario \_\_\_\_\_ (not wear) shirts because he \_\_\_\_\_ (not like) them.
10. Jean and his brother \_\_\_\_\_ (not be) twins. Jean is 12 and his brother is 10.

### III. Write interrogative sentences. Use Do or Does and the verbs in parenthesis.

#### Answer the questions.

1. \_\_\_\_\_ you like to \_\_\_\_\_ (go) to the movies? \_\_\_\_\_, Let's go today.
2. \_\_\_\_\_ your mother \_\_\_\_\_ (read) the newspaper everyday?  
\_\_\_\_\_. She prefers to watch the news.
3. \_\_\_\_\_ your cousins \_\_\_\_\_ (come) to visit you every weekend?  
\_\_\_\_\_. We all play soccer and then we watch a movie.
4. \_\_\_\_\_ Ximena \_\_\_\_\_ (study) in New York?  
\_\_\_\_\_. She is studying Art.
5. What \_\_\_\_\_ you \_\_\_\_\_ (like) for dinner? I \_\_\_\_\_ chicken.
6. What \_\_\_\_\_ Milena \_\_\_\_\_ (study)? She \_\_\_\_\_ (study) Architecture.
7. \_\_\_\_\_ your grandma \_\_\_\_\_ ? \_\_\_\_\_, She cooks very well.

ISI Collective.com

<https://id.pinterest.com/pin/835558537097492851/>

## Task 2

Now, explain the text you have made in front of the class and display it on students' bulletin board. You can see the following boards to inspire you.



<https://www.boredteachers.com/post/17-bulletin-board-ideas-this-school-year>

## 4. The example of materials development for teaching short functional text

### Grade 10

#### ***KD3.5 (teaching ads)***

*Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya*

#### ***KD4.5***

*4.5 Teks pemberitahuan (announcement)*

*4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)*

*4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*

**Topic:** School Announcements

**Resources:** Gabriella Charter School, LA and Sartell community, US posted on internet

### **CREATING ACTIVITY**

#### **Directions :**

You will read some announcements posted on school display again, before making your own text. Sit in group of four, then take turn to suggest the sentences for making yours.

#### **Task 1**

Now, in group you will make the new announcement. Decide what information you will announce, what day and place, and who are the hosts. Use the clue in the box to help you.

<b>Your clue</b>	<b>Your announcements</b>
event will be held : Parents Teacher Meeting when the event will be held : Friday, Jan 15, 2019 at 5 p.m. – 7 p.m. where the event will be held : Room 203	

Secondary School	Galloway	
name of the person who will be contacted :		
Ms. Brunette	0800 7587 9543	

### Task 2

Now, tell the announcements you have made in front of the class and display it on students' bulletin board.



[https://www.youtube.com/watch?v=J\\_xALzvy1io&ab\\_channel=MastiKiPathshala](https://www.youtube.com/watch?v=J_xALzvy1io&ab_channel=MastiKiPathshala)

### Grade 10

#### ***KD3.9 (teaching song lyrics)***

*Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK*

#### ***KD4.9***

*Menangkap makna terkait fungsi sosial dan unsure kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK*

**Topic:** Heal the World by Michael Jackson

**Resources:** Lyrics licensed by musixmatch - Copyright © 2000-2020 AZLyrics.com

#### **CREATING ACTIVITY**

##### **Directions :**

You will listen to the song “Heal the World” by Michael Jackson again, before completing the missing lyric on each stanza. Sit in pairs, then take turn to suggest the words or phrases for completing the whole song.

<p>[Verse 1]  There's a place in ..... heart  And I ..... that it is love  And this place could be much ..... tomorrow  And if you really .....  You'll find there's no need to .....  In this place, you will ..... there's no hurt or sorrow</p> <p>[Pre-Chorus 1]  There are ..... to get there  If you ..... enough for the living  Make a ..... space  Make a better .....</p> <p>[Chorus]  Heal the .....  Make it a better place  For you and for me and the ..... human race  There are people .....  If you care ..... for the living  Make a better place for you and for me</p> <p>[Verse 2]  If you ..... to know why  There's a love that cannot .....  Love is ..... it only cares for ..... giving  If we try, we shall see  In this ..... , we cannot feel  Fear or dread, we stop ..... and start living</p> <p>[Pre-Chorus 2]  Then it feels that always  Love's enough for us .....  So make a ..... world  To make a better world</p> <p>[Chorus]  Heal the .....  Make it a better place  For you and for me and the entire ..... race  There are people dying  If you care enough for the .....  Make a better ..... for you and for me</p> <p>[Bridge]  And the dream we were ..... in will reveal a joyful face  And the world we once ..... in will shine again in grace  Then why do we keep ..... life?  Would this Earth ..... its soul?  Though it's ..... to see  This world is .....  Be God's .....</p> <p>[Verse 3]  We could ..... so high  Let our ..... never die  In my heart, I feel you are all my .....  Create a world with no .....  Together, we'll ..... happy tears  See the ..... turn their swords into  Ploughshares</p>	<p>[Pre-Chorus 3]  We could really get there  If you cared enough for the living  Make a little space  To make a better place</p> <p>[Chorus]  Heal the world  Make it a better place  For you and for me  And the entire human race  There are people dying  If you care enough for the living  Make a better place  For you and for me  Heal the world  Make it a better place  For you and for me and the entire human race  There are people dying  If you care enough for the living  Make a better place for you and for me  Heal the world (Heal the world)  Make it a better place  For you and for me and the entire human race  There are people dying  If you care enough for the living  Make a better place for you and for me  [Post-Chorus]  There are people dying  If you care enough for the living  Make a better place for you and for me  There are people dying  If you care enough for the living  Make a better place for you and for me</p> <p>[Outro: Michael Jackson &amp; Child]  Make a better place (You and for me)  Make a better place (You and for me)  Make a better place (You and for me)  (You and for me)  Heal the world we live in (You and for me)  Save it for our children (You and for me)  Heal the world we live in (You and for me)  Save it for our children (You and for me)  Heal the world we live in (You and for me)  Save it for our children (You and for me)  Heal the world we live in (You and for me)  Save it for our children</p>
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## 5. Input Response Activities

Input response activities are the activities which take the learners back to the text and encourage them to do studial reading or listening tasks aimed at helping them to make discoveries about the purposes of the text and also the language of the text. During the activities the learners encourage to think more

deeply about the text in order to make discoveries about the author intentions in creating it. These activities consist of two tasks, interpretation tasks and awareness task. In the interpretation tasks, the materials are aimed at helping learners to develop critical and creative thinking skills in the target language and they make use of such task type as deep questions, debates about issues in the text, critical reviews of the text for a journal, interviews with the characters, or interviews with the author. These tasks can be completed by providing the questions that specially arranged to meet the higher order thinking assigned by the curriculum.

The second task is awareness task. In this task the materials provide opportunities for the learners to gain awareness from a focused study of the text. The awareness could be of language use, of communication strategies, of discourse features, of genre characteristics or of text type feature. The awareness tasks usually involve investigation of a particular feature by analyzing the same feature used in other equivalent texts. For example, the learners are working out with the food label in term of form and function, so they will ask then, to compare some of language features in the food label with other text that also have the similar words but may be different in term of meaning and function (comparing food label with recipe). Or asking the learners to make generalizations about a character's use of the imperative when talking to his father in a scene from a novel after learning imperative; or ask them to work out typical features of the genre of advertisement from examining a number of advertisements in a magazine, after learning the topic advertisement. The important point is that evidence is provided in a text which the learners have already experienced holistically and then they are helped to make focused discoveries through discrete attention to a specified feature of the text. That way they invest cognitive and affective energy and attention in the learning process and they are likely to increase their readiness for acquisition.

### Summary

- Procedure : Devise activities which help learners to go back to the text and to discover patterns and regularities of language use in the text
- Principles : A good time to analyse a text is just after an enjoyable multidimensional experience of it. Helping learners to make discoveries for themselves can be an effective way of promoting long-term learning
- Objectives: To get the learners to develop their skills and their ability to make discoveries about the use of the target language for themselves.

Input response activity consist of two part; interpretation task and awareness task. This activity is a wrap up activity where the students are encouraged to conclude the lesson by developing critical and creative thinking skills and aware on the linguistics aspects of the text. We can call this last activity as Concluding Activity. To construct this part the examples below will help you to finish one unit of your lesson/textbook .

#### 1. The example of materials development for teaching spoken text

##### Grade 7

###### ***KD 3.1***

*mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya*

###### ***KD 4.1***

*menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks*

###### **Topic:**

Teks Interaksi Interpersonal : Greetings and Leave taking

###### **Resources:**

Speaking Naturally, Cambridge, 2011



## CONCLUSION

### Conclusion 1

To have a conclusion on what you have learnt, think more deeply the conversations on Learning Activity then discover the speaker's intention of saying it. Use the question below to help you.

Deep Questions
1. Why do people greet each other ?
Your answer : .....
2. Should we say good bye before leaving another person ? Why ?
Your answer : .....
3. Should we greet older people politely ? Why ?
4. What do you think if we do not greet our young people ?
5. Should we respon if other person greet us ? Why ?
6. If other person did not respond your greeting, what should you do ?
7. Is it ok for us just greet other by smiling only ? Why ?

### Conclusion 2

To gain awareness on the language use from the conversations you have learnt, you need to analyze the same features found in other equivalent text.

Text to be compared	The same language features	
<b>Conversation 1</b> Situation : Mr. Thomas meets Sarah in front of the bookstore. Then, they greet each other.  Sarah : Good Morning, Mr. Thomas. Mr. Thomas : Good Morning, Sarah. Nice to see you this morning. Sarah : Nice to see you too, Sir.	<b>Personal Pronouns</b>	<b>Simple sentences (S+V+O)</b>



<p><b>Text 1</b></p> <p>One day Phil and Leon went to the canal. They were going fishing. There seemed to be no-one else around. They chose the best place. They started to get out the roads. Then there was a loud splash. Then there was a scream. Phil and Leon looked up. They saw something moving in the water. Then they saw a hand waving. Someone had fallen in the water.</p>		
<p><b>Conversation 2</b></p> <p>Situation : Anna meets Mr.Johnson. Then, they greet each other and talk about the next class. After that, they say goodbye each other.</p> <p>Anna : Good afternoon , Sir. Mr. Johnson : Good afternoon. Anna : Have you got your lunch , Sir ? Mr. Johnson : Of course. Do you have class now? Anna : Yes, Sir. I have a biology class. I'll be back to the class, Sir. Have a nice day, Sir. Mr. Johnson : You too.</p>		
<p><b>Text 2</b></p> <p>Like all animals, human beings need food in order to live because every part of the body needs a steady supply of food, so that it can work properly. But, first the food has to be broken down through a process called digestion, so that, it can dissolve in the blood and travel around the body.</p>		

## 2. The example of materials development for teaching written text (vocabulary and functional text)

<p><b>Grade 7</b></p> <p><b>KD 3.4 : (vocabulary)</b>  <i>mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan</i></p>
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jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)

**KD4.4**

menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

**Topic: noun** (nama dan jumlah binatang, benda, dan bangunan public – *teaching vocabulary*)

Name and the amount of Animals (insects), Things (groceries), and Public Buildings

**Resources:** Wikipedia

**CONCLUSION**

**Conclusion 1**

To have a conclusion on what you have learnt, think more deeply the texts on Learning Activity, then discover the writer’s intention of writing it. Use the question below to help you.

Deep Questions
Text 1 : Insects
1. Should we know about the insects ? Why ?
Your answer : .....
2. Do you think these kinds of animal will be gone one day ? Why and how ?
Your answer : .....
3. Do you think these are a beautiful creature ? Why ?
Your answer : .....
4. Why do you think God’s reason in creating these animals ?
Text 2 : Groceries
5. Do you think we should buy some groceries ? Why ?
6. If other person did not like to consume some of dairy products, what should you do ?
7. Do Indonesian people care about the function of some dairy product on their health ? Why ?
Text 3 : Public buildings
8. Do we have the same kind of public buildings with US or UK ? Why ?
9. Do we need to care for the old public buildings ? Why ?

10. Why do people in US love to go to museums or library ?

### Conclusion 2

To gain awareness on the language use from the texts you have learnt, you need to analyze the same features found in other equivalent text.

Text to be compared	The same language features		
Text 1: See “ Arthropods”	Article	Verb	Simple sentences (S+V+O)
<p><b>Equivalent Text 1</b> Big animals usually come into cities to find food. In Cape Town in South Africa baboons come into the city when they are hungry. They go into gardens and eat fruit from trees. They even go into houses and take food from cupboards and fridges! Baboons are strong animals and they can scare people. But the city can be dangerous for baboons too. Sometimes, cars and buses kill baboons in accidents. Human food is very bad for the baboons’ teeth because it has a lot of sugar. Now, there are Baboon Monitors working in Cape Town. Their job is to find baboons in the city and return them to the countryside.</p>			
<p><b>Text 2 :</b> See “Let’s go to the supermarket or grocery store”</p>			

<p><b>Equivalent Text 2</b>  <b>Going to the Supermarket</b>  Martha is at the grocery store, getting ready for a house party. She has a list of what she needs with her as she goes along. The first section she comes has produce. Martha sees apples, bananas, cherries, grapes, and strawberries. She checks her list:</p> <ul style="list-style-type: none"> <li>- 6 apples</li> <li>- 1 bag of cherries</li> <li>- 1 bag of grapes</li> <li>- 2 cartons of strawberries</li> </ul> <p>Martha gets her items and looks the bananas. They are on sale for much cheaper than they are normally. She picks 3 bananas. Next are vegetables. She sees potatoes, carrots, tomatoes, onions, mushrooms, and salad in bags. She checks her list:</p> <ul style="list-style-type: none"> <li>- 5 pounds of potatoes</li> <li>- 6 carrots</li> <li>- 4 tomatoes</li> <li>- 2 onions</li> <li>- 4 mushrooms</li> </ul>			
<p><b>Text 3 :</b>  See "Public Buildings"</p>			
<p><b>Equivalent Text 3</b></p> <p>Skyscrapers are very tall buildings. They are found in many large, American cities. Skyscrapers in New York City and Chicago reach more than a 1000 feet into the sky (304.8 meters), which is about the length of three football fields. These huge structures are appropriately named "skyscrapers" because they are so tall that they seem to touch, or "scrape" the sky and the clouds. On a clear day, you can see a skyscraper from several miles away.</p>			

## Grade 9

### **KD 3.9 (teaching functional text)**

*membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya*

**KD 4.9.1** *menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang*

*tercakup dalam mata pelajaran lain di Kelas IX*

**KD 4.9.2** *menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*

### **Topic : An informational report**

(informs or instructs and presents details of events, activities, individuals, or conditions without analysis)

**Resources:** [www.writing-a.com](http://www.writing-a.com)

## **CONCLUSION**

### **Conclusion 1**

To have a conclusion on what you have learnt, think more deeply the texts on Learning Activity, then discover the writer's intention of writing it. Use the question below to help you.

### Deep Questions

Text 1 : Yam Festivals

1. Should we know any cultural events in the world ? Why ?

Your answer : .....

2. Do you think these kinds of events will be exist forever ? Why and how ?

Your answer : .....

3. Do you think these are a beautiful tradition that should be kept by younger generation ? Why ?

Your answer : .....

4. Why do you think people's of that country in keeping this tradition ?

Text 2 : Butterflies

5. Do you think we should know about this creature ? Why ?

6. Do you think this animal can be extinct someday ? Why ?

7. Do Indonesian people care about animal conservation ? Why ?

Text 3 : The Amazing Butterfly

8. Do you think we need to have butterfly sanctuary ? Why ?
9. Do we need to care for the rare species of butterflies ? Why ?
10. Do you think we should have butterflies museums to keep the sample of them ? Why ?

### Conclusion 2

To gain awareness on the language use from the texts you have learnt, you need to analyze the same features found in other equivalent text.

Text to be compared	The same language features		
	Article	Verb	Simple sentences (S+V+O)
<p><b>Text 1: Yam Festivals</b></p> <p>Many countries have holidays to celebrate their food. One of these holidays is the yam festival. Yams are an important crop to many people. They are the main food in parts of Africa.</p> <p>They are also important in Jamaica. The yam festival is full of tradition. People thank the gods and their ancestors for the yam harvest. The oldest man eats the first yam, and then everyone shares the rest.</p> <p>The yam festival is a lot like Thanksgiving. Both holidays let people give thanks for good food.</p>			

<p><b>Equivalent Text 1</b></p> <p>Festivals are an expressive way to celebrate glorious heritage, culture and traditions. They are meant to rejoice special moments and emotions in our lives with our loved ones. They play an important role to add structure to our social lives, and connect us with our families and backgrounds. They give us a distraction from our day to day, exhausting routine of life, and give us some inspiration to remember the important things and moments in life. Festivals were started to pass the legends, knowledge and traditions onto the next generation.</p> <p>All festivals are cultural in one way or another. There are many types of cultural festivals such as National, Religious and Seasonal. They all serve the purpose of bringing happiness to our lives, and strengthen our sense of community.</p>			
<p><b>Text 2 : Butterflies</b></p> <p>Butterflies are flying insects. There are many kinds of butterflies. They are found all over the world. Every butterfly has a main body, six legs, four wings, and two antennae. Their wings have different colors and patterns on them.</p> <p>Many butterflies live by flowers. Butterflies use their wings to fly from flower to flower. They drink a sweet liquid in the flowers called nectar. Butterflies also hide in flowers so that their enemies don't see them.</p>			

## Equivalent Text 2

### Going to the Supermarket

Martha is at the grocery store, getting ready for a house party. She has a list of what she needs with her as she goes along. The first section she comes has produce. Martha sees apples, bananas, cherries, grapes, and strawberries. She checks her list:

- 6 apples
- 1 bag of cherries
- 1 bag of grapes
- 2 cartons of strawberries

Martha gets her items and looks the bananas. They are on sale for much cheaper than they are normally. She picks 3 bananas. Next are vegetables. She sees potatoes, carrots, tomatoes, onions, mushrooms, and salad in bags. She checks her list:

- 5 pounds of potatoes
- 6 carrots
- 4 tomatoes
- 2 onions
- 4 mushrooms



<p><b>Text 3: The Amazing Butterfly</b></p> <p>A butterfly goes through many changes as it grows. It begins as a tiny egg. The egg is smaller than your little toenail. After a few months, the egg hatches. A small caterpillar, or larva, crawls out. The caterpillar is very hungry. It will eat lots of green plants and begin to grow very quickly. When it is fully grown, the caterpillar forms a hard shell around its body called a chrysalis. It goes through many changes inside the chrysalis. Soon an adult butterfly breaks out.</p> <p>The butterfly looks very different from the caterpillar. It now has a small body with four large wings and six legs. The butterfly has two antennas on its head that it uses to smell and feel. It also has two huge eyes. The butterfly’s long tongue helps it suck up nectar like using a straw.</p> <p>Many kinds of butterflies live all over the world, and they can be beautiful to watch. Butterflies are among nature’s most amazing insects.</p>			
<p><b>Equivalent Text 3</b></p> <p>Skyscrapers are very tall buildings. They are found in many large, American cities. Skyscrapers in New York City and Chicago reach more than a 1000 feet into the sky (304.8 meters), which is about the length of three football fields. These huge structures are</p>			

<p>appropriately named "skyscrapers" because they are so tall that they seem to touch, or "scrape" the sky and the clouds. On a clear day, you can see a skyscraper from several miles away.</p>			
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### 3. The example of materials development for teaching written text (grammar)

<b>Grade 8</b>				
<p><b>KD3.7</b>  <i>menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <b>simple present tense</b>)</i></p>				
<p><b>KD 4.7</b>  <i>menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</i></p>				
<p><b>Topic:</b> Simple Present Tense</p>				
<p><b>Resources:</b> L.G. Alexander, Practice and Progress, 1987</p>				
<p><b>CONCLUSION</b></p> <p><b>Conclusion 1</b></p> <p>To have a conclusion on what you have learnt, think more deeply the texts on Learning Activity, then discover the writer’s intention of writing it. Use the question below to help you.</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">Deep Questions</td> </tr> <tr> <td style="padding: 5px;">1. Should we know the simple present tense ? Why ?</td> </tr> <tr> <td style="padding: 5px;">Your answer : .....</td> </tr> <tr> <td style="padding: 5px;">2. Do you think this kind of tense also occur in our language ? Why and how ?</td> </tr> </table>	Deep Questions	1. Should we know the simple present tense ? Why ?	Your answer : .....	2. Do you think this kind of tense also occur in our language ? Why and how ?
Deep Questions				
1. Should we know the simple present tense ? Why ?				
Your answer : .....				
2. Do you think this kind of tense also occur in our language ? Why and how ?				

Your answer : .....
3. Do you think this tense help us in talking about habitual activity ? Why ?
Your answer : .....
4. What do you think another reason of using this tense ?
Your answer : .....
5. Do you think we should also use it in our daily communication ? Why ?
Your answer : .....
6. If other person did not use it, what will happen ?
Your answer : .....
7. Do Indonesian people will care about the function of this tense when communicate in English ? Why ?
Your answer : .....

## Conclusion 2

To gain awareness on the language use from the texts you have learnt, you need to analyze the same features found in other equivalent text.

Text to be compared	The same language		
	Subject	Verb 1	Simple P
<p><b>Text 1: The Best Art Critics</b></p> <p>I am an art student and I paint a lot of pictures. Many people pretend that they understand modern art. They always tell you what a picture is about. Of course, many pictures are not about anything. They are just pretty patterns. We like them in the same way that we like pretty curtain material. I think that young children often appreciate modern pictures better than anyone else. They notice more. My sister is only seven, but she always tells me whether my pictures are good or not. She came into my room yesterday. "What are you doing?" she asked. "I'm hanging this picture on the wall," I answered. "It's a new one. Do you like it?" She looked at it critically for a moment. "It's all right," she said, "but isn't it upside down?" I looked at it again. She was right! It was!</p>			
<p><b>Equivalent Text 1: How Does Brain Work?</b></p> <p>Theories about how brain works remain a topic of debate. It is agreed, though, that the hippocampus, a part of the brain, is undeniably important for memory. When we experience something, the information is sent via our senses to the hippocampus, where it is processed. Scientists believe that brain cells called neurons first transform the sensory stimuli we experience into images in our</p>			

<p>immediate memory. Then, these images are sent to the hippocampus and stored temporarily in short term memory. In the hippocampus information is organized, and it is during this process that parts of the image of our experience fade away. Finally, certain information is then transferred to long term memory in a section in the frontal lobe of the brain known as the cerebral cortex. Scientists think this process may happen while we are sleeping, but exactly how the information is transferred from one area of the brain to another is a mystery.</p>			
<p><b>Text 2 :</b>  My name is Annie and this is what I normally do. I love to walk on the mountain. During the week I wake up early and go for a small walk on the mountain. I usually go with my father or my brother. We like to get some fresh air before we start our day. We live in the country far away from the city. We think that our country life is wonderful because we are away from the noise and pollution of the city. We often walk for about one-half hour and then return to our home. I always take my bus after our walk and at about 8:30 a.m. and arrive at school at 9:00 a.m. My father takes his car and goes to town to work. He works at a veterinary clinic. He is a vet and loves to help animals. We have 3 dogs and two cats.  On the week end we wake up early and go for a hike on the mountain. It is so nice to smell the fresh air and see the wild animals. We stay there for about three hours and bring our lunch with us. As you can see my family loves nature.</p>			
<p><b>Equivalent Text 2: People With Extraordinary Abilities</b>  Fictional stories about people who have extraordinary abilities have always attracted people's attention. One of them is the story of Vera Petrova, who is able to perceive things with different parts of her skin, and through solid walls. One day she comes into his father's office and puts her hands on the door of a locked safe. Suddenly she asks her father why he keeps so many old newspapers locked away there. Vera's curious talent is brought to the notice of a scientific research institute and she is given a series of tests by a special commission. During these tests she manages to read a newspaper through an opaque screen and then she describes the figures and colors of a picture hidden under a carpet. During all these tests Vera is blindfolded; and, indeed, except when blindfolded she lacks the ability to perceive things with her skin. It was also found that although she</p>			

could perceive things with her fingers, this ability ceased the moment her hands were wet.

#### 4. The example of materials development for teaching short functional text

##### Grade 10

##### ***KD3.5 (teaching ads)***

*Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks kebusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya*

##### ***KD4.5***

*4.5 Teks pemberitahuan (announcement)*

*4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan*

*teks kebusus dalam bentuk pemberitahuan (announcement)*

*4.5.2 Menyusun teks kebusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*

**Topic:** School Announcements

**Resources:** Gabriella Charter School, LA and Sartell community, US posted on internet

### **CONCLUSION**

#### **Conclusion 1**

To have a conclusion on what you have learnt, think more deeply the texts on Learning Activity, then discover the writer's intention of writing it. Use the question below to help you.

#### Deep Questions

1. Should we pay attention to the information on an announcement ? Why ?

Your answer : .....

2. Do you think the announcement maker address it to everybody ? Why ?

Your answer : .....

3. Do you think these announcement have a beautiful design ? Why ?

Your answer : .....

4. What do you think the host's reason in making these announcement ?

Your answer : .....

5. Do you think we should come to the event stated on the announcement ? Why ?

Your answer : .....

6. If other person did not like to joint that event, what should they do ?
Your answer : .....
7. Do Indonesian people usually pay attention to some announcements posted on the board ? Why ?

**Conclusion 2**

To gain awareness on the language use from the texts you have learnt, you need to analyze the same features found in other equivalent text.

Text to be compared	The same language features		
	Noun	Verb	Simple sentence (S+V1+O)
<b>Announcement 1:</b>			
<b>Equivalent Text 1</b> Opera refers to a dramatic art form, originating in Europe, in which the emotional content is conveyed to the audience as much through music, both vocal and instrumental, as it is through the lyrics. By contrast, in musical theater an actor's dramatic performance is primary, and the music plays a lesser role. The drama in opera is presented using the primary elements of theater such as scenery, costumes, and acting. However, the words of the opera, or libretto, are sung rather than spoken. The singers are accompanied by a musical ensemble ranging from a small instrumental ensemble to a full symphonic orchestra.			
<b>Announcement 2 :</b>			

**Equivalent Text 2**

Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that their society is more complex than people previously imagined. They look after other dolphins when they are ill, care for pregnant mothers and protect the weakest in the community, as we do. Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing words. Could any of these mammals be more intelligent than man? Certainly the most common argument in favor of man's superiority over them that we can kill them more easily than they can kill us is the least satisfactory. On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.

**Grade 10*****KD3.9 (teaching song lyrics)***

*Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK*

***KD4.9***

*Menangkap makna terkait fungsi sosial dan unsure kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK*

**Topic:** Heal the World by Michael Jackson

**Resources:** Lyrics licensed by musixmatch - Copyright © 2000-2020 AZLyrics.com

**CONCLUSION****Conclusion 1**

To have a conclusion on what you have learnt, think more deeply the texts on Learning Activity, then discover the writer's intention of writing it. Use the question below to help you.

Deep Questions	
1. Why do you think Michael Jackson write the song "Heal the World"?	Your answer : .....
2. Why do people or country fight each other?	Your answer : .....
3. Should every problem end with war ? Why ?	Your answer : .....
4. What do you think will happen if everybody understand other needs and wants ?	Your answer : .....
5. Do you think we should stop fighting each other ? How ?	Your answer : .....
6. If other person did not want to joint us in spreading love, what should we do ?	Your answer : .....
7. Do Indonesian people also care about world peace ? How they do it ?	

### Conclusion 2

To gain awareness on the language use from the texts you have learnt, you need to analyze the same features found in other equivalent text.

Text to be compared	The same language features			
The song : Heal the World	Noun	Verb	Adjective	Meaning
There's a place in your heart And I know that it is love And this place could be much brighter than tomorrow And if you really try You'll find there's no need to cry In this place, you will feel there's no hurt or sorrow				
.....				
..... and				
so on				



### Equivalent Text 1: The Bermuda Triangle

The Bermuda Triangle occupies a disturbing and almost unbelievable place in the world's catalog of unexplained mysteries. More than a hundred planes and ships have vanished in this area into the air since 1945, and more than a thousand lives have been lost, without a single body or even a piece wreckage from the vanishing planes or ships having been found. Many of the planes concerned have vanished while in normal radio contact with their base until the very moment of their disappearance, while others have radioed the most extraordinary messages, implying that they could not get their instruments to function, that their compasses were spinning, that the sky had turned yellow and hazy on a clear day, and the ocean, which was calm nearby, didn't look right without further clarification of what was wrong.

### Summary

1. Tomlinson's text-driven approach consist of text collection, text selection, text experience, readiness activities, experiential activities, intake response activities, development activities, input response activities, trialling, evaluation, and revision.
2. To do the selecting in preparing the instructional materials, we will apply the text collection, text selection and text experience.
3. Text collection is an activity to find or create the text, written or spoken, as the source of learning. Such texts can come from literature, songs, newspapers

and magazines, non-fiction books, radio and television programmes and films. This library development stage is ongoing and context free.

4. Text selection is the activity of selecting the potential texts (either one text for a particular lesson or a number of texts for a set of materials or a textbook) from the library developed by the teacher at the text collection stage.
5. Text experience is the activity in which the teachers read or listen to it again experientially in order to re-engage with the text.
6. In readiness activities, the instructional materials get the learners ready for the reading experience. It is aiming to help the learners achieving mental readiness when reading text in English. The activities will be lead to stimulate mental activity that have relevancy to the content of the text.
7. Experiential Activities are activities which are designed to help the learners to imagine the text in their minds when they read it or listen to it which facilitate them with personal engagement. It is done through encouraging them to do such mental activities to represent the text while reading or listening, and which do not interrupt the processing of it nor add difficulty or complexity to the task.
8. Intake Response Activities are the activities constructed to help the learners to develop and articulate what they have taken in from the text. These activities focus on the mental representation which the learners have achieved from the experiential activities, and then invite the learners to reflect on this representation rather than return to the text.
9. Development activities are the activities which provide opportunities for meaningful language production based on the learners' representations of the text. These activities involve the learners going back to the text before going forward to produce something new.
10. Input response activities are the activities which take the learners back to the text and encourage them to do studial reading or listening tasks aimed at helping them to make discoveries about the purposes of the text and also the language of the text. During the activities the learners encourage to think more

deeply about the text in order to make discoveries about the author intentions in creating it. These activities consist of two tasks, interpretation tasks and awareness task.

**Task 4 :****Direction :**

Read this chapter carefully, then

1. Practice to select and develop the Instructional Materials. Begin with the collecting process, then move to the selecting texts (use English curriculum of SMP or SMA to find the topics ), and adapting those texts.
2. Develop the materials by applying the text driven approach.

# Chapter five

## Practical guidance in using text-driven approach

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In this chapter, it will be provided the step by step guidance on how to develop the instructional materials by using Tomlinson's text-driven approach. We will begin with the information on selecting the texts (based on the curriculum used), adapting those texts, and finding the language concept to complete the explanation that should be put in the materials. Then, constructing the experiential activity, intake response activity, development activity, and input response activity. This practice will be based on English syllabus of 2013 curriculum of *SMP* and *SMA*.

### **A. The procedure of developing materials based on Tomlinson's text-driven approach**

There are four steps that will be used when we apply Tomlinson's text driven approach in developing English materials based on 2013 curriculum. They are analyzing *KD3*, analyzing *KD4* to construct the experiential activity, intake response activity, constructing development activity and finally come to input response activity. The followings are the detail of explanation on each steps.

The procedure of developing materials by using 2013 English curriculum:

#### **Step 1:**

Analyze *KD3* first from 2013 English Curriculum, then decide the topic, look for the authentic resources, choose the text and do an adaptation, then write an explanation (based on social function, text structure, and language features) as a language concept being taught.

#### **Directions :**

1. Find the topics based on *KD3* (from the syllabus of SMP and SMA). Pay attention to the text type assigned. There are 4 types of text being taught, namely *teks interaksi interpersonal* usually in the form of conversation, *teks interaksi transaksional* usually in the form of conversation and simple passages (usually to teach vocabulary and grammar), *teks fungsional khusus* usually in the form of short text (to teach short functional text such as letter, announcement, notice, etc), and *teks fungsional* usually in the form of long paragraph (to teach text with genre such as descriptive, narrative, news item, etc).

Later, we call *teks interaksi interpersonal dan transaksional dalam bentuk percakapan* as spoken text or simply conversation, *teks interaksi transaksional dalam bentuk tulisan* as written text in the form of simple passages, functional text (descriptive, narrative, news item, etc), and short functional text (letter, announcement, notice, etc).

2. Look for the authentic resources (you can use the book from your grammar course, listening/speaking course, reading course). Then, choose the text that suitable to the syllabus and do an adaptation by adding, deleting, reordering, simplifying, or replacing techniques (consider the level of the students – whether junior or senior high).
3. Write an explanation on the social function, text structure, and language features of the text you are going to teach. Find the explanation from the appropriate resources such as grammar book, theory of reading, encyclopedia, or dictionary, and mention the references after the explanation by informing the book and the year of publishing. Use the simple words because the students who will use the book are the students of *SMP* or *SMA*.
4. Look at the examples below, so you can do the task easily.

## **THE STEP BY STEP GUIDANCE**

### Stage 1 :

Take *KD3* from the syllabus, find the topic (be careful - sometimes in one *KD3*, there are 3 or 4 topics that can be taught for several meetings), then browse the internet to find the texts from the authentic resources such as books/e-books, web for teacher resources, scientific magazines, e-news, etc. After that, you may adapted the text to make it appropriate for your students.

The followings are the key topics and materials taken from the syllabus of *SMP* and *SMA*. The sample of topics and materials are chosen based on the spoken and written text (teaching vocabulary, grammar, functional text – text with genre, short functional text, and the song lyric)

## A. TOPIC AND MATERIALS FOR TEACHING SPOKEN TEXT (CONVERSATIONS)

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### GRADE 7

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*3.1 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya*

**Topics :** greetings and leave taking

**Material :** the spoken texts for greetings and leave taking that reflects an authentic situation.

**Title of this unit :** Good morning.....

**Aim :** In this unit you will learn the conversations on how to greet and say goodbye to others

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## B. TOPICS AND MATERIALS FOR TEACHING WRITTEN TEXT

### B.1. SIMPLE PASSAGES FOR TEACHING VOCABULARY AND GRAMMAR

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### GRADE 7

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*3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)*

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**Topic :** noun (*kata benda*)

**Materials :** word list for noun such as name of animal, name of thing, and name of public buildings. These words later must be presented in a simple passage, so the word nouns are taught through the sentences in short passages.

**Title of this unit :** Name of animals, things, and public buildings

**Aim :** In this unit you will learn several sentences that tells about the name of animals, things, and public buildings

---

### **GRADE 8**

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3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple present tense*)

**Topic :** Simple Present Tense – habitual and general truth

**Materials :** sentences in the form of simple present, only to tell habitual and general truth. These sentences are presented in short passages. The focus is also on the verb 1 and the use of do and does for negative and interrogative form.

**Title of this unit :** Simple Present Tense

**Aim :** In this unit you will learn several sentences in the form of simple present tense.

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## **B.2. SHORT TEXT FOR TEACHING FUNCTIONAL TEXTS/TEXT WITH GENRE**

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### **GRADE 9**

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3.9 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa **teks information report** lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya

**Topic :** Report Text

**Materials :** written texts in the form of report text that has information about scientific observation on natural/social phenomena taken from scientific articles.

**Title of this unit :** Fauna in Galapagos

**Aim :** In this unit you will learn some report texts that explain about natural/social phenomena

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## **B.3. SHORT TEXT FOR TEACHING SHORT FUNCTIONAL TEXT**

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### **GRADE 10**

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3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk **pemberitahuan** (*announcement*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya

**Topic :** Announcements

**Materials :** written texts taken from some school announcements

**Title of this unit :** Announcements

**Aim :** In this unit you will learn some announcements that inform us about our school activities

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## **GRADE 12**

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3.7 Menafsirkan fungsi sosial dan unsur kebahasaan **lirik lagu** terkait kehidupan remaja SMA/MA/SMK/ MAK

**Topic :** Song Lyric

**Materials :** written texts dalam bentuk lirik lagu berbahasa Inggris dengan tema world peace

**Title of this unit :** Heal the World by Michael Jackson

**Aim :** In this unit you will learn the lyrics of the song that teach us to realize the importance of world peace and humanity

---

### **STAGE 2:**

Look for the authentic resources (you can use the book from your grammar course, listening/speaking course, reading course). Then, choose the text that suitable to the syllabus and do an adaptation by adding, deleting, reordering, simplifying, or replacing techniques (consider the level of the students – whether junior or senior high). You can use the following examples as a guidance.

#### **A. Constructing materials for teaching spoken text**

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### **Grade 7, KD 3.1**

*mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya*

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#### **Topic:**

Greetings and Leave taking

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#### **Resources:**

Speaking Naturally, Cambridge, 2011

**Texts:**

- 1. Original texts : (conversations taken from Speaking Naturally)
- 2. Texts being adapted :

**Conversation 1**

**Situation** : Mr. Thomas meets Sarah in front of the bookstore. Then, they greet each other.

Sarah : Good Morning, Mr. Thomas.  
 Mr. Thomas : Good Morning, Sarah. Nice to see you this morning.  
 Sarah : Nice to see you too, Sir.

**Conversation 2**

**Situation** : Anna meets Mr. Johnson. Then, they greet each other and talk about the next class. After that, they say goodbye each other.

Anna : Good afternoon , Sir.  
 Mr. Johnson : Good afternoon.  
 Anna : Have you got your lunch , Sir ?  
 Mr. Johnson : Of course. Do you have class now?  
 Anna : Yes, Sir. I have a biology class. I'll be back to the class, Sir. Have a nice day, Sir.  
 Mr. Johnson : You too.

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**The language concepts** (social function, text structure, language features)

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- **The social function :**
  - Greetings :** To establish contact with another person, to recognize his or her existence, and to show friendliness.
  - Leave taking :** To end a conversation (Speaking Naturally, 2000)
- **The Expression of greetings and leave taking:**

Greetings	Response	Leave taking	Response
Good morning.	Good morning, I'm glad to see you.	Good night.	Good night.
Good afternoon.	Good afternoon.	Good bye.	Good bye.
Good evening.	Good evening.	Have a nice week end !	You, too.
How are you ?	Fine, thanks.	See you later.	So long, take care.
How are you doing ?	Not bad.	Talk to you later.	Bye. Take it easy.
Hello.	Hello.	Good to see you.	Goodbye. Take care of yourself.
Hi.	Hi.	Goodbye.	

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## B. MATERIALS FOR TEACHING WRITTEN TEXT

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### Grade 7, KD3.4 (teaching vocabulary)

*mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **nama dan jumlah binatang, benda, dan bangunan publik** yang dekat dengan kehidupan siswa sehari hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)*

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**Topic: noun** (nama dan jumlah binatang, benda, dan bangunan public – *teaching vocabulary*)

Name of Animals (insects), Things (groceries), and Public Buildings

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**Resources: Wikipedia**

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#### Texts:

1. Original Texts : (taken from Wikipedia)

2. Texts being adapted:

#### **Text 1: Animals (Insects)**

Since there are three-quarters of a million insect species, it's best to just look at some of the common ones. They include **ants, aphids, beetles, butterflies, cicadas, cockroaches, dragonflies, fleas, flies, grasshoppers, leaf hoppers, lice, mayflies, praying mantis, stink bugs, silverfishes, termites, walking sticks**. All insects have six legs which are arranged in pairs. They also have two antennae and most of them have two compound eyes. Typically you will find two pairs of wings on insects, with some of them having only one pair, like flies. A few insects have no wings, like ants, fleas, and lice. Insects are the only invertebrates that can fly.

#### **Text 2: Things (groceries)**

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Family Grocery List	
<p><b>Meat &amp; Fish</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Skinless white meat</li> <li><input type="checkbox"/> Lean cuts of red meat</li> <li><input type="checkbox"/> Fish (tuna, salmon, mackerel)</li> </ul> <p><b>Fresh Produce</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Onions, garlic</li> <li><input type="checkbox"/> Apples, oranges, bananas</li> <li><input type="checkbox"/> Bell peppers, zucchini, squash</li> </ul> <p><b>Grains &amp; Bread</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pasta</li> <li><input type="checkbox"/> Rice</li> <li><input type="checkbox"/> Bread</li> <li><input type="checkbox"/> All-purpose flour</li> <li><input type="checkbox"/> Corn flakes</li> <li><input type="checkbox"/> Oatmeal</li> <li><input type="checkbox"/> Granola</li> </ul> <p><b>Condiments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Salt &amp; pepper</li> <li><input type="checkbox"/> Basil, oregano, cumin</li> <li><input type="checkbox"/> Honey</li> <li><input type="checkbox"/> Vinegar</li> <li><input type="checkbox"/> Ketchup &amp; mustard</li> </ul> <p><b>Canned Goods</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Kidney beans</li> <li><input type="checkbox"/> Lima beans</li> <li><input type="checkbox"/> Black beans</li> <li><input type="checkbox"/> Chopped tomatoes</li> <li><input type="checkbox"/> Soups</li> </ul> <p><b>Dairy &amp; Eggs</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Milk</li> <li><input type="checkbox"/> Eggs</li> <li><input type="checkbox"/> Cheese</li> <li><input type="checkbox"/> Yogurt</li> </ul>	<p>skinless white meat</p> <p>lean cuts of red meat</p> <p>tuna</p> <p>salmon</p> <p>mackerel</p> <p>pasta</p> <p>rice</p> <p>bread</p> <p>flour</p> <p>corn flakes</p> <p>oatmeal</p> <p>granola</p> <p>kidney beans</p> <p>lima beans</p> <p>chopped tomatoes</p> <p>soups</p> <p>onions</p> <p>garlic</p> <p>apples</p> <p>oranges</p> <p>bananas</p> <p>bell peppers</p> <p>zucchini</p> <p>squash</p> <p>salt</p> <p>pepper</p> <p>basil</p> <p>oregano</p> <p>cumin</p> <p>honey</p> <p>vinegar</p> <p>ketchup</p> <p>mustard</p> <p>milk</p> <p>eggs</p> <p>cheese</p> <p>yogurt</p>

### Text 3: Public Buildings

Public buildings are any type of building that is accessible to the public and is funded from public sources. Public buildings generally serve the purpose of providing a service to the public. This list includes **public schools, libraries, courthouses and post offices.**

#### Libraries

Public libraries are a type of building that is accessible to the public. People visit libraries for many purposes including checking out books, magazines, publications, music and movies.

#### Schools

Public schools exist in nearly every town in this country. These schools are for grades kindergarten through 12th grade.

#### Courthouses

The courthouse is a public building that is also funded through the government. The public utilize a courthouse for many different purposes. Trials are held at

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courthouses, important documents are retrieved and most health departments are located within a courthouse.

**Post Offices**

A post office is a government owned public building. A post office is a not-for-profit organization that is open to the public. The post office performs many different mail functions including receiving it, handling it and delivering it.

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**The language concepts** (social function, text structure, language features):

- **The function of noun** : ..... (please find from the reference)
- **Text Structure** :

Subject/Noun	Verb/Linking Verb	Object/Noun
Public buildings	Are	any type of building .....
A post office	Is	a government owned public building

- **Language features : vocabularies**

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Animal (Insects)	Things (Groceries)	Public Buildings
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ants, aphids, beetles, butterflies, cicadas, cockroaches, dragonflies, fleas, flies, grasshoppers, leaf hoppers, lice, mayflies, praying mantis, stink bugs, silverfishes, termites, walking sticks ..... ..... .....	skinless white meat Lean cuts of red meat Tuna Salmon Mackerel Pasta Rice Bread Flour Corn flakes Oatmeal Granola Kidney beans Lima beans Chopped tomatoes Soups Onions Garlic Apples Oranges Bananas Bell peppers Zucchini ..... ..... ..... .....	Post office Library School Bank Hospital Museum Mosque Church ..... .....
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<b>Singular</b>	<b>Plural</b>	<b>Article</b>
ant aphid beetle butterflie a can of soup, a jar of jelly/jam, a box of cereal, a package of pasta, a carton of milk, a bottle of wine, a loaf of bread.	ants aphids beetles butterflies	A an the

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**Grade 8, KD3.7 (teaching grammar)**

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*menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan **simple present tense**)*

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**Topic: Simple Present Tense**

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**Resources:**

**L.G. Alexander, Practice and Progress, 1987**

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**Texts:**

1. Original Texts: (taken from Practice and Progress by L.G. Alexander and ESL web)

2. Texts being adapted:

**Text 1**

**The Best Art Critics**

I am an art student and I paint a lot of pictures. Many people pretend that they understand modern art. They always tell you what a picture is about. Of course, many pictures are not about anything. They are just pretty patterns. We like them in the same way that we like pretty curtain material. I think that young children often appreciate modern pictures better than anyone else. They notice more. My sister is only seven, but she always tells me whether my pictures are good or not. She came into my room yesterday. "What are you doing?" she asked. "I'm hanging this picture on the wall," I answered. "It's a new one. Do you like it?" She looked at it critically for a moment. "It's all right," she said, "but isn't it upside down?" I looked at it again. She was right! It was!

**Text 2**

My name is Annie and this is what I normally do. I love to walk on the mountain. During the week I wake up early and go for a small walk on the mountain. I usually go with my father or my brother. We like to get some fresh air before we start our day. We live in the country far away from the city. We think that our country life is wonderful because we are away from the noise and pollution of the city. We often walk for about one-half hour and then return to our home. I always take my bus after our walk and at about 8:30 a.m. and arrive at school at 9:00 a.m. My father takes his car and goes to town to work. He works at a veterinary clinic. He is a vet and loves to help animals. We have 3 dogs and two cats.

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On the week end we wake up early and go for a hike on the mountain. It is so nice to smell the fresh air and see the wild animals. We stay there for about three hours and bring our lunch with us. As you can see my family loves nature.

**The language concepts** (social function, text structure, language features):

● **The function of Simple Present Tense :**

Simple present tense is for ..... (find the explanation from the grammar book)

● **The text structure :**

		Subject	Verb1/to be	Object	
+		I He	wake up is	a vet	Early
-		I He	do not wake up does not	a vet	Early
?	<b>Do</b> <b>Does</b>	I He	wake up	a vet	early

● **Language feature : v1/to be**

Verb 1	Meaning	To be
Go	.....	am
Like	.....	are
Live	.....	is
Notice	.....	
Paint	.....	
Pretend	.....	
Stay	.....	
Take	.....	
Tell	.....	
Think	.....	
Walk	.....	
Wake	.....	
Work	.....	



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**Grade 9, KD3.9 (teaching functional text, text with genre)**

*membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa **teks information report** lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya*

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**Topic : An informational report**

(informs or instructs and presents details of events, activities, individuals, or conditions without analysis)

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**Resources:** [www.writinga-a.com](http://www.writinga-a.com)

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**Texts:**

1. Original texts: (taken from [www.writinga-a.com](http://www.writinga-a.com))

2. Texts being adapted:

**Texts 1: Yam Festivals**

Many countries have holidays to celebrate their food. One of these holidays is the yam festival. Yams are an important crop to many people. They are the main food in parts of Africa.

They are also important in Jamaica. The yam festival is full of tradition. People thank the gods and their ancestors for the yam harvest. The oldest man eats the first yam, and then everyone shares the rest.

The yam festival is a lot like Thanksgiving. Both holidays let people give thanks for good food.

**Text 2: Butterflies**

Butterflies are flying insects. There are many kinds of butterflies. They are found all over the world. Every butterfly has a main body, six legs, four wings, and two antennae. Their wings have different colors and patterns on them.

Many butterflies live by flowers. Butterflies use their wings to fly from flower to flower. They drink a sweet liquid in the flowers called nectar. Butterflies also hide in flowers so that their enemies don't see them.

**Text 3: The Amazing Butterfly**

A butterfly goes through many changes as it grows. It begins as a tiny egg. The egg is smaller than your little toenail. After a few months, the egg hatches. A small caterpillar, or larva, crawls out. The caterpillar is very hungry. It will eat lots

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of green plants and begin to grow very quickly. When it is fully grown, the caterpillar forms a hard shell around its body called a chrysalis. It goes through many changes inside the chrysalis. Soon an adult butterfly breaks out.

The butterfly looks very different from the caterpillar. It now has a small body with four large wings and six legs. The butterfly has two antennas on its head that it uses to smell and feel. It also has two huge eyes. The butterfly's long tongue helps it suck up nectar like using a straw.

Many kinds of butterflies live all over the world, and they can be beautiful to watch. Butterflies are among nature's most amazing insects.

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**The language concepts** (social function, text structure, language features):

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**The Social Function of Informational Report:**

An informational report informs or instructs and presents details of events, activities, individuals, or conditions without analysis.

**The generic structure of informational report**

<b>Generic structure</b>	<b>Example</b> (please, take from the text provided)
1. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general	..... ..... ..... .....
2. Description: Describing the thing which will be discussed in detail; part per part , customs or deed for living creature and usage for materials	..... ..... ..... .....

**Language features of informational report:**

<b>Language features</b>	<b>Example</b> (take the example from the text provided)
1. focus on generic participant	
2. a report text uses relating verb and action verb	
3. a report text uses of simple present tense	
4. the language used in a report text is a scientific language	
5. a report text uses conditionals and logical connectives	

**C. MATERIALS FOR TEACHING SHORT FUNCTIONAL TEXT**

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**Grade 10, KD3.5 (teaching announcement)**

*Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya*

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Topic:

School Announcements

Resources: Gabriella Charter School, LA and Sartell community, US posted on internet

Original texts:



The language concept (social function, text structure, language features):

- The social function of announcement is : used for giving people some information of what has happened or what will happen (wikipedia)
- Text structure:

Text Structure		Examples
Purpose	The text that contains what event will be held	(please, take from the announcement provided)
Publishing day, date & place	Day and Date realization. The text that contains when the event will be held. The text that contains where the event will be held.	(please, take from the announcement provided)
Informing sender	The text that contains name of the person who will be contacted.	(please, take from the announcement provided)

• Language Features

Using simple present	Make your own art !
Using simple (passive) future	In case of heavy rain, the event will be cancelled
Using concrete noun.	Bike, helmet



<b>Vocabular ies</b>	<b>Meaning</b>	<b>Phrases</b>	<b>Meaning</b>
Generation Hurt sorrow Save Care die the living ploughshares fear dread plain dream reveal joyful grace shine		Heal the world Would this Earth crucify its soul Cares for joyful living This world is heavenly Be God's glow People dying Entire human race Make a little space Make a better place Care for the living Turn their swords into we were conceived in will reveal a joyful face we once believed in will shine again in grace keep strangling life	

**Vocabulary/Phrase related to the theme**

**FINISH YOUR STEP 1 HERE**

**Your Next Task : Practice the step 2**

## **Practicing the step 2**

Analyze *KD4*, then construct the Readiness Activity, Learning Activity and Practicing Activity.

### **Note :**

- 1. Readiness Activity** by introducing the topic through a video followed by discussion activity that relate the video with the students knowledge. This activity can be done through questioning the students about their own experience related to what they saw on the video.
- 2. Learning Activity** (we call it as Experiential Activity in Tomlinson's approach) by providing the students with the texts being taught then followed by exercise that asking the students to listen or read the text with the teacher's help to get understanding first, and reading the text intensively by giving them comprehension activity such as Teacher's Read Aloud Activity, and so on.
- 3. Practicing Activity** (we call it as Intake Response Activity in Tomlinson's approach) by giving the exercise to increase their critical thinking ability. This exercise consist of 2 activities: visualizing the text or draw the information from the text, and answering comprehension questions. These activities will bring the students into deep understanding on the text by reading the text critically to find the content and the context.

### **Directions:**

1. Construct Readiness Activity by introducing the topic through a video followed by discussion activity that relate the video with the students knowledge. This stage can be begun by designing the storyboard for a video that you will use as material at observing step. For spoken text you can find some videos at youtube, sometimes for written text there are also videos provided at youtube, depends on the content of your text. If no ready used videos available, you can make your own by using some simple application such as kine master or pow toon. Find your own ideas on internet.

To develop materials for questioning step, you can construct some recalling-experience questions that relate your video to the students' life. Remember Tomlinson's principle for not testing your students at the beginning of the lesson to maintain your students motivation.

To make this stage easy for you, please follow the example below :

- a. Write the instruction for each unit by considering the topic and the aim of the lesson

<b>Teaching focus : spoken text (conversation)</b>	
<p><b>Grade 7, KD 3.1</b>  <i>mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya</i></p>	<p><b>Topics: Greetings and Leave taking</b>  <b>Instruction:</b>            In this unit you will learn about how to greet people and say goodbye to other</p>
<b>Teaching focus : written text (vocabulary, grammar and functional text)</b>	
<p><b>Grade 7, KD 3.4 : (vocabulary-noun)</b>  <i>mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)</i></p>	<p><b>Topic: noun - name of animals, things, and public buildings</b>  <b>Instruction:</b>            In this unit you will learn several vocabularies about name of animals, things, and public buildings.</p>



<p><b>Grade 8, KD3.7 (teaching grammar)</b>  <i>menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <b>simple present tense</b>)</i></p>	<p><b>Topic : Simple Present Tense</b>  <b>Instruction :</b>  In this unit you will learn several sentences in the form of simple present tense</p>
<p><b>Grade 9, KD3.9 (teaching functional text)</b>  <i>membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa <b>teks information report</b> lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya</i></p>	<p><b>Topic : Informational Report</b>  <b>Instruction :</b>  In this unit you will learn some informational report texts taken from some reference articles</p>
<p><b>Teaching focus : short functional texts</b></p>	
<p><b>Grade 10, KD3.5 (teaching announcement)</b>  <i>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</i></p>	<p><b>Topic : School Announcements</b>  <b>Instruction :</b>  In this unit you will learn some announcements that inform about school activities</p>
<p><b>Teaching focus : Song Lyrics</b></p>	
<p><b>Grade 12, KD 3.7 :</b>  <i>menganalisis fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMA/ MAN/ MAK</i></p>	<p><b>Topic : Heal the World by Michael Jackson</b>  <b>Instruction :</b>  In this unit you will learn the lyrics of the song that teach us to realize the importance of world peace and humanity</p>

- b. Design the lay out for observing activity and questioning activity, consider to construct the appropriate instruction to these activities

<p><b>Grade 7 KD 3.1</b>  <b>Topics:</b>          Greetings and Leave taking  <b>Aim:</b>          In this unit you will learn some conversations on how to greet people and say goodbye to other</p>	<p><b>Instruction :</b>          Before you listen to and talk about the conversations on how to greet people and say good bye to other, let's watch the video and discuss with your teacher.</p> <div style="text-align: center; border: 1px solid black; border-radius: 10px; width: fit-content; margin: 0 auto; padding: 5px;"> <p><b>video</b></p> </div> <p>Let's discuss the video !</p> <p>1. From the video, you have watched people greet and say good bye to others, did you also do it to your friends when you meet them ?</p> <ul style="list-style-type: none"> <li>● What did you say to greet them ?</li> <li>● What did you say when you want to leave them ?</li> <li>● ..... (make another question, please)</li> </ul>
<p><b>Grade 7, KD 3.4</b>  <b>Topic:</b> noun - name of animals, things, and public buildings  <b>Aim:</b>          In this unit you will learn several vocabularies about name of animals, things, and public buildings.</p>	<p><b>Instruction :</b>          Before you learn several vocabularies about name of animals, things, and public buildings , let's watch the video and discuss with your teacher.</p> <div style="text-align: center; border: 1px solid black; border-radius: 10px; width: fit-content; margin: 0 auto; padding: 5px;"> <p><b>video</b></p> </div> <p>Let's discuss the video !</p> <p>1. From the video, you have some new vocabularies about name of animals, things (groceries), and public buildings. Have you seen them before?</p> <ul style="list-style-type: none"> <li>● Where did you see them?</li> <li>● Did you interested to know more?</li> <li>● What are other thing that you can share with us?</li> </ul>
<p><b>Grade 8, KD 3.7</b>  <b>Topic : Simple Present Tense</b>  <b>Aim :</b></p>	<p><b>Instruction :</b>          Before you read several short texts that have some sentences in the form of simple present tense, let's watch a video and discuss with your teacher.</p>

<p>In this unit you will learn several sentences in the form of simple present tense</p>	<div style="text-align: center; border: 1px solid black; border-radius: 10px; width: fit-content; margin: 0 auto; padding: 5px;"><b>video</b></div> <p>Let's discuss the video !</p> <p>1. In the video, you have read some sentences in the form of simple present tense.</p> <ul style="list-style-type: none"> <li>● Have you ever learned about how to make an English sentence before?</li> <li>● What kind of sentence did you learn? Simple or complex sentence ?</li> <li>● Have you ever heard about tenses before?</li> <li>● Is it difficult for you to learn English sentences?</li> <li>● Did you interested to make it by yourself ?</li> </ul>
<p><b>Grade 9, KD 3.9</b>  <b>Topic :</b> Informational Report  <b>Aim :</b>  In this unit you will learn some informational report texts taken from some reference articles</p>	<p><b>Instruction :</b>  Before you read some texts that inform you about Yam Festivals and Butterflies, let's watch a video and discuss with your teacher.</p> <div style="text-align: center; border: 1px solid black; border-radius: 10px; width: fit-content; margin: 0 auto; padding: 5px;"><b>video</b></div> <p>Let's discuss the video !</p> <p>1. From the video, you have the information about Yam Festival and Butterflies.</p> <ul style="list-style-type: none"> <li>● Have you seen any festivals like that before?</li> <li>● Do you think we have such festival in our tradition?</li> <li>● Can you tell us about that festival?</li> <li>● Do you like that kind of festival?</li> <li>● From the information about butterflies, do you have any experience with this animals that you can share with us ?</li> <li>● Do you thing butterfly is an amazing animal?</li> </ul>
<p><b>Grade 10, KD 3.5</b>  <b>Topic :</b> School announcements  <b>Aim :</b>  In this unit you will learn some announcements</p>	<p><b>Instruction :</b>  Before you read some announcements that have information about school activities, let's watch a video and discuss with your teacher.</p>

<p>that have information about school activities</p>	<div style="text-align: center; border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 0 auto;"> <b>video</b> </div> <p>Let's discuss the video !</p> <p>1. From the video, you have seen some announcements. Have you read the announcements like that before?</p> <ul style="list-style-type: none"> <li>● Where did you see them? On school announcement board or your local newspaper?</li> <li>● Did you familiar with the activities announced by that school?</li> <li>● Did you interested to joint it?</li> <li>● Do you know other school activities that you can share with us?</li> </ul>
<p><b>Grade 12, KD 3.7</b>  <b>Topic :</b> Heal the World by Michael Jackson  <b>Aim :</b>  In this unit you will learn the lyrics of the song that teach us to realize the importance of world peace and humanity</p>	<p><b>Instruction :</b>  Before you listen to and read the lyrics of the song: Heal the World, that teach us to realize the importance of world peace and humanity, let's watch a video and discuss with your teacher.</p> <div style="text-align: center; border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 0 auto;"> <b>video</b> </div> <p>Let's discuss the video !</p> <p>1. From the video, you have seen the impact of the war toward people and the place. Have you seen the news about war before?</p> <ul style="list-style-type: none"> <li>● What do you feel when you see them in that horrible situation?</li> <li>● Did you scare or sad seeing it?</li> <li>● Did you think we need to stop it?</li> <li>● Do you have any suggestion that you can share with us?</li> </ul>

2. Construct Learning Activity (we call it as Experiential Activity in Tomlinson's approach) by providing the students with the texts being taught then followed

by exercise that asking the students to listen or read the text with the teacher's help to get understanding first, and reading the text intensively by giving them comprehension activity such as Teacher's Read Aloud Activity, Teacher's Dictation Activity, Learners' act it out activity, Teacher's read aloud most of the text activity, or Learners' write the final version activity. To do this stage, you can use the following guidance:

**Directions:**

- a. Take the texts you have chosen at step 1 (there are 4 types of text : *teks interaksi interpersonal, teks interaksi transaksional, teks fungsional khusus, dan teks fungsional*). Then, ask the students to do the following activity:
  - imagine the text in their minds when they read it or listen to it which facilitate them with personal engagement.
  - encourage them to do such mental activities to represent the text while reading or listening which do not interrupt the processing of it or add difficulty/complexity to the task.

To start this activity use the instruction as Tomlinson's suggested – as the following example

*You are going to listen to a poem about a child's first day at school. Imagine that you are that child and that you are standing alone in the playground at the beginning of your first day at school. As you listen to the poem, try to see in your mind what the child could see in the playground.*

For our topic on the syllabus – such as Greetings and Leave Taking, the instruction can be as follow:

*You will listen to and talk about some conversations on how to greet and say good bye to others. Imagine that you meet someone else then greet him or saying goodbye to him. As you listen to the conversations, try to see in your mind how to greet or saying good bye to others.*

Or

*You are going to listen to some conversations on how to greet and say good bye to others. Imagine that you are the person who greet and say good bye to your teacher or friends. As you listen to the conversations, try to see in your mind what the expression can be used to say it.*

Then, put the conversations or the written text under this instruction as follows :

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*You will listen to and talk about some conversations on how to greet and say good bye to others. Imagine that you meet someone else then greet him or saying goodbye to him. As you listen to the conversations, try to see in your mind how to greet or saying good bye to others.*

### **Conversation 1**

Situation : Mr. Thomas meets Sarah in front of the bookstore. Then, they greet each other.

Sarah : Good Morning, Mr. Thomas.

Mr. Thomas : Good Morning, Sarah. Nice to see you this morning.

Sarah : Nice to see you too, Sir.

### **Conversation 2**

Situation : Anna meets Mr. Johnson. Then, they greet each other and talk about the next class.

After that, they say goodbye each other.

Anna : Good afternoon , Sir.

Mr. Johnson : Good afternoon.

Anna : Have you got your lunch , Sir ?

Mr. Johnson : Of course. Do you have class now?

Anna : Yes, Sir. I have a biology class. I'll be back to the class, Sir. Have a nice day, Sir.

Mr. Johnson : You too.

---

b. Improve students understanding on the text through one of the following activity.

There are five activities that can be chosen to develop students' understanding, depend on the types and the function of the text.

- **Teacher's read aloud activity :**

The teacher reads aloud a text and pauses at salient points while learners shout out predictions of the next word or phrase. (Here, the learners try to remember the words that have been read before – it means, the first activity in this experiential activities is read the text silently, then do this teacher’s reads aloud activity)

Note: this activity is appropriate with the spoken text such as conversation and song, but also for written text such as simple passages or paragraph

The instruction can be as follow :

- *Your teacher will read aloud the first part of the dialogue and the students will read the next.*
- *Your teacher will play the song, then the students will sing the reffrain together .*

Another version of teacher’s read aloud activity is: the teacher reads aloud the text and ask the students to repeat after her.

The instruction can be as follow :

- *Your teacher will read aloud the dialogue part by part and the students will repeat it.*
- *Your teacher will read the passages part by part and the students will repeat it.*

The example of this stage can be as follows :

**Now, your teacher will read aloud the dialogue part by part and the students will repeat it together.**

### **Conversation 1**

Mr. Thomas meets Sarah in front of the bookstore. Then, they greet each other.

Teacher's part	Students' part
Sarah : Good Morning, Mr. Thomas. Mr. Thomas : Good Morning, Sarah. Nice to see you this morning. Sarah : Nice to see you too, Sir.	Sarah : Good Morning, Mr. Thomas. Mr. Thomas : Good Morning, Sarah. Nice to see you this morning. Sarah : Nice to see you too, Sir.

Now, your teacher will read aloud the first part of the dialogue and the students will continue shouting out the next.

### Conversation 2

Situation : Anna meets Mr. Johnson. Then, they greet each other and talk about the next class. After that, they say goodbye each other.

Teacher's part	Students' part
Anna : Good afternoon , Sir. Mr. Johnson : Anna : Have you got your lunch , Sir ? Mr. Johnson : Anna : Yes, Sir. I have a biology class. I'll be back to the class, Sir. Have a nice day, Sir. Mr. Johnson :	Anna : Mr. Johnson : Good afternoon. Anna : Mr. Johnson : Of course. Do you have class now? Anna : Mr. Johnson : You too.

- **Teacher's dictation activity :**

The teacher dictates a text, then pauses at salient points, while learners compare what they have written with their partners, and then write the next line/words. (Here, the learners are permitted to look back to the text in order to write the next line/words).

Note: This version is for written text with 2 or 3 short paragraphs only



The instruction can be as follow :

- *Your teacher will dictate the odd sentences, then the students continue to write the even sentences by blackening the grey one. (or)*
- *Your teacher will dictate the odd sentences, then the students continue to write the even sentences by copying from the text.*

Another version of teacher's dictation activity is : the teacher dictates all of the text to the students. This activity is for short functional texts such as notice, label, greeting cards, etc

The instruction can be as follow :

- *Your teacher will dictate all texts, while the students will write it down on their workbook.*

- **Learners' act it out activity :**

The teacher reads aloud a text while the learners act it out what the character do in the story or act what the text ask to do.

Note : this activity is appropriate with narrative text, explanation text, or procedure text

The instruction can be as follow :

- *Your teacher will read the text aloud while the students act what the characters did in the story. Pay attention to the pictures provided.*
- *Your teacher will read the text aloud while the students show the process by using the media provided.*

- **Teacher's read aloud most of the text activity:**

The teacher reads aloud most of a text and then gets groups of learners to write their own endings. (Here, the learners can improvise by themselves to write the ending of the text. In case, they have troubles in writing it – teachers allow them to use dictionary or just to rewrite the ending/last part of the text)

Note : this activity is appropriate with narrative text , news item text, or discussion text..

The instruction can be as follow :

- *Your teacher will read the text aloud then the students will continue to rewrite the last part of the text on the workbook.*

- **Learners' write the final version activity :**

The teacher gives the learners draft texts on which an 'editor' has written suggested changes in the wording and then gets them to write out a final version of their own. (Here, the learners are permitted to look back to the draft text in order to write the new one).

Note : this activity is appropriate with short functional texts such as letter, ads, announcement, or, label.

The instruction can be as follow :

- *Your teacher will give the draft text on which has suggested changes in the wording, then the students will write out the final version of it.*

**c. Explaining language concept.**

After doing the activity above, the teacher will explain the social function of the text, the structure of the text or the expressions used, and some language features. To help them, we will place the language concept after the activity above by taking the theory provided on step 1. You can develop them in the form of following example (spoken text, written text- teaching grammar, functional text, and short functional text):

**Spoken text :**

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**The social function :**

- **Greetings :** To establish contact with another person, to recognize his or her existence, and to show friendliness.
- **Leave taking :** To end a conversation (Speaking Naturally, 2000)

**The Expression of greetings and leave taking:**

<b>Greetings</b>	<b>Response</b>	<b>Leave taking</b>	<b>Response</b>

**The language Features :**

<b>Pronouns</b>	<b>Meaning</b>

<b>Vocabularies</b>	<b>Meaning</b>

**Written text : teaching vocabulary, grammar, and text**

---

**Function :**

Noun is ..... (find the definition on the linguistics textbook)

---

**Text structure :**

Subject (n)	Verb/to be	Object (n)

**Language features : vocabularies**

Animal (Arthropod)	Things (Groceries)	Public Buildings

Singular	Plural	Article

---

**The function of Simple Present Tense :**

Simple Present Tense is used for ..... (please check in your grammar book)

**The Form of Simple Present Tense :**

	Subje ct	(adv. of frequency) + verb 1	Object	Compliment
+				
-				
?				

	Subje ct	to be + (adv. of frequency)	Object	Compliment
+				
-				
?				

**Language Features :**

Verb 1	Meaning

To be	Usage

**The social function of announcement is :**

.....

---

**Text Structure:**

Structure	Explanation	Examples
Vocabularies	Meaning	
Language features	Examples	

3. Construct Practicing Activity (we call it as Intake Response Activity in Tomlinson’s approach) by giving the exercise to increase their critical thinking ability. These activities will bring the students into deep understanding on the text by reading the text critically to find the content and the context. This exercise consist of 2 activities: visualizing the text or draw the information from the text, and answering comprehension questions. To start this stage use the following instruction :

*You will listen to the conversations on how to greet and say goodbye to others again. While listening to them, try to think about what and how the person say it, then tell what you feel or give your opinions on what was said on those conversations.*

After putting the above instruction, you can give some illustration as a sign so the students will listen or read the text on Learning Activity once again, as the following example :

---

*You will listen to the conversations on how to greet and say goodbye to others again. While listening to them, try to think about what and how the person say it, then tell what you feel or give your opinions on what was said on those conversations.*



---

Then, construct task 1 and task 2 for developing understanding and comprehending activity. The 1st task is visualizing the text (for spoken text) or drawing the information from the text (for written text), and the 2nd task is summarizing the text by giving guided questions to the students (for both spoken and written text). The example of instruction for task 1 and task 2 are as follow:

**Task 1**

*Visualize the expression of greeting and leave taking from the conversation you have listened before. Use the pictures to help you in completing the task. (for spoken text)*

*Draw the information from the recount text you have read before. Use the generic structures to help you in completing the graphic organizer provided. (for written text)*

**Task 2**

*Tell the conversation to the person who has not heard it. Use the questions to help you. (for spoken text)*

*Tell the text to the person who has not read it. Use the questions to help you in making a summary. (for written text)*

---

## **YOU START HERE.....**

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## THE EXAMPLE OF MATERIALS DEVELOPMENT FOR READINESS ACTIVITY, LEARNING ACTIVITY, AND PRACTICING ACTIVITY

### 1. The example of materials development for spoken text

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Grade 7, KD 3.1 *mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya*

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#### READINESS ACTIVITY

##### Directions :

Before you listen to and talk about the conversations on how to greet people and say good bye, let's watch the video and discuss with your teacher.

video

Let's discuss the video !

From the video, you have watched people greet and say good bye to others, did you also do it to your friends when you meet them ?

- What did you say to greet them ?
- What did you say when you want to leave them ?

---

#### LEARNING ACTIVITY

**Directions :** You will listen to and talk about some conversations on how to greet and say good bye to others. Imagine that you meet someone else then greet him or saying good bye to him. As you listen to the conversations, try to see in your mind how to greet or saying good bye to others.

##### Conversation 1

Situation : Mr. Thomas meets Sarah in front of the bookstore. Then, they greet each other.

Sarah	: Good Morning, Mr. Thomas.
Mr. Thomas	: Good Morning, Sarah. Nice to see you this morning.
Sarah	: Nice to see you too, Sir.



##### Conversation 2



Situation : Anna meets Mr.Johnson. Then, they greet each other and talk about the next class. After that, they say goodbye each other.



Anna : Good afternoon , Sir.  
 Mr. Johnson : Good afternoon.  
 Anna : Have you got your lunch , Sir ?  
 Mr. Johnson : Of course. Do you have class now?  
 Anna : Yes, Sir. I have a biology class. I'll be back to the class, Sir. Have a nice day, Sir.  
 Mr. Johnson : You too.

Now, your teacher will read aloud the dialogue part by part and the students will repeat it together.

### Conversation 1

Mr. Thomas meets Sarah in front of the bookstore. Then, they greet each other.

Teacher's part	Students' part
Sarah : Good Morning, Mr. Thomas.	Sarah : Good Morning, Mr. Thomas.
Mr. Thomas : Good Morning, Sarah. Nice to see you this morning.	Mr. Thomas : Good Morning, Sarah. Nice to see you this morning.
Sarah : Nice to see you too, Sir.	Sarah : Nice to see you too, Sir

Now, your teacher will read aloud the first part of the dialogue and the students will continue shouting out the next.

### Conversation 2

Anna meets Mr.Johnson. Then, they greet each other and talk about the next class. After that, they say goodbye each other.

Teacher's part	Students' part
Anna : Good afternoon , Sir.	Anna : _____
Mr. Johnson : _____	Mr. Johnson : Good afternoon.
Anna : Have you got your lunch, Sir?	Anna : _____
Mr. Johnson : _____	Mr. Johnson : Of course. Do you have class now?

---

Anna : Yes, Sir. I have a biology  
class. I'll be back to the class,  
Sir. Have a nice day, Sir.

Mr. Johnson : \_\_\_\_\_

Anna : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mr. Johnson : You too.

### LANGUAGE CONCEPT

#### The social function :

- **Greetings** : To establish contact with another person, to recognize his or her existence, and to show friendliness.
- **Leave taking** : To end a conversation

**The Expression of greetings and leave taking:**

Greetings	Response	Leave taking	Response
Good morning.	Good morning, I'm glad to see you.	Good night.	Good night.
Good afternoon.	Good afternoon.	Good bye.	Good bye.
Good evening.	Good evening.	Have a nice week end !	You, too.
How are you ?	Fine, thanks.	See you later.	So long, take care.
How are you doing ?	Not bad.	Talk to you later.	Bye. Take it easy.
Hello.	Hello.	Good to see you.	Goodbye. Take care of yourself.
Hi.	Hi.	Goodbye.	

**The language Features :**

Pronouns	Meaning
I	
You	
He	
She	
They	
We	

Vocabularies	Meaning
Good morning	
Good afternoon	
Good evening	
Good night	
Hi	
Hello	
How are you	
Good bye	
See you	
Talk to you later	

**PRACTICING ACTIVITY**

You will listen to the conversations on how to greet and say good bye to others again. While listening to them, try to think about what they are saying, then tell what you feel or give your opinions on what was said in those dialogs.



Conversation 1



Conversation 2

**Task 1 :**

Now, visualize the expression of greeting and saying good bye that you can remember. Use the pictures below to help you.

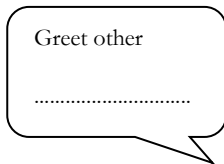
**Conversation 1 :**

Mr. Thomas meets Sarah in front of the bookstore. Then, they greet each other.



**Conversation 2 :**

Anna meets Mr.Johnson. Then, they greet each other and talk about the next class. After that, they say goodbye each other.





**Task 2:**

Now, tell the conversations you have listened to your friend. Use the following questions to help you !

Questions	Your answer	What you want to tell
<p>Conversation 1</p> <ul style="list-style-type: none"> <li>● Where did Sarah and Mr. Thomas meet?</li> <li>● What did Sarah say to Mr. Thomas?</li> <li>● What did Mr. Thomas respond?</li> <li>● What did Sarah say?</li> <li>● Do you think we should greet everybody ? Why ?</li> </ul>	<p>(The students will write the answer of the question on the left, to guide them writing the draft for ‘what they want to tell’ later)</p>	<p>(The students will write the draft here based on the answer from the question provided)</p>
<p>Conversation 2</p> <ul style="list-style-type: none"> <li>● Where did Anna and Mr. Johnson meet?</li> <li>● What did Anna say to Mr. Johnson?</li> <li>● What did Mr. Johnson reply?</li> <li>● What did Anna ask to Mr. Johnson?</li> <li>● What did Mr. Johnson answer?</li> <li>● What did Anna say, then?</li> <li>● And, what did Mr. Johnson respond?</li> <li>● Do you think we should say goodbye if we will leave somebody ? Why ?</li> </ul>	<p>(The students will write the answer of the question on the left, to guide them writing the draft for ‘what they want to tell’ later)</p>	<p>(The students will write the draft here based on the answer from the question provided)</p>

**2. The example of materials development for written text (vocabulary, grammar and functional text)**

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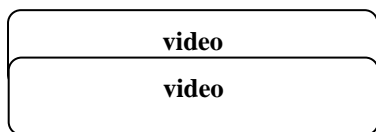
*mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait **nama dan jumlah binatang, benda, dan bangunan publik** yang dekat dengan kehidupan siswa sehari hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)*

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### READINESS ACTIVITY

#### Directions :

Before you learn several vocabularies about name of animals, things, and public buildings , let's watch the video and discuss with your teacher.



Let's discuss the video !

1. From the video, you have some new vocabularies about name of animals, things (groceries), and public buildings. Have you seen them before ?
  - Where did you see them ?
  - Did you interested to know more ?
  - What are other thing that you can share with us ?

---

### LEARNING ACTIVITY

#### Directions :

You will read some short texts that have information about arthropod (animals), groceries (things), and public buildings. Imagine that you are the person who learn about them at school. As you read the text, try to see in your mind the names and where the animals are, the quantity of the things, and the location of the public buildings.

#### Text 1: Animals

##### INSECTS

Since there are three-quarters of a million insect species, it's best to just look at some of the common ones. They include ants, aphids, beetles, butterflies, cicadas, cockroaches, dragonflies, fleas, flies, grasshoppers, leaf hoppers, lice, mayflies, praying mantis, stink bugs, silverfishes, termites, walking sticks. All insects have six legs which are arranged in pairs. They also have two antennae and most of them have two compound eyes. Typically you will find two pairs of wings on insects, with some of them having only one pair, like flies. A few insects have no wings, like ants, fleas, and lice. Insects are the only invertebrates that can fly.

#### Text 2: Things (groceries)

---



- |                       |              |
|-----------------------|--------------|
| skinless white meat   | Apples       |
| Lean cuts of red meat | Oranges      |
| Tuna                  | Bananas      |
| Salmon                | Bell peppers |
| Mackerel              | Zucchini     |
| Pasta                 | Squash       |
| Rice                  | Salt         |
| Bread                 | Pepper       |
| Flour                 | Basil        |
| Corn flakes           | Oregano      |
| Oatmeal               | Cumin        |
| Granola               | Honey        |
| Kidney beans          | Vinegar      |
| Lima beans            | Ketchup      |
| Chopped tomatoes      | Mustard      |
| Soups                 | Milk         |
| Onions                | Eggs         |
| Garlic                | Cheese       |
|                       | yogurt       |

### Text 3: Public Buildings

Public buildings are any type of building that is accessible to the public and is funded from public sources. Public buildings generally serve the purpose of providing a service to the public. This list includes public schools, libraries, courthouses and post offices.

#### Libraries

Public libraries are a type of building that is accessible to the public. People visit libraries for many purposes including checking out books, magazines, publications, music and movies.

#### Schools

Public schools exist in nearly every town in this country. These schools are for grades kindergarten through 12th grade.

#### Courthouses

The courthouse is a public building that is also funded through the government. The public utilize a courthouse for many different purposes. Trials are held at courthouses, important documents are retrieved and most health departments are located within a courthouse.

#### Post Offices

A post office is a government owned public building. A post office is a not-for-profit organization that is open to the public. The post office performs many different mail functions including receiving it, handling it and delivering it.



---

**Text 1: Animals**

Your teacher will read aloud the first paragraph and the students will read the next.

<b>INSECTS</b>	
<b>Teacher</b>	Since there are three-quarters of a million insect species, it's best to just look at some of the common ones.
<b>Student 1</b>	They include ants, aphids, beetles, butterflies,
<b>Student 2</b>	cicadas, cockroaches, dragonflies, fleas, flies,
<b>Student 3</b>	grasshoppers, leaf hoppers, lice, mayflies, praying mantis,
<b>Student 4</b>	stink bugs, silverfishes, termites, walking sticks.

**Text 2: Groceries**

Your teacher will dictate all texts, while the students will write it down on their workbook.

<b>Family Grocery list</b>	
Meat and Fish ..... ..... .....	Fresh Produce ..... ..... .....
Grains & Bread ..... ..... .....	Condiments ..... ..... .....
Canned Goods ..... .....	Dairy & Eggs ..... .....

**Text 3**

Your teacher will dictate the odd sentences, then the students continue to write the even sentences by blackening the grey one

**Public Buildings**

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(1) . (2)Public buildings generally serve the purpose of providing a service to the public. (3)

**Libraries**

(1) . (2)People visit libraries for many purposes including checking out books, magazines, publications, music and movies.

**Schools**

(1) . (2)These schools are for grades kindergarten through 12th grade.

**Courthouses**

(1) . (2)The public utilize a courthouse for many different purposes. (3)

**Post Offices**

(1) . (2)A post office is a not-for-profit organization that is open to the public. (3)

---

**LANGUAGE CONCEPT**

- **The function of noun :** ..... (please find from the reference)
- **Text Structure :**

Subject/Noun	Verb/Linking Verb	Object/Noun
Public buildings	Are	any type of building .....
A post office	is	a government owned public building

- **Language features : vocabularies**

**Animal (Insects) | Things (Groceries) | Public Buildings**

ants, aphids, beetles, butterflies, cicadas, cockroaches, dragonflies, fleas, flies, grasshoppers, leaf hoppers, lice, mayflies, praying mantis, stink bugs, silverfishes, termites, walking sticks ..... ..... .....	skinless white meat Lean cuts of red meat Tuna Salmon Mackerel Pasta Rice Bread Flour Corn flakes Oatmeal Granola Kidney beans Lima beans Chopped tomatoes Soups Onions Garlic ..... ..... .....	Post office Library School Bank Hospital Museum Mosque Church ..... .....
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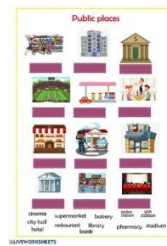
Singular	Plural	Article
ant aphid beetle butterflie a can of soup, a jar of jelly/jam, a box of cereal, a package of pasta, a carton of milk, a bottle of wine, a loaf of bread.	ants aphids beetles butterflies	a an the

### PRACTICING ACTIVITY

#### Directions:



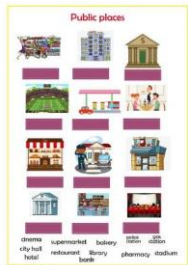
Now, you will read some short texts that have information about insects (animals), groceries (things), and public buildings again. While reading the texts, try to think about them, then tell us what you feel or give your opinions on what was written in the texts.

Insects	Groceries	Public Buildings



**Task 1 :**

Draw the information about the name of the insects, the groceries, or the public buildings from the text into the table below. Use the picture below to help you!

Pictures	Information from the text
	Name ..... ..... ..... ..... ..... .....
	Name ..... ..... ..... ..... ..... .....
	Name ..... ..... ..... ..... ..... .....

**Task 2 :**

Please tell about the insects, the groceries, and the public buildings from the text you have read. Use the following question to help you.

Questions	Write what you want to tell here
<b>Invertebrates</b> What are the names of the insects? Where do they live? How many species are they now ? ..... .....	 <hr/> <hr/> <hr/> <hr/>
<b>Groceries</b> What are the names of meat and fish? What are the names of grains and bread ? ..... .....	 <hr/> <hr/> <hr/> <hr/>
<b>Public buildings</b> What are the name of the buildings? What are the buildings are for? ..... .....	 <hr/> <hr/> <hr/> <hr/>

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**Grade 8, KD3.7**

*menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. unsur kebahasaan **simple present tense**)*

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**READINESS ACTIVITY**

**Directions :**

Before you read several short texts that have some sentences in the form of simple present tense watch a video and discuss with your teacher.



Let's discuss the video !

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1. In the video, you have read some sentences in the form of simple present tense.

- Have you ever learned about how to make an English sentence before ?
- What kind of sentence did you learn ? Simple or complex sentence ?
- Have you ever heard about tenses before ?
- Is it difficult for you to learn English sentences ?
- Did you interested to make it by yourself ?

## **LEARNING ACTIVITY**

### **Directions :**

You will read some short texts that uses the sentences in the form of simple present tense. Imagine that you are the person who reads the simple text about someone daily activities or habitual. As you read the text, try to see in your mind how people use the sentences in the form of simple present tense.

### **Text 1**

#### **The Best Art Critics**

I am an art student and I paint a lot of pictures. Many people pretend that they understand modern art. They always tell you what a picture is about. Of course, many pictures are not about anything. They are just pretty patterns. We like them in the same way that we like pretty curtain material. I think that young children often appreciate modern pictures better than anyone else. They notice more. My sister is only seven, but she always tells me whether my pictures are good or not. She came into my room yesterday. "What are you doing?" she asked. "I'm hanging this picture on the wall," I answered. "It's a new one. Do you like it?" She looked at it critically for a moment. "It's all right," she said, "but isn't it upside down?" I looked at it again. She was right! It was!

### **Text 2**

My name is Annie and this is what I normally do. I love to walk on the mountain. During the week I wake up early and go for a small walk on the mountain. I usually go with my father or my brother. We like to get some fresh air before we start our day. We live in the country far away from the city. We think that our country life is wonderful because we are away from the noise and pollution of the city. We often walk for about one-half hour and then return to our home. I always take my bus after our walk and at about 8:30 a.m. and arrive at school at 9:00 a.m. My father takes his car and goes to town to work. He works at a veterinary clinic. He is a vet and loves to help animals. We have 3 dogs and two cats.

On the week end we wake up early and go for a hike on the mountain. It is so nice to smell the fresh air and see the wild animals. We stay there for about three hours and bring our lunch with us. As you can see my family loves nature.

**Now, your teacher will read the odd sentences from the text, then students will continue writing the even sentences by blackening the grey one.**

**The Best Art Critics**

(1). Many people pretend that they understand modern art(2).  
 (3). Of course, many pictures are not about anything(4).  
 (5). We like them in the same way that we like pretty curtain material(6).  
 (7). They notice more. My sister is only seven,  
 but she always tells me whether my pictures are good or not(8). (9). “What are  
 you doing?” she asked(10). (11). “It’s a new one. Do you like  
 it?”(12) (13). “It’s all right,” she said, “but isn’t it upside down(14)  
 (15). She was right!(16) (17)!

**Your teacher will dictate the odd sentences and the students will copy the even sentences from text 2**

1st sentence	
2nd sentence	
3rd sentence	
4th sentence	
5th sentence	
6th sentence	
7th sentence	
8th sentence	
9th sentence	
10th sentence	
11th sentence	
12th sentence	
13th sentence	
14th sentence	
15th sentence	
16th sentence	

**LANGUAGE CONCEPTS**

- **The function of Simple Present Tense :**

Simple present tense is for ..... (find the explanation from the grammar book)

- **The text structure :**

|            | Subject    | Verb1/to be                    | Object                    |

+		I He	wake up is	a vet	Early
-		I He	do not wake up does not	a vet	Early
?	<b>Do</b> <b>Doe</b> <b>s</b>	I He	wake up	a vet	early

● **Language feature : v1/to be**

Verb 1	Meaning	To be
Go	.....	Am
Like	.....	are
Live	.....	is
Notice	.....	
Paint	.....	
Pretend	.....	
Stay	.....	
Take	.....	
Tell	.....	
Think	.....	
Walk	.....	
Wake	.....	
Work	.....	

**PRACTICING ACTIVITY**

**Directions:**

Now, you will read some short texts that uses the sentences in the form of simple present tense again. While reading the texts, try to think about the meaning in each sentences, then tell what you feel or give your opinions on what was written in the texts.

**Task 1 :**

Draw the the sentences in the form of simple present tense from the texts above and put into the table below!

Text 1	Text 2
1. ....	1. ....
2. ....	2. ....
3. ....	3. ....
4. ....	4. ....



5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....
14. ....
15. ....
16. ....
17. ....

5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....
14. ....
15. ....
16. ....

**Task 2 :**

Please tell the texts above to someone who has not heard it. Use the following question to help you .

<div style="background-color: #4b4b8b; color: white; padding: 5px; border-radius: 10px; margin-bottom: 10px; display: inline-block;">Text 1</div> <div style="background-color: #d9d9e9; padding: 10px; border-radius: 10px; margin-bottom: 10px;"> <p style="text-align: center; margin: 0;">Questions :</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol> </div> <div style="background-color: #d9d9e9; padding: 10px; border-radius: 10px;"> <p style="text-align: center; margin: 0;">what you want to tell</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>	<div style="background-color: #d9d9e9; padding: 5px; border-radius: 10px; margin-bottom: 10px; display: inline-block;">Text 2</div> <div style="background-color: #d9d9e9; padding: 10px; border-radius: 10px; margin-bottom: 10px;"> <p style="text-align: center; margin: 0;">Questions :</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol> </div> <div style="background-color: #d9d9e9; padding: 10px; border-radius: 10px;"> <p style="text-align: center; margin: 0;">what you want to tell</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>
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**Grade 9 KD 3.9 (teaching functional text)**

*membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa **teks information report** lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya*

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**LEARNING ACTIVITY**

**Directions :**

You will read some **informational report** texts about **Yam Festivals, Butterflies,** and **The Amazing Butterfly**. Imagine that you are the person who learn about them at

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school. As you read the text, try to see in your mind the general classification and the description of the object being explained.

### **Texts 1**

#### **Yam Festivals**

Many countries have holidays to celebrate their food. One of these holidays is the yam festival. Yams are an important crop to many people. They are the main food in parts of Africa.

They are also important in Jamaica. The yam festival is full of tradition. People thank the gods and their ancestors for the yam harvest. The oldest man eats the first yam, and then everyone shares the rest.

The yam festival is a lot like Thanksgiving. Both holidays let people give thanks for good food.

### **Text 2**

#### **Butterflies**

Butterflies are flying insects. There are many kinds of butterflies. They are found all over the world. Every butterfly has a main body, six legs, four wings, and two antennae. Their wings have different colors and patterns on them.

Many butterflies live by flowers. Butterflies use their wings to fly from flower to flower. They drink a sweet liquid in the flowers called nectar. Butterflies also hide in flowers so that their enemies don't see them.

### **Text 3**

#### **The Amazing Butterfly**

A butterfly goes through many changes as it grows. It begins as a tiny egg. The egg is smaller than your little toenail. After a few months, the egg hatches. A small caterpillar, or larva, crawls out. The caterpillar is very hungry. It will eat lots of green plants and begin to grow very quickly. When it is fully grown, the caterpillar forms a hard shell around its body called a chrysalis. It goes through many changes inside the chrysalis. Soon an adult butterfly breaks out.

The butterfly looks very different from the caterpillar. It now has a small body with four large wings and six legs. The butterfly has two antennae on its head that it uses to smell and feel. It also has two huge eyes. The butterfly's long tongue helps it suck up nectar like using a straw.

Many kinds of butterflies live all over the world, and they can be beautiful to watch. Butterflies are among nature's most amazing insects.

### **Text 1**

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Your teacher will dictate the odd sentences from the text, then students will continue writing the even sentences by blackening the grey one.

### Yam Festivals

(1). One of these holidays is the yam festival (2). Yams are an important crop to many people (3).  
(4).  
They are also important in Jamaica (5).  
(6). People thank the gods and their ancestors for the yam harvest (7).  
(8).  
The yam festival is a lot like Thanksgiving (9).  
(10).

### Text 2: Butterflies

Your teacher will dictate all sentences and the students will write on their workbook

#### 1st paragraph

1st sentence	
2nd sentence	
3rd sentence	
4th sentence	
5th sentence	

#### 2nd paragraph

1st sentence	
2nd sentence	
3rd sentence	
4th sentence	

---

### Text 3: The Amazing Butterfly

Your teacher will dictate the odd sentences, then the students will copy the even sentences from the text.

---

#### 1st paragraph

- (1) .....
- (2) .....
- (3) .....
- (4) .....
- (5) .....
- (6) .....
- (7) .....
- (8) .....
- (9) .....
- (10) .....

---

#### 2nd paragraph

- (11) .....
- (12) .....
- (13) .....
- (14) .....
- (15) .....

---

#### 3rd paragraph

- (16) .....
  - (17) .....
- 

### PRACTICING ACTIVITY

#### Directions:

Now, you will read the report text about **Yam Festivals**, **Butterflies**, and **The Amazing Butterfly**, again. While reading the texts, try to think about the information there, then tell what you feel or give your opinions on what was written in the texts.

**Text 1: Yam Festivals**

**Text 2: Butterflies**

**Text 3: The Amazing  
Butterfly**

#### Task 1 :

Draw the the general classification and the description of the object being explained. Use the graphic organizer below to help you!

**Text 1: Yam Festivals**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**SUMMARY GRAPHIC ORGANIZER**

Title: \_\_\_\_\_

Main Idea \_\_\_\_\_

Four Important Details

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

Summary of the Passage in ONE Sentence \_\_\_\_\_

**Text 2: Butterflies**

Name: \_\_\_\_\_

**Animal Research**

Animal Name: \_\_\_\_\_ Picture of Animal: \_\_\_\_\_

Where does this animal live? \_\_\_\_\_

How big is this animal and what does it look like? \_\_\_\_\_

What does this animal like to eat? \_\_\_\_\_

Interesting Fact #1 - \_\_\_\_\_

Interesting Fact #2 - \_\_\_\_\_

**Text 3: The Amazing Butterfly**



**Task 2 :**

Please summarize the informational report text about Yam Festivals, Butterflies, and The Amazing Butterflies. Use the following question to help you in making the summary.

**Yam Festivals**

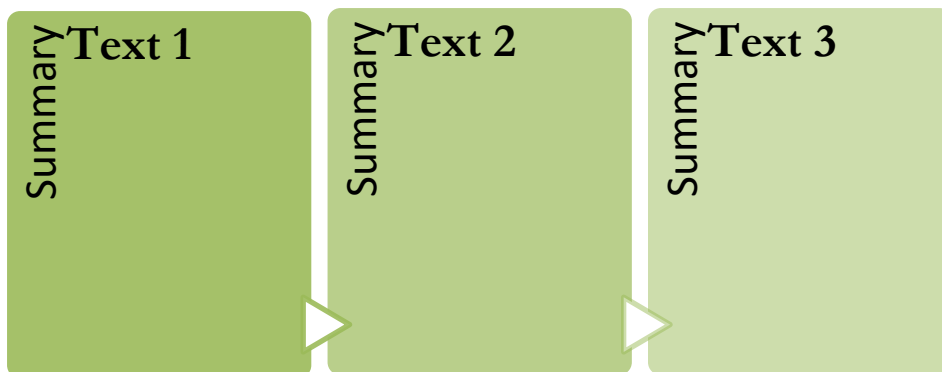
What is the text talking about?  
 What is the Yam Festivals?  
 Why is Yam important to many people in Africa?  
 What do the people do in Yam Festivals?  
 Who eats the first yam in this festivals?  
 What does the Yam

**Butterflies**

question 1  
 question 2  
 question 3  
 question 4  
 question 5  
 question 6  
 .....

**The Amazing Butterflies**

question 1  
 question 2  
 question 3  
 question 4  
 question 5  
 question 6  
 .....



### 3. The example of materials development for teaching short functional text

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#### Grade 10 KD3.5 (teaching announcement)

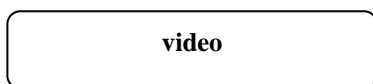
*Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya*

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#### READINESS ACTIVITY

##### Directions :

Before you read some announcements that have information about school activities, let's watch a video and discuss with your teacher.



Let's discuss the video !

1. From the video, you have seen some announcements. Have you read the announcements like that before ?
  - Where did you see them ? On school announcement board or your local newspaper ?
  - Did you familiar with the activities announced by that school ?
  - Did you interested to joint it ?

- 
- Do you know other school activities that you can share with us ?

### **LEARNING ACTIVITY**

#### **Directions :**

You will read some announcements posted on school display. Imagine that you are the student who reads these school announcements. As you read the text, try to see in your mind how people announce the events or activities.

**BIKE TO SCHOOL DAY**  
**CELEBRATION**



**WEDNESDAY, MAY 9TH**  
**2:30pm—5pm\***  
**LION'S PARK**  
**1030 1ST St N, Sartell**

\*IN CASE OF RAIN EVENT  
WILL BE CANCELED

**Major events:**

- > Helmet fitting
- > bike tune-ups
- > bicycle obstacle course
- > free food (hot dogs, snacks, beverages)
- > free bounce house
- > lawn games
- > bike giveaway (one girls and one boys)
- > fire truck, police car, and Metrobus vehicles





**\*ALL AGES WELCOME\***

**Sponsors**














ALL ARE WELCOME!!
ART! MUSIC! FUN!
FOOD VENDORS!

  
**Gabriella**  
 CHARTER SCHOOL

---

COMMUNITY ARTS FESTIVAL!!

FREE
 SATURDAY JUNE 4TH, 12PM-4PM
 FREE

ENTRANCE TO FESTIVAL ON LEMOYNE BETWEEN MONTANA AND SCOTT

MAKE YOUR OWN ART!

Dance and Music Workshops!

STUDENT ART EXHIBITION!!

FACEPAINTING! PERFORMANCES! TODDLER AREA! AND MORE!

Gabriella Charter School  
 1435 Logan Street Los Angeles, CA 90026  
 213.413.5741 www.gabriellacharterschool.org

Now, your teacher will give the draft texts on which an ‘editor’ has written suggested changes in the wording and then gets them to write out a final version of their own.



ALL ARE WELCOME!! ART! MUSIC! FUN!!  
 Gabriella CHARTER SCHOOL  
 FOOD VENDORS!  
**COMMUNITY ARTS FESTIVAL!!**  
 FREE! SATURDAY JUNE 4TH, 12PM-4PM FREE!  
 "ENTRANCE TO FESTIVAL ON LEMAYNE BETWEEN MONTANA AND SCOTT"  
**MAKE YOUR OWN ART!**  
 Dance and Music Workshops!  
**STUDENT ART EXHIBITION!!**  
 FACEPAINTING! PERFORMANCES! TODDLER AREA! AND MORE!  
 Gabriella Charter School  
 1435 Logan Street Los Angeles, CA 90026  
 213.413.5741 www.gabriellacharterschool.org

NORTH HIGH SCHOOL

Sunday July 7th

10 a.m – 4 p.m

NORTH HIGH SCHOOL

**LANGUAGE CONCEPT**

**The social function of announcement is :** Used for giving people some information of what has happened or what will happen (wikipedia)

Text Structure		Examples
Purpose	The text that contains what event will be held	(please, take from provided)
Publishing day, date & place	Day and Date realization. The text that contains when the event will be held. The text that contains where the event will be held.	(please, take from provided)
Informing sender	The text that contains name of the person who will be contacted.	(please, take from provided)
Language features	Examples	
Using simple present	Make your own art !	
Using simple (passive) future	In case of heavy rain, the event will be cancelled	
Using concrete noun.	Bike, helmet	

## PRACTICING ACTIVITY

### Directions:

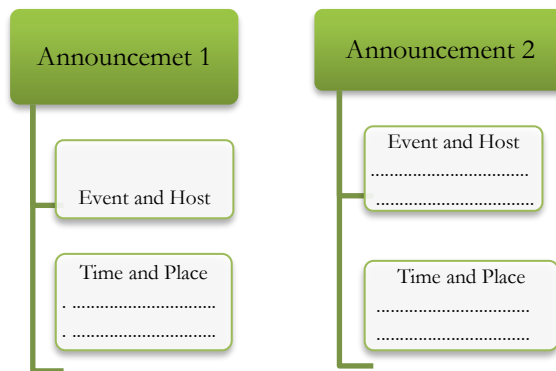
You will read the previous announcements again. While reading the texts, try to think about the information on them, then tell what you feel or give your opinions on what was written in the texts.

Announcement 1

Announcement 2

### Task 1 :

Draw the the important information from the announcements above and put into the infographic below!



### Task 2 :

Please tell the information on the announcement above to other people who do not read them. Use the following question to help you in making it.

<div style="background-color: #76923c; color: white; padding: 5px; margin-bottom: 5px; border-radius: 5px;">Text 1</div> <div style="text-align: center; margin-bottom: 5px;">↓</div> <div style="background-color: #d9ead3; padding: 10px; border-radius: 10px; margin-bottom: 5px;"> <p style="text-align: center;">Questions :</p> <p>1. ....</p> <p>2. ....</p> <p>3. ....</p> <p>4. ....</p> <p>5. ....</p> </div> <div style="text-align: center; margin-bottom: 5px;">↓</div> <div style="background-color: #d9ead3; padding: 10px; border-radius: 10px;"> <p style="text-align: center;">what you want to tell</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>	<div style="background-color: #76923c; color: white; padding: 5px; margin-bottom: 5px; border-radius: 5px;">Text 2</div> <div style="text-align: center; margin-bottom: 5px;">↓</div> <div style="background-color: #d9ead3; padding: 10px; border-radius: 10px; margin-bottom: 5px;"> <p style="text-align: center;">Questions :</p> <p>1. ....</p> <p>2. ....</p> <p>3. ....</p> <p>4. ....</p> <p>5. ....</p> </div> <div style="text-align: center; margin-bottom: 5px;">↓</div> <div style="background-color: #d9ead3; padding: 10px; border-radius: 10px;"> <p style="text-align: center;">what you want to tell</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>
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**Grade 12 KD3.7 (teaching song lyrics)**

*Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/ MAK*

**READINESS ACTIVITY**

**Directions :**

Before you listen to and read the lyrics of the song: Heal the World, that teach us to realize the importance of world peace and humanity, let's watch a video and discuss with your teacher.

**video**

Let's discuss the video !

1. From the video, you have seen the impact of the war toward people and the place. Have you seen the news about war before ?
  - What do you feel when you see them in that horrible situation?
  - Did you scare or sad seeing it?
  - Did you think we need to stop it ?
  - Do you have any suggestion that you can share with us ?

**LEARNING ACTIVITY**

**Directions :**

You will listen to and talk about the song “Heal the World” by Michael Jackson. Imagine that you are the child who face the worst condition of the world because of war or disaster. As you listen to the song, try to see in your mind how to heal it and make the world a better place to live in.

**Texts**



<http://www.michaeljacksonradio.com/>

<p>[Intro: Child] Think about the generations and say that we wanna make it a better place for our children, and our children's children, so that they, they, they know it's a better world for them, and think, if they can make it a better place...</p> <p>[Verse 1] There's a place in your heart And I know that it is love And this place could be much brighter than tomorrow And if you really try You'll find there's no need to cry In this place, you will feel there's no hurt or sorrow</p> <p>[Pre-Chorus 1] There are ways to get there If you care enough for the living Make a little space Make a better place</p> <p>[Chorus] Heal the world Make it a better place For you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p> <p>[Verse 2] If you want to know why There's a love that cannot lie Love is strong, it only cares for joyful giving If we try, we shall see In this bliss, we cannot feel Fear or dread, we stop existing and start living</p> <p>[Pre-Chorus 2] Then it feels that always Love's enough for us growing So make a better world To make a better world</p> <p>[Chorus] Heal the world Make it a better place For you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p> <p>[Bridge] And the dream we were conceived in will reveal a joyful face And the world we once believed in will shine again in grace Then why do we keep strangling life? Would this Earth crucify its soul? Though it's plain to see This world is heavenly Be God's glow</p>	<p>[Verse 3] We could fly so high Let our spirits never die In my heart, I feel you are all my brothers Create a world with no fear Together, we'll cry happy tears See the nations turn their swords into Ploughshares</p> <p>[Pre-Chorus 3] We could really get there If you cared enough for the living Make a little space To make a better place</p> <p>[Chorus] Heal the world Make it a better place For you and for me And the entire human race There are people dying If you care enough for the living Make a better place For you and for me Heal the world Make it a better place For you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me Heal the world (Heal the world) Make it a better place For you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p> <p>[Post-Chorus] There are people dying If you care enough for the living Make a better place for you and for me There are people dying If you care enough for the living Make a better place for you and for me</p> <p>[Outro: Michael Jackson &amp; Child] Make a better place (You and for me) Make a better place (You and for me) Make a better place (You and for me) (You and for me) Heal the world we live in (You and for me) Save it for our children (You and for me) Heal the world we live in (You and for me) Save it for our children (You and for me) Heal the world we live in (You and for me) Save it for our children (You and for me) Heal the world we live in (You and for me) Save it for our children</p>
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**Now, your teacher will play the first part of the song and the students will continue singing the reffrain together.**

Teacher's part (play the song)	Students' part (sing together)
<p>[Verse 1]            There's a place in your heart            And I know that it is love            And this place could be much brighter                      than tomorrow            And if you really try            You'll find there's no need to cry            In this place, you will feel there's no hurt                      or sorrow</p> <p>[Pre-Chorus 1]            There are ways to get there            If you care enough for the living            Make a little space            Make a better place</p>	
	<p>[Chorus]            Heal the world            Make it a better place            For you and for me and the entire human race            There are people dying            If you care enough for the living            Make a better place for you and for me</p>
<p>[Verse 2]            If you want to know why            There's a love that cannot lie            Love is strong, it only cares for joyful                      giving            If we try, we shall see            In this bliss, we cannot feel            Fear or dread, we stop existing and start                      living</p> <p>[Pre-Chorus 2]            Then it feels that always            Love's enough for us growing            So make a better world            To make a better world</p>	
	<p>[Chorus]            Heal the world            Make it a better place            For you and for me and the entire human race            There are people dying            If you care enough for the living            Make a better place for you and for me</p>

[Bridge]

And the dream we were conceived in will  
    reveal a joyful face  
And the world we once believed in will  
    shine again in grace  
Then why do we keep strangling life?  
    Would this Earth crucify its soul?  
    Though it's plain to see  
    This world is heavenly  
    Be God's glow

[Verse 3]

We could fly so high  
    Let our spirits never die  
In my heart, I feel you are all my brothers  
    Create a world with no fear  
    Together, we'll cry happy tears  
See the nations turn their swords into  
    Ploughshares

[Pre-Chorus 3]

We could really get there  
If you cared enough for the living  
    Make a little space  
    To make a better place

[Chorus]

Heal the world  
    Make it a better place  
    For you and for me  
And the entire human race  
    There are people dying  
If you care enough for the living  
    Make a better place  
    For you and for me  
    Heal the world  
    Make it a better place  
For you and for me and the entire human race  
    There are people dying  
    If you care enough for the living  
    Make a better place for you and for me  
    Heal the world (Heal the world)  
    Make it a better place  
For you and for me and the entire human race  
    There are people dying  
    If you care enough for the living  
    Make a better place for you and for me

[Post-Chorus]

There are people dying

---

If you care enough for the living  
Make a better place for you and for me  
There are people dying  
If you care enough for the living  
Make a better place for you and for me

[Outro: Michael Jackson & Child]  
Make a better place (You and for me)  
Make a better place (You and for me)  
Make a better place (You and for me)  
          (You and for me)  
Heal the world we live in (You and for  
          me)  
Save it for our children (You and for me)  
Heal the world we live in (You and for  
          me)  
Save it for our children (You and for me)  
Heal the world we live in (You and for  
          me)  
Save it for our children (You and for me)  
Heal the world we live in (You and for  
          me)  
Save it for our children

**Social function :**

To entertain and educate the reader through the beauty of its language and the moral value in its lyrics

**Text Structure :**

- Lyric : ..... e.g. ....
- Stanza : ..... e.g. ....
- Personification : ..... e.g. ....
- Metaphor : ..... e.g. ....



**Language Features: Vocabularies**

Vocabularies	Meaning	Phrases	Meaning
Generation	(write the meaning for each words here)	Heal the world	(write the r for each pl here)
Hurt		Would this Earth crucify its soul	
sorrow		Cares for joyful living	
Save		This world is heavenly	
Care		Be God's glow	
die		People dying	
the living		Entire human race	
ploughshares		Make a little space	
fear		Make a better place	
dread		Care for the living	
plain		Turn their swords into	
dream		we were conceived in will reveal	
reveal		a joyful face	
joyful		we once believed in will shine	
grace		again in grace	
shine		keep strangling life	

**PRACTICING ACTIVITY**

**Directions:**







You will listen to the song again. While listening, try to think about the lyrics, then articulate what you feel or give your opinions on what was said in the song.

..... Teacher plays the audio to the students, once again.....



**Task 1 :**

Now, visualize the meaning conveyed on each stanza. Use the pictures and expressions below to help you.

<p><b>Peaceful Places</b></p> <p>Make it a better place For you and for me and the entire human race</p>  	<p>Love is only cares for joyful giving</p> <p>There are people dying</p>  	<p>In this place, you will feel hurt or sorrow</p> <p>Heal the world Make it a better place</p>  
--	---	---

**Task 2 :**

Now, tell the song you have listened to your friend. Use the following questions to help you in making a summary of it !

Verse 1  
 Questions : 1) ..... 2) ..... 3) .....  
 Answers : 1) ..... 2) ..... 3) .....




Verse 2 and Bridge  
 Questions : 1) ..... 2) .....  
 Answers : 1) ..... 2) .....

Verse 3  
 Question : .....  
 Answer : .....

Pre chorus 1 and chorus 1  
 Question : .....  
 Answer : .....

Pre chorus 2 and chorus 2  
 Question : .....  
 Answer : .....

Pre chorus 3 and chorus 1  
 Question : .....  
 Answer : .....

	<p>Summary from verse 1</p>
	<p>Summary from verse 2</p>
	<p>Summary from verse 3</p>

# FINISH YOUR STEP 2 HERE

## Your Next Task : Practice the step 3

### Practice the step 3 :

Construct Creating Activity by asking the students to produce the text with their own purposes.

#### Directions :

Take the texts you have chosen at the step 1 (there are 4 types of text : *teks interaksi interpersonal*/spoken text, *teks interaksi transaksional*/spoken or written-vocabulary, grammar, *teks fungsional khusus*/short functional text, dan *teks fungsional*/functional text). Then, ask the students to do the following activity:

- Ask the students going back to the text on Learning Activity before going forward to produce something new

Use concise and simple directions which are easy to remember and apply, as in Tomlinson's example:

*You will listen to the conversations on how to greet and say good bye to others on Learning Activity again, before making your own conversation. Then, sit in pairs and write the expressions for your own dialog. (for spoken text)*

*You will read the texts that have information about the name of animals, things, and public buildings on Learning Activity again, before making your own text. Then, sit in group of four and take turn to suggest the sentences for your own text. (for written text)*

- There are 3 examples of activities, and you can choose 1 activity that suit with your text type :

**1. rewrite the text by changing some informations/parts of the text**

Example : after reading a story called ‘Sentenced of Death’ about a man in Liverpool that has four hours to live, the learners in group rewrite the story but it is based on their own situation; the name of the man, the town he lives, or other condition such as the name of the family, or the crime he has done.

(this example is suitable with the spoken text and short functional text : letters, notice, greeting card, etc)

## **2. Write the new text (or the new sentences) by using their own words**

Example :

- after reading several sentences in the form of grammar being taught (e.g. degree of comparison, be adjective, or tenses) write the new version of sentences
- after reading a story with the title ‘They Came from the Sea: Part 1’ , learners sit in a circle and take it in turns to suggest the next sentences of the story: ‘They Came from the Sea: Part 2’ The learners can improvise in writing it based on their capability on grammar and vocabularies. The material developers can help the learners by giving them some guided questions or story mapping on the textbook. (This example is suitable with the functional text with genre and for teaching grammar and vocabularies, but we must give some words or phrases to help them develop their own paragraph/sentence)

## **3. Create the new short functional text**

Example : after working out with an advertisement of a vehicle called the C5, the learners are asked to design an improved C6 and then write an advertisement to promote this vehicle.

(This example is suitable with the specific functional text such as letters, notice, ads, announcements, greeting card, etc)

# YOU START HERE.....

## THE EXAMPLE OF MATERIALS DEVELOPMENT for CREATING ACTIVITY

### 1. The example of materials development for teaching spoken text (conversation)

Grade 7

#### KD 3.1

*mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya*

#### CREATING ACTIVITY

##### Directions :

You will listen to the conversations on how to greet and say good bye to others again, before making your own conversation. Sit in pairs and take turn to suggest the expressions for making your own dialogs.

##### Task 1

Now, write the conversations based on the situation given. Use the previous conversations to help you find the appropriate expressions.

**Situation 1 :** A and B are friends. They meet at the school yard this morning. A and B greet each other.

A	B
1. Say good morning to B 2. Tell B he must attend the biology class soon and say bye	1. say good morning to A 2. say bye too

**Situation 2 :** A is a teacher and B is a student. They meet at the bookstore. They greet and say good bye each other

A	B
1. say hello to B 2. tell B he must go back to the school and say good bye	1. say good afternoon to A 2. say good bye too

**Situation 3 :** A is a school librarian. B is a student. B meets A in a library because B wants to borrow a book there. So B greet A first, before asking a book to A

A	B
1. say good morning to B and ask how can she help B 2. tell B that the book is on the bookshelves no. 4	1. say good morning to A and tell her that she needs a math book 2. say thank you

**Task 2**

Now, write the conversation into the the table below then perform it in front of the class. Use some properties to make your performance alive. You can see the following pictures to inspire your role play.

**Situation 1 :** A and B are friends. They meet at the school yard this morning. A and B greet each other.



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A : .....  
 B : .....  
 A : .....  
 B : .....

**Situation 2 :** A is a teacher and B is a student. They greet each other after class and say good bye



A : .....  
 B : .....  
 A : .....  
 B : .....

**Situation 3 :** A is a school librarian. B is a student. B meets A in a library because B wants to borrow a book there. So B greet A first, before asking a book to A



A : .....  
 B : .....  
 A : .....  
 B : .....

**2. The example of materials development for teaching written text (vocabulary, grammar and functional text)**

**Grade 7**

**KD 3.4 : (vocabulary)**

*mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)*

**CREATING ACTIVITY**




**Directions :**

You will read the texts that have information about the name of animals, things, and public buildings again, before making your own text. Sit in group of four, then take turn to suggest the sentences for making your own text.




**Task 1**

Now, in group you will rewrite the name of insects, groceries, and public buildings to complete the task. Use the picture to help you in deciding what animal, thing, and public building you need to name it.




**Insects**

			Picture	Picture	Picture	Picture	Picture
.....	.....	.....	.....	.....	.....	.....	.....
Picture	Picture	Picture	Picture	Picture	Picture	Picture	Picture
.....	.....	.....	.....	.....	.....	.....	.....

## Groceries

			Picture	Picture	Picture	Picture	Picture
.....	.....	.....	.....	.....	.....	.....	.....
Picture	Picture	Picture	Picture	Picture	Picture	Picture	Picture
.....	.....	.....	.....	.....	.....	.....	.....

## Public Buildings

			Picture	Picture	Picture	Picture	Picture
.....	.....	.....	.....	.....	.....	.....	.....
Picture	Picture	Picture	Picture	Picture	Picture	Picture	Picture
.....	.....	.....	.....	.....	.....	.....	.....

### Task 2

Now, tell your friend about the name of insects, groceries, and public buildings above in front of the class. Then, post the pictures on your display board.

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## Grade 8

### ***KD3.7***

*menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan **simple present tense**)*

---

### **CREATING ACTIVITY**

**Directions :**



You will read some short texts that uses the sentences in the form of simple present again, before making your own text. Sit in group of four, then take turn to suggest the sentences for making yours.

### Task 1

Now, in group you will make the sentences in the form of simple present. Decide what verb you must use to complete the sentences. Use the word in the brackets to help.

### Simple Present Tense

**I. Write affirmative sentences. Use the verbs in parenthesis.**

- Mary and I \_\_\_\_\_ (go) to the cinema every Friday.
- Claudia and her friends \_\_\_\_\_ (have) lunch once a month.
- My brother Peter \_\_\_\_\_ (do) karate three days a week.
- Mr. Dean \_\_\_\_\_ (be) a baker. He has a big bakery.
- Mr. and Mrs. Parker \_\_\_\_\_ (come) from Canada.
- My parents \_\_\_\_\_ (love) to travel.
- Joan is a good teacher. She \_\_\_\_\_ (prepare) her class with enthusiasm.
- Ben is a good swimmer. He \_\_\_\_\_ (swim) 400mets very fast.
- Sebastian \_\_\_\_\_ (study) at Bellas Artes School. He \_\_\_\_\_ (draw) beautiful pictures.
- Ben's sisters \_\_\_\_\_ (be) ballet dancers.

**II. Write negative sentences. Use the verbs in parenthesis.**

- My brother \_\_\_\_\_ (not like) to dance but he loves having a good talk.
- Gina \_\_\_\_\_ (not live) in Potosi, she lives in Pisco.
- My parents \_\_\_\_\_ (not be) lawyers, they work in a school.
- My school workers \_\_\_\_\_ (not do) the homework on time.
- Georgia \_\_\_\_\_ (not cook) well. She wants to have some cooking lessons.
- My cousin Lucas \_\_\_\_\_ (not have) to walk his dog, he pays to someone else to do that.
- If you \_\_\_\_\_ (not study) on time, you will have many problems.
- Ricardo \_\_\_\_\_ (not forget) to do the chores.
- Mario \_\_\_\_\_ (not wear) shorts because he \_\_\_\_\_ (not like) them.
- Joan and his brother \_\_\_\_\_ (not be) twins. Joan is 12 and his brother is 10.

**III. Write interrogative sentences. Use Do or Does and the verbs in parenthesis. Answer the questions.**

- \_\_\_\_\_ you like to \_\_\_\_\_ ( go ) to the movies? \_\_\_\_\_ Let's go today.
- \_\_\_\_\_ your mother \_\_\_\_\_ (read) the newspaper everyday?  
\_\_\_\_\_ She prefers to watch the news.
- \_\_\_\_\_ your cousin \_\_\_\_\_ (come) to visit you every weekend?  
\_\_\_\_\_ We all play soccer and then we watch a movie.
- \_\_\_\_\_ Ximena \_\_\_\_\_ (study) in New York?  
\_\_\_\_\_ She is studying Art.
- What \_\_\_\_\_ you \_\_\_\_\_ (like) for dinner? I \_\_\_\_\_ chicken.
- What \_\_\_\_\_ Milena \_\_\_\_\_ (study)? She \_\_\_\_\_ (study) Architecture.
- \_\_\_\_\_ your grandma \_\_\_\_\_ ? \_\_\_\_\_ She cooks very well.

### Task 2

Now, explain the text you have made in front of the class and display it on students' bulletin board. You can see the following boards to inspire you.

## Grade 9

### KD 3.9 (teaching functional text/text with genre)

*membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya*

## CREATING ACTIVITY

### Directions :

You will read some informational report texts about **Yam Festivals**, **Butterflies**, and **The Amazing Butterfly**, before making your own text. Sit in group of four, then take turn to suggest the sentences for making your own text.

**Task 1**

Now, in group you will write your own informational report text. Decide whether festival or animal that you want to inform. Use the generic structure and the language features you have learned to help you composing your text.

<b>PICTURE</b>	Clue: rearrange the jumble sentences below to produce your own report text.	<b>Your text</b>
<p data-bbox="232 578 516 611"><b>US Independence Day</b></p> 	<p data-bbox="584 578 838 607">General classification:</p> <p data-bbox="584 611 848 835">1.The celebrations are done by people with a festive combination of vacations, barbeques, parties, sparklers and fireworks.</p> <p data-bbox="592 843 827 1071">2.Every year on July 4th, families and friends across the United States celebrate the country's Independence Day.</p>	<p data-bbox="912 578 1177 611">US Independence Day</p> <p data-bbox="900 674 1188 1448">..... .....</p>



Description :

1.The National Mall is the epicenter of Independence Day celebrations, with a parade along Constitution Avenue and beautiful evening fireworks over the Washington Monument.

2.What better place to celebrate US Independence than the nation's capital city?

3.New York City has one of the best pyrotechnic shows in the country, setting off thousands of fireworks on the Hudson River.

4.Many of the top attractions in Washington DC host fun family events on July 4th, complete with a variety of festivals and concerts.

5.Locals and visitors can enjoy the best views from the rooftop of a New York City hotel or even from an evening

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cruise on the river.  
Many NYC  
restaurants also have  
outdoor seating with  
views of the Hudson.

6.No matter where you  
are in the USA, you're  
sure to find endless  
options for a  
spectacular 4th of July  
with family and  
friends!

**PICTURE**

Clue: rearrange the jumble sentences below to your own report text.

**The Koala**

The Koala bear lives in Australia. The koala is not actually a bear, it is a marsupial. This means that when they have offspring, the baby koala (called a joey) is born approximately 2cm's long and then travels to a protective pouch on their mother's tummy. They then continue to grow for 6 months.

The koala has sharp claws and live in tree ranges. They are nocturnal animals and sleep a lot during the day.

Description	Habitat and Diet	Facts
<ul style="list-style-type: none"> <li>Mammals</li> <li>Marsupials</li> <li>Furry</li> <li>Warm blooded</li> <li>Sharp claws</li> <li>Fussy eaters</li> <li>Live in trees</li> <li>Make noises such as burping sounds and snoring!</li> <li>60 - 85cm long</li> </ul>	<ul style="list-style-type: none"> <li>Like to 2 to 3 types of Eucalyptus plants</li> <li>Live in the Forests of Eastern Australia</li> <li>Habitat is under threat.</li> </ul>	<ul style="list-style-type: none"> <li>The koala bear is not actually a bear</li> <li>The Females can have up to one joey a year</li> <li>A joey is the name of a baby koala</li> <li>Koalas are marsupials</li> <li>They used to be hunted in the 1920s and 1930s but people have made more effort to protect them.</li> <li>The leaves of the Eucalyptus tree are toxic to humans but koalas have an adapted digestive system that allows them to consume these leaves safely</li> </ul>

**General Classification:**

1. The young joeys feed on their mothers milk in the pouch.
2. Koalas are marsupials found in Australia.
3. The female koala has a pouch where its young grow.

**Description:**

1. They only drink water in extreme circumstances are sick or when they cannot derive enough energy from Eucalypt leaves.
2. The word koala comes from an aboriginal word meaning "no drink" because koalas derive approximately 90% of their hydration from Eucalyptus leaves.
3. Koalas eat between 200-500 grams of leaves a day, they are quite fussy about the species of Eucalypt they eat.
4. They live in koala communities as they prefer the company of other koalas for survival.
5. Koalas live in bushland in Australia. The koalas live both inland and in coastal areas of tall Eucalypt trees.
6. They have strong muscular limbs and claws for climbing and balancing in trees.
7. Koalas are covered in thick woolly fur for sun protection from warmth and cold.
8. These mammals are not bears, they are marsupials.
9. Many people incorrectly use the term "koala bear" which is incorrect.

**Your Text**

(title)

..... (general classification) .....

..... (description) .....

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.....

.....

.....

.....

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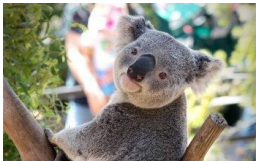
**Task 2**

Now, explain the text you have made in front of the class. Use some pictures to make your presentation interesting. You can see the following pictures to inspire you.

**Pictures for explaining the report text : US Independence Day**



**Pictures for explaining the report text : Koala**



**3. The example of materials development for teaching short functional text**

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**KD3.5 (teaching ads)**

*Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya*

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**CREATING ACTIVITY****Directions :**

You will read some announcements posted on school display again, before making your own text. Sit in group of four, then take turn to suggest the sentences for making yours.

**Task 1**

Now, in group you will make the new announcement. Decide what information you will announce, what day and place, and who are the hosts. Use the clue in the box to help you.

<b>Your clue</b>	<b>Your announcements</b>
event will be held : Parents Teacher Meeting when the event will be held : Friday, Jan 15, 2019  at 5 p.m. – 7 p.m. where the event will be held : Room 203 Galloway Secondary School	
name of the person who will be contacted : Ms. Brunnette 0800 7587 9543	

**Task 2**

Now, tell the announcements you have made in front of the class and display it on students' bulletin board.

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**Grade 10****KD3.9 (teaching song lyrics)**

*Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/ MAK*

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## CREATING ACTIVITY

### Directions :

You will listen to the song “Heal the World” by Michael Jackson again, before completing the missing lyric on each stanza. Sit in pairs, then take turn to suggest the words or phrases for completing the whole song.

### Heal the World

<p>[Verse 1]            There's a place in ..... heart            And I ..... that it is love            And this place could be much ..... tomorrow            And if you really .....            You'll find there's no need to .....            In this place, you will ..... there's no hurt or sorrow</p> <p>[Pre-Chorus 1]            There are ..... to get these            If you ..... enough for the living            Make a ..... space            Make a better .....</p> <p>[Chorus]            Heal the .....            Make it a better place            For you and for me and the ..... human race            There are people .....            If you care ..... for the living            Make a better place for you and for me</p> <p>[Verse 2]            If you ..... to know why            There's a love that cannot .....            Love is ....., it only cares for ..... giving            If we try, we shall see            In this ....., we cannot feel            Fear or dread, we stop ..... and start living</p> <p>[Pre-Chorus 2]            Then it feels that always            Love's enough for us .....            So make a ..... world            To make a better world</p> <p>[Chorus]            Heal the .....            Make it a better place            For you and for me and the entire ..... race            There are people dying            If you care enough for the .....            Make a better ..... for you and for me</p> <p>[Bridge]            And the dream we were ..... in will reveal a joyful face            And the world we once ..... in will shine again in grace            Then why do we keep ..... life?            Would this Earth ..... its soul?            Though it's ..... to see            This world is .....            Be God's .....</p> <p>[Verse 3]            We could ..... so high            Let our ..... never die            In my heart, I feel you are all my .....            Create a world with no .....            Together, we'll ..... happy tears            See the ..... turn their swords into            Ploughshares</p>	<p>[Pre-Chorus 3]            We could really get these            If you cared enough for the living            Make a little space            To make a better place</p> <p>[Chorus]            Heal the world            Make it a better place            For you and for me            And the entire human race            There are people dying            If you care enough for the living            Make a better place            For you and for me            Heal the world            Make it a better place            For you and for me and the entire human race            There are people dying            If you care enough for the living            Make a better place for you and for me            Heal the world (Heal the world)            Make it a better place            For you and for me and the entire human race            There are people dying            If you care enough for the living            Make a better place for you and for me            [Post-Chorus]            There are people dying            If you care enough for the living            Make a better place for you and for me            There are people dying            If you care enough for the living            Make a better place for you and for me</p> <p>[Outro: Michael Jackson &amp; Child]            Make a better place (You and for me)            Make a better place (You and for me)            Make a better place (You and for me)            (You and for me)            Heal the world we live in (You and for me)            Save it for our children (You and for me)            Heal the world we live in (You and for me)            Save it for our children (You and for me)            Heal the world we live in (You and for me)            Save it for our children (You and for me)            Heal the world we live in (You and for me)            Save it for our children</p>
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# FINISH YOUR STEP 3 HERE

## Your Next Task : Practice the step 4

### Practice the step 4 :

make a conclusion on what have being studied. The conclusions are on the texts and the language concepts

### Directions :

1. Take the texts you have chosen at the step 1 (there are 4 types of text : teks interaksi interpersonal, teks interaksi transaksional, teks fungsional khusus, dan teks fungsional). Then, ask the students to do the following activity:

- ask the students to develop critical and creative thinking skills (it is called interpretation activity) in order to make a conclusion on what have being discussed on Learning Activity (text and the language concept such as the function and the usage of the text) by giving them such task type as deep questions, debates about issues in the text, critical reviews of the text, or as an interviews with the characters/the author of a story. (These tasks can be completed by providing the higher order thinking questions)
- ask the students to gain awareness from a focused study of the text (it is called awareness activity) analyzing another text that have the same features used in the text being studied. (The features could be of language use, of communication strategies, of discourse features, of genre characteristics or of text type feature).

For example, the learners are working out with the food label in term of form and function, so they will ask then, to compare some of language features in the food label with other text that also have the similar words but may be different in term of meaning and function (comparing food label with recipe). Or asking the learners to make generalizations about a character's use of the imperative when talking to his father in a scene from a novel after learning imperative; or ask them to work out typical features

of the genre of advertisement from examining a number of advertisements in a magazine, after learning the topic advertisement. The important point is that evidence is provided in a text which the learners have already experienced holistically and then they are helped to make focused discoveries through discrete attention to a specified feature of the text. That way they invest cognitive and affective energy and attention in the learning process and they are likely to increase their readiness for acquisition.

- Use concise and simple instructions which are easy to remember and apply, as in Tomlinson's example:

For interpretation activity (conclusion # 1)

- *To have a conclusion on what you have learnt, think more deeply the conversations on Learning Activity then discover the speaker's intention of saying it. Use the question below to help you.*
- *To have a conclusion on what you have learnt, think more deeply the texts on Learning Activity then discover the speaker's intention of saying it. Use the question below to help you.*

For awareness activity (conclusion # 2)

- *To gain awareness on the language use from the conversations you have learnt, you need to analyze the same features found in other equivalent text.*
- *To gain awareness on the language use from the texts you have learnt, you need to analyze the same features found in other equivalent text.*

**YOU START HERE.....**

## THE EXAMPLE OF MATERIALS DEVELOPMENT for WRAP UP/CONCLUDING ACTIVITY

### 1. The example of materials development for teaching spoken text (conversation)

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Grade 7

**KD 3.1**

*mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan **menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf**, serta menanggapi, sesuai dengan konteks penggunaannya*

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#### CONCLUSION

##### Conclusion 1

To have a conclusion on what you have learnt, think more deeply the conversations on Learning Activity then discover the speaker's intention of saying it. Use the question below to help you.

Deep Questions
1. Why do people greet each other ?
Your answer : .....
2. Should we say good bye before leaving another person ? Why ?
Your answer : .....
3. Should we greet older people politely ? Why ?
4. What do you think if we do not greet our young people ?
5. Should we respon if other person greet us ? Why ?
6. If other person did not respond your greeting, what should you do ?
7. Is it ok for us just greet other by smiling only ? Why ?

## Conclusion 2

To gain awareness on the language use from the conversations you have learnt, you need to analyze the same features found in other equivalent text.

Text to be compared	The same language features	
<p><b>Conversation 1</b></p> <p>Situation : Mr. Thomas meets Sarah in front of the bookstore. Then, they greet each other.</p> <p>Sarah : Good Morning, Mr. Thomas. Mr. Thomas : Good Morning, Sarah. Nice to see you this morning. Sarah : Nice to see you too, Sir.</p>	<p><b>Personal Pronouns</b></p>	<p><b>Simple sentences (S+V+O)</b></p>
<p><b>Text 1</b></p> <p>One day Phil and Leon went to the canal. They were going fishing. There seemed to be no one else around. They chose the best place. They started to get out the roads. When there was a loud splash. Then there was a scream. Phil and Leon looked up. They saw something moving in the water. Then they saw a hand waving. Someone had fallen in the water.</p>		
<p><b>Conversation 2</b></p> <p>Situation : Anna meets Mr. Johnson. Then, they greet each other and talk about the next class. After that, they say goodbye each other.</p> <p>Anna : Good afternoon , Sir. Mr. Johnson : Good afternoon. Anna : Have you got your lunch , Sir ? Mr. Johnson : Of course. Do you have class now? Anna : Yes, Sir. I have a biology class. I'll be back to the class, Sir. Have a nice day, Sir. Mr. Johnson : You too.</p>		
<p><b>Text 2</b></p>		

Like all animals, human beings need food in order to live because every part of the body needs a steady supply of food, so that it can work properly. But, first the food has to be broken down through a process called digestion, so that, it can dissolve in the blood and travel around the body.

## 2. The example of materials development for teaching written text (vocabulary, grammar and functional text)

### Grade 7

#### KD 3.4 : (vocabulary)

*mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)*

#### CONCLUSION

##### Conclusion 1

To have a conclusion on what you have learnt, think more deeply the texts on Learning Activity, then discover the writer's intention of writing it. Use the question below to help you.

#### Deep Questions

Text 1 : Insects
1. Should we know about the insects ? Why ?
Your answer : .....
2. Do you think these kinds of animal will be gone one day ? Why and how ?
Your answer : .....
3. Do you think these are a beautiful creature ? Why ?
Your answer : .....
4. Why do you think God's reason in creating these animals ?
Text 2 : Groceries

5. Do you think we should buy some groceries ? Why ?
6. If other person did not like to consume some of dairy products, what should you do ?
7. Do Indonesian people care about the function of some dairy product on their health ? Why ?
Text 3 : Public buildings
8. Do we have the same kind of public buildings with US or UK ? Why ?
9. Do we need to care for the old public buildings ? Why ?
10. Why do people in US love to go to museums or library ?

## Conclusion 2

To gain awareness on the language use from the texts you have learnt, you need to analyze the same features found in other equivalent text.

Text to be compared	The same language features		
	Article	Verb	Simple sentences (S+V+O)
<b>Text 1:</b> See "Insects"			
<b>Equivalent Text 1</b> Big animals usually come into cities to find food. In Cape Town in South Africa baboons come into the city when they are hungry. They go into gardens and eat fruit from trees. They even go into houses and take food from cupboards and fridges! Baboons are strong animals and they can scare people. But the city can be dangerous for baboons too. Sometimes, cars and buses kill baboons in accidents. Human food is very bad for the baboons' teeth because it has a lot of sugar. Now, there are Baboon Monitors working in Cape Town. Their job is to find baboons in the city and return them to the countryside.			
<b>Text 2 :</b> See "Groceries"			

<p><b>Equivalent Text 2</b></p> <p><b>Going to the Supermarket</b></p> <p>Martha is at the grocery store, getting ready for a house party. She has a list of what she needs with her as she goes along. The first section she comes has produce. Martha sees apples, bananas, cherries, grapes, and strawberries. She checks her list:</p> <ul style="list-style-type: none"> <li>- 6 apples</li> <li>- 1 bag of cherries</li> <li>- 1 bag of grapes</li> <li>- 2 cartons of strawberries</li> </ul> <p>Martha gets her items and looks the bananas. They are on sale for much cheaper than they are normally. She picks 3 bananas. Next are vegetables. She sees potatoes, carrots, tomatoes, onions, mushrooms, and salad in bags. She checks her list:</p> <ul style="list-style-type: none"> <li>- 5 pounds of potatoes</li> <li>- 6 carrots</li> <li>- 4 tomatoes</li> <li>- 2 onions</li> <li>- 4 mushrooms</li> </ul>			
<p><b>Text 3 :</b></p> <p>See "Public Buildings"</p>			
<p><b>Equivalent Text 3</b></p> <p>Skyscrapers are very tall buildings. They are found in many large, American cities. Skyscrapers in New York City and Chicago reach more than a 1000 feet into the sky (304.8 meters), which is about the length of three football fields. These huge structures are appropriately named "skyscrapers" because they are so tall that they seem to touch, or "scrape" the sky and the clouds. On a clear day, you can see a skyscraper from several miles away.</p>			

menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan **simple present tense**)

## CONCLUSION

### Conclusion 1

To have a conclusion on what you have learnt, think more deeply the texts on Learning Activity, then discover the writer's intention of writing it. Use the question below to help you.

Deep Questions	
1. Should we know the simple present tense ? Why ?	Your answer : .....
2. Do you think this kind of tense also occur in our language ? Why and how ?	Your answer : .....
3. Do you think this tense help us in talking about habitual activity ? Why ?	Your answer : .....
4. What do you think another reason of using this tense ?	Your answer : .....
5. Do you think we should also use it in our daily communication ? Why ?	Your answer : .....
6. If other person did not use it, what will happen ?	Your answer : .....
7. Do Indonesian people will care about the function of this tense when communicate in English ? Why ?	Your answer : .....

### Conclusion 2

To gain awareness on the language use from the texts you have learnt, you need to analyze the same features found in other equivalent text.

Text to be compared	The same language features		
	Subject	Verb 1	Simple Present (S+V)
The Best Art Critics			
art student and I paint a lot of pictures. ople pretend that they understand modern r always tell you what a picture is about. Of			



course, many pictures are not about anything. They are just pretty patterns. We like them in the same way that we like pretty curtain material. I think that young children often appreciate modern pictures better than anyone else. They notice more. My sister is only seven, but she always tells me whether my pictures are good or not. She came into my room yesterday. "What are you doing?" she asked. "I'm hanging this picture on the wall," I answered. "It's a new one. Do you like it?" She looked at it critically for a moment. "It's all right," she said, "but isn't it upside down?" I looked at it again. She was right! It was!

**Equivalent Text 1**

**How Does Brain Work?**

Theories about how brain works remain a topic of debate. It is agreed, though, that the hippocampus, a part of the brain, is undeniably important for memory. When we experience something, the information is sent via our senses to the hippocampus, where it is processed. Scientists believe that brain cells called neurons first transform the sensory stimuli we experience into images in our immediate memory. Then, these images are sent to the hippocampus and stored temporarily in short term memory. In the hippocampus information is organized, and it is during this process that parts of the image of our experience fade away. Finally, certain information is then transferred to long term memory in a section in the frontal lobe of the brain known as the cerebral cortex. Scientists think this process may happen while we are sleeping, but exactly how the information is transferred from one area of the brain to another is a mystery.

**Text 2 :**

My name is Annie and this is what I normally do. I love to walk on the mountain. During the week I wake up early and go for a small walk on the mountain. I usually go with my father or my brother. We like to get some fresh air before we start our day. We live in the country far away from the city. We think that our country life is wonderful because we are away from the noise and pollution of the city. We often walk for about one-half hour and then return to our home. I always take my bus after our walk and at about 8:30 a.m. and arrive at school at 9:00 a.m. My father takes his car and goes to town to work. He works at a veterinary clinic. He is a vet and loves to help animals. We have 3 dogs and two cats.

On the week end we wake up early and go for a hike on the mountain. It is so nice to smell the fresh air and see the wild animals. We stay there for about three hours and bring our lunch with us. As you can see my family loves nature.

**Equivalent Text 2:****People With Extraordinary Abilities**

Fictional stories about people who have extraordinary abilities have always attracted people's attention. One of them is the story of Vera Petrova, who is able to perceive things with different parts of her skin, and through solid walls. One day she comes into his father's office and puts her hands on the door of a locked safe. Suddenly she asks her father why he keeps so many old newspapers locked away there. Vera's curious talent is brought to the notice of a scientific research institute and she is given a series of tests by a special commission. During these tests she manages to read a newspaper through an opaque screen and then she describes the figures and colors of a picture hidden under a carpet. During all these tests Vera is blindfolded; and, indeed, except when blindfolded she lacks the ability to perceive things with her skin. It was also found that although she could perceive things with her fingers, this ability ceased the moment her hands were wet.

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## Grade 9

### ***KD 3.9 (teaching functional text/text with genre)***

*membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya*

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## **CONCLUSION**

### **Conclusion 1**

To have a conclusion on what you have learnt, think more deeply the texts on Learning Activity, then discover the writer's intention of writing it. Use the question below to help you.

### **Deep Questions**

Text 1 : Yam Festivals
1. Should we know any cultural events in the world ? Why ?
Your answer : .....
2. Do you think these kinds of events will be exist forever ? Why and how ?
Your answer : .....
3. Do you think these are a beautiful tradition that should be kept by younger generation ? Why ?
Your answer : .....
4. Why do you think people's of that country in keeping this tradition ?
Text 2 : Butterflies
5. Do you think we should know about this creature ? Why ?
6. Do you think this animal can be extinct someday ? Why ?
7. Do Indonesian people care about animal conservation ? Why ?
Text 3 : The Amazing Butterfly
8. Do you think we need to have butterfly sanctuary ? Why ?
9. Do we need to care for the rare species of butterflies ? Why ?
10. Do you think we should have butterflies museums to keep the sample of them ? Why ?

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**Conclusion 2**

To gain awareness on the language use from the texts you have learnt, you need to analyze the same features found in other equivalent text.

<b>Text to be compared</b>	<b>The same language features</b>		
	<b>Article</b>	<b>Verb</b>	<b>Simple sentences (S+V+O)</b>
<b>Text 1:</b> See “Yam Festivals”			
<b>Equivalent Text 1</b> Festivals are an expressive way to celebrate glorious heritage, culture and traditions. They are meant to rejoice special moments and emotions in our lives with our loved ones. They play an important role to add structure to our social lives, and connect us with our families and backgrounds. They give us a distraction from our day to day, exhausting routine of life, and give us some inspiration to remember the important things and moments in life. Festivals were started to pass the legends, knowledge and traditions onto the next generation. All festivals are cultural in one way or another. There are many types of cultural festivals such as National, Religious and Seasonal. They all serve the purpose of bringing happiness to our lives, and strengthen our sense of community.			
<b>Text 2 :</b> See “Butterflies”			

<p><b>Equivalent Text 2</b>  <b>Going to the Supermarket</b>  Martha is at the grocery store, getting ready for a house party. She has a list of what she needs with her as she goes along. The first section she comes has produce. Martha sees apples, bananas, cherries, grapes, and strawberries. She checks her list:</p> <ul style="list-style-type: none"> <li>- 6 apples</li> <li>- 1 bag of cherries</li> <li>- 1 bag of grapes</li> <li>- 2 cartons of strawberries</li> </ul> <p>Martha gets her items and looks the bananas. They are on sale for much cheaper than they are normally. She picks 3 bananas. Next are vegetables. She sees potatoes, carrots, tomatoes, onions, mushrooms, and salad in bags. She checks her list:</p> <ul style="list-style-type: none"> <li>- 5 pounds of potatoes</li> <li>- 6 carrots</li> <li>- 4 tomatoes</li> <li>- 2 onions</li> <li>- 4 mushrooms</li> </ul>			
<p><b>Text 3 :</b>  See “The Amazing Butterfly”</p>			
<p><b>Equivalent Text 3</b>  Skyscrapers are very tall buildings. They are found in many large, American cities. Skyscrapers in New York City and Chicago reach more than a 1000 feet into the sky (304.8 meters), which is about the length of three football fields. These huge structures are appropriately named "skyscrapers" because they are so tall that they seem to touch, or "scrape" the sky and the clouds. On a clear day, you can see a skyscraper from several miles away.</p>			

**3. The example of materials development for teaching short functional text**

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**KD3.5 (teaching ads)**

*Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya*

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**CONCLUSION****Conclusion 1**

To have a conclusion on what you have learnt, think more deeply the texts on Learning Activity, then discover the writer's intention of writing it. Use the question below to help you.

**Deep Questions**

1. Should we pay attention to the information on an announcement ? Why ?
Your answer : .....
2. Do you think the announcement maker address it to everybody ? Why ?
Your answer : .....
3. Do you think these announcement have a beautiful design ? Why ?
Your answer : .....
4. What do you think the host's reason in making these announcement ?
Your answer : .....
5. Do you think we should come to the event stated on the announcement ? Why ?
Your answer : .....
6. If other person did not like to joint that event, what should they do ?
Your answer : .....
7. Do Indonesian people usually pay attention to some announcements posted on the board ? Why ?

**Conclusion 2**

To gain awareness on the language use from the texts you have learnt, you need to analyze the same features found in other equivalent text.

Text to be compared	The same language features		
	Noun	Verb	Simple sentence (S+V1+O)
Announcement 1:			

<p><b>Equivalent Text 1</b></p> <p>Opera refers to a dramatic art form, originating in Europe, in which the emotional content is conveyed to the audience as much through music, both vocal and instrumental, as it is through the lyrics. By contrast, in musical theater an actor's dramatic performance is primary, and the music plays a lesser role. The drama in opera is presented using the primary elements of theater such as scenery, costumes, and acting. However, the words of the opera, or libretto, are sung rather than spoken. The singers are accompanied by a musical ensemble ranging from a small instrumental ensemble to a full symphonic orchestra.</p>			
<p><b>Announcement 2 :</b></p>			
<p><b>Equivalent Text 2</b></p> <p>Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that their society is more complex than people previously imagined. They look after other dolphins when they are ill, care for pregnant mothers and protect the weakest in the community, as we do. Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing words. Could any of these mammals be more</p>			

intelligent than man? Certainly the most common argument in favor of man's superiority over them that we can kill them more easily than they can kill us is the least satisfactory. On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.

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**Grade 10**

***KD3.9 (teaching song lyrics)***

*Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/ MAK*

**CONCLUSION**

**Conclusion 1**

To have a conclusion on what you have learnt, think more deeply the texts on Learning Activity, then discover the writer's intention of writing it. Use the question below to help you.

**Deep Questions**

<b>Deep Questions</b>
1. Why do you think Michael Jackson write the song "Heal the World"?
Your answer : .....
2. Why do people or country fight each other?
Your answer : .....
3. Should every problem end with war ? Why ?
Your answer : .....



4. What do you think will happen if everybody understand other needs and wants ?
Your answer : .....
5. Do you think we should stop fighting each other ? How ?
Your answer : .....
6. If other person did not want to joint us in spreading love, what should we do ?
Your answer : .....
7. Do Indonesian people also care about world peace ? How they do it ?

## Conclusion 2

To gain awareness on the language use from the texts you have learnt, you need to analyze the same features found in other equivalent text.

Text to be compared	The same language features			
	Noun	Verb	Adjective	Meaning
<p><b>g : Heal the World</b>  place in your heart  ow that it is love  place could be much brighter than    u really try  d there's no need to cry  ice, you will feel there's no hurt or sorrow  .....  ..... and so on</p>				
<p><b>nt Text 1</b></p> <p><b>The Bermuda Triangle</b>  Bermuda Triangle occupies a disturbing and believable place in the world's catalog of unexplained mysteries. More than a hundred planes have vanished in this area into the air every 5, and more than a thousand lives have been lost without a single body or even a piece of wreckage from the vanishing planes or ships having been recovered. Many of the planes concerned have disappeared while in normal radio contact with their controllers at the very moment of their disappearance, and controllers have radioed the most extraordinary messages implying that they could not get their radios to function, that their compasses were useless and that the sky had turned yellow and hazy</p>				

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on a clear day, and the ocean, which was calm nearby, didn't look right without further clarification of what was wrong.

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**Congratulation !!!**

**This is the end of the work**

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